

<b>SA803 Politics and Sociology of the Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

**Availability**

Spring

**Contact Hours**

22

**Department Checked**

Yes

**Learning Outcomes**

- Demonstrate knowledge of some of the central problems raised by political scientists' and sociologists' in their discussions of environmental issues
- Understand that the environment is not simply a natural object but is socially constructed
- Demonstrate knowledge of the ways in which the environment has come to be seen as a political problem and the forms of organization that have been adopted to address environmental questions, ranging from pressure groups, formal environmental movement organisations, green parties, local environmental activists and radical environmental protesters.
- Take a cross-nationally comparative approach to consider issues of global environmental politics as well as the special problems environmental issues are alleged to pose for the development of public policy

**Method of Assessment**

Assessment is by one coursework essay of 5,000 words

**Preliminary Reading**

Carter, N (2007) *The politics of the Environment* 2nd ed, Cambridge: Cambridge University Press  
 Connelly, J, Smith, G, Benson, D, Saunders, C (2012) *Politics and the Environment: from theory to practice* 3rd edition, London: Routledge  
 Doherty, B and Doyle, T (2013) *Environmentalism, Resistance and Solidarity: The Politics of Friends of the Earth*, New York: Palgrave Macmillan.  
 Doyle, T and MacGregor, S (eds) (2014) *Environmental Movements Around the World*, San Francisco: Praeger.  
 Zelko, F (2013) *Make It a Green Peace! The Rise of a Countercultural Environmentalism*, Oxford: Oxford University Press

**Synopsis**

This module is particularly concerned with the forms and outcomes of the political contention and mobilisation around environmental issues, ranging from pressure groups, formal environmental movement organisations and Green parties to local environmental activism and radical environmental protest. It also considers the relationship between democracy and the environment: is democracy good for the environment? Would more deliberative forms of democracy improve matters? The approach is cross-nationally comparative and will also consider issues of global environmental politics.

## 2019-20 Postgraduate Module Handbook

<b>SA806 Social Science Perspectives on Environmental Issues</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

22

### Department Checked

Yes

### Learning Outcomes

- Demonstrate knowledge of a variety of social science perspectives upon the environment
- Understand a variety of topical and/or scientifically important/ controversial environmental issues
- Critically appraise environmental issues
- Understand environmental studies from the perspectives of the several social science disciplines
- Make connections between questions stimulated by their own individual disciplinary backgrounds and those raised by other students and the course teacher
- Reflect critically upon the advantages and limitations of the various perspectives on environmental issues

### Method of Assessment

Students will be assessed by means of a single 5000 word essay (100%) on a topic of their own choosing (but subject to the approval of the module convenor)

### Preliminary Reading

Charles L. Harper Environment and Society (Pearson Prentice Hall, 4th edition, 2007)

Michael M. Bell An Invitation to Environmental Sociology, 3rd ed. (2009)

J A Hannigan Environmental Sociology, chapter 1.

E. Cudworth Environment and Society (Routledge 2003), esp. chs 1 & 2..

R.E. Dunlap & W. Michelson, eds Handbook of Environmental Sociology, esp. chs 1–3.

M. Redclift & T. Benton, (eds.) Social Theory and the Global Environment, Introduction.

Philip W. Sutton Nature, Environment and Society (Palgrave, 2004)

### Synopsis \*

This module aims to widen students' knowledge of a variety of topical and/or scientifically important or controversial environmental issues, to encourage students to look at environmental studies from the perspectives of the several social science disciplines (anthropology, law, political science, social policy, and sociology), to make connections between questions stimulated by their own individual disciplinary backgrounds and those raised in the course, and to reflect critically upon the advantages and limitations of the various perspectives. The module covers a variety of topics which are likely to include: the nature of environmental issues; the social construction of risk and the precautionary principle; global warming, climate change and energy policy; the rise of environmental consciousness and environmentalism; food and agriculture; environmental policy and regulation; environmental policy and law; ecotourism; ecology and development; traditional societies and sustainability.

<b>SO813 Sociology of health, illness and medicine</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Calnan Prof MW

### Availability

Autumn

### Contact Hours

22 hours contact time (11 one hour lecture and seminar per week).

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

The intended learning outcomes will be achieved as result of a combination of independent study, lecture and seminar .The reading and lectures will develop knowledge of the area while the seminars and independent study will serve to develop understanding of the concepts as applied to sociological analysis

Students will acquire generic skills such as critically assessing evidence and arguments; formulation of problems; proposing possible solutions; supporting arguments with evidence, and recognising the influence of theoretical concepts and perspectives on the questions asked, evidence sought and solutions proposed. Students will also gain an understanding of the subject area of the specific problems considered.

### Method of Assessment

The essay is 5,000 words and worth 100% of the overall module mark.

### Preliminary Reading

Reading and Overview

Key Bibliographical Resources. There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. Students are also encouraged to use the internet for further sources – although always with caution and discrimination . Books and book chapters are available via Moodle and from the Templeman library (note that the copyright agreement only allows one chapter from a book to be put on Moodle which limits what can be made available through this route). No material from books which are available electronically via the library catalogue may be put on Moodle. Journal articles are almost all available on-line via the library website. (Note further reading is indicated for each session:\*recommended)

Textbooks for module

\*\*highly recommended; \*recommended

Albrecht GL, Fitzpatrick R and Scrimshaw S (eds) (2000) The handbook of Social Studies in Health and Medicine, Sage

\*Annandale, E (1998) The Sociology of Health and Medicine, Polity

Blaxter M (2010) Health: Key Concepts, Polity

Bury M and Gabe J (eds ) (2004) The Sociology of Health and Illness : A Reader Routledge

Cockerham W (ed) (2010) The New Blackwell Companion to Medical Sociology , Wiley- Blackwell

\*\*Gabe J and Calnan M (2009) Th New Sociology of the Health Service Routledge

\*\* Gabe J a Gabe J and Monaghan L (2013) Key concepts in Medical Sociology, Sage.

\*\*Nettleto Nettleton S (2013)The Sociology of Health and Illness, Polity

Turner B.S (2004) The 'New' Medical Sociology. New York : WW ; Norton and Co .

\* White K (2009) An Introduction to the Sociology of the Health and Illness, Sage 2nd edition

Williams S , Gabe J and Calnan (2000) Health, Medicine and Society. Key Theories, Future Agendas Routledge

These journals are all available on-line through the University library, and contain many useful and relevant articles:

Body and Society; Sociology of Health and Illness;

Social Science and Medicine;

Social History of Medicine;

Medical Anthropology;

Medical Anthropology Quarterly;

Journal of Health and Social Behaviour;

International Journal of the Health Services;

Health

See also the British Medical Journal (<http://BMJ.com>)

### Pre-requisites

None

### Synopsis >

The module is organised around the general theme of a discussion of current debates in the sociology of health, illness and medicine drawing on both theoretical and empirical research. More specific themes will include: the social construction of health and the changing boundaries between health and illness; medicalisation and the discovering of new mental and physical illnesses ; narratives of illness and identity in the context of chronic illness and disability assessing the value of concepts such as 'biographical disruption': the changing structure, nature and regulation of medicine and the explanatory power of the new sociology of professionalism.; the political sociology of medicine which explores the relationship between the state and organised interests such as the pharmaceutical industry; changing approaches of the public /patients to maintaining health and managing illness in the context of a culture of consumption where health and lifestyle might be seen as commodities and maintaining a healthy body keeps control over an uncertain and changing world ; trust, risk and mental health ; consideration of the growth in the use of non orthodox health care and the development of medical pluralism and a discussion of the relationship between structure and agency in the context of social inequalities in health.

## 2019-20 Postgraduate Module Handbook

<b>SO817</b>		<b>Qualitative Research</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	Lyon Dr D

### Availability

Autumn

### Contact Hours

Contact hours: 22 hours in total

11 hours of lectures

11 hours of seminars

### Department Checked

Yes

### Learning Outcomes

On successfully completing this module, students will be able to:

- Identify different epistemological approaches used within social science and assess their strengths and weaknesses.
- Assess the generic strengths/weaknesses of qualitative methods as compared with other methodologies in social science.
- Understand some widely-used techniques of qualitative data collection and analysis in the social sciences, know when it is appropriate to use them and be able to assess their strengths and weaknesses.
- Evaluate and criticise qualitative analyses they encounter in the literature in their field.
- Deploy a range of qualitative techniques effectively.
- Present their research results in a form acceptable for publication.

### Key Skills:

On successful completion of this module, students will be able to show:

- Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data (in relation to Key Skills 1 and 4);
- An ability to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry (in relation to Key Skills 6);
- An ability to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing (in relation to Key Skills 1, 3 and 6);
- An ability to use practical resources to obtain qualitative data for use in research (in relation to Key Skills 2 and 3).

### Method of Assessment

This module is assessed on the basis of 100% coursework. Each assessment should be 2500-3000 words excluding bibliography and any appendices.

Assignment 1: (Interviewing). For this assignment you should design, conduct, transcribe and analyse a semi-structured interview with a co-student or someone else in your social circle about a subject of your choice. It is worth 50% of the final mark.

Assignment 2: For this assignment you should conduct a fieldwork session in a setting of your choice, for example, a workplace or a leisure space, with some specific research questions in mind. It is worth 50% of their final mark.

See Moodle for further details and instructions about the assignments.

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. A set of readings are suggested for each topic (see outline on web) but you are strongly encouraged to seek out further relevant material for yourself.

The Templeman library has a wide selection of journals which are relevant to this module. You can access articles via the e-journal system. In addition to the articles identified in the reading list, you are strongly encouraged to browse through journals and to use these sources more generally for seminar preparation and the two coursework assessments. Relevant journals for this course include:

Qualitative Research  
International Journal of Qualitative Methods  
Forum: Qualitative Social Research  
Ethnography  
Oral History  
Discourse and Society  
International Yearbook of Oral History and Life Stories  
International Journal of Social Research Methodology

International Journal of Qualitative Studies on Health and Well-being

It is also worthwhile keeping an eye on the ESRC's National Centre for Research Methods at: <http://www.ncrm.ac.uk/>. It is a great source for articles and news about training opportunities and events.

Bryman, A. (2004) *Social Research Methods*, Oxford University Press.  
May, T. (2001) *Social Research*, Maidenhead: Open University Press.  
Silverman, D. (2004) *Qualitative Research. Theory, Method and Practice*, Sage.  
Hesse-Biber, S. N. & Leavy, P. (2005) *Approaches to Qualitative Research*; Sage.  
Hesse-Biber, S. N. & Leavy, P. (2006) *The Practice of Qualitative Research*; Sage.  
Plummer, K. (2005) *Documents of life 2: An invitation to a critical humanism*, Sage.  
Perks, R. & Thomson, A. (eds.) (1998) *The Oral History Reader*, Routledge.  
Hammersley, M (1990) *Reading Ethnographic Research: A Critical Guide*, Longman  
Miles, M and Huberman, M (1994) *Qualitative Data Analysis: An Expanded Sourcebook*, Sage.  
Reason, P. and Bradbury, H. (eds.) (2001) *Handbook of action research:: participative inquiry and practice*. Sage.  
Mckee, A. (2003) *Textual Analysis: A beginners guide*, Sage.  
Riessman, C. K. (1993). *Narrative analysis*, Sage.  
Barnard, M. (2001) *Approaches to understanding visual culture*, Palgrave.

### Pre-requisites

None

### Progression

This is a compulsory module for the MA in Methods of Social Research, Faculty Research Training Programme.

### Synopsis \*

This module focuses on the theory and practice of qualitative research. It explores the various aspects of using and collecting qualitative data. The aim of the module is to illustrate a range of practical techniques while considering related problems of evidence and inference in qualitative analyses.

Students will be versed in a range of techniques and will have the opportunity to practice some of them, this includes:

- the theory and practice of interviewing and different varieties of interview;
- focus groups;
- oral history;
- case study methods;
- ethnographic theory and method;
- action research;
- critical discourse analysis;
- narrative analysis;
- visual methods.

## 2019-20 Postgraduate Module Handbook

<b>SO819 Quantitative Data Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	De Vries Dr R

### Contact Hours

- 10 hours of lectures
- 20 hours of workshop
- A 2 hour exam

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

On successful completion of the module, students will:

1 Have a clear understanding of the theoretical and methodological basis of quantitative research, as well as some of the limitations it may have. This includes the ability to evaluate the strength and the weaknesses of the analysis methods as well as knowing how and when to use or combine quantitative research

2 Have a clear understanding of the basic statistical techniques applied in social science research. More specifically, students are expected to be able to manage data using SPSS and run analysis using basic methods of descriptive and inferential statistics as required by the ESRC Guidelines to critically support one's own research. This would include comparative as well as longitudinal methods

3 Have the ability to present one's own quantitative analysis outcome both verbally and in written work. In addition, have the ability to critically evaluate the statistical methods used in the research literature as well as policy documents.

4. Have a clear understanding of how to find and evaluate existing secondary data sets. This includes accessing data from the UK Data Archive, as well as other comparative data from other sources. In addition, students are expected to know how to choose a valid sample from the existing data to fit their own research interest .

On completion of the module students should be able:

1 To consolidate their skills in presentation and debate, both written and verbal, to a level commensurate with a Masters degree

2 To identify and solve problems that are common in social research

3 To consolidate their skills in collating complex material using databases and the internet as appropriate

4 The ability to manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development

5 Knowledge of career opportunities in their field and ability to plan for their future

### Method of Assessment

In class 10 minute presentations (10%), 3,000 word research report (60%) and three statistical problem sets (30-10% per set)

### Preliminary Reading

- Field, A.P. (2012) Discovering statistics using SPSS: (and sex and drugs and rock 'n' roll). Fourth Edition. UK: Sage.

### Pre-requisites

None

### Synopsis \*

The module will provide an introduction to the use of Statistical Analysis within the Research Process. It will begin by introducing and discussing different types of measurement and the practical problems of data entry in SPSSW. After discussing basic data description and transformation the focus will shift to Exploratory Data Analysis and the need to examine the data carefully. Simple approaches to summarising data and distributions will then be examined. This will then be followed by methods to test research hypotheses through bi-variate and multivariate methods that are used extensively in the Social Sciences. The final part of the module will look at various issues surrounding the practical issues of quantitative data analysis, such as how to find appropriate data and about presenting research outcomes.

<b>SO822 Social &amp; Political Movements</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Wrenn Dr C

## 2019-20 Postgraduate Module Handbook

### Availability

Autumn

### Contact Hours

22

### Department Checked

Yes

### Learning Outcomes

Upon successful completion of this module students should:

Students will also gain some familiarity with the methodology of empirical research into social movements and related political activity.

11.1 Be able to demonstrate a critical understanding of the major theoretical approaches to the study of social movements including collective behaviour, mass society, relative deprivation, resource mobilisation. Political opportunity structures, and framing processes;

11.2 Be able to make connections between the different social and political factors influencing the emergence of political protest and social movements, and the dynamics of social-movement activity and organisation, including the choice of repertoires of action;

11.3 Be able to reflect critically upon the particular conditions affecting social movement organisation and activity at the transnational level

11.4 Have gained an understanding of the methodology employed to conduct empirical research into social movements and related political activity.

12. The intended generic learning outcomes

Upon successful completion of this module students should:

12.1 Be able to demonstrate highly developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data

12.2 Have acquire advanced research skills through library investigation, critical debate and essay writing

12.3 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

### Method of Assessment

Students will be assessed by means of a single 5000 word essay (100%) on a topic of their own choosing (but subject to the approval of the module convenor)

### Preliminary Reading

There is no single text and you should, therefore, decide which books to buy according to the topics in which you are particularly interested. However, several recent books are strongly recommended (all are – or should be – in the Templeman Library):

\*\* della Porta, Donatella & Mario Diani Social Movements: an introduction (Blackwell 2006)

\*\* David Snow, S. Soule & H. Kriesi, eds., The Blackwell Companion to Social Movements. (2004)

Goodwin, J. & J. M. Jaspers, eds. Rethinking Social Movements. (Rowman & Littlefield 2004) – a spirited set of arguments between structuralists and their critics.

Nick Crossley Making Sense of Social Movements (Open UP 2002)

Doug McAdam, Sidney Tarrow & Charles Tilly Dynamics of Contention (Cambridge UP2001)

Others that are especially useful are:

Tarrow, Sidney Power in Movement 2nd edition or later. (Cambridge University Press 1998)

Dalton, Russell Citizen Politics in Western Democracies (CQ Press, 5th edition)

Byrne, Paul Social Movements in Britain (Routledge, 1997)

McAdam, D., D. McCarthy & M. Zald, eds. Comparative perspectives on social movements. (Cambridge University Press 1995)

Foweraker, Joe Theorizing Social Movements (Pluto 1995). An excellent discussion of the theories in relation to Latin American examples.

Jenkins, J. C. & Klandermans, B. (eds.) The Politics of Social Protest: comparative perspectives on states and social movements (UCL Press 1995)

Morris, A. D. & C. McC. Mueller, eds. Frontiers in Social Movement Theory. (Yale UP1992).

Jacqueline van Stekelenburg, Conny Roggeband & Bert Klandermans (eds). The Future of Social Movement Research: Dynamics, Mechanisms, and Processes. (Minneapolis, MN: University of Minnesota Press 2013)

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

The module is designed so that, as well as covering a core of central concepts and theories, students will have the opportunity from selecting from among a range of optional topics.

#### i) Core Topics (These will be covered every year):

- Introduction: questions of definition – protest, collective action, social movements, social movement organisations.

#### NGOs, pressure groups

- Collective behaviour or political action? The question of rationality; mass society theory; relative deprivation
- Resource mobilisation theory and its critics
- Political opportunity structures
- Ideas, values and knowledge in the making of social movements
- Mass media and social movements: framing and its consequences
- New communications media and social movements
- Structure, context and process in the development of social movements
- Prospects for the development of global social movements
- The impact of social movements: how do social movements matter?

#### ii) Optional Topics (These will be offered subject to student demand)

- Making sense of violence: riots; terrorism
- Political participation: rationality and resources
- Peace movements: reactive protest?
- Student movements: leading edge of the new politics or pathologies of troubled youth?

SO823 Social Change & Political Order						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Sanghera Dr B

### Availability

Spring term. Weeks 13-16 and 18-24

### Contact Hours

Mondays 11 am - 1pm

### Learning Outcomes

At the end of this module, successful students will demonstrate a Master's level ability to:

- Critically understand the conditions of stability and legitimacy in emerging and newly liberal democratic societies, and the various challenges to them
- Reflect critically upon the relationship between social structure and processes and political institutions, processes and outcomes
- Analyse arguments concerning the threats to democracy from various sources
- Critically assess the connections between theories of political stability and change developed in one period and place to events and processes in other places at other times
- Critically understand the legacies of historical processes and institutions upon contemporary political situations

### Method of Assessment

100% coursework consisting of one essay (5,000 words)

### Preliminary Reading

Recommended Readings

Outhwaite, William and Larry Ray (2005), *Social Theory and Postcommunism*, Oxford: Blackwell Publishing

Morvaridi, Behroz (2008), *Social Justice and Development*, Basingstoke: Palgrave

### Synopsis \*

This module examines how postcommunist, transition and developing countries respond to the liberal democratic political order, critically exploring the economic, social and moral aspects of neoliberalisation in the southern hemisphere. Notions of power, the state, class, agency and morality are central to considerations of social and political change. Several key topics, including gendered politics, state corruption, international aid, global finance and fraud, slums and migration, will be discussed. The module is interdisciplinary, giving students the opportunity to engage with key ideas and studies from sociology and political science to development studies and ethics. Each week students will explore a broad range of literature, spanning from political sociology to moral economy, so that students gain a deeper appreciation of people's politics and values in emerging and newly liberal societies.



## 2019-20 Postgraduate Module Handbook

<b>SO824</b>		<b>Sociology of Violence</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Ray Prof L

### Availability

Spring

### Contact Hours

22

### Department Checked

Yes

### Learning Outcomes

- Use empirical data to explore and explain patterns of violence in contemporary society
- Critically evaluate major theoretical approaches to violence
- Describe and evaluate debates surrounding differential rates of violence in different societies
- Evaluate explanations of genocide and ethnic conflict
- Formulate research questions and methods for understanding violence

### Method of Assessment

The module is assessed on the basis of one 5000 word essay.

### Preliminary Reading

Arendt, H (1970) On Violence, London: Allen Lane (see extract in Steger and Lind (1999) Violence and its Alternatives pp3-11)

Coleman, C. and Moynihan J. (2000) Understanding crime data: haunted by the dark figure, Buckingham: Open University Press

Elias, N (1994) The Civilizing Process, Oxford: Blackwell

Fletcher, J. (1997) Violence and civilization: an introduction to the work of Norbert Elias, Cambridge: Polity Press.

Jones, S. (2000) Understanding Violent Crime, Buckingham: Open University Press.

Keane, J. (1996) Reflections on violence, London:

Lee R. M. and Stanko B. eds, (2003) Researching Violence, London: Routledge

Scheff, T.J. (1994) Bloody Revenge: Emotions, Nationalism and War, Boulder, CO: Westview Press.

Stanko, E. A ed., (2003) The Meanings of Violence, London: Routledge

Steger, M. B. and Lind, N. S. eds (1999) Violence and its Alternatives – an Interdisciplinary Reader , London: Macmillan

### Synopsis \*

This module will examine the ways in which violence is understood in social science research, and will provide advanced discussion of the major theoretical and research themes involved in the analysis of violence. It will critically examine data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. This will be done with particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module will approach violence from both interpersonal and societal perspectives and will include consideration of collective violence and genocide. It will further examine solutions to violence and conflict resolution, the effects of intervention strategies and non-judicial responses to violence.

<b>SO825</b>		<b>Terrorism and Modern Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Cottee Dr S

### Availability

Spring

### Contact Hours

21 hours in total

11 hours of lectures

10 hours of seminars (no seminars in Week One or Reading Week)

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

On successful completion of the module, students will be able to:

- Understand the problems and challenges in defining terrorism;
- Understand and critically assess the main cultural and intellectual master narratives for thinking about terrorism and terrorists;
- Appreciate the practical, intellectual and ethical challenges in doing research on terrorists and terrorist groups;
- Critically assess the scholarship on contemporary suicide bombing;
- Understand key debates on the meaning and nature of radicalization;
- Reflect critically on the relationship (if any) between ISIS, religion and Islam;
- Critically assess arguments over the moral permissibility of terrorism

### Method of Assessment

5000 word essay (100% of the final module mark).

### Preliminary Reading

- Abrahms, Max (2006), "Why Terrorism Does Not Work," *International Security*, 31 (2).
- (2008), "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security* 32(4).
- Bandura, Albert (1990), "Mechanisms of Moral Disengagement," in Walter Reich, ed., *Origins of Terrorism: Psychologies, Ideologies, Theologies, States of Mind*. Washington: The Woodrow Wilson Centre Press.
- Coady, C. A. J. (2004a), "Defining Terrorism," in Igor Primoratz, ed., *Terrorism: The Philosophical Issues*. Basingstoke: Palgrave Macmillan.
- Cottee, Simon, (2017), "Religion, Crime and Violence," in A. Liebling, L. McAra and S. Maruna, eds., *Oxford Handbook of Criminology*. Oxford University Press.
- (2016), "'What ISIS Really Wants' Revisited: Religion Matters in Jihadist Violence, But How?," *Studies in Conflict & Terrorism*, 40 (6).
- Cottee, S. and Hayward, K.J. (2011), "Terrorist (E)motives: The Existential Attractions of Terrorism," *Studies in Conflict & Terrorism* 34:963-986.
- Crenshaw, Martha (1981), "The Causes of Terrorism," *Comparative Politics* 13(4).
- Gambetta, Diego (ed.), *Making Sense of Suicide Missions*. New York: Oxford University Press.
- Hegghammer, Thomas (ed.) (2017), *Jihadi Culture: The Art and Social Practices of Militant Islamists*. Cambridge: Cambridge University Press.
- Horgan, John (2004), "The Case for Firsthand Research," in Andrew Silke, ed., *Research on Terrorism: Trends Achievements and Failures* (London: Frank Cass).
- Juergensmeyer, Mark. (2001), *Terror in the Mind of God*. Berkeley, CA: University of California Press.
- Neumann, Peter (2013), "The trouble with radicalization," *International Affairs*, 89 (4), 873–893.
- O'Brien, Conor Cruise (1986), "Thinking about Terrorism," *The Atlantic Monthly*, June
- Sageman, Marc (2004), *Understanding Terror Networks*. Philadelphia: University of Pennsylvania Press.
- Silke, Andrew (ed.) (2004), *Research on Terrorism: Trends Achievements and Failures* (London: Frank Cass, 2004),
- Wood, Graeme (2015), "What ISIS Really Wants," *The Atlantic*, March.

### Pre-requisites

None

### Restrictions

None

### Synopsis <span style = "color:red;">\*/</span>

This module explores key issues, debates and controversies in the cross-disciplinary study of terrorism and political violence. Since 9/11, terrorism and jihadist violence in particular has become one of the most contentious and politically charged issues of our time. Yet it remains poorly understood, in part because of the contention and consequent polarization surrounding it, but also because of the methodological challenges in researching the individuals and groups involved in terrorist activity. One of the core aims of the module is to help shed a light on the challenges - methodological, practical and ethical - of researching an issue saturated in danger, secrecy and stigma.

What is terrorism and how should it best be defined? Why does the term "terrorism" carry such a potent stigma? What are the master cultural and intellectual narratives for thinking about terrorism and terrorists?

Does it make sense to talk of "the terrorist" as a category of person, and what are the problems inherent in efforts to "profile" those who engage in terrorism? What do terrorists and terrorist groups want? Is terrorism rational? What is suicide bombing and what explains it? How do terrorists rhetorically frame the use of violence against civilians? What is ISIS and is it Islamic? What is radicalization and how should it be conceptualized? Can terrorism ever be morally justified?

The purpose of this module is to provide a framework for thinking about these and other crucial questions about terrorism and political violence.

<b>SO830 Gender and Crime in a Globalised World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	20 (10)	100% Coursework	Duggan Dr M

### Availability

Autumn

## 2019-20 Postgraduate Module Handbook

### Contact Hours

22

### Department Checked

Yes

### Learning Outcomes

At the end of this module successful students will be able at a level appropriate for a Masters degree:

- Critically assess traditional criminological theory, feminist critiques and recent debates about globalisation and crime.
- Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as offenders and victims.
- Use different sources of empirical data to explore patterns of offending and victimisation amongst women and men of offending.
- Analyse and interpret media reporting on crime and the criminal justice system (and be aware of international differences).
- Identify international social research the emerging issues of gender, crime and globalisation, evaluate its merits and use it to construct and argument.
- Identify the main sources of legislation on the emerging issues of gender, crime and globalisation and critically evaluate them.

### Method of Assessment

The assessment for this module consists of a 1,000 word portfolio (25%), and a 4,000 word essay (75%).

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### Preliminary Reading

#### GUIDE TO READING

The texts recommended here are only English language publications. If you can read in another language, you are strongly encouraged to do so! This reading list is a starting point and it is expected that you will search for recent literature/research increasingly as the course goes on.

Recommended texts are marked with \*.

Useful texts (referred to throughout):

\*Aas, K. F. (2007) *Globalization and Crime* London: Sage.

\* Bosworth, M and Hoyle, C (eds) (2011) *What is Criminology?* Oxford, Oxford University Press.

Lembert, C *Global Issues: women and justice*, Federation Press.

Rafter and Heidensohn (eds) (1995) *International feminist perspectives in criminology*, Buckingham: Open University Press

Sudbury, J (ed) (2005) *Global Lockdown: Race, gender and the prison industrial complex* London: Routledge

General texts on gender and crime (good comprehensive texts):

Evans and Jamieson (ed) (2008) *Gender and Crime: A reader* (Open University Press)

Gelsthorpe and Morris (ed) (1990) *Feminist Perspectives in Criminology* (Open University Press)

Walklate, S. (2000) *Gender, Crime and Criminal Justice*, Devon: Willan Publishing.

Reference:

McLaughlin and Muncie (2001) *The Sage Dictionary of Criminology* (Sage)

O'Brien and Yar *Key concepts in criminology* [Avail. Through library online as E-book]

*Fifty key thinkers in criminology*, edited by Keith Hayward, Shadd Maruna and Jayne Mooney. Abingdon, Oxon: Routledge, 2010.

Journals:

British Journal of Criminology

Crime, Media, Culture

Critical Criminology

European Journal of Criminology

Feminist criminology

Journal of Legal and Social Studies

Punishment and Society

Theoretical Criminology

Social Politics

New Global Studies

Websites

There is a vast amount of material on the Internet on criminological issues. The following are recommended as reliable sites and they all have helpful links attached to them:

- Kent Centre for Criminal Justice Studies: [www.kcl.ac.uk/ccjs](http://www.kcl.ac.uk/ccjs)
- Home Office: <http://www.homeoffice.gov.uk>
- British Society of Criminology: <http://www.britsoccrim.org>
- Feminist Collections: A Quarterly of Women's Studies Resources: <http://womenst.library.wisc.edu>
- The Men's Bibliography: <http://mensbiblio.xyonline.net/>

Note on using web based material:

In order to get good marks in your essay, it is necessary that you use academic sources such as textbooks, journal articles etc that you can find in the library. For statistics you should also make use of official statistics available from government websites listed above.

N.B. Never use journalistic sources as a source of fact as they are extremely biased.

### Pre-requisites

None

### Synopsis \*

This module examines gender and crime in a globalised world. Several core themes inform the international exploration of crime, victimisation and justice, including 'race', class, age, sexuality, locality, economics, politics, power and discourse. The module offers students the opportunity to engage with a broad range of internationally classical and influential bodies of literature spanning feminist and critical criminology, masculinities theories, victimology, queer theory and globalisation. Men and women as victims and offenders will be examined through a gendered lens to assess how culture, discourse and identity function to enhance or diminish vulnerability to criminalisation, victimisation and injustice. Underpinning these analyses are notions of power, which prove central to considerations of the extent to which globalisation informs patterns of gendered offending, victimisation and access to justice.

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<b>SO832 Critical Social Research: Truth, Ethics and Power</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	M	20 (10)	100% Coursework	Baumberg Geiger Dr B

### Availability

Spring

### Contact Hours

22 hours in total

11 hours of lectures

11 hours of seminars

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes.

On successful completion of the module, students will:

- 1 Have knowledge of the political and policy contexts of social research as well as the reflexivity of social research
- 2 Understand how to conduct and present research in ways that adds to knowledge as well as having a wider 'impact'
- 3 Have knowledge and understanding of theoretical basis for social research, different epistemological models used in the social sciences
- 4 Be able criticise the methodological choices made in published research studies (in relation to MSR programme outcomes)
- 5 To critically appraise at a level appropriate to postgraduates the epistemological limits of different research methodologies
- 6 Have the ability to evaluate and criticise the data analyses they encounter in the literature in their field

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes.

On successful completion of the module, students will:

- 1 The ability to communicate a research question, design, results and implications to academic and general audiences
- 2 The ability to manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development
- 3 The ability to access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing
- 4 The ability to solve problems that are common in social research
- 5 Knowledge of career opportunities in their field and ability to plan for their future

### Method of Assessment

100% coursework, 2 assessments worth 50% each.

1. 2,500-word Reflection
2. 2,500-word Essay

### Preliminary Reading

Brady, Henry E., and David C. Collier, eds. 2010. *Rethinking social inquiry: Diverse tools, shared standards* [2nd edition]. Lanham, MD: Rowman and Littlefield.

Burawoy, M (2004/2005), 'For public sociology [2004 American Sociological Association Presidential Address]. *British Journal of Sociology*, 56(2):259-294. DOI: 10.1111/j.1468-4446.2005.00059.x

Douglas, H (2009), *Science, Policy and the Value-free Ideal*. Pittsburgh: University of Pittsburgh Press.

King, Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press.

Kuhn, T (1962/2012), *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Nutley, S; Walter, I and Davies, HTO (2007), *Using evidence : how research can inform public services*. Bristol: Policy Press.

Vayda, AP & Walters, BB (eds) (2011), *Causal Explanation for Social Scientists: A Reader*. Alata Mira Press.

Weiss, Carol H (1979), 'The Many Meanings of Research Utilization'. *Public Administration Review*, 39(5):426-43.

### Pre-requisites

None

### Synopsis <span style =

This course provides students with the understanding and skills necessary to use research, whether within a research career or outside of it. Building on other training in the details of specific methods, it focuses on two sets of broader questions. Firstly, it looks at uncertainty in social research – how confident are we about what we know? In answering this question it looks at issues of quality in qualitative and quantitative research, the difficulties of causal inference and generalisation, coming to conclusions from research reviews, and philosophical issues around 'truth' and values. Secondly, it looks at the link between research and action. In doing this, it goes from the very practical (how to ensure that your research is used by policymakers and/or practitioners, and to deal with the political pressures on researchers) to the conceptual (in what ways does evidence get used by wider society?) to the normative (should researchers be 'critical', and if so, what are their ethical obligations in doing this?).

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<b>SO833</b>		<b>Design of Social research</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	20 (10)	100% Coursework	Baumberg Geiger Dr B

### Availability

Autumn

### Contact Hours

22 hours in total

11 hours of lectures

11 hours of seminars

178 hours private study

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

1. Develop original ideas on complex topics into focused research questions that relate to an identified academic literature, aligned to an appropriate research design;
2. Understand comprehensively the theoretical and methodological basis for social research, different epistemological models used in the social sciences, and rationales for combining different methods;
3. Be able to critically reflect on the ethical issues raised by social research, and to autonomously develop research designs that are both ethical in a broader, critical sense and which (more narrowly) meet the requirements of research ethics governance;
4. Autonomously plan, develop and write a sophisticated research proposal that is of a standard to attract funds from leading social science funding agencies;
5. Critically engage with the methodological choices made in published research studies based on a systematic understanding of appropriate research techniques.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Communicate a research question and design to academic and general audiences;
2. Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development;
3. Access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing;
4. Solve problems that are common in social research ;
5. Understand career opportunities in their field and be able to plan for their future ;
6. Understand and appropriately respond to feedback.

### Method of Assessment

Your understanding of the subject matter will be formally assessed on the basis of 100% coursework, which is in three parts:

1. A qualitative mini-proposal, 1,000 words (20%)
2. A quantitative mini-proposal, 1,000 words (20%)
2. A full research proposal, 3,500 words (60%)

### Preliminary Reading

Bryman, A. 2012. *Social Research Methods*, 4th edition. Oxford: Oxford University Press. Babbie, E. 2013. *The Practice of Social Research*. 13th edition. UK: Wadsworth. Cengage learning.  
Diamond, I & Jefferies, J (2001). *Beginning statistics : an introduction for social scientists*. London: SAGE.  
Ragin, C. C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press. This details the logic of using the comparative method.  
Abbott, Andrew. (2003). *Methods of Discovery*. New York: Norton.  
Habermas, J. (1972) *Knowledge and Human Interests*, London: Heinemann.  
King, Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press.

### Pre-requisites

None

### Restrictions

None

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### Synopsis \*

This course introduces students to the logic and methods of social research. The course aims to familiarize students to central topics in research design, the methodological choices necessary to address in designing social research and the ethics of social research. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. Students will be versed in the scientific approaches to social research, including both qualitative and quantitative approaches. The module aims to provide students a robust understanding of social research methods and the decisions needed to write up a research proposal.

<b>SO838 The Idea of Civil Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

The module will be composed of 12 lecture hours and 12 seminar hours.

### Department Checked

Yes

### Learning Outcomes

Learning outcomes

At the end of this module successful students will:

- Understand how the idea of civil society has been approached and utilised by some of the most significant social and political analysts
- Understand why key social science thinkers have deployed accounts of 'civil society' or related constructs as part of their social and political framework, and how and in what respects this particular component strengthens and deepens, or weakens and challenges, their overall analysis
- Be able to evaluate how these contrasting formulations relate to one other in terms of ideational scope, content and emphasis.
- Understand the relevance of these formulations to the contemporary challenges of civil society
- Be positioned to critically assess how this range of meanings of civil society have been applied by current theorists and empirical researchers
- Appreciate the value of the range of research methods deployed by the key thinkers themselves, and their contemporary interpreters appropriate to the study of this field

These module specific learning outcomes contribute to wider programme learning outcomes, in particular to enable students to:

- Critically reflect upon key themes, verbal discussion and the written analysis of relevant social and political issues through an understanding of social science perspectives.
- Apply general theoretical and conceptual frameworks to the analysis of specific issues and problems affecting 'civil society' and its manifestations on an international scale
- Develop reasoned arguments, synthesise relevant information and exercise critical judgement

### Method of Assessment

The module is 100% coursework, involving 2 assignments.

First, each student will write a brief (1,500 word) paper, worth 30% of the final grade summarising, analysing and critiquing a reading (article, chapter or text) from the original oeuvre of a leading civil society thinker.

Second, each student will write an extended essay of 4000-5000 words, to be handed in at the end of term, and worth 70% of the final grade. The essay will examine the contribution of, and contemporary legacy for civil society analysis, left by one key civil

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### Preliminary Reading

#### BOOKS

The main ways of accessing relevant book materials are via chapter PDFs provided via Moodle, or using e-journals and e-books (marked with .) The lectures indicate specific chapters for careful reading and review in relation to the lecture topic. Required reading for all in advance of the lectures is indicated by ?. Some readings will need to be accessed via conventional library borrowing. In addition, other books not listed under each lecture are more generally useful, because they are relevant to more than one lecture, and/or include other chapters not made available electronically - but which students may wish to review to supplement the listed readings. The following list covers useful background texts useful for more than one specific lecture topic. You may consider purchasing those marked with ¶

Chambers, S and Kymlicka, W. (eds) (2002) *Alternative Conceptions of Civil Society*, Princeton University Press. A fascinating survey bringing together diverse understandings of how civil society can be linked to a range of ethical traditions and conceptual frameworks.

Deakin, N. (2001) *In Search Of Civil Society*, Palgrave. Thought provoking, but accessible single-authored volume.

Edwards, M. (2009) *Civil Society*, 2nd edition, Polity Press. Attractive and well written overview, more sensitive than the other sources listed here to the situation in less developed parts of the world.

Ehrenberg, J. (1999) *Civil Society: The Critical History of an Idea*, New York University Press. Engaging and wide ranging survey of how the concept of civil society has evolved historically, especially useful in relation to aspects of pre-modern and critical thought not well covered in other volumes ¶

Elliot, C. (ed) (2003) *Civil Society and Democracy: A Reader*, Oxford University Press. A useful collection of influential recent politically oriented synthetic statements on civil society, and a good overview of the thinking of leading protagonists from beyond the West, allowing Western classical thinkers to be set in a wider context.

Hall, J. A. (ed) (1995) *Civil Society: Theory, History, Comparison*, Polity Press. Very widely cited volume drawing together the perspectives of some of the leading writers on civil society from historical, political and sociological perspectives

Hall, J.A. and Trentmann, F. (eds) (2005) *Civil Society: A Reader in History, Theory and Global Politics*. Selection of rather short extracts from a wide (arguably sometimes too wide) range of texts, with the choice reflecting the authors' liberal predilections and broad interests in political history.

Hodgkinson, V. and Foley, M. (eds) (2003) *The Civil Society Reader*, Tufts University. Selection of longer extracts from relatively limited number of texts, but with a bias towards US-based authors and approaches. ¶

Kaviraj, S. and Khilnani, S. (2001) *Civil Society: History and Possibilities*, Cambridge University Press. Some useful overview chapters, and like Elliot (2003), a strength is the inclusion of extensive material from beyond the dominant Western traditions, allowing the latter to be set in a wider context. ¶

### Pre-requisites

None

### Synopsis \*

The module provides an up to date overview of how key social science thinkers from across the social sciences have understood and analysed the relevance and contribution of civil society in their models and theories. It explores how contemporary scholars have continued to use their ideational frameworks to explore current social, political and economic problems and issues. It starts by acknowledging some of the key antecedents to contemporary notions of civil society in classical and pre-modern thought, and then systematically reviews how leading theorists of, and commentators on, post Enlightenment social and political developments have defined this sphere, and accounted for its roles and contributions in their formulations. Most of these writers have crossed what we now think of as disciplinary boundaries In each case, their basic socio-political models are reviewed, their accounts of civil society explicated and critiqued, and the applications of their contemporary interpreters to civil society issues explored.



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<b>SO840</b>		<b>Fundamentals of Philanthropy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn 2016

### Contact Hours

Distance learning

### Department Checked

Yes

### Learning Outcomes

By the end of this module, successful students will be able to:

1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to philanthropy
2. Demonstrate a systematic understanding of the historical evolution of philanthropy and charity in the United Kingdom and beyond and be able to critically evaluate the impact of this on current debates
3. Demonstrate a critical awareness of the role of the policy environment in which philanthropy exists and the role government actors play in shaping the legal, fiscal and cultural context of philanthropy
4. Evaluate philanthropy and grant making techniques in order to produce reasoned, justified and creative opinions on a range of contemporary issues relating to the practice of philanthropy
5. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific philanthropic tasks
6. Systematically identify a range of funding streams and evaluate the effectiveness of these sources in a range of contexts

### Method of Assessment

Part 1. One essay of a maximum of 3,000 words (60%).

Part 2. 1,000 word Book/Policy review (20%).

Part 3. Online contributions including a minimum of 3 forum discussions and written work (20%).

### Preliminary Reading

Davies, R. (2015) *Public Good by Private Means: How Philanthropy Shapes Britain*, London: Alliance.

Moody, M. and Breeze, B. (2016) *The Philanthropy Reader*. London, Routledge (this is also available as an e-book through University of Kent Library Services).

Payton, R. and Moody, M. (2008) *Understanding Philanthropy: Its meaning and mission*, Bloomington: Indiana University Press.

### Synopsis \*

This module provides an up to date overview of current academic knowledge about philanthropy. Students will gain an understanding of historical and contemporary issues relating to philanthropy, the various theories and ideologies regarding the existence of philanthropic behaviours and the role of government and policy-makers in shaping the legal, fiscal and cultural context for philanthropy.

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<b>SO854</b>		<b>The Sociology of Risk</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Burgess Prof A

### Availability

Autumn

### Contact Hours

Teaching will be by means of one two hour session each week.

### Department Checked

Yes

### Learning Outcomes

The unit will provide students with an introductory overview of contemporary theoretical debates on the social character of 'risk society'. Critical attention will be focused upon the theoretical perspectives that inform empirical studies of risk perceptions and behaviors. Students will debate the political values and ethical concerns that inform contrasting sociological accounts of 'risk'.

Objectives: on completion of the module, students should;

- have acquired a clear understanding of contrasting sociological approaches to the study of 'risk' in society;
- be able to identify and critically discuss the political values that underpin sociological theories of 'risk society'
- be able to recognise the theoretical perspectives that inform empirical studies of risk perceptions and behaviours
- be able to communicate in written form the complexities of sociological debates on risk.

Successful completion of the module will support the following aims of the programme regarding intellectual and subject-specific skills by providing students with: An ability to gather data and information from secondary sources; an ability to present sociologically reasoned arguments; an ability to communicate opinions and ideas to a critical audience; an ability to critically apply social science to the assessment, analysis and management of risk; an ability to explore the interrelationship between theory, method, policy and practice; an ability to critically evaluate the sociological significance and value of research data

### Method of Assessment

One coursework essay of up to 5,000 words.

### Preliminary Reading

- Jakob Arnoldi, Risk (Oxford: Polity, 2009)
- Ulrich Beck, Risk society: towards a new modernity (Sage, 1992)
- Mary Douglas and Aaron Wildavsky, Risk and Culture: an essay on the selection of technical and environmental dangers (University of California, 1982)
- Deborah Lupton, Risk (London Routledge, 1996)
- John Adams (1995) Risk (London : UCL Press, 1995)
- Nick Pidgeon et al. The Social Amplification of Risk (Cambridge UP, 2003)
- Taylor-Gooby, Peter and O. Zinn, Jens (eds.) (2006): Risk in Social Science. Cambridge, Cambridge University Press.
- Zinn, Jens (ed.) (2008): Social Theories of Risk and Uncertainty: An Introduction. Oxford: Blackwell

### Pre-requisites

None

### Synopsis \*

1. Introduction: The Sociology of Risk
2. The Social Semantics of Risk in Historical Perspective
3. Ulrich Beck and the 'Risk Society'
4. The 'Cultural Theory' of Risk
5. Governmentality and Risk
6. Reading / Essay Writing Week
7. The 'Perception of Risk' in Sociological Perspective
8. The 'Management of Risk' in Sociological Perspective
9. Risk in Mass Media
10. Risk, Subjectivity and 'the endangered self'
11. Transnational Risks and Civil Society
12. World Risk Society: Retrospect and Prospect

## 2019-20 Postgraduate Module Handbook

SO867		Foundations of Sociology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Shilling Prof C

### Availability

Autumn

### Contact Hours

Teaching will be by means of one two hour session each week (11 x 2 hours contact time for the course).

### Department Checked

Yes

### Learning Outcomes

At the end of this module successful students will:

- have acquired a clear understanding of the historical, philosophical and theological foundations of sociology
- be able to identify and critically discuss the sociological visions and ideological values that underpin contemporary sociological theories of modern societies.
- be able to communicate in written form the complexities of current sociological debates in modern societies.
- have developed their ability to present sociologically reasoned arguments

### Key Skills:

On successful completion of this module, students will be able to show:

- Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data (in relation to Key Skills 1 and 4; programme outcome 12.19);
- Be able to synthesize complex theoretical items of knowledge from different schools and disciplines of enquiry (in relation to Key Skills 6; programme outcome 12.1);
- Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing (in relation to Key Skills 1, 3 and 6; programme outcome 12.10);
- Advance research skills including the ability to identify a research question and to answer it by gathering and analysing appropriate data and information from a variety of secondary and some primary sources (programme outcome 12.10);
- Be able to understand the nature and appropriate use, including the ethical implications, of diverse social research strategies (programme outcome 12.11);
- Distinguish between technical, normative, moral and political questions (programme outcome 12.12).

### Method of Assessment

1. 4000 word essay (worth 85% of the total mark)
2. Seminar contribution (worth 15% of the total mark)

### Preliminary Reading

Abrams, P. (1968) *The Origins of British Sociology 1834-1914*, Chicago  
Collins, R. (1985) *Four Sociological Traditions*, Oxford  
Gouldner (1970) *The Coming Crisis of Western Sociology*, Heinemann  
Gouldner, A. (1973) *For Sociology: Renewal and Critique in Sociology Today*, Penguin  
Halsey, A. H. (2004) *A History of Sociology in Britain*, Oxford  
Lemert, C. (1995) *Sociology After the Crisis*, Westview  
Levine, D. N. (1995) *Visions of the Sociological Tradition*, Chicago  
Nisbet, R. (1993 [1966]) *The Sociological Tradition*. New Brunswick, NJ.: Transaction. Ch.2.  
Shilling, C. & Mellor, P.A. (2001) *The Sociological Ambition*. London: Sage. Chapter 1.

### Pre-requisites

This module is a core module for students taking the MA in Sociology but will also appeal to some other social science students as an optional module.

### Synopsis \*

This course is designed to provide a guide to the foundations of sociology by exploring the most influential traditions of writing in the discipline and examining how these were forged on the basis of an ongoing dialogue with the legacy of the Enlightenment. After situating sociology in its historical, philosophical and theological contexts, the course analyses how the founders of the discipline developed a series of competing visions of those processes elementary to social and moral life. Focusing mainly on the French and German traditions of sociology, but also incorporating the British tradition, we progress by examining the tensions that have arisen between collectivist visions of the social whole and competing conceptions of voluntarist inter/action, before focusing on Parsons's attempt to reconcile these approaches within an overarching conception of 'the sociological tradition'. The second part of the course moves away from these classical visions of sociology to those post-classical attempts to reconstruct the discipline on the basis of alternative concerns such as conflict, culture and post-modernity. Here we study a number of perspectives that have contributed to a fragmentation of the discipline. Whilst most sessions are concerned with debating the dominant theoretical interests that have defined the discipline, others are devoted to investigating key junctures in the development of methodology and research practice. The course aims to provide students with critical insights into the ways in which sociology has been configured as a discipline in response to key junctures in its history.

**SO868 Critical and Global Criminology**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	Carney Dr P

**Availability**

Spring

**Contact Hours**

The module will be composed of 21 hours of teaching contact divided flexibly between lecture time and seminar time.

**Department Checked**

Yes

**Learning Outcomes**

Specific Outcomes:

- 1 Analyse to a level appropriate with postgraduate study the key concepts associated with critical criminology.
- 2 To trace the roots of critical criminology in social constructionism and subcultural theory and evaluate their relevance in the present period
- 3 Understand the different critical traditions, British, continental and American, in criminology.
- 4 Analyse the historical development of critical criminology both within the traditions and as a response to the changing conditions of late modernity.
- 5 Understand the recent interest of critical criminology in globalisation and practices of crime and control that link the global with the local.
- 6 To critically appraise at a level appropriate to postgraduates the epistemological limits of positivism and the need for critical methods.
- 7 To evaluate the implications for criminology of the revelations of state crime and the emerging criminology of war and genocide.

Generic learning outcomes

- 1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data.
- 2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry.
- 3 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing.

**Method of Assessment**

1. One essay of 5,000 words, including footnotes and bibliography.

**Preliminary Reading**

Aas, Katja Franko (2010) "Global Criminology" in E. McLaughlin and T. Newburn (eds.) *The Sage Handbook of Criminological Theory*. London: Sage

Aas, Katja Franko (2007) *Globalisation and Crime*. London: Sage

Cohen, S. (1985) *Visions of Social Control: Crime, Punishment and Classification*. Cambridge, Polity.

DeKeseredy, W. (2011) *Contemporary Critical Criminology*. Abingdon: Routledge

Ferrell, J., K. Hayward and J. Young (2008) *Cultural Criminology: An Invitation*. London: Sage.

Findlay, M. (1999) *The Globalisation of Crime*. Cambridge: Cambridge University Press.

Foucault, M. (1981) *Discipline and Punish: The Birth of the Prison* (trans. Alan Sheridan). London: Penguin.

Hall, S., et al. (1978) *Policing the Crisis: Mugging, the State and Law and Order*. London: Macmillan.

Morrison, W. (2006) *Criminology, Civilisation and the New World Order*. London: Glasshouse.

Ruggiero, V., South, N., and Taylor, I. (eds.) (1998) *The New European Criminology: Crime and Social Order in Europe*. London: Routledge.

Scruton, P. et al. (1987) *Law, Order and the Authoritarian State: Readings in Critical Criminology*. Milton Keynes: Open University Press.

van Swaaningen, R (1997) *Critical Criminology: Visions from Europe*. London: Sage.

Taylor, I., Walton, P., and Young, J. (1973) *The New Criminology: For a Social Theory of Deviance*. London: Routledge and Kegan Paul.

Taylor, I, Walton, P, and Young, J. (1975) *Critical Criminology*. London: Routledge and Kegan Paul.

Young, J. (1999) *The Exclusive Society*. London: Sage.

Young, J. (2007) *The Vertigo of Late Modernity*. London: Sage

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### Pre-requisites

None, though a general background in criminology or sociology is desirable.

### Synopsis \*

Critical criminology constitutes a broad and multi-disciplinary tradition that studies the complex relationships between crime, control and power. The module will aim to acquaint students with the richness of writings in this field, the variety of political positions and the development of different traditions in the UK, US and the European continent. Critical criminology has also taken a recent interest in the processes associated with globalisation, thus giving rise to an emerging sub-discipline, global criminology. The module will also examine how this allows new understandings of crime, power and control, which link the global to the local. Various theoretical perspectives will be encountered, including those of new deviancy theory, Marxism, Foucauldian thought, left realism, abolitionism, social harm perspectives and, more recently, cultural criminology.

<b>SO869 Theories of Crime</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

This module runs weekly over ten weeks and includes two intensive teaching sessions. These intensive sessions are taught in two blocks of four lectures. In between they will be supplemented by a series of specialist classes. There is a Facebook page to accompany this course – Jock's Theoretical Criminology – here you will find articles, links to important sites and blogs and announcements.

### Department Checked

Yes

### Learning Outcomes

At the end of this module successful students will:

- \*Have an advanced knowledge of contemporary debates in theoretical criminology and criminal justice;
- \*Analyse and critique the notions of crime and justice in a variety of different social contexts;
- \*Critically evaluate the social, political and cultural dimensions of crime from both a contemporary and a historical perspective;
- \*Understand current debates surrounding critical ethnography;
- \*Understand at an advanced level the relationship between social exclusion and crime;
- \*Have gained a detailed knowledge of the key historical and contemporary theories of violence;
- \*Explore the theoretical foundations and most recent interpretations associated with 'cultural criminology'

### Key Skills:

On successful completion of this module, students will be able to:

- \*Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data (in relation to Key Skills 1 and 4);
- \*Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry (in relation to Key Skills 5 and 6);
- \*Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing (in relation to Key Skills 1, 3 and 6)

### Method of Assessment

1. One essay of 5000 words (excluding footnotes and bibliography).

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

An extensive list of readings is included in order to provide students with a guide to the literature. The essential readings are indicated by an asterisk (\*).

#### Readers/Journals

The most useful reader in criminology theory is:

Muncie, J; McLaughlin, E and Langan, M (eds), 2002, *Criminological Perspectives: A Reader*, (2nd ed.) London: Sage.

The two most relevant journals are *Theoretical Criminology and Punishment and Society*.

#### USEFUL THEORY OVERVIEWS

\* Downes D and Rock P (2007) *Understanding Deviance* (5th ed.). Clarendon Press

\* Newburn T. (2007) *Criminology* Cullompton: Willan

\* Young, J, *Thinking Seriously About Crime*. (website) [www.jockyoung.org.uk](http://www.jockyoung.org.uk)

Maguire, M, Morgan, R and Reiner, R (eds) (2007) *The Oxford Handbook of Criminology* (4th ed.), Oxford: Clarendon. (But see also earlier editions where relevant, 2nd ed. (1997) and 3rd ed. (2002))

Hale, C., Hayward, K., Wahidin, A. and Wincup, E (2005) *Criminology*. Oxford: Oxford University Press

Mooney, J. (2000) *Gender, Violence and the Social Order*. London: Macmillan

\* Muncie J, McLaughlin E and Langan M, eds, 1996, 2002, *Criminological Perspectives: A Reader*. London: Sage

Lea J and Young J, 1993, *What is to be Done About Law and Order?*, London: Pluto

Walklate S. (1995) *Gender and Crime*. Harvester Wheatsheaf

Taylor I, Walton P and Young J, 1973, *The New Criminology*, Routledge and Kegan Paul

Vold G.B., T. Bernard and J. Snipes (2002) *Theoretical Criminology*. Oxford University Press

Currie E. (1985) *Confronting Crime*. Pantheon.

Lilly, J., F. Cullen and R. Ball (1989) *Criminological Theory*. Sage

### Pre-requisites

None.

### Synopsis \*

In the late modern period we are presented with an extraordinary wealth of criminological theory. Past and present paradigms proliferate and prosper. This course examines these theories, placing them in the context of the massive social transformations that have taken place in the last thirty years. It is not concerned so much with abstract theory as criminological ideas, which arise in particular contexts. It aims, therefore, to situate theories in contemporary debates and controversies and allows students to fully utilize theoretical insights in their criminological work. In particular we will introduce the current debates surrounding cultural criminology, the debate over quantitative methods and the emergence of a critical criminology.

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<b>SO870</b>		<b>Research Methods in Criminology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	
3	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

1. Critically engage with literature on methods and methodologies, including examples of empirical research based on a range of methods.
2. Evaluate and critique research studies which make use of both quantitative and qualitative research methods.
3. Extensively discuss, with reference to practical examples, the problems in using official statistics.
4. Demonstrate a substantial knowledge about a variety of research methods and how they have been used by criminologists and possess familiarity with the strengths and weaknesses of qualitative and quantitative research.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

1. Be aware of the ethical issues in social science research
2. Evaluate complex methodologies
3. Demonstrate sophisticated skills in communication and in utilization of research and empirical data
4. Critically synthesise the theoretical contribution of different schools and disciplines of enquiry

### Method of Assessment

1. One essay of 5,000 word essay (excluding footnotes and bibliography).

### Preliminary Reading

Recommended Reading:

JJupp, V., Davies, P. and Francis, P. (2011), *Doing Criminological Research* (2nd edition), London: Sage.

May, T. (2011), *Social Research: Issues, Methods and Process* (4th edition), Maidenhead: Open University Press.

Wincup, E. (2017), *Criminological Research: Understanding Qualitative Methods* (2nd edition) London: Sage.

Young, J. (2011), *The Criminological Imagination*, London: Polity Press.

### Pre-requisites

The programmes of study to which the module contributes:

Criminology MA

Criminology with a term Abroad MA

Two year Master's in Criminology MA

### Synopsis \*

This module provides practical example of the theories, logics and methods that underpin criminological research. As such, students will learn about the principles involved in designing, carrying out and interpreting research. The module focuses on the relationship between empirical data (what is observed/measured in the 'real world') and the development of theory (academic thought). Students are encouraged to learn how to ask appropriate criminological questions and to design studies which draw on the most appropriate methods to answer them. These methods include both primary empirical work (quantitative and qualitative) and secondary work (e.g. dataset analysis, literature analysis). The module thus is also concerned with how data can be interpreted and analysed. Beyond equipping students with intellectual and practical skills in the field of criminological research, the module fosters a capacity to critically evaluate research in general.

## 2019-20 Postgraduate Module Handbook

<b>SO872 Comparative Social Policy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Sundberg Dr T

### Availability

Autumn

### Contact Hours

The module will be composed of 12 lecture hours and 12 seminar hours.

### Department Checked

Yes

### Learning Outcomes

On successful completion, students will be able to:

- Identify major trends in the development of collective provision in welfare across the world
- Understand and apply key concepts and theories of welfare and 'third sector' provision
- Critically assess the various models and ideologies of welfare provision in the world
- Analyse national welfare states within a comparative framework
- Understand how the issues of globalisation and migration are relevant to studying the welfare state.
- Understand the impact of the European Union and other International agencies on national welfare states
- Identify common challenges that developed and developing welfare systems face today

These subject specific learning outcomes contribute to the wider programme learning outcomes, in particular to enable students to:

- Critically reflect upon key themes, verbal discussion and the written analysis of relevant social and political issues through an understanding of social science perspectives.
- Apply general theoretical and conceptual frameworks to the analysis of specific issues and problems affecting welfare states on an international scale.
- Develop reasoned arguments, synthesise relevant information and exercise critical judgement

### Method of Assessment

1. 500 word book/article review of one reading for one seminar with a handout for peers in the seminar.(worth 20% of the final grade)
2. 5,000 word essay, worth 80% of the final grade.

### Preliminary Reading

Key Bibliographical Resources

Castles, F. et al. (2010) *The Oxford Handbook of the Welfare State* is the most important book for the course. It does need to be supplemented with other material as indicated for each session. Students are also encouraged to use the internet for further sources – although always with caution and discrimination. A list of helpful internet sites is given after the book-list.

Books:

Castles, F. et al (eds. 2010). *The Oxford Handbook of the Welfare State*, Oxford University Press  
Clasen, J. (1999) *Comparative Social Policy: Concepts, Theories and Methods* Oxford: Blackwell  
Deacon, B (2007) *Global Social Policy and Governance*, London, Sage.  
Esping-Andersen, G. (1990) *The Three Worlds of Welfare Capitalism*, Cambridge: Polity Press.  
Goodin, R. E. et al. 1999. *The Real Worlds of Welfare Capitalism*. Cambridge: Cambridge University Press.  
Gough, I., Wood, B., Bevan and Davis (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Interest representation Policy in Development contexts* Cambridge University Press, Cambridge.  
Hall, P. & Soskice, D. (2001) (ed) *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage*, OUP

### Pre-requisites

None.



## 2019-20 Postgraduate Module Handbook

### Synopsis \*

The approach of the course, like its subject matter, is inter-disciplinary, drawing on sociology, political economy and policy studies.

It covers:

- The value of a comparative approach to social policy and some of the problems in carrying it out
- The main theoretical approaches
- The way welfare states have been categorised
- Welfare in the less-developed world
- Migration and the welfare state
- EU and the Europeanization of social policy
- Globalisation and the welfare state
- Likely future developments in social welfare

The course will equip you to understand the ways in which scholars have approached the subject of the welfare state and also convey knowledge on some of the major issues in welfare.

<b>SO875 Drugs, Culture and Control</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	20 (10)	100% Coursework	Chatwin Dr C
3	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Autumn or Spring

### Contact Hours

Total contact hours: 22

Private study hours: 178

Total study hours: 200

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critically evaluate differing styles of illicit drug control
2. Display a comprehensive understanding of the links between illicit drugs and cultural contexts
3. Offer detailed and critical analysis of current policy issues in the field of illicit drugs
4. Make sophisticated links between important debates in the field of illicit drugs and their theoretical underpinnings
5. Discuss illicit drugs issues within an informed global framework

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate sophisticated skills in presentation and debate, both verbal and written, and in utilization of research and empirical data
2. Be able to critically synthesise the theoretical contribution of different schools and disciplines of enquiry
3. Be able to gather appropriate library and web-based resources for postgraduate study; make critical judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

### Method of Assessment

One 5000 word essay (100% of overall mark)

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

Barton, A. (2003) *Illicit Drugs: Use and Control* London: Routledge  
Blackman, S. (2004) *Chilling Out: the cultural politics of substance consumption, youth and drug policy* Maidenhead: Open University Press  
Chatwin, C. (2018) *Towards more effective global drug policies* Palgrave Macmillan  
Manning, P. (2007) *Drugs and popular culture: drugs, media and identity in contemporary society* Cullompton: Willan  
Nutt, D.J. (2012) *Drugs Without the Hot Air: Minimising the Harms of Legal and Illegal Drugs*, Cambridge, UIT  
Parker, H. (1998) *Illegal leisure: the normalisation of adolescent recreational drug use* London: Routledge  
South, N. (1998) *Drugs: Cultures, controls and everyday life* London: Sage  
Thornton, S. (1995) *Club cultures: music, media and subcultural capital* Cambridge: Polity Press

### Pre-requisites

The programmes of study to which the module contributes

Sociology MA  
Criminology MA (and two year version)

### Restrictions

None

### Synopsis \*

This module provides Masters students with a criminological, sociological and cultural understanding of drug use and trade. It will be divided into three parts: the first will explore the cultural contexts of illicit drug use within modern society; the second will offer a detailed analysis of current and potential methods of drug control; the third will consider and evaluate practical issues facing the drug policy makers of today. Throughout the module curriculum, effort will be made to consider methods, issues and policies in a global, as well as national, context. Particular emphasis will be placed on the theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

SO876 Organised Civil Society and the Third Sector						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

The module will be composed of 12 lecture hours and 12 seminar hours.

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

At the end of this module successful students will be able to:

- Understand and engage with debates concerning the definition, nature and scope of organised civil society (OCS) and the third sector
- Interpret and apply the basic theories of OCS and third sector existence, organisation and
- Understand the role of the national and subnational institutions in relation to the third sector as a policy actor, in relation to policy design and implementation
- Understand the role of the European Union and other supranational institutions in policymaking processes as they relate to OCS and the third sector
- Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information as this relates to key aspects of the OCS and the third sector
- Assess the value of a range of research methods appropriate to the study of this field

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

The module is intended to contribute to students' ability to:

- Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally
- Develop the application of theory and research evidence to understanding of key issues in welfare and social policy
- Work with others by co-operating on seminars and expressing reasoned arguments orally
- Develop argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format
- Undertake desk-based research. Students will be able to gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally or in writing

### Method of Assessment

1. A 1,500 word Book or Article review (worth 30% of the final grade)

2. A 4000-5000 word essay (worth 70% of the final grade).

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### Preliminary Reading

Anheier, H.K. (2014) Nonprofit Sector Organisation: Theory, Management, Policy, 2nd edition, Routledge. Overview from a leading international scholar, but management focused, rather economically oriented and generally quite demanding (being written primarily for an American-based Postgraduate audience).

Anheier, H.K. & Kendall, J. (eds) (2001) Third sector policy at the crossroads, London: Routledge. Early attempt to compare the policy situation between different countries

Bridge, S., Murtagh, B. and O'Neill, K. (2013) Understanding the Social Economy and the Third Sector, Palgrave, second edition. Welcome new addition to the literature, and accordingly relatively up to date, but rather descriptive in places, and insufficiently reflective or theoretically underpinned overall.

Deakin, N. (2001) In Search Of Civil Society, Palgrave. Thought provoking, but accessible.

Evers, A. and Laville, J-L (eds) (2003) The Third Sector in Europe, Edward Elgar. Wide ranging, but worth it.

Kendall, J. (2003) The Voluntary Sector: Comparative Perspectives in the UK, Routledge. Most systematic, comprehensive and up to date critical account - but you may find hard going in places

Kendall, J. and Knapp, M. (1996) The Voluntary Sector in the UK, MUP. Now somewhat out of date but very popular as covers in a nutshell certain key historical, legal and policy issues which are not distilled elsewhere.

Kendall, J. (2009) Handbook on Third Sector Policy in Europe: Multi-level Processes and Organised Civil Society, Edward Elgar, especially useful in the second part of the module.

Powell, M. (ed) (2007) Understanding the Mixed Economy of Welfare, Policy Press, Bristol. Useful source for contextualising the contributions of the 'third sector' to other sectors in formal welfare service delivery, although somewhat underdeveloped from a theoretical point of view.

Rochester, C. (2013) Rediscovering Voluntary Action: The Beat of a Different Drum, Palgrave Macmillan, Basingstoke. Helpful and stimulating up-to-date book for assessing the relevance of organisational studies to third sector analysis, and understanding British policy and practice debates.

Steinberg, R. and Powell, W.W. (editors) (2006) The Nonprofit sector: A Research Handbook, Yale University Press. Comprehensive compendium including chapters from leading-edge, mainly US-based scholars on key topics, policy fields, and disciplinary sub-categories of study: for consultation as an 'encyclopedia' and especially if pursuing quite well defined, particular areas of knowledge.

### Pre-requisites

None.

### Synopsis \*

The module provides an up to date overview of the range of contributions of the third sector to economic, social and political life. It includes analysis of definitions and categorisations, and the problematic boundaries between OCS, the third sector, the State and the market; foundational theories of third sector existence, organisation, functioning and behaviour; attention to the historical and current public policy agenda in relation to OCS and the third sector, in the UK and internationally; and reviews important approaches to 'evaluation' in the third sector.

SO877 Key Issues in Comparative Social Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Sundberg Dr T

### Availability

Spring

### Contact Hours

24 hours. The module will be composed of 12 lecture hours and 12 seminar hours.

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

At the end of this module successful students will be able to:

1. Interpret social policy developments in general, and at the level of key fields and issue areas, using relevant international and comparative analytic frameworks
2. Understand the role of International Organisations in policymaking in social policy broadly and in key fields and issue areas
3. Analyse national differences and similarities across key social policy fields and issue areas in terms of institutions, welfare mix configuration and policy outcomes, using relevant theories and approaches
4. Identify and evaluate the salience and significance of major boundary-spanning processes for comparative social policy, including globalisation, Europeanization and migration
5. Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information.
6. Assess the value of a range of research methods appropriate to a range of social policy issues and fields.

The module is intended to contribute to students' ability to support students learning in the following ways:

1. Communication enhanced, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally.
2. Skills in the application of theory and research evidence to understanding of key issues in welfare and social policy.
3. Development of working with others by co-operating on seminars and expressing reasoned arguments orally.
4. Argumentation: students will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.
5. Desk-based research. Students will be able to gather library and web-based resources, make critical judgements and develop evidence-based arguments

### Method of Assessment

1. A Policy Analytic review of 1,500 words, relating to Inequality or Migration (30%)
2. A National Case study Essay of 4,000- 5,000 words (70%)

### Preliminary Reading

There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. Students are also encouraged to use the internet for further sources – although always with caution and discrimination (see below).

Books and book chapters

Key book materials are available via PDFs uploaded to the course Moodle site, as indicated by . The core readings are all available electronically in this way – as are many of the additional readings. Some sources are also available via ebooks

Clasen, J. (1999) *Comparative Social Policy: Concepts, Theories and Methods* Oxford: Blackwell

Cochrane, A.; Clarke, J.; Gewirtz, S. (2002) *Comparing Welfare States* 2nd Edition Open University Press & Sage.

Cousins, M. (2005) *European Welfare States*, Sage Pub.

Esping-Andersen, G. (1999) *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.

Giddens, A. (2007) *Europe in the Global Age*, Polity Press, Cambridge.

Hall, P.A. and Soskice, D. (eds) (2001) *Varieties of Capitalism: The Institutional foundations of comparative advantage*, Oxford University Press.

Hill, M. (2006) *Social Policy in the Modern World*, Blackwell Publishing

Leibfried, S. and Pierson, P. (eds) (1995) *European Social Policy: Between Fragmentation and Integration*, Brookings Institute, Washington.

Pestieau, P. (2006) *The Welfare State in the European Union* Oxford University Press

Powell, M; Hewitt, M. (2002) *Welfare State and Welfare Change* Open University Press.

Schierup, C.U. ; Hansen, P. & Castles, S. (2006) *Migration, Citizenship, and the European Welfare State. A European Dilemma* Oxford University Press

Taylor-Gooby, P. (2005) (ed.) *Making a European Welfare State? Convergences and conflicts Over European Social Policy* Blackwell Pub.

Tsoukalis, L. 2005 *What Kind of Europe?* Oxford University Press,

( indicates this option) However, additional readings will generally need to be accessed via conventional library borrowing or inter-library loan

### Pre-requisites

None

### Restrictions

None

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### Synopsis \*

This course focuses on key challenges for International Social Policy through systematically differentiating and analysing key fields and issues. In this way, the student is provided with a systematic overview of some of the main spheres in which international and national social policy agendas co evolve. Inequality and Migration are explored conceptually and as policy concerns. Individual social policy fields include, health care, social care, labour market insecurity and dualisation, disability related policies, and pensions & extended working life. While many policy domains are under pressure to change in the context of common socio-economic and processes – including population ageing, globalisation, and international migration - the response to these pressures will vary depending on a number of internal and external socio-economic and political factors, whose configuration will vary markedly by country and policy field.

The course follows and complements the first core module of the International Social Policy MA (SO872 International Social Policy). The two modules together form a cohesive and coherent approach to social policy from an international and comparative perspective, although the Key Issues module is also self-contained and accessible in its own right to students of other MA programmes

## 2019-20 Postgraduate Module Handbook

<b>SO880 Humanitarian Issues in Forced Migration</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Brussels	Autumn	M	20 (10)	100% Coursework	

### Learning Outcomes

This module will have the following learning outcomes:

- Identification of the key effects of conflicts, on the health status of persons involved and on the health and social care they receive
- Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, and trafficking
- Identification of the health and social care services for refugees and migrants offered by host societies in Europe, North America and Australia, including those for undocumented migrants
- Identification of the specific challenges facing developing countries in providing health and social care for victims of conflicts.

### Method of Assessment

1) A 5000 word (double-spaced) research paper will count for 90% of your mark. The research paper will develop a reasoned argument based upon a clear thesis statement and will discuss a particular research question relevant to this module. It will also include a theoretical component. I will be available to discuss selection of topics and strongly advise you to consult with me. You should have selected the topic for your research paper at least two weeks before the end of term.

Your research paper:

- should include a research question/hypothesis relevant to this module which you will treat in the paper;
- should build on class discussion, lecture and readings;
- should not contain extraneous material that does not contribute to the argument;
- should not be a recitation of facts on a particular subject.

### Synopsis \*

This module addresses the different ways in which forced migrants are protected, and the ways in which that protection falls short. UNHCR notes that there are close to 40 million people "of concern" to them – this figure includes nearly 15 million internally displaced people (IDPs), 11 million refugees, 3 million people who have returned to their countries of origin and nearly 1 million who have an asylum claim pending. Most recently, the ongoing conflict in Syria has created, as of this writing, there are close to 3 million registered refugees – with Turkey hosting close to a million and Lebanon well over a million – over a quarter of its population. Each year there may be different groups of forced migrants in need of assistance – whether in a first country of asylum, such as Somalis in Kenya or Syrians in Lebanon – or in a second country, such as a European Union member state or the United States. In addition, there are many more forced migrants who are not, and will not become, recognized refugees. They are fleeing environmental devastation, conflicts, and more. They may be women, men or children.

These forced migrants – whether they eventually are recognized as refugees or not – face challenges at each step of their journey – from the first emergence of the conflict, persecution, disaster or other events which force them from their homes to the journey itself to their experience in refugee camps to the process of acceptance as a refugee in Turkey, Pakistan, an EU member state, the United States or elsewhere. While the reasons for flight are varied, what is common to all of these groups is the experience of their home and its environs as unsafe and of taking flight to preserve life and wellbeing. Many forced migrants have either experienced violence directly or seen members of their family and community experience violence.

The flight from home has often been made in hazardous conditions in which forced migrants may have been subjected to various forms of exploitation including sexual violence, deception, assault and robbery. While experiences in the country or region of origin and during flight can take a heavy toll on health and well-being, post-migration experiences may exacerbate rather than alleviate the forced migrants' condition. This module addresses a number of these issues.

This module is a coordinated module, built around contributions from both academics and practitioners. In this module students will have the opportunity to examine humanitarian issues in the context of forced migration, drawing on research from around the world. This will include engagement with the issues affecting different categories of forced migrants, including asylum seekers and refugees, victims of human trafficking and more. The module will include a detailed examination of issues in service provision including the way in which care services interact with immigration control and with constructions of humanitarian needs of forced migrants.

<b>SO881 Cultural Criminology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Van Hellemond Dr E

### Contact Hours

Teaching will be carried out through 11x1hr lectures and 11x1hr seminars.

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes  
Upon successful completion of this module, students will be able to:

- 1 Critically evaluate and reflexively deploy theoretical approaches to understanding crime in terms of cultural meanings, representations and contestations.
- 2 Identify and critically appraise the complex relationships between crime, control and cultural dynamics.
- 3 Demonstrate, at a level commensurate with post-graduate studies, the ability to critically analyse and engage with research that examines the ways in which criminality and its control are intertwined with cultural meanings and representations.
4. Identify and critically analyse the presence of crime and its control across a range of cultural phenomena.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

On completion of the module students will be able to:

- 1 Demonstrate highly developed skills in presentation and debate, both verbal and written, and in the utilization of research and cultural analysis.
- 2 Acquire advanced research skills through library investigation, critical debate and essay writing.
- 3 Demonstrate a heightened ability to critically engage with and participate in debates within criminological and sociological theory.
- 4 Be able to synthesise and evaluate items of knowledge from different schools and disciplines of enquiry.

### Method of Assessment

1. 4,500 word essay (worth 85% of the final mark)
2. Seminar participation (worth 15% of the final mark).

### Preliminary Reading

#### Key Resources

Pay particular attention to the readings attached to the individual topic reading lists. These key resources are useful as starting points for your wider reading.

Core Text: purchase recommended

Ferrell, J., Hayward, K. & Young, J. (2008), *Cultural Criminology: An Invitation*, London: Sage.

Other Important Books:

Ferrell, J., Hayward, K., Morrison, W., & Presdee, M. (eds.) (2004), *Cultural Criminology Unleashed*, London: Glasshouse Books.

Ferrell, J. & Hayward, K. (eds.) (2011): *Cultural Criminology: Theories of Crime*, Farnham: Ashgate.

Presdee, M. (2000) *Cultural Criminology and the Carnival of Crime*, London: Routledge.

Hayward, K. (2004), *City Limits: Crime, Consumer Culture and the Urban Experience*, London: Glasshouse.

Young, J. (2007), *The Vertigo of Late Modernity*. London: Sage

Ferrell, J. & Sanders, C. (1995), *Cultural Criminology*, Boston: Northeastern Press.

Katz, J. (1988) *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York: Basic Books.

Journals:

*Crime, Media & Culture* (Sage, UK) is a journal dedicated specifically to the kinds of issues covered in this module. This and other journals can be accessed on-line through the library website.

The Aug 2004 (vol. 8) edition of *Theoretical Criminology* is specifically dedicated to Cultural Criminology.

Web Resources:

[www.culturalcriminology.org](http://www.culturalcriminology.org)

### Pre-requisites

None

### Synopsis \*

This module is concerned with developing a sophisticated understanding of the contested meanings underpinning crime and its control and the manner in which such meanings are intertwined with various different cultural phenomena. The module explores the complex patterns and sites of contest, control and resistance that bisect everyday life. This is achieved through engaging in a detailed consideration of cutting edge theory and research in the fields of cultural and visual criminology. The module will place criminality, policing, crime prevention, music, photography, emotionality, extreme sports, advertising, protest, war, physicality and the film in new and exciting contexts. The module equips students with the necessary theoretical tools and modes of social inquiry to make sense of a late-modern world permeated by crime and its control.

## 2019-20 Postgraduate Module Handbook

<b>SO883 Contemporary Social Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Pedwell Dr C

### Availability

Spring

### Contact Hours

The module will be composed of 22 seminar hours.

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

On successful completion of the module, students will be able to:

1. Make links between important debates about social and political life and their theoretical underpinning
2. Display an understanding of the implications of different theoretical approaches for the way society is known
3. Employ analytical tools in various traditions of social theory to examine a range of analytical aspects of social life and a range of empirical cases
4. Evaluate competing theoretical perspectives logically and with relevant empirical evidence
5. Discuss issues in social theory within a global framework

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

On successful completion of the module, students will be able to:

1. Respond to written sources and presenting information orally and in writing in a clear and organized way
2. Work with others by co-operating on seminar presentation and expressing reasoned arguments orally in conversation
3. Develop argumentation based upon sound reasoning and understanding of the material and express these arguments in a written format
4. Undertake desk-based research. Students will be able to gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally or in writing

### Method of Assessment

1. A 4,000 word essay (worth 85% of the final mark)
2. Seminar contribution (worth 15% of the final mark)

### Preliminary Reading

Barthes, R., and A. Lavers. 1972. *Mythologies*. New York: Hill & Wang.

Boltanski, L. and L. Thévenot. 2006. *On Justification: Economies of worth*. Princeton: Princeton University Press.

Bourdieu, P. 1990. *The Logic of Practice*. Stanford: Stanford University Press.

Foucault, Michel. 1978. *The History of Sexuality*. New York: Pantheon Books.

Habermas, J. 1989. *The Structural Transformation of the Public Sphere*. Cambridge: MIT Press.

Latour, B. 2005. *Reassembling the social: An introduction to actor-network-theory*. Oxford University Press, USA.

Luhmann, N. 1977. "Differentiation of society." *The Canadian Journal of Sociology/Cahiers Canadiens de Sociologie* 2:29–53.

West, C., and D. H. Zimmerman. 1987. "Doing gender." *Gender and society* 1:125–151.

### Pre-requisites

None



## 2019-20 Postgraduate Module Handbook

### Synopsis \*

Social theory is a nebulous field of inquiry with fuzzy boundaries. Some of the most significant contributions to it in terms of ideas and concepts have historically originated in the work of thinkers diversely identified with a wide range of disciplines - such as psychoanalysis, philosophy, anthropology, literary and aesthetic theory, historical and cultural studies, as well as with sociology. This module approaches contemporary social theory by exploring a set of themes through close readings and analyses of several texts by 20th and 21st century theorists whose work has been to varying degrees appropriated across the social sciences and the humanities, but yet whose contribution to 'social theory' per se is still open to question, in any case far from canonical.

In working through these selected primary texts within a seminar group, the aim is to critically investigate and evaluate what they offer to social theory, and to critically assess their usefulness for understanding various social and political phenomena characteristic of contemporary life and society in a globalised world. During the course of such detailed discussions, we will also, no doubt, reflect on the distinction between modern and postmodern social theory; the 'linguistic turn', the 'cultural turn', the 'ethical turn', the shift from narrative to image based culture, and other general parameters of social theorizing in recent times.

<b>SO884 Race, Difference and Belonging</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

This module will include 24 seminar hours – 2 hours weekly – led by the module convenor.

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:

Upon successful completion of the module, students should have achieved:

- 1 A knowledge of contemporary discourses and theories about 'race' and ethnicity in Western societies such as Britain and the USA, as well as the ability to assess the strengths of competing accounts of social change
- 2 A good understanding of the various theoretical and empirical understanding of the changing manifestations of racism – and their limitations
- 3 an ability to articulate the complex relationships between identity formation, discourses about 'race' and ethnicity, and ongoing forms of inequality and social change
- 4 An understanding of the implications of recent streams of immigration and 'super-diversity' for multiethnic Britain and Europe, including a focus on debates about multiculturalism, citizenship, and belonging

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

1. The ability to communicate (orally and written) in a clear and organized way
2. The ability to gather relevant information and access key sources by electronic or other
3. The ability to develop argumentation based upon sound reasoning and understanding of the material – and the ability to articulate this in written form
4. The ability to synthesize items of knowledge from different schools and disciplines of enquiry and critically assess policy options
5. The ability to gather library and web-based resources appropriate for final year degree study; make judgments about their merits and use the available evidence to construct a critical argument to be presented orally or in writing
6. The ability to reflect upon one's own experience in a systematic and analytical way

### Method of Assessment

Students will be assessed through their performance on a 5000 word essay, to be handed in at the end of term. This essay will constitute 100% of the final grade

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

- S. Cornell & D. Hartmann, *Ethnicity and Race*, Thousand Oaks: Pine Forge Press 1998  
J. Feagin *Racist America* New York: Routledge 2000  
P. Gilroy *After Empire* London: Routledge 2004  
T. Modood *Multiculturalism* Cambridge: Polity Press 2007  
A. Nayak *Race, Place, and Globalization* 2004  
J. Solomos *Race and Racism in Britain* London: Macmillan 1993  
J. Solomos & L. Back, *Racism and Society* Basingstoke: Macmillan 1996  
M. Song *Choosing Ethnic Identity* Cambridge: Polity Press 2003

### Pre-requisites

None

### Synopsis \*

This module investigates and critically examines the ways in which understandings of race, racism, difference, and belonging have shaped, both historically, and in the contemporary era, multiethnic societies such as Britain and the USA. This topic is especially pressing, given the vast amount of change in many Western societies - greater cultural diversity, globalization and greater mobility, changes in the manifestations of racism, and changing patterns of family and community life. In what ways do notions of race and racial difference, and contestations over belonging, still matter (or not) in societies today? What competing evidence exists in claims about either the continuing (or declining) significance of 'race' and notions of difference more generally? Should we attempt to transcend 'race' and racial thinking?

## 2019-20 Postgraduate Module Handbook

<b>SO885</b>		<b>Social Suffering</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

24 (seminars)

### Department Checked

Yes

### Learning Outcomes

At the end of this module successful students will:

1. Be able to identify and understand the place of 'social suffering' in sociological theory and research
2. Research and access the main sources of information relevant to debate of critical issues in sociology, social policy and cultural anthropology.
3. Identify and evaluate the main theoretical perspectives which are applicable to the study of 'social suffering'
4. Provide a reasoned and justified opinion on specified issues within sociology, social policy and cultural anthropology with reference to problems of 'social suffering'.
5. Be aware of the limitations of present knowledge and matters needing to be resolved by further research.

### Key Skills:

On successful completion of this module, students will be able to show:

- Gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.
- Demonstrate skills in interpreting and analysing research data and official statistics.
- Understand empirical research, assessing its merits and using it to construct an argument.
- Understand the relationship between theoretical analysis and empirical research and able to comment on the uses and limitations of the latter.

### Method of Assessment

5,000 word essay (100%)

### Preliminary Reading

Bourdieu, P., et al. (1999) *The Weight of the World: Social Suffering in Contemporary Life*, Cambridge Polity Press

Das, V., Kleinman, A., Ramphela, M., Lock, M. and Reynolds, P. (eds) (2001) *Remaking a World: Violence, Social Suffering and Recovery*, Berkeley: University of California Press

Kleinman, A. Das, V. and Lock, M. (eds) (1997) *Social Suffering*, Berkeley: University of California Press

Renault, E. (2009) 'The Political Philosophy of Social Suffering', in B. de Bruin and C. Zurn (eds) *New Waves in Political Philosophy*, Basingstoke: Palgrave

Wilkinson, I. (2005) *Suffering: A Sociological Introduction*, Cambridge: Polity Press (Introduction and chapter 4)

Wilkinson, I (2006) 'Health Risk and 'Social Suffering', *Health Risk & Society*, 8(1):1-8

### Pre-requisites

None

### Synopsis \*

In summary, 'social suffering' calls for a new project of social science. It involves researchers in the attempt to understand how social and cultural conditions moderate the experience of suffering. It also brings a critical focus to the ways in which such experience serves to expose the moral character and structural force of society within people's lives. Whilst attending to the particular ways in which individuals struggle to make 'the problem of suffering' productive for thought and action, it also works to understand how, through to the level of collective experience, this contributes to wider dynamics of social change. This course examines these cross-disciplinary issues and debates with the aim of assessing their sociological significance and political implications.

## 2019-20 Postgraduate Module Handbook

<b>SO886</b>		<b>Worlds of Work</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Strangleman Prof T

### Contact Hours

22

### Department Checked

Yes

### Learning Outcomes

- Identify the debates and theoretical problems when looking at work over historical time, including the meanings attached to the process of industrial change
- Identify the debates and theoretical problems when looking at work across individuals' life courses, including group differences in access to and returns from paid work and participation in and responsibility for unpaid work
- Discuss the role of the state in shaping work, both the labour market as well as for individuals
- Identify the range of ways in which work is experienced by individuals and social groups and how in turn they make sense of work in their lives
- Discuss the ways in which work is simultaneously global, local and idiosyncratic
- Debate a range of inter-disciplinary research evidence used to explicate the theoretical concepts, including noting the strengths and weaknesses of different methodological approaches as well as proposing areas for future research that add to the body of knowledge
- Discuss the limitations of present sociological understandings of work and identify matters requiring further research
- Critically appraise at a level appropriate to postgraduates the epistemological limits of different research methodologies used to explore worlds of work
- Present findings to academic and non-academic audiences

### Method of Assessment

Assessment will comprise three parts.

Part 1. A 15 minute presentation on an area of further study associated with one of the weekly topics. This presentation will build upon class discussion and required readings, as well as independent study and experience of work, sharing insights into additional aspects or new research on a topic. The seminar presentation is worth 20% of the final mark. Presentation dates will be arranged in the initial session of term.

Part 2. Students can choose from a number of tasks including – An annotated bibliography on an area of work, this would include academic, film/ TV sources, official statistics as well as web and archival sources; OR a critical appraisal of an image (or series of images or film) of work with a full bibliography (2000 words); OR a critical autobiographical reflection on an aspect of their own working life (2000 words). This is worth 40% of the final mark.

Part 3. A 2,500-word essay on an aspect of work which the student will develop through the module, the topic of which must be agreed by members of the teaching team. The essay will enable evaluation of students' understanding of lectures, the level and depth of their own reading and the skills of argument and critical analysis developed in the seminars. Students will be assessed on their ability to evaluate the strengths and weaknesses of concepts and theories pertaining to "work," as well as the strengths and weaknesses of different empirical approaches used to explore it. This is worth 40% of the final mark.

### Preliminary Reading

Strangleman, T. & Warren, T. (2008) *Work and Society: Sociological approaches, themes and methods*, London, Routledge – Chapters 1 & 3

Cowie, J. (2016) *The Great Exception: The New Deal & the Limits of American Politics*, Princeton, Princeton University Press.

Cowie, J. & Salvator (2008) 'The Long Exception: Rethinking the Place of the New Deal in American History', *ILWCH*, 74, 1-32.

Tomlinson, J. (2016) 'De-industrialization not decline: a new meta-narrative for post-war British History', *Twentieth-Century British History*, 27(1), pp. 76-99

*British Journal of Sociology*, Special Issue: Piketty Symposium, December 2014, Volume 65, Issue 4, Pages ii–ii, 589–747

Strangleman, T. (2016) 'Deindustrialisation and the Historical Sociological Imagination: Making Sense of Work and Industrial Change', *Sociology*

Hall, D. (2012) *Working Lives: The forgotten voices of Britain's post-war working class*, London, Bantam Press.

Edwards, P. & Wajcman, J. (2005) *The Politics of Working Life*, Oxford, Oxford University Press – Chapter 1

Anthony, P. *Ideology of Work*, London, Routledge.

Joyce, P. (ed.) *The Historical Meanings of Work*, Cambridge, CUP– Chapter 1

Therault, R (1995) *How to tell when you're tired: A brief examination of work*, New York, Norton.

Terkel, S. (1972) *Working: People talk about what they do all day and how they feel about what they do*, New York: Pantheon Books. Especially Introduction

Budd, J. W. (2011) *The Thought of Work*, Cornell: Cornell University Press

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

This module examines the way work shapes society and in turn how society shapes work. Drawing on the fields of sociology, cultural sociology, social policy as well as other disciplines this module explores work in a variety of competing and complementing ways and in doing so offers students a chance to appreciate different themes, issues, methodologies and approaches. These include work identity and meaning; age, generation and class; visual methods and approaches; the cultures of work; work/life balance and the end of work.

SO894	The Family, Parenting Culture and Parenting Policy					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Lee Prof E

### Availability

Autumn

### Contact Hours

There will be 10 two hour long sessions each covering a different topic with specified reading. There will also be a two hour session introducing the module in Week 1 and individual meetings with students will be offered in week 9, for one on one discussion about their plans for their written assessment.

### Department Checked

Yes

### Learning Outcomes

At the end of this module successful students will:

- Be familiar with sociological accounts of the term 'parenting', be able to situate 'parenting' as a social problem in a wider historical content by acquiring understanding of the sociology of 'the family', and be able to identify and understand the links between sociological theories of risk society, public/private, identity formation, and 'parenting'.
- Using sociological insights be able to identify and critically analyse the ideologies and values that underpin contemporary concerns about parenting and related policy developments.
- Be able to discuss in written form sociological accounts of the family, parenting culture and parenting policy and communicate the nuances and complexities of these accounts.
- Demonstrate an ability to assess the validity of explanations given for the problem of 'parenting' and present sociologically reasoned arguments.

### Method of Assessment

One 5000 word essay

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

Some good books, that we will refer to throughout the module:

Lee, E. 2014. 'Introduction'. In E. Lee, J. Bristow, C. Faircloth and J. Macvarish, *Parenting Culture Studies*, Basingstoke: Palgrave

Gillies, V. 2011. 'From Function to Competence: engaging with the new politics of the family'. *Sociological Research Online* 16(4)11  
<http://www.socresonline.org.uk/16/4/11.html>

The following books discuss important themes covered in the module and are all good to read for the Module in general:

Lee, E. Bristow, J., Faircloth C., and Macvarish, J. 2014. *Parenting Culture Studies*, Basingstoke: Palgrave

Furedi, F. 2008. *Paranoid Parenting*. London: Continuum

Faircloth, C., Hoffman, D. and Layne, L.L. 2013. *Parenting in Global Perspective: Negotiating Ideologies of Kinship, Self and Politics* London and New York: Routledge (Introduction)

Bristow, J. 2016. *The Sociology of Generations*. Basingstoke: Palgrave Macmillan. (especially Chapter 5).

Macvarish, J. 2016. *Neuroparenting and the Expert Invasion of Family Life*. Basingstoke, Palgrave.

Additional general reading for the Module as a whole:

Kagan, J. 1998. *Three Seductive Ideas*. Harvard University Press: Cambridge, Mass. (Chapter 1)

Elias, N. 1998. 'The Civilizing of Parents', in J. Goudsblom and S. Mennell (eds) *The Norbert Elias Reader*. Blackwell: Oxford

Hardyment, C. 2007. *Dream babies, Childcare Advice from John Locke to Gina Ford*. London: Francis Lincoln Ltd (Especially chapter 6)

Hoffman, D. 2009. 'How (not) to feel: culture and the politics of emotion in the American parenting advice literature'. *Discourse* 30(1): 15-31 (On Moodle)

Faircloth, C. and Lee, E. 2010. 'Changing Parenting Culture'. *Sociological Research Online* 15 (4) 1  
<http://www.socresonline.org.uk/15/4/1.html>

Ramaekers, S. and Suissa, J. 2011. 'Parents as "Educators": Languages of Education, Pedagogy and "Parenting"', *Ethics and Education*, 6(2): 197-212.

Ramaekers, S. and Suissa, J. 2012. *The Claims of Parenting: Reasons, responsibility and society*. London and New York: Springer.

Macvarish, J. 2010. 'Understanding the Significance of the Teenage Mother in Contemporary Parenting Culture'. *Sociological Research Online*, 15 (4) 3  
<http://www.socresonline.org.uk/15/4/3.html>

### Pre-requisites

None

### Synopsis \*

The module will explore the following indicative topics:

- Sociological analysis of the term 'parenting'
- The social history of debates about 'the family' and the sociology of privacy
- The changing meaning of childhood, motherhood and fatherhood
- The meaning of the term 'intensive parenthood' and its relation to expertise and risk culture
- The sociology of identity, as applied in studies of the experience of parenting
- The relationship of policies linking family life to broader social policy
- Critiques of state intervention in family life and of particular contemporary parenting policies

## 2019-20 Postgraduate Module Handbook

<b>SO900 Introduction to Applied Health Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	20 (10)	100% Coursework	Hashem Dr F

### Availability

Autumn

### Contact Hours

The module will be composed of 11 lecture hours, 11 seminar hours plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

### Department Checked

Yes

### Learning Outcomes

On successful completion of the module, students will be able to:

Understand how the theory and practice of health research impacts on service delivery and implementation;

Explain the principles guiding the development and subsequent reforms of the UK NHS;

Understand the structures and processes of research governance practices and ethics procedures;

Appreciate and understand the role of patient and public involvement/public engagement for inclusion in research;

Ensure the quality and trustworthiness of their own research and assess the quality and trustworthiness of that of others;

Develop a critical awareness and reflective approach in their research.

### Method of Assessment

Students will be assessed through two main methods:

1. The first will be through a seminar presentation on one of the topics covered on the module. The assessed seminar presentation will constitute 30% of their total mark. The seminar presentation will be developed around a specific seminar question, the title of which will be discussed and agreed with the module convenor in advance.

2. Students will also be assessed through their performance on an essay of 3000 words to be handed in at the end of term. This essay will constitute 70% of their total mark. The essay will need to develop a specific argument, marshalling both theoretical and empirical frameworks; students will be provided with a choice of essay questions drawn from the course.

### Preliminary Reading

Indicative Reading List

Bates, A.J. 2012. Promoting participation and involvement in appearance research. In: Rumsey, N. and Harcourt, D., eds. *The Oxford Handbook of the Psychology of Appearance*. Oxford University Press, pp. 658-672.

Bowling, A. 2009. *Research Methods in Health*. Third edition. Berkshire: Open University Press.

Buse, K., Mays, N & Walt, G. 2005. *Making Health Policy*. Berkshire: Open University Press.

Exworthy, M., Peckham, S., Powell, M. A. & Hann, A. 2011. *Shaping Health Policy: Case Study Methods and Analysis*. Bristol: Polity Press.

Fulop, N, Allen, P, Clarke, A & Black, N. 2001. *Studying the organisations and delivery of health services*. London: Routledge.

Lo, B & Grady, D. G. 2013. Addressing ethical issues. In Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D. G., & Newman, T. B. 2013. *Designing clinical research*. Fourth edition, Lippincott, Williams & Wilkins.

### Pre-requisites

None

### Synopsis <span style =

This module will provide health researchers and health professionals with the skills and competencies to undertake applied health research with a practical application to service delivery, health services management and policy development. The module will also prepare postgraduate students with the capacity to undertake research in health and social contexts.

Learners will be able to understand how research can be integrated into an applied health setting including good research practice and governance, understanding ethics processes, key principles for research in the NHS and the requirements of involving patients and the public in research, as well as considering the wider implications of public engagement in the research process. Learners will be able to formulate focussed research questions, find and appraise literature relating to health research, critically appraise research findings, and learn to adapt a critical and reflective approach to research.

## 2019-20 Postgraduate Module Handbook

<b>SO926 Understanding Social Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Kosaraju Ms A
2	Medway	Spring	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

Total contact hours: 15

Private study hours: 185

Total study hours: 200

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

1. Have systematic understanding and critical awareness of the main types of social research that are used in fields of social and public policy (positivist, interpretative; qualitative, quantitative; inductive, deductive; observational, experimental, participative, action, and visual).
2. Be able to autonomously specify research questions (and if appropriate, construct hypotheses) and construct a research design appropriate to the questions being asked.
3. Have systematic understanding and critical awareness of the ethical issues raised by social research.
4. Be able to critically assess the methodological choices made in published research studies.
5. Use a comprehensive understanding of appropriate techniques to critically assess whether the design of a research project is appropriate for answering its questions.
6. Have a systematic understanding and critical awareness of the main approaches to the analysis of qualitative (grounded and deductive coding) and quantitative (descriptive and inferential statistics) data.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Systematically communicate research results to academic and general audiences at a high level
2. Demonstrate self-direction and originality in managing their time, prioritise workloads and manage stress as well taking independent responsibility for their learning and professional development.
3. Access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct and communicate a developed argument
4. Have a comprehensive understanding of appropriate techniques enabling them to demonstrate self-direction and originality in solving problems that are common in social research.

### Method of Assessment

100% coursework comprising:

Coursework assignment 1- critique of Research Article (2000 words) - 30%

Coursework assignment 2 - Research Design (3000 words) - 55%

Coursework - online forum contribution – 15%.

Both written assignments must be passed in order for the module to be passed overall

### Preliminary Reading

Becker, S., & Bryman, A. (Eds.). (2004). *Understanding Research for Social Policy and Practice*. Bristol: Policy Press.

Bryman, A. (2012). *Social Research Methods*. Fourth edition. Oxford: Oxford University Press.

Cresswell, J. W. (2007). *Qualitative Inquiry and Research Design*. London: Sage.

Fielding, J. L., & Gilbert, G. N. (2006). *Understanding Social Statistics*. London: Sage.

Gilbert, N.G. (2008) *Researching social life*, 3rd Edition. London: Sage.

White, P (2009). *Developing Research Questions: A Guide for Social Scientists*. Basingstoke: Palgrave Macmillan

### Pre-requisites

The programmes of study to which the module contributes:

Advanced Child protection (Distance learning) MA

Philanthropic Studies (Distance learning) MA

### Restrictions

None

### Synopsis \*

This course introduces students to the logic and methods of social research. It aims to familiarize students with central topics in research design and the ethics of social research so that they can apply this knowledge to their understanding of fields of social and public policy. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. It will invite them to consider how research questions are generated and answered. It will enable students to identify common mistakes in the social research methods used to develop sector relevant policy and how to effectively and systematically address issues. Topics will also include: ethics and informed consent; sampling for qualitative and quantitative research; methods of primary and secondary data collection, methods of qualitative and quantitative analysis. It will give them an opportunity to learn and practise introductory skills in the collection and analysis of qualitative and quantitative data.



## 2019-20 Postgraduate Module Handbook

<b>SO927 Definitions, Prevalence, Causes and Consequences of Child Abuse and Neg</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	Jassal Ms V
4	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	Jassal Ms V

### Availability

Spring

### Contact Hours

This module will be taught through online, distance learning, and a study day

### Department Checked

Yes

### Learning Outcomes

Subject specific learning outcomes:- Understand the issues surrounding child abuse and neglect definitions, and the impact of different definitions on policy, practice and research. Have an advanced knowledge base of the historical and contemporary definitions and discourses of child protection. Demonstrate understanding of different theoretical paradigms underpinning child protection definitions, causes and consequences. Be able to analyse in written and verbal format how social and political forces have shaped the way in which we define and respond to child safeguarding issues today and analyse the reasons for the complex and often contradictory nature of responses by multiple agencies. Be aware of the consequences of child protection intervention for children, their families, wider society and agencies. Analyse and synthesis research evidence on child protection through application of sociological and psychological theories to develop understandings of child abuse and policy responses. Have an overarching awareness of cross cultural and global comparative perspectives on child protection. Demonstrate awareness of the validity of research into the incidence and prevalence of child abuse and neglect. Critically analyse research regarding the question of likely and potential factors involved in the perpetration of child abuse. Generic learning outcomes:- Demonstrate skills commensurate with postgraduate study in online and face to face presentations and debate verbally, in written and electronic format and in the use of research, statistical material and empirical data. 13.2. Gather library and web based research and resources on child protection issues at a level appropriate for postgraduate study. Be able to synthesise and evaluate complex knowledge and theoretical perspectives from different disciplines and countries.

With relation to key skills students will: Learn to use IT resources to follow up what they hear in recorded online lectures and what they read in web based material. Learn to summarise their reading coherently in order to contribute to web based discussions. Work with others during study days and in online forums to prepare and discuss topics. Organise and manage their studying independently with online and phone support from their tutors

### Method of Assessment

coursework essay - 85% of the final mark, forum discussions - 15% of the final mark

### Preliminary Reading

Blok, W. (2012) *The essentials of social work: International theory, values and practice*  
 Brooker, S., Cawson, P., Kelly, G. and Wattam, C. (2001) *The prevalence of child abuse and neglect: a survey of young people*, *International Journal of Market Research*, 43: 249–89.  
 Lefevvre, M. (2010) *"Communicating with children and young people."* The policy Press.  
 Lyons, K. et al (2010) *"International perspectives on social work; global conditions and local practice."* Palgrave Macmillan.  
 Munro, E. (2008) *Effective Child Protection*. Sage Publications. London.  
 Munro, E. (2011) *The Munro review of child protection: Final Report. A child centred system*.  
 Reder, P., Duncan, S., & Gray, M. (1993) *Beyond Blame Child Abuse Tragedies Revisited*. Routledge, London.  
 Relevant legislation, Government guidance and policy

### Pre-requisites

None

### Synopsis <span style = "color: red; " > \* </span>

This module will provide students with a historical and contemporary perspective of child abuse and examine child and family centred practice, and will allow students to explore definitions of abuse, nationally and internationally. A significant area of research will be drawn upon with regards to the role of men in child protection. The module will also introduce key agencies in the field. The child protection simulations created by the Centre for Child Protection around child sexual exploitation (Looking for Lottie) and radicalization (ZAK), are embedded in this module.

## 2019-20 Postgraduate Module Handbook

<b>SO928 Contemporary Child Protection Practice and Policies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Green Ms T
2	Canterbury	Spring	M	20 (10)	100% Coursework with Compulsory Numeric Elements	Green Ms T

### Availability

Summer

### Contact Hours

Distance learning plus study day/workshop

### Department Checked

Yes

### Learning Outcomes

The principal intended specific learning outcomes for students are that on completion of the module they should:- To have an overarching awareness of child protection policy and practice in the pre and post Munro era; to be able to recognise and evaluate the relationship between agency policies and professional responses in child protection; to be able to distinguish the consequences of child protection and safeguarding policies and practice; Demonstrate effective understanding of universal and discipline specific skills in working together in child protection; to be able to express awareness of values and ethics in child protection practice; to be able to critically evaluate skills in child protection; to be able to analyse in written and verbal format the risks posed by a new generation child abuse. Generic learning outcomes:- Demonstrate skills commensurate with postgraduate study in online and face to face presentations and debate verbally, in written and electronic format and in the use of research and empirical data; Gather library and web based research and resources on child protection issues; to be able to synthesise and evaluate complex knowledge and theoretical perspectives; Learn to use IT resources; learn to summarise their reading coherently; Work with others; organise and manage their studying independently

### Method of Assessment

One coursework essay the marks for which will comprise 85% of the final mark. Participation in forum discussions, the marks for which will comprise 15% of the final mark.

### Preliminary Reading

Ayre, P. & Preston-Shoot, M. (2010) "Children's Services at the Crossroads."  
 Broadhurst et al (2009) "Safeguarding Children; Critical Perspectives. " Wiley Blackwell  
 Broadhurst et al (2010) "Ten pitfalls and how to avoid them. What research tells us." NSPCC Inform  
 Kellet, M. (2011) "Children's perspectives on integrated services."  
 Munro, E. (2011) The Munro Review of Child Protection; Final Report  
 Working Together to Safeguard Children: A guide to inter-agency working (Department for Children, Schools and Families [DCSF], 2010)

### Pre-requisites

None. Note: All modules are core

### Synopsis \*

The aim of this 10 week module is to focus on contemporary child protection policies and practice and provide the current legal context for child protection. In particular it will discuss policy and practice following the Munro Review (2011) and it will draw upon the implications of inter-professional and interdisciplinary research, theory and practice pre- and post- Baby Peter Connelly. The module will focus upon key agencies in child protection and practitioner communication skills. Students will be introduced to the Centre's child protection simulation, 'Rosie 2', where they will have the opportunity to analyse the different skills of practitioners involved in child protection practice.

## 2019-20 Postgraduate Module Handbook

<b>SO931 The 'Unconscious at Work': The Organizational Dimensions of Risk-Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Jassal Ms V

### Availability

Spring

### Contact Hours

This module will be taught through online, distance learning, and a study day

### Learning Outcomes

By the end of this module, you should be able to:

- Understand how psychosocial analysis applies to organisations
- Apply and discuss psychosocial principals in the context of individual and inter-professional practice and case studies
- Reflect on supervision in child protection and how rationality, emotional, hot cognitions and emotional intelligence are harnessed effectively in child protection work
- Learn how to deal with risk, complexity and constraints in organisations
- Learn how to observe in organisations and reflect on organisational practice and to deal with constraints
- Demonstrate an ability to apply psychosocial perspectives to individual experiences of the workplace
- Demonstrate an understanding of change in organisations

### Method of Assessment

5,000 word written assignment (85%)

Contribution to discussion forums (15%)

### Preliminary Reading

Amado, G. and Ambrose, A. (eds.) (2001) *The Transitional Approach to Change*, Karnac.

Czander, W.M. (1993) *The Psychodynamics of Work and Organisations: Theory and Application*, Guilford.

French, R. and Vince, R. (eds.) (2000) *Group Relations, Management and Organisation*, Oxford Press.

Hinshelwood, R.D. and Chiesa, M. (eds.) (2002) *Organisations, Anxieties and Defences: Towards a Psychoanalytic Social Psychology*, Whurr Publications.

Hinshelwood, R.D. and Skogstad, W. (2000), *Observing Organisations: Anxiety, Defence and Culture in Health Care*, Routledge.

Hirschhorn, L. (2000) *The Workplace Within: Psychodynamics of Organisational Life*, MIT Press.

### Pre-requisites

None

### Synopsis \*

The aim of this module is to focus on how the individual child protection professional inner world is affected by and, in turn, effects the institutional practices embedded in the workplace in terms of working in child protection. Moreover, the module also looks at how the inner world and emotions of the individual are managed and how 'hot cognitions' involved in child protection work are addressed. Organisational and workplace features are considered from a psychosocial perspective, particularly in terms of different models of supervision, and individuals are encouraged to reflect upon their own position within organisations and how this can be optimized in circumstances where risk needs to be managed.

<b>SO938 Governing Science, Technology and Society in the 21st Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

The module will be composed of 11 lecture hours and 11 seminar hours.

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

Specific learning outcomes

1. Be familiar with the historical context of contemporary social ambivalence toward emerging science and technologies.
2. Understand the key debates and main actors in shaping scientific practice.
3. Be able to take on an interdisciplinary approach in assessing the impact of science, and assess the value of the range of research methods
4. Be able to apply key theories of science and technology studies (STS) to the analysis of contemporary issues and critically evaluate the effectiveness of different forms of scientific governance.
5. Understand both the limit and strength of social sciences and natural sciences.

Generic learning outcomes

At the end of this module successful students will acquire:

1. The ability to communicate ideas to both academic and general audiences in written and oral media.
2. Skills of critical thinking and evaluation, particularly on competing interpretations of scientific risks.
3. Be able to synthesise and evaluate knowledge from different disciplines and schools of thoughts.

### Method of Assessment

Assessment consists of a 10 minute seminar presentation (worth 20% of the grade), and one 4,000 word essay (worth 80% of the grade).

### Preliminary Reading

Essential Texts on the Social Studies of Science

- Bauchspies, W. K. (2006) *Science, Technology, and Society: A Sociological Approach*, Malden, MA : Blackwell
- Biagioli, M. (1999) *The Science Studies Reader*, New York: Routledge.
- Bihker, W.E. and Law, J. (1992) *Shaping Technology: Building Society Studies in Sociotechnical Change*, Cambridge, Mass ; London: MIT Press
- David, M. (2005) *Science in Society*, Basingstoke: Palgrave Macmillan
- Franklin, S. (2013) *Biological Relatives: IVF, Stem Cells, and the Future of Kinship*, Durham, NC: Duke University Press
- Johnson, D. and Wetmore, J. (2008) *Technology and Society: Building Our Sociotechnical Future*, Cambridge, Mass. and London: MIT Press
- Kuhn, T.S. (1996) *The Structure of Scientific Revolutions*, Chicago, Ill. and London: University of Chicago Press
- Latour, B (1988) *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge, Mass and London: Harvard University Press
- Mackenzie, D.A. and Wajcman, J. (1999) *The Social Shaping of Technology*, Philadelphia, PA: Open University Press
- Matthewman, S. (2011) *Technology & Social Theory*, Basingstoke: Palgrave Macmillan
- Massimiano B. (2004) *Science in Society: An Introduction to Social Studies of Science*, London: Routledge
- Rupert, H.A. (1994) *Science and Society: Historical Essays on the Relations of Science, Technology, and Medicine*, Aldershot ; Brookfield, Vt.: Variorum
- Webster, A. (1991) *Science, Technology, and Society: New Directions*, Basingstoke: Palgrave Macmillan
- Wyer, M. et al (eds) (2009) *Women, Science, and Technology: A Reader in Feminist Science Studies* (2nd edition), New York: Routledge

Key Monographs/Collections on Scientific Governance

- Adger, W.N. and Jordan, A. (2009) *Governing Sustainability*, Cambridge: Cambridge University Press
- Bunton, R. and Petersen, A. (2005) *Genetic Governance Health, Risk and Ethics in a Biotech Era*, London: Routledge
- Delanghe, H.; Muldur, U. and Soete, L. (eds) (2011) *European Science and Technology Policy: Towards Integration or Fragmentation*, Cheltenham: Edward Elgar Publishing Ltd
- Drori G.S., Meyer J.W., Ramirez F.O. and Schofer E. (2003), *Science in the Modern World Polity: Institutionalization and Globalization*, Stanford, CA.: Stanford University Press.
- Flynn, J.; Slovic, P; Kunreuther, H. (2001) *Risk, Media and Stigma: Understanding Public Challenges to Modern Science and Technology*, London and Sterling, VA : Earthscan
- Fuller, S. (2000) *The Governance of Science: Ideology and the Future of the Open Society*, Buckingham ; Philadelphia : Open University Press
- Guston, D. H. and Sarewitz, D. (eds) (2006) *Shaping Science and Technology Policy: The Next Generation of Research*, Madison, Wisconsin and London: University of Wisconsin Press
- Jackson, E. (2001) *Regulating Reproduction: Law, Technology and Autonomy*, Oxford: Hart
- Jasanoff, S. (2007) *Designs on Nature: Science and Democracy in Europe and the United States*, Princeton, NJ: Princeton University Press
- Latour, B. (2004) *Politics of Nature: How to Bring the Sciences into Democracy*, Cambridge, Mass. and London: Harvard University Press
- McTeer, M.A. (2003) *Law, Science and Public Policy: Science's Needs and Society's Rights*, London : Canadian High Commission
- Salter, B. (2004) *The New Politics of Medicine*, Basingstoke: Palgrave Macmillan
- Saulnier, J. B. and Varella, M. D. (2013) *Global Change, Energy Issues and Regulation Policies*, London: Springer, London: Springer
- Roger, B. and Yeung, K. (2008) *Regulating Technologies: Legal Futures, Regulatory Frames and Technological Fixes*, Oxford: Hart
- Rose, N. (2007) *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-First Century*, Princeton, NJ ; Oxford : Princeton University Press
- Rosen, J. and Wittes B. (2013) *Constitution 3.0: Freedom and Technological Change*, Brookings Institution

Handbooks/Encyclopedias

Atkinson, P.; Glasner, P,E, and Lock, M (eds) (2009) *Handbook of Genetics and Society: Mapping the New Genomi*

## 2019-20 Postgraduate Module Handbook

### Pre-requisites

None

### Synopsis \*

The course aims to develop an empirically grounded and theoretically engaged understanding of key debates in the contemporary governance of science and technology. It is interdisciplinary, bringing together perspectives from across the social sciences, science & engineering and the humanities to explore the social, political, economic and ethical implications of scientific progress. It takes on a global perspective and identifies key actors and processes in the normalization of scientific practice. Indicative topics include:

- From sociobiology to biosociality: Introduction to the social studies of science
- The captain and the steward: Changing relations of scientific and political authorities
- Global harmonization of national policies: Examples from life sciences and climate sciences
- Institutionalization of knowledge and non-knowing
- Bio-terror versus bio-error: Biosecurity after synthetic biology
- Bioethics and the domestication of technology
- The political economy of biopower
- 'Communities of fate': governmentality and biological citizenship
- Better-off when handicapped? Boundaries and fairness in human enhancement
- The art of representing science: The role of art and new media in scientific outreach
- The cosmopolitanization of science: Dependence and interdependence of world innovation

<b>SO940 Prisons and Penal Policy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Canterbury	Spring	M	20 (10)	100% Coursework	Matthews Prof R

### Availability

Autumn

### Contact Hours

The course will consist of 11 one hour lectures and 11 one hour seminars.

### Department Checked

Yes

### Learning Outcomes

Learning outcomes:

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

At the end of the module, students will be able to:

1. Critically evaluate the development and impact of the modern prison
2. Display a comprehensive understanding of the links between imprisonment and economic, social and cultural contexts
3. Offer detailed and critical analysis of current policy issues in the field of prisons and penal policy
4. Make sophisticated links between important debates in the field of imprisonment and their theoretical underpinnings
5. Discuss developments of imprisonment within an informed global framework

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

At the end of the module, students will be able to:

1. Demonstrate sophisticated skills in presentation and debate, both verbal and written, and in utilization of research and empirical data
2. Be able to critically synthesise the theoretical contribution of different schools and disciplines of enquiry
3. Be able to gather appropriate library and web-based resources for postgraduate study; make critical judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

### Method of Assessment

One essay of 5,000 words

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

There is no set text that covers the course as a whole. However, the following books are the ones we have selected as key sourcebooks:

Matthews, R. (2009) *Doing Time: An Introduction to the Sociology of Imprisonment* Second Edition. Palgrave/Macmillan)  
Matthews, R. (2001) *Imprisonment* (Ashgate)  
Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison* (Allen Lane)  
Rusche, G. and Kirchheimer, O. (2003) *Punishment and Social Structure* (Transaction Publishers)  
Goffman, E. (1961) *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. (Pelican)  
Carlen, P. and Worrall, A. (2004) *Analysing Women's Imprisonment* (Willan)  
Currie, E. (1998) *Crime and Punishment in America* (Metropolitan Books)  
Cullen, F. and Gilbert, K. (1982) *Reaffirming Rehabilitation* (Anderson Publishing)  
Tonry, M. (2004) *The Future of Imprisonment* (Oxford University Press)  
Parenti, C. (1999) *Lockdown America: Police and Prisons in the Age of Crisis*  
Bottoms, A. Rex, S. and Robinson, G. (2004) *Alternatives to Prison* (Willan)

### Relevant Journals

British Journal of Criminology  
Theoretical Criminology  
Punishment and Society  
Criminology and Criminal Justice  
The Howard Journal  
Critical Social Policy  
The Prisons Journal  
European Journal of Criminology  
Probation Journal

### Pre-requisites

None

### Synopsis \*

This module will examine the emergence and development of the modern prison in the light of the major social and economic changes that have taken place over the last two hundred years. It will examine the changing functions of the prison over that period and will look at the development of community based sanctions and alternatives to custody. It will then examine the reasons for the growth of imprisonment in the post war period and in particular its rapid increase on both sides of the Atlantic over the past two decades. It will examine the issues of gender and race in relation to prisons and penal policy and examine the key debates concerning the changing composition of the prison population. It will then go on to look at penal reform and in particular the impact of privatisation on the prison system.

SO950 Evaluation and Research in Health Services						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

The module will be composed of 8 lecture hours, 8 seminar hours, 3 two hours practical sessions (6 hours in total), plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

On successful completion of the module, students will be able to:

Gain an understanding of a variety of approaches to evaluate health care interventions and their ability to ascertain impact in health care interventions;

Understand and gain knowledge of the differences between different evaluative approaches, considering both theoretical and philosophical perspectives, methodological approaches and analytical approaches;

Competently choose between the different evaluation approaches in an informed way, as the research question and intended sample population demand;

Implement evaluation methods, considering all aspects of the design process, from selection of theoretical approach, through to question design, selection of methodology, sampling, recruitment, data gathering and analysis, and specific ethical issues associated with this method;

Ensure the quality and trustworthiness of evaluation and assess the rigour of the approach;

Demonstrate, through completion and passing of assessment, skills in design, conduct and analysis of evaluation research, alongside skills in communication, team work and time management;

### Method of Assessment

The first assessment method will be through a seminar presentation where students will be asked to bring together evaluation information and present their evaluation methods in the sessions and explain the rationale for their chosen approach. The assessed seminar presentation will constitute 30% of their total mark.

Students will also be assessed through their performance on an essay of 3000 words to be handed in at the end of term. This essay will constitute 70% of their total mark. The essay will need to develop a specific argument, marshalling both theoretical and empirical frameworks; students will be provided with a choice of essay questions drawn from the course.

### Preliminary Reading

Indicative Reading List:

Black, N., Brazier, J., Fitzpatrick, R. & Reeves, B. eds. 1998. Health Services Research Methods. BMJ Books.

Fetterman, D. M., Kaftarian, S. J. & Wandersman, A. eds. 1996. Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability. London: Sage.

Gomm, R., Needham, G. & Bullman, A. eds. 2000. Evaluating Research in Health and Social Care. London: Sage.

Hart, E. & Bond. M. 1995. Action Research for Health and Social Care. Buckingham: Open University Press.

Pawson, R. & Tilley, N. 1997. Realistic Evaluation. London: Sage.

Ovretveit, J. 1998. Evaluating Health Intervention. Buckingham: Open University Press.

St Leger, A. S. & Walsworth-Bell, J. P. 1999. Change – promoting research for health services. Bucks: Open University Press.

Yin, R. K. 2003. Applications of Case Study Research. Second edition. London: Sage.

### Pre-requisites

None

### Synopsis \*

The module will commence with consideration of a key question 'what is the difference between evaluation and research' by way of an introduction to evaluative approaches in health services. Topics covered in following sessions will include formative, process and summative research, realistic evaluation, case study design and evaluation methods, action research and participatory methods.

The second part of the module will commence with a consideration of the contexts and potential arenas of conflict when conducting evaluation in health care settings through a session on the politics of evaluation, this will be followed by topics on implementation research, pluralistic evaluation (mixed methods, triangulation), and synthesis of multiple sources of evidence. The last three applied sessions will enable students to think about how to undertake an evaluation, where students will be asked to bring together evaluation information and present their evaluation methods in the sessions and explain the rationale for their chosen approach.

SO951 Epidemiology and Public Health						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

## 2019-20 Postgraduate Module Handbook

### Contact Hours

The module will be composed of 11 lecture hours, 11 seminar hours plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

### Department Checked

Yes

### Learning Outcomes

This module will provide students with an understanding of the language, ideas, theories, principles and methods of epidemiology and its application to the investigation of population-based health, health policy, and health services research.

On successful completion of the module, students will:

Have acquired a systematic understanding of the key concepts that underpin the science of epidemiology, and a critical awareness of current problems/new insights in epidemiology & public health;

Have acquired a comprehensive understanding of the techniques applicable in epidemiology and public health to their own research;

Have acquired an understanding of the main methods of epidemiology, including use of arithmetic tools and the ideas underlying their calculation;

Have acquired a practical understanding of established techniques in epidemiology (including in public health) so that they are able to independently create and interpret knowledge in the discipline;

Be able to evaluate critically current research and scholarship in epidemiology;

Be able to evaluate methodologies used in epidemiology and have a critical awareness of the limitations, and be able to propose research questions that are pertinent to epidemiology.

### Method of Assessment

Students will be assessed using a portfolio of two 2500 word coursework essays each worth 50% of the total mark. The first will provide a critical appraisal of an existing piece of epidemiological research.

The second essay will enable students to use appropriate methodological approaches to answering a key epidemiological question.

### Preliminary Reading

Indicative Reading List

Berkman L, Kawachi I, eds. 2000. Social epidemiology. Oxford: Oxford University Press.

Bhopal, R. S., 2008. Concepts of Epidemiology: Integrating the Ideas, Theories, Principles and Methods of Epidemiology. Second edition, Oxford: Oxford University Press.

Coggon D, Barker DJP, Rose G. eds. 2003. Epidemiology for the uninitiated. Fourth edition, BMJ Books.

Kirkwood B, Sterne J. Essential Medical Statistics. 2nd Edition Blackwell Scientific 2003.

Kogevinas, M., 1998. The loss of the population approach puts epidemiology at risk. Journal of Epidemiology and Community Health, 52, pp. 615-16.

Pearce, N. 2005. A Short Introduction to Epidemiology. Second edition.

### Pre-requisites

None

### Synopsis \*

The module will commence by considering a key question, 'What is epidemiology?' enabling students to think about the main tenets of the discipline including a consideration of the central paradigms, theoretical foundations and the nature of epidemiological variables. Other topics in subsequent sessions will include an appreciation of the key concepts of public health and population-based health followed by a consideration of the main analytical frameworks and disease clustering, the role of error, bias and confounding in variation and epidemiological reasoning and models of cause and effect.

The latter sessions will have a focus on measurement including measuring population patterns of disease, disease frequency and the epidemiological concept of risk. The module will then turn to considering questions around ethical issues in epidemiology, the appraisal of epidemiological and public health research, and the context of epidemiology in public health in the UK.

<b>SO952 Statistics in Applied Health Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	



**Availability**

Spring

**Contact Hours**

The total learning and teaching hours for this module are 200. The module consists of 33 contact hours and 167 hours of independent study. Contact hours will be made up of 11 x 3 hour seminars/workshops. Each workshop will be supplemented by a further 7 hours of independent learning using structured resources and worked examples (11 x 7 hours = 77 hours). Self-directed learning will take an additional 90 hours.

**Learning Outcomes**

At the end of the course of study, the student should be able to:

Understand the importance of advanced mathematical and statistical aspects of data analysis with reference to hypothesis testing research questions in applied health research;

Apply statistical analysis to quantitative data derived from methods commonly utilised in applied health research;

Be able to handle and describe data both manually and through the SPSS computer software package;

Utilise advanced statistical techniques for the analysis of numerical outcomes (means, standard deviations, and standard errors; the normal distribution; confidence intervals; comparison of means and hypothesis testing; analysis of variance; linear regression and correlation);

Utilise advanced statistical techniques for the analysis of binary outcomes (comparing two proportions).

**Method of Assessment**

Assessment will be by way of twelve online assignments (50%), two written assignments (25% each).

Each of the 11 units will conclude with an online assignment composed of a series of questions, datasets and analysis problems for the student to solve. Questions will be derived from the content within each unit. Propositional knowledge will be tested by way of multiple choice questions. Procedural knowledge will be tested by way of questions asking students to select, justify and conduct an appropriate statistical test for a given set of data.

Two written assignments will be based on one discrete project. Students will be given (in groups) a research hypothesis along with a dummy data set. For the first written assignment, students will be expected to select, describe and justify a series of statistical analysis procedures that provides a transparent plan of statistical work to answer a specific hypothesis (statistical analysis plan). The second written assignment will require the student to conduct the analysis in the way that they described; present the statistical analysis in a way that allows the reader to independently interpret the test output; and provide a brief summation of what can be inferred from the analyses including any limitations. Each written assignment will be 1000 words.

**Preliminary Reading**

Indicative Reading List:

Altman, D. G. 1991 Practical Statistics for Medical Research. London, Chapman & Hall.

Kirkwood, B. R. and Sterne, J. A. C., 2003 (2nd ed) Essential Medical Statistics. Oxford, Blackwell Publishing.

Coolican H (2013) Research Methods and Statistics in Psychology (5th Ed) Routledge.

Friedman L M (2010) Fundamentals of Clinical Trials (4th Ed). Springer.

Senn S (2002) Cross-over Trials in Clinical Research (2nd Ed) John Wiley & Sons Ltd.

**Pre-requisites**

Prerequisite module: students must have completed the Quantitative Methods in Health Research module (SO955).

**Synopsis**

Statistics is the science of collecting, summarizing, presenting and interpreting data, and of using them to estimate the magnitude of associations and test hypotheses. This course is an introduction to current practice in this discipline and its relevance to applied health and social care research. The aims of this module are to equip students with the requisite skills to interpret statistical data and methods of analysis presented by others; as well as select and justify appropriate ways of treating data for the purposes of description and/or hypothesis testing. They will also become 'critical consumers' of research with the knowledge and understanding necessary to evaluate research appropriately.

The module provides an introduction to the essentials of statistical methods used within current clinical and translational/applied research including: defining data; means, standard deviations and standard errors; the normal distribution; confidence intervals; methods to compare two means; methods to compare means from several groups; linear regression and correlation; probability, risk and odds; proportions and the binomial distribution; comparing two proportions; and Chi-squared tests.

## 2019-20 Postgraduate Module Handbook

<b>SO953</b>		<b>Health Economics for Non-Economists</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Medway	Spring	M	15 (7.5)	100% Coursework	Nizalova Dr O

### Availability

Spring

### Contact Hours

Contact hours: 25

Private study hours: 125

Total hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

Show a critical understanding of the fundamental concepts in economic theory and demonstrate how these concepts relate to the evaluation of healthcare interventions.

Confidently critique economic evaluation in healthcare with respect to their design, methods, analysis and interpretation.

Demonstrate an advanced understanding of how health care markets are organized, and what are the peculiarities of markets for physicians' services; both domestically and internationally.

Demonstrate an advanced understanding of a variety of approaches to measuring the effect of an intervention, how estimates of reliability are established, how costs are associated with effects, what are the data requirements for various approaches towards valuing costs and benefits of health care services.

In addition students will be able to:

Summarise detailed and complex bodies of information concisely and accurately and present information in writing in a clear, logical, and coherent manner.

Formulate and present key arguments, locate the supporting information, and use these arguments to develop strategies for evaluation.

Develop arguments using sound reasoning and understanding and be able to express these in a written format.

Make informed choices regarding current evidence and the appropriateness of proposed methods.

### Method of Assessment

Coursework - assignment (4000 words) - 100%

### Preliminary Reading

There is no single 'course text' for this module, but understanding is built up by drawing on a range of resources, including both key book chapters and journal articles. Students are also encouraged to use the internet for further sources – although always with caution (see below).

#### Books

Guinness, L. and Wiseman, V. (2011) Introduction to Health Economics (Understanding Public Health). McGrawHill Open University Press.

Kobelt, G. (2013) Health Economics: An Introduction to Economic Evaluation. Office of Health Economics. London(3rd Edition)

Phelps, C. (2017) Health Economics. Pearson Higher Ed, USA (6th Edition).

Sloan, A., and Hsieh, C. (2017) Health Economics. MIT Press.(3rd Edition)

#### Journals

The following journals can be found in the Templeman Library (and most of them are part of the online collection) and are relevant to the issues covered in this module.

Journal of Health Economics, European Journal of Health Economics, American Journal of Health Economics

There is an increasing amount of relevant material on the internet. You are advised to concentrate on official or professionally-based research sites. You can also use a search engine to find others. However, you should be very careful about using material from the internet because the quality varies and many sources are not reliable. If used in your work, you should take care to reference internet sources accurately. (Do not use information whose provenance you can't establish.)

### Pre-requisites

None

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

This module will use contemporary and practically relevant resources to provide an understanding of the health economics approach towards the individual behaviour with respect to health and the workings of the health care markets, as well as explore the theoretical and methodological challenges associated with the economic evaluation of healthcare interventions. Students will be provided the opportunity to explore critical research questions using real evaluations and theoretical texts in order to make informed decisions regarding the appropriateness of different methods.

The module will include teaching on:

- Why Health Economics?
- Demand for Health Care Services
- The physician. Physicians in the marketplace
- Healthcare financing
- Valuing the benefit and cost of health care services
- Promoting health equity and the role of government

## 2019-20 Postgraduate Module Handbook

<b>SO954 Qualitative Methods in Health Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	

### Availability

Spring

### Contact Hours

The module will be composed of 11 lecture hours, 11 seminar hours plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

### Department Checked

Yes

### Learning Outcomes

On successful completion of the module, students will be able to:

Understand and evaluate the differences between qualitative and quantitative approaches in terms of epistemology, ontology, aims, methodological approaches and analytical approaches;

Understand and evaluate the differences between different qualitative approaches, considering both theoretical perspectives, methodological approaches and analytical approaches;

Choose between the above in an informed way, as the research question and intended sample population demand;

Implement qualitative research, considering all aspects of the design process, from selection of theoretical approach, through question design, selection of methodology, sampling, recruitment, data gathering and analysis;

Ensure the quality and trustworthiness of their own research and assess the quality and trustworthiness of that of others;

Demonstrate, through completion and passing of assessment, skills in design, conduct and analysis of qualitative research, alongside skills in communication, team work and time management.

### Method of Assessment

Students will be assessed using a portfolio of two 2500 word coursework essays each worth 50% of the total mark. The first provides a critical appraisal of an existing piece of qualitative research.

The second essay will enable students to use appropriate methodological approaches to answering a key question in qualitative health research.

### Preliminary Reading

Indicative Reading List:

Bazeley, P & Jackson, K. 2013. Qualitative Data Analysis with NVIVO. Second edition, London: Sage.

Bazeley, P. 2013. Qualitative Data Analysis: Practical Strategies. London: Sage.

Bowling, A. 2009. Research Methods in Health. Third edition. Berkshire: Open University Press.

Denzin, N. K. & Lincoln, Y. S., eds. Handbook of Qualitative Research. London: Sage.

Pope, C. and Mays, N. 2006. Qualitative research in health care. Oxford: Blackwell.

Ritchie, J & Lewis, J., eds. 2003. Qualitative Research Practice. A Guide for Social Science Students and Researchers. London: Sage.

### Pre-requisites

None

### Synopsis \*

The module will commence by considering a key question 'Why qualitative research in health?' thereby enabling students to think qualitatively about health research and reflecting upon the reasons for studying qualitative methods. Students will then be introduced to the main philosophies of qualitative research including an exploration of ontological and epistemological grounds of inquiry, key assumptions and interpretive frameworks, and main approaches in applied practice. Subsequent weeks will cover topics on grounded theory method, phenomenology and discourse analysis, techniques of qualitative data collection including ethnography, observations, and focus groups and interviews.

The second part of the module will focus upon data management and analysis. The subsequent sessions will include a topic on data management software tools (a workshop session on NVIVO), secondary data analysis considering reusing secondary data, reading and reflecting on data collected by others, meaning and use of documentation and other contextual materials, sampling strategies for secondary analysis, as well as topics on critiquing and assessing rigour in qualitative research and presenting qualitative analysis in health research reports.

## 2019-20 Postgraduate Module Handbook

<b>SO955 Quantitative Methods in Health Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

The module will be composed of 11 lecture hours, 11 seminar hours plus 2 hours spent during reading week to consolidate teaching, and 176 independent study hours. In total 200 study hours will be spent on the module by students which is commensurate for a 20 credit module.

### Department Checked

Yes

### Learning Outcomes

At the end of the course of study, the student should be able to:

Demonstrate an understanding of the fundamental concepts in quantitative research methods, including an ability to describe the relationship between uncertainty, a research question, hypotheses, the hierarchy of research methods and research methods and the most common forms of bias in applied health research;

Confidently and constructively appraise quantitative methods for answering a variety of research questions by demonstrating an ability to identify the value and limitations in any particular method;

Explain the main ethical dilemmas facing applied health researchers;

Demonstrate an understanding of the importance of well-formulated research questions and their relation to project initiation, including selecting valid quantitative methods; and an ability to formulate a specific and precise question that defines a topic as relevant, researchable and important;

Understand the statistical aspects of published research, interpreting statistical output in relation to hypothesis testing.

### Method of Assessment

Assessment will be by way of two written assignments and one verbal presentation.

The first assignment will be a critical review of a proposed study. This will be assessed as a written assignment of 2000 words (40%). The students will be asked to provide methodological criticism and advice.

The second assignment will be to devise a study protocol. This will be assessed by way of a written assignment (3000 words) (50%) and verbal presentation (not more than 10 minutes) (10%).

### Preliminary Reading

Indicative Reading List

Sackett D. L, Straus S E, Richardson W S, Rosenberg W, and Haynes R B Evidence-Based Medicine: How to Practice and Teach EBM. Churchill Livingstone (2000).

Greenhalgh T, How to read a paper; the basics of evidence-based medicine (2010) Wiley-Blackwell.

Pocock, S. J. (1983). Clinical trials: a practical approach. Chichester, John Wiley.

Higgins, J.P.T., and Green, S. (eds) (2008). Cochrane Handbook for Systematic Reviews of Interventions Oxford, The Cochrane Collaboration. John Wiley and Sons Ltd.

Senn S (2002) Cross-over Trials in Clinical Research (2nd Ed) John Wiley & Sons Ltd.

Coolican H (2013) Research Methods and Statistics in Psychology (5th Ed) Routledge.

### Pre-requisites

None

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

Choosing and designing the most appropriate method to address a clinical question is paramount in generating the best evidence. The aims of this module are to equip students with the requisite skills to apply the scientific approach and the basics of critical appraisal to quantitative methods used within the context of research evaluating health care interventions. This should enable participants to formulate research ideas and identify appropriate methods with which to test their hypotheses. They will also become 'critical consumers' of research with the knowledge and understanding necessary to evaluate research appropriately.

The module provides an introduction to a range of quantitative research methods that are commonly used within applied health research including secondary (systematic reviews and meta-analysis) and primary methods (cohort studies, case control and randomised controlled trials). Much of the module will be devoted to providing an overview of the development pathway for interventions within the context of randomised controlled trials. Students will learn about the techniques of trial design and the role and importance of discrete projects for the demonstration of 'proof of concept', feasibility, efficacy, and effectiveness.

As students learn to identify the strengths and weaknesses of 6 key study designs, they will also learn how to design a research protocol. Participants will design data collection and analysis. They will also learn strategies to manage bias and assess the quality of published research. The module includes exposure to the techniques involved in analysing quantitative data, as well as considering ethical and governance issues relating to research within the context of the NHS.

Each week students are provided with research articles that are compulsory reading for discussion in seminars/workshops. Each reading provides an example of methods as used in research, their potential in addressing specific kinds of research questions, and their relevance for evaluating health interventions.

<b>SO957 Volunteering and Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	

### Availability

Autumn

### Contact Hours

Hours of study: 200 hours

Contact time:

This module will consist of 43 contact hours: one study day (6 hours); 10 online forums (20 hours); 30 short lectures/videos (10 hours); 10 podcasts or audio recordings (5 hours) and; tutor telephone and email mentor sessions and personal support (2 hours).

Private study:

In addition to contact hours, 157 hours of private study will be expected including reading materials, research and assignment preparation time.

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to volunteering.
  - 8.2. Demonstrate a systematic understanding of the evolution of volunteering and the voluntary sector in the United Kingdom and beyond and be able to critically evaluate the impact of this on current debates.
  - 8.3. Demonstrate a critical awareness of the role of the policy environment in which volunteering exists and the role government actors play in shaping the legal, fiscal and cultural context of volunteering.
  - 8.4. Systematically evaluate the literature on why people volunteer and apply this to analysis and evaluation of the range of methods for recruiting volunteers in a range of contexts.
  - 8.5. Evaluate the different models and methods of volunteer management and be able to produce reasoned, justified and creative opinions on a range of contemporary issues relating to volunteer management.
  - 8.6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific volunteering and volunteer management tasks.
9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study.
- 9.2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials.
- 9.3. Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data.
- 9.4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences.
- 9.5. Apply problem solving skills in the planning and implementation of professional practice based tasks.
- 9.6. Apply critical reflection to both individual and organisational practice.

### Method of Assessment

1. Essay, 2,000 words (40%)
2. Volunteer policy document, 2,000 words (40%)
3. Online forum participation (20%)

### Preliminary Reading

Davis Smith, J., Rochester, C. and Hedley, R. (Eds.) (1997) *An Introduction to the Voluntary Sector*. London: Routledge.  
Dinham, A. (2009) *Faiths, Public Policy and Civil Society*. Basingstoke: Palgrave Macmillan.  
Eliasoph, N. (2013) *The Politics of Volunteering*. Cambridge: Polity.  
Hedley, R. and Davis Smith, J. (Eds.) (1992) *Volunteering and Society: Principles and Practice*. London: NCVO.  
McCurley, S., Lynch, R. and Jackson, R. *The Complete Volunteer Management Handbook*. London: Directory for Social Change.  
Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.  
Puttnam, R. (2000) *Bowling Alone: The collapse and revival of American community*. New York: Simon and Schuster.  
Rochester, C. (2013) *Rediscovering Voluntary Action: The beat of a different drum*. Basingstoke: Palgrave Macmillan.  
Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. Basingstoke: Palgrave Macmillan.  
Taylor, R. (2005) *Rethinking Voluntary Work*. In Pettinger, L., Parry, J., Taylor, R. and Glucksmann, M. (Eds) *A New Sociology of Work?* Oxford: Blackwell.

### Synopsis <span style =

This module will give an advanced level overview of the current state of volunteering in the UK. Aimed at those working in or seeking to work in the voluntary sector, it will cover a range of topics which will facilitate a detailed and critical analysis of the role of volunteering in society. It will allow students to explore this knowledge through its application in real life contexts that they encounter in their professional practice. The module will cover academic approaches to volunteering from a range of disciplinary viewpoints and how these seek to explore who volunteers (and who does not) and what volunteers do.

To enable this advanced level knowledge to be used in practice, the module will explore the current debates in volunteer management, debates on policy regarding volunteering and its management, legal studies on volunteering and on ways in which the impact that volunteers have can be managed. Students will gain from all of this a critical understanding of volunteering and its role in society, and the ways in which volunteers can be supported.

<b>SO958 The Art and Science of Fundraising</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	Alborough Dr L

### Availability

Spring

### Contact Hours

Distance learning: 200 hours study time

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to fundraising, including the evidence-base for the characteristics and skill-sets of fundraisers.
- 8.2. Demonstrate a systematic understanding of the history and evolution of fundraising as a profession, and its contribution to the voluntary sector in the United Kingdom and beyond, and be able to critically evaluate the impact of this on current debates
- 8.3. Demonstrate a critical awareness of the role of the policy environment in which fundraising exists and the role that government actors play in shaping the legal, fiscal and cultural context of fundraising.
- 8.4. Systematically evaluate the literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations and apply this to analysis and evaluation of the range of methods for recruiting donors in a range of contexts.
- 8.5. Evaluate the different models and methods of fundraising practice and strategy, and be able to produce reasoned, justified and creative opinions on a range of contemporary issues relating to fundraising management
- 8.6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific fundraising and fundraising management tasks

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
- 9.2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
- 9.3. Demonstrate self-direction, critical judgement, and advanced theoretical knowledge in accessing, interpreting and analysing data
- 9.4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5. Apply problem solving skills in the planning and implementation of professional practice based tasks
- 9.6. Apply critical reflection to both individual and organisational practice.

### Method of Assessment

100% Coursework comprising of:

Essay 1, 2,000 words (40%)

Essay 2, 2,000 words (40%)

Online forum participation mark (20%)

### Preliminary Reading

Burnett, K. (2002, 2nd ed) *Relationship Fundraising: A donor-based approach to the business of raising money*. Oxford: John Wiley & Sons

Conry, J.C. (ed.) (1991) *Women as Fundraisers: their experience in and on an emerging profession*. *New Directions for Philanthropic Fundraising*, no. 19

Duronio, M.A. & Tempel, E.R. (1997) *Fundraisers: Their careers, stories, concerns and accomplishments*. San Francisco: Jossey Bass.

Mordaunt, J. & Paton, R. (eds) (2007) *Thoughtful Fundraising: Concepts, Issues and Perspectives*. Oxon: Routledge

Sargeant Adrian and Jay, Elaine (2014) *Fundraising Management: Analysis, Planning and Practice*. Routledge, London.

Tempel, E. R., Seiler, T. L., Burlingame, D. F. (2016, 4th edition) *Achieving Excellence in Fundraising*. Bloomington, Indianapolis: Indiana University

Worth, Michael J. (2016) *Fundraising: Principles and Practice*. Thousand Oaks, CA: Sage.

### Synopsis \*

This module will give an advanced level overview of the current state of fundraising in the UK, including the evidence-based techniques and strategies endorsed by the professional bodies (the 'science' of fundraising), and the latest research on the personal attributes of fundraisers that are understood to lead to successful outcomes (the 'art' of fundraising). Aimed at those working in - or seeking to work in - careers that involve generating voluntary income, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of fundraising in practice, and in its wider societal context. It will allow students to explore this knowledge through its application in situations that are encountered in professional practice. We will cover academic approaches to fundraising from a range of disciplinary viewpoints and how these help us understand topics such as donor motivation, propensity to give, charitable decision-making in terms of amounts, methods and destinations of donations, as well as why some people/institutions do not give, and the implications for recipient organisations.

To enable this advanced level knowledge to be used in practice, we will explore the current debates in fundraising management, debates on policy relating to fundraising and philanthropy, legal and regulatory requirements and relevant ethical issues. Students will gain from all of this a critical understanding of fundraising and its role in society.



SO959 Global Philanthropy: Comparative Perspectives						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	Breeze Dr B

**Availability**

Autumn.

**Contact Hours**

Hours of study: 300 hours

Contact time:

Total contact hours: 50

Private study hours: 250 - private study including reading materials, research and assignment preparation time.

**Department Checked**

Yes

**Learning Outcomes**

30 credit module.

On successfully completing the module students will be able to:

1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to philanthropy in a global, comparative context
2. Demonstrate an advanced and systematic understanding of how philanthropy has developed alongside globalisation, in the UK and overseas, and how this has influenced contemporary debates around philanthropic giving
3. Demonstrate a critical awareness of the role of the policy environment and the various actors (governmental, non-governmental and private sector) that shape the legal, fiscal and cultural context for philanthropy around the world.
4. Systematically evaluate literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations, where they make donations to, and how other variables such as religion, gender, race, income, etc. affect these findings
5. Evaluate the merits of different types of data on global philanthropic activity, and produce reasoned, justified and creative critiques of the differing data's validity.
6. Act autonomously in creating and presenting critical ideas which can then be applied, along with theoretical, empirical and practical knowledge, in the tackling of philanthropic issues in a global context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
3. Demonstrate self-direction, critical judgement, and advanced theoretical knowledge in accessing, interpreting and analysing data
4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
5. Apply problem solving skills in the planning and implementation of professional practice based tasks
6. Apply critical reflection to both individual and organisational practice.

**Method of Assessment**

100% Coursework comprising:

Coursework – essay (4000 words) – 60%

Coursework – assignment (2000 words) – 20%

Coursework - Online forum/seminar participation – 20%

**Preliminary Reading**

Aina, T.A. & Moyo, B. (eds.) (2013) *Giving to Help: Helping to Give: The Context and Politics of African Philanthropy*. Senegal: Amalion Publishing

Anheier, H. K., Simmons, A., & Winder, D. (eds.) (2007). *Innovation in Strategic Philanthropy: Global and Local Perspectives*. New York, N.Y.: Springer Science+ Business Media

Cantegreil, M., Chanana, D. & Kattumuri, R. (eds.), (2013) *Revealing Indian Philanthropy*. London: Alliance Publishing Trust

Jung, T., Phillips, S. D., & Harrow, J. (Eds.). (2016). *The Routledge Companion to Philanthropy*. London: Routledge.

Sanborn, C. & Portocarrero, F. (eds.), (2005) *Philanthropy and Social Change in Latin America*. Cambridge, MA: Harvard University Press

Wiepking, P. and Handy, F. (eds.) (2015) *The Palgrave Handbook of Global Philanthropy*. London: Palgrave Macmillan

**Restrictions**

This is a compulsory module within the part-time MA in Philanthropic Studies (Year 2). Distance Learning only (Canterbury campus)

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

This module will give an advanced level overview of the nature and practice of contemporary philanthropy across the world. It will examine how local contexts and processes of globalisation are affecting different forms of philanthropy found around the world. It will cover the comparative analysis of monetary donations, donor motivations, fundraising practices, tax incentives and welfare/market provision across a range of countries, and encourage students to critically assess how and why philanthropic behaviour varies across different political, cultural and socio-economic contexts. Drawing on current academic theory, knowledge and empirical research, students will gain a broader understanding of philanthropy beyond their own culture, and the growing role of philanthropic institutions in eliciting global change.

To enable this advanced level knowledge to be used in practice, cross-cutting thematic issues, such as the role of regulation and the impact of religion, as well as relevant ethical issues will be explored. Students will gain from this a systematic understanding of the role of global philanthropy in society. Experts in geographically-specific areas of philanthropy (for example, Russian Philanthropy) will provide a small number of guest lectures to illuminate these topics further.

SO962 Advising Donors						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	20 (10)	100% Coursework	Breeze Dr B

### Availability

Summer

### Contact Hours

Hours of study: 200 hours

Contact time:

This module will have one study day (6 hours); 10 online forums (20 hours); 30 short lectures/videos (10 hours); 10 podcasts or audio recordings (5 hours) and; tutor telephone and email mentor sessions and personal support (2 hours); Total 43 hours.

Private study:

157 hours of private study including reading materials, research and assignment preparation time.

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to advising donors.
- 8.2. Demonstrate a systematic understanding of the evolution of philanthropy and the role of advisors in the United Kingdom and beyond, and be able to critically evaluate the impact of this on current debates and future directions.
- 8.3. Demonstrate a critical awareness of the role of the environment in which philanthropy advising exists and the role of different actors and how they interact to shape the legal, fiscal and cultural context of philanthropy.
- 8.4. Systematically evaluate the literature on the existence and role of philanthropic intermediaries.
- 8.5. Evaluate the different models and methods of supporting donors and be able to produce reasoned and justified opinions on a range of contemporary issues relating to advising individual philanthropists and institutional donors.
- 8.6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of tasks related to advising donors.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
- 9.2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
- 9.3. Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data
- 9.4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
- 9.5. Apply problem solving skills in the planning and implementation of professional practice based tasks
- 9.6. Apply critical reflection to both individual and organisational practice.

### Method of Assessment

100% coursework comprising:

A 2,000 word coursework essay (40%), a 2,000 word book review (40%), and an online forum participation mark (20%).

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

Connolly, P. M. (2011). The best of the humanistic and technocratic: Why the most effective work in philanthropy requires a balance. *The Foundation Review*, 3(1 & 2), 120-136.

Daly, S. 2011 'Philanthropy, The Big Society and Emerging Philanthropic Relationships in the UK'. *Public Management Review* 13:8, 1077-1094

Frumkin, P. (2006). *Strategic Giving: the art and science of philanthropy*. Chicago and London, University of Chicago Press.

Leslie, B., Noonan, K. & Nohavec, C. (2015) *Understanding Philanthropy Consulting: A tool to identify the roles and capabilities needed from external support*. *The Foundation Review*. vol 7 (1)

Scott Sibary (2006) *Counselling Philanthropic Donors*. *Ethics and Behaviour*, vol 16 (3), pp. 183-197

Tierney, T. J., & Fleishman J. L. (2011). *Give Smart: Philanthropy That Gets Results*, New York: Public Affairs Books

### Synopsis \*

This module will give an advanced level overview of the current state of philanthropy advising in the UK. Aimed at those working in or seeking to work in the voluntary sector, especially in roles that involve working directly with individual philanthropists and institutional donors, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of philanthropy advising. It will allow students to explore this knowledge through its application in real life contexts that are encountered in professional practice. Academic approaches to advising donors from a range of perspectives including structural issues (tax, legal and wealth management) and strategic approaches (theory of change, goal-setting and distributional consequences) will be covered in order to fully understand and reflect on the role of philanthropy advisers.

To enable this advanced level knowledge to be used in practice, we will explore the current debates in advising donors, including the different approaches, outcome-orientations, methods of measurement and impact assessment. Students will gain from all of this a critical understanding of philanthropy advising and its role in society, and the ways in which private philanthropists and institutional donors are, and can be, supported.

## 2019-20 Postgraduate Module Handbook

<b>SO998</b>		<b>Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	60 (30)	100% Coursework	TBA - SSPSSR

### Availability

Summer term and vacation

### Department Checked

Yes

### Learning Outcomes

On successfully completing this module, student will be able to:

Demonstrate advanced knowledge of theoretical approaches within sociology, criminology and social policy and to evaluate their application to the chosen research topic and questions;

Critically analyse the nature of social relationships between individuals, groups and social institutions and the nature of social change and stability, drawing upon an extensive review of literature and/or qualitative and quantitative research techniques;

Identify research strategies and methods and/or research publications, and illustrate their use in gaining knowledge in sociology, criminology and social policy;

Demonstrate the critical ability to undertake investigations of social questions, issues and problems;

Demonstrate originality in the critical analysis of research data and literature relevant to the chosen topic area;

Demonstrate a systematic understanding of the complex social, ethical and political context in which social science research takes place;

Demonstrate the capacity to formulate a research question, to produce a research proposal, and to plan and execute a piece of independent research using primary and/or secondary data sources or other research publications.

### Method of Assessment

The assessment of this module is based 100% on a completed dissertation, which will be between 12-15,000 words (including bibliography, footnotes and appendices). The range reflects the different programmes that use this module. Through completion of their dissertation students will demonstrate a range of skills and knowledge pertaining to carrying out an in-depth independent research enquiry at Masters Level.

### Preliminary Reading

Furseth, I and Everett, E (2013), *Doing your master's dissertation*, Sage  
Hart, C (2005), *Doing your master's dissertation*, Sage  
Biggam, J (2011) *Succeeding with your master's dissertation*, Open University Press  
Rudestam, K and Newton R (2001), *Surviving your dissertation*, 2nd Edition, Sage Publications  
Meloy, J (2002), *Writing the qualitative dissertation*, Lawrence Erlbaum  
Burnett, J (2009), *Doing your social science dissertation*, Sage

### Pre-requisites

Students are required to have successfully completed Stage 1 of the programmes - this module is compulsory

### Synopsis **Synopsis**

The aims of this module are twofold:

First, to provide students with the opportunity to independently carry out an in-depth inquiry to investigate a research question(s) of their choice, producing a coherent review of the relevant literature, a logical discussion and a clearly communicated set of conclusions in the form of a dissertation.

Second, to prepare students to become 'research-minded' practitioners in order that they have the capacity to undertake research in practice settings and/or take a lead role in supervising others in such work.

The following represents the likely format for curriculum delivery:

In mid-November, there will be a two-hour workshop, which will outline the aims, the structure, the process of the dissertation. During the spring term, the students will finalise their proposal with their chosen supervisor. If the dissertation requires ethical research approval, an application will be submitted to the school research ethics committee by the beginning of the summer term. During the summer term and vacation, students will meet their supervisor every fortnight to discuss the progress of their dissertation. The supervisors will provide feedback on written work and will set monthly work plans and targets for the students. The dissertation topic will relate to a key question, issue and problem within social science.

## 2019-20 Postgraduate Module Handbook

TZ830 Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Exam	Triantafyllopoulou Dr P
3	Canterbury	Whole Year	M	15 (7.5)	70% Coursework, 30% Exam	Triantafyllopoulou Dr P

### Availability

Autumn

### Contact Hours

Total study hours: 200. This module is taught through 22 seminar/lecture sessions of 2 hours each. Total hours of preparation (including weekly research, preparation of presentations, writing up the presentation portfolio and assignment) should not exceed 180 hours.

### Department Checked

Yes

### Learning Outcomes

On completion of this module students will:

- Be able to recognise advantages and disadvantages of different methods of data collection (direct observations, rating scales, questionnaires, interviews)
- Be able to access and interpret existing research
- Be able to conduct observational data collection, conduct interviews and select appropriate measures for collecting data.
- Be aware of different experimental designs and understand the advantages and disadvantages of different designs.
- Be able to conduct and produce simple descriptive summaries of observational and other types of quantitative data.
- Understand issues of reliability and validity and be able to calculate simple indices of these.

In addition, those following the statistical analysis part of the module, will be able to

Demonstrate the ability to use simple parametric and non-parametric statistics and understand the embedded assumptions of these. Also:

- Be able to design and conduct their own research.
- Be able to interpret complex data- this will also be used as part of their dissertation (TZ994/995).
- Be able to present, analyse and interpret findings from both assessments in services and with individual people (TZ862/TZ864).
- Be able to analyse statistical and qualitative data.

### Method of Assessment

Application of the knowledge base and skills will be assessed via five short assignments. Final Module Mark made up as follows:-

5 x assignments of 1200-1500 words (70%) & exams (30%)

### Preliminary Reading

Key texts will include:

Coolican, H. (2009) *Research Methods and Statistics in Psychology*. (5th ed.) Oxford University Press. BF76.5 ISBN 0340983442

Gray, C. D. & Kinnear, P. R. (2011) *SPSS Statistics 19 made simple*. Taylor & Francis Ltd. ISBN: 1848720696

Further reading will include:

Barlow, D. H., Nock, D. and Hersen, M. (2009) *Single Case Experimental Designs: Strategies for Studying Behavior Change*. (3rd ed.) Allyn & Bacon ISBN: 0205474551 BF76.5

Dillman, D.A., Smyth, J.D., Christian, L.M. (2008) *Internet, Mail and Mixed-mode Surveys: The Tailored Design Method*. (3rd Ed.) John Wiley & Sons Ltd. ISBN: 0471698687. HM538

Fowler, F. J. and Mangione, T. W. (1990) *Standardised Survey Interviewing Minimising Interviewer-Related Error*. Sage Publications. ISBN: 0803930933 H61.28

Howell, D.C. (2006) *Statistical Methods for Psychology* (6th Edition). Cengage Learning. ISBN: 0495093610 BF39

Johnston, J.M. and Pennypacker, H.S. (1993) *Strategies and Tactics of Behavioural Research*. (2nd ed.) New Jersey: Lawrence Erlbaum. ISBN: 0205474551 BF76.5

Rose, D. and Sullivan, O. (1996) *Introducing Data Analysis for Social Scientists*. (2nd ed.) Open University Press. ISBN: 0335196179 HA29

### Pre-requisites

Full-time students will normally take all the other academic modules of the MSc alongside this one. Part time students on the Intellectual and Developmental Disabilities, Analysis and Intervention in Intellectual and Developmental Disabilities & Autism studies postgraduate programmes will take this module alongside TZ863 in year 1. Part time students on the Applied Behaviour Analysis postgraduate programmes will take this module alongside TZ863, TZ861, TZ862 & TZ865 in year 1.

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

The aim of this module is to teach students about research methodology and the knowledge needed to access and interpret the research literature. For those who take the statistical analysis element, the aim is also to teach appropriate statistical techniques for the analysis of quantitative data. The emphasis will be on methods of data collection and analysis which will be useful in practice settings, so that advanced multivariate techniques will not be taught.

<b>TZ861 Social Psychology of Intellectual and Developmental Disabilities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	Triantafyllou Dr P

### Availability

Autumn

### Contact Hours

This is a distance learning module so there are no contact hours as such. However students will be able to access a video recording of each campus based taught session within a week of the session. There are approximately 30 hours of lectures and seminars spread across 6 workshops.

### Department Checked

Yes

### Learning Outcomes

On completion of this module, students will:

- Understand the history of the definitions of intellectual and developmental disabilities
- Be familiar with current practice in defining intellectual and developmental disabilities in UK services and elsewhere
- Know the epidemiology of intellectual and developmental disabilities in the UK, other Western countries and the developing world
- Understand the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals
- Know the cognitive and social characteristics of people with intellectual and developmental disabilities
- Be aware of issues such as ageing, abuse, autism, behavioural phenotypes, transition, early intervention, empowerment, physical health, mental health, sexuality, witnesses and suspects with intellectual disability in the criminal justice system.

### Method of Assessment

Web-based exam (100%)

### Preliminary Reading

Bouras, N. (2007) Psychiatric and Behavioural Disorders in Developmental Disabilities and Mental Retardation. 2nd Edition. Cambridge: Cambridge University Press.

Carr, A., O'Reilly, G., Noonan Walsh, P. & McEvoy, J (2007). Handbook of Intellectual Disability and Clinical Psychology Practice. London; Routledge.

Background reading:

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/assetRoot04/01/90/79/04019079.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 providers 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.

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### Pre-requisites

Full-time students will normally take all the other academic modules of the MSc alongside this one. Part-time students will take this module alongside TZ829 in year 1, completing TZ827, TZ828 and TZ832 in year two. Students on the PGDip and MA in Intellectual and Developmental Disabilities will also complete TZ996/997 while students in Analysis and Intervention in Intellectual and Developmental Disabilities will also take TZ831. For part-time students these modules will be completed across 2 years.

### Synopsis \*

All academic modules 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.

TZ862 Behaviour Analysis and Intervention						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	Padden Dr C

### Availability

Autumn

### Contact Hours

22 spread across 7 workshops

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will:

- Be familiar with the principles of the experimental analysis of behaviour and applied behaviour analysis
- Understand the methods and the difficulties of behavioural assessment
- Know the ways in which individuals (and carers) have been supported to build new skills in self-care, communication and other skill domains
- Understand methods of functional analysis
- Know a range of behavioural and cognitive techniques of intervention with individuals and the limitations of these techniques.

and

- Learn to use the research literature as the main source of information on each of the topics studied (B1 Appraise and interpret evidence from the academic literature)
- Learn to use IT resources to follow up what they hear in lectures and what they read on the web-based material (D3 Information and technology Key skills 3 level 5)
- Learn to summarise their reading in order to contribute to web-based and group discussions (D1 Communication; Key skill 1, level 5)
- Organise and manage their studying independently with support from tutors (D5 Improving own learning Key skills 5 level 5)

### Method of Assessment

This module's objectives are primarily about the acquisition of professionally relevant knowledge. Accordingly, knowledge acquisition is assessed through a web-based examination.

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

The key texts will include:

- Baum, W.M. (1994) *Understanding Behaviourism: Science, Behaviour and Culture*. New York: Harper Collins College Publishers. BF199
- Carr, E. et al. (1994) *Communication-based Intervention for Problem Behaviour* Baltimore: Paul Brookes Pub. Co. BF680.7
- Clements, J. (1987) *Severe Learning Disability and Psychological Handicap*. Chichester: Wiley and Sons. BF770
- Durand, V. (1990) *Severe Behaviour Problems: a Functional Communication Training Approach*. New York: Guilford Press. BF823.B4
- Emerson, E. (1995) *Challenging Behaviour: Analysis and Intervention in People with Learning Difficulties*. Cambridge: Cambridge University Press. BF651.4.M47
- Remington, B. (1991) *The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach*. Chichester: John Wiley and Sons. BF770

Further reading will be recommended during the lectures and tutorials.

### Pre-requisites

This is a compulsory module.

Full-time students will normally take all the other distance learning academic modules (TZ863D, TZ830D, TZ861D and TZ865) alongside this one. Part-time students will take this module alongside TZ861D and TZ865 in year 2, having completed TZ863D and TZ830D in year one. Students on the PGDip and MA in Intellectual and Developmental Disabilities by distance learning will also complete TZ997D. Students on the PGDip in Autism studies will also take TZ996/994 or TZPGaut2.

Students on the MA in autism studies will take TZ995/997 OR TZ996/994 and TZPGaut2.

Part-time PG Certificate students can decide which modules to take in Year 1 and which in Year 2.

### Progression

Cooper, J.O., Heron, T.E., Howard, W.L. (2007, 2nd Ed.) *Applied Behaviour Analysis*. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. ISBN: 0131293273 BF199

Emerson, E. & Einfeld, S.L. (2011, 3rd Ed.) *Challenging Behaviour*. Cambridge: Cambridge University Press. ISBN: 0521728932 BF651.4.M47

Background reading:

Carr, E. et al. (1994) *Communication-based Intervention for Problem Behavior*. Baltimore: Paul Brookes Pub. Co. ISBN: 1557661596 BF680.7

Kroese, B.S. Dagnan, D. & Loumidis, K. (1997) *Cognitive-Behaviour Therapy for People with Learning Disabilities*. Taylor & Francis Ltd. ISBN: 0415127513 (pbk) BF 689.C63

Sigafoos, J., Arthur, M., O'Reilly, M (2003) *Challenging Behavior and Developmental Disability*. John Wiley & Sons Ltd. ISBN: 1861563787 BF770

Skinner, B.F. (1953) *Science and Human Behaviour*. Macmillan, New York ISBN:0029290406

### Restrictions

- Experimental analysis of behaviour and applied behaviour analysis
- Cognitive behavioural techniques
- Teaching new skills
- Communication skills
- Challenging behaviour: definitions, measurement and epidemiology
- Causes of challenging behaviour
- Functional analysis and behavioural interventions for challenging behaviour
- Special needs: profound and multiple handicap; sensory impairment; mild disabilities

### Synopsis \*

100% Exam



TZ863 Service issues in Intellectual and Development Disabilities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	10 (5)	100% Exam	Beadle-Brown Prof J

#### Availability

Spring and Autumn

#### Contact Hours

10 hours over the course of the module organised into workshops (face-to-face contact hours, excluding weekly online discussion).

#### Department Checked

Yes

#### Learning Outcomes

On completion of this module, students will:

- Understand the historical context of learning disability services, including the eugenics era
- Be familiar with the theory and practice of institutional care
- Know about the process and progress of the deinstitutionalisation movement in Western countries
- Understand theories of normalisation and social role valorisation, and the criticisms of these
- Understand the concepts of quality of care and quality of life
- Know how to measure and improve quality of care and quality of life
- Be familiar with government policy and have an understanding of policy issues in intellectual and developmental disabilities in the UK.

#### Method of Assessment

100% Examination

#### Preliminary Reading

Key texts will include:

Brown, H. and Smith, H. (1992) *Normalisation: A Reader for the Nineties*. London: Routledge. HV3008.G7 ISBN: 0415061199

Emerson, E., McGill, P. and Mansell, J. (1994/1999) *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services*. London: Chapman and Hall. BF680.7 Available to download at [http://www.kent.ac.uk/tizard/staff/jim\\_mansell.html](http://www.kent.ac.uk/tizard/staff/jim_mansell.html)

Mansell, J., Felce, D., Jenkins, J., De Kock, U. and Toogood, S. (1987) *Developing Staffed Housing for People with Mental Handicaps*. Tunbridge Wells: Costello. GM813.43 Available to download at [http://www.kent.ac.uk/tizard/staff/jim\\_mansell.html](http://www.kent.ac.uk/tizard/staff/jim_mansell.html)

Mansell, J. and Ericsson, K. (1996) *Deinstitutionalization and Community Living: Intellectual Disability Services in Britain, Scandinavia and U.S.A.* London: Chapman and Hall. HV3008.G7 Available to download at [http://www.kent.ac.uk/tizard/staff/jim\\_mansell.html](http://www.kent.ac.uk/tizard/staff/jim_mansell.html)

Simons, K. (1993) *Citizen Advocacy: The Inside View*. Bristol: Norah Fry Research Centre. HV3008.G7

#### Pre-requisites

Full-time students on the MSc in Analysis and Intervention in Intellectual and Developmental Disability, will normally take all the other modules of the MSc alongside this one. Part-time MSc students will take this module alongside TZ830 in year 1, completing TZ861, TZ862 and TZ865 in year two and completing TZ831 and TZ994 across both years. The same applies to students on the Postgraduate Diploma in Analysis and Intervention in Intellectual and Developmental Disabilities, with the exception of TZ994. Students on the Certificate, Diploma and MA in Intellectual and Developmental Disabilities will do this module alongside TZ861, TZ862, TZ865 and if appropriate TZ994.

#### Restrictions

This is a compulsory module

#### Synopsis \*

The aim of this module is to give students an understanding of organisational issues involved in learning disability services, including institutionalisation and deinstitutionalisation, theories of normalisation and criticisms of these theories, methods of analysing quality of life and care and ways of producing change in services. This module is taught as a web-based guided study module with seminars at several points in the first term. For AIIDD students, this module is closely linked to the service placement and discussion and application of web-based units will occur during placement supervision.

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TZ864 Practical Placements						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	Beadle-Brown Prof J

### Availability

All year

### Contact Hours

Placement module. See Synopsis.

### Department Checked

Yes

### Learning Outcomes

Overall, on completion of the two placements, students will be able to:

- ◆ Conduct cognitive, emotional and social assessments with individuals (using carers as informants as well if necessary) and interpret these.
- ◆ Design or select and complete other relevant forms of assessment, including those requiring direct observations, rating scales and interviews, with managers, carers and service users.
- ◆ Design skill-building programmes with individuals and assess progress on these.
- ◆ Complete functional analyses and develop logical intervention plans, based on these assessments, at the individual level.
- ◆ Implement intervention plans, adjust them as necessary and evaluate their outcome.
- ◆ Measure quality of care in services by a variety of means, including direct observations, rating scales and interviews.
- ◆ Assess quality of life in individuals with Intellectual and developmental disabilities, including by direct observations and interviews.
- ◆ Demonstrate the ability to design, implement and evaluate interventions to improve the quality of care and/or quality of life at the individual and service level.
- ◆ Assess staff attitudes and staff training needs by a variety of methods.
- ◆ Develop, deliver and evaluate interventions and training programmes for staff working in learning disability services (and other relevant staff or carers).
- ◆ Undertake research into analysis and intervention in learning disability services.

### Method of Assessment

100% Coursework

### Preliminary Reading

There is no specific required reading for these modules, apart from placement policies and practice documents. Readings from the academic modules will of course be necessary as background for this placement work.

### Pre-requisites

This module will be taken alongside TZ861, 862, 863, 830 and 865. For students on the MSc, TZ994 will also be completed. For part-time students this module will be taken across the two years.

### Restrictions

Please note that all students are required to have a police check before starting in their placements or beginning an empirical dissertation. This is the responsibility of individual students and should be done before the start of the course.

### Synopsis >\*

The aim of the placements is to give students practical skills in analysis and intervention in intellectual and developmental disabilities, under skilled supervision

All students in Analysis and Intervention in Intellectual Disabilities will be required to work in two different placements during their programme. The first placement will be based at the Tizard Centre supervised by Dr Julie Beadle-Brown. This placement will involve the assessment of a local service-providing organisation and the development and monitoring of an action plan with the service. Placement sessions occur mostly in week long blocks spread throughout the year from October to March, with part-time students conducting less of the assessment but continuing to monitor progress in the service until the beginning of July. Some of the sessions occur at the Tizard Centre and involve preparation for the work in the placements.

The second placement will happen during Term 3 and the summer (2-3 days per week for a total of 44 days). Part-time students do this placement in the second year of the course. These placements will be based in a community learning disability team, specialist or advisory service or a residential and day service, supervised by a clinical psychologist, or similarly trained practitioner. Students can expect to do some placement preparation or writing up work in their study time, although this should not be extensive. Students are expected to complete work with at least 3 clients (from assessment through to intervention and evaluation) during the placement plus to take advantage of any other opportunities available to them to broaden their experience and meet the placement objectives

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<b>TZ865</b>		<b>Extended Essay</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Triantafyllopoulou Dr P

### Availability

Autumn

### Contact Hours

None. Expected hours of study including autonomous study: 150 hours

### Department Checked

Yes

### Learning Outcomes

On completion of this module students will be able to:

- Conduct a literature review on a topic chosen from a list provided
- Produce an outline of this review that indicates the main structure and content to be included
- Produce an integrated and well-structured written account of relevant policy, academic literature and other sources, in a way that answers the question posed

### Method of Assessment

100% Coursework: This module will involve the production of an essay outline, on which the student will receive feedback from their tutor, followed by a 6000 word essay.

### Preliminary Reading

Reading will be recommended through the guided study materials and seminars and many core references will be provided electronically. However, this module will require students to search for and discover further reading on their chosen topic.

### Pre-requisites

Compulsory module. Students on all the programmes in Intellectual and Developmental Disabilities take this module. It is integrated closely with TZ861, TZ862 and TZ863 from which students have to the material from these three modules. Students take this module alongside Research methods (TZ830). Students on the Diploma and MA in Intellectual and Developmental Disabilities also take TZ994 and students on the Analysis and Intervention in Intellectual and Developmental Disabilities also take TZ864.

### Synopsis \*

All students will write one 6000 word essay on a topic which requires them to draw on material from the service issues, social psychology and behavioural analysis and intervention modules. This will be done over the course of the year for full time students and in the second year for part time students and will be submitted during the third term of the final year.

<b>TZ866</b>		<b>Social Psychology of Autism by Distance Learning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	10 (5)	100% Exam	
3	Canterbury	Autumn	M	10 (5)	100% Exam	Tomlinson, Ms S (TIZ)
3	Canterbury	Spring	M	10 (5)	100% Exam	

### Availability

Autumn and Spring

### Contact Hours

None. This module will be taught mainly through web-based material, core texts and additional reading provided via Moodle, combined with video-recorded materials, seminars, web-based discussion, and guided study.

Hours of study: 100

### Department Checked

Yes

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### Learning Outcomes

This module will be taught mainly through web-based material, core texts and additional reading provided via the University's Virtual Learning Environment (VLE), combined with video-recorded materials, seminars, web-based discussion, and guided study.

This module's objectives are primarily about the acquisition of professionally relevant knowledge. Accordingly, learning and teaching will include:

- 1) web-based and video-recorded material (15 hours) - allowing students to gain key information on the topic, a broad overview of the topic area and its organisation, and knowledge of further information sources which will allow the topic to be developed further.
- 2) web-based discussion and group activities (5 hours) – helping to ensure that students can understand the underlying concepts, and have the opportunity to summarise and present their reading to fellow students and staff.
- 3) private study (80 hours) – private study hours will primarily be spent on reading, exam revision and preparation for web-based discussions which allow students to consolidate concepts and supports reflection on their practice. Students will have access on the University's VLE to written material with links to relevant websites and Copy Write Licensing Agency (CLA) readings to support their independent study.

### Method of Assessment

100% Examination

### Preliminary Reading

For both pathways:

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:

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:

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

Other recommended readings will be provided electronically through the University's VLE.

### Pre-requisites

This is a compulsory module by distance learning.

Full-time students on the PG autism programmes will normally take all the other distance learning academic modules (TZ863D, TZ830D, TZ862D and TZ865) alongside this one. Part-time students will take this module alongside TZ863D and TZ830D in year one. They will complete TZ862D and TZ865 in year 2.. Students on the PG Dip in Autism studies will also take TZ867, which will be completed across both years. And and TZPGAut2 in year 2. Students on the MA in autism studies will take TZ994, TZ867 and TZPGAut2.

### Synopsis \*

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.

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<b>TZ867 Case Study and Intervention Project (Distance Learning)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	60 (30)	100% Coursework	
2	Canterbury	Autumn	M	60 (30)	100% Coursework	

### Learning Outcomes

On completion of this module students will be able to:

- Assess and summarise the current quality of life of an individual
- Conduct a literature review around the area relevant to an individual case study to inform an intervention and maintenance plan.
- Design a small scale intervention to improve the quality of life of the individual.
- Produce an outline of the case study that indicates the main structure and content to be included in the intervention
- Produce an integrated and well-structured written account to describe and justify the chosen intervention to improve the quality of life for the individual featured.
- Discuss the factors relating to the success of intervention.

### Method of Assessment

100% coursework consisting of two case reports (1st 4000 words & 2nd 6000 words)

### Pre-requisites

The programme is currently intended for 10-20 students per year and is available on a two year part-time or one year full-time basis. Most students will have experience of supporting, educating or otherwise working with children or adults with autism and will normally be graduates in psychology, social science or nursing.

### Synopsis \*

The aim of this module is to develop the student's ability to assess, analyse and interpret information in a way that will support intervention to improve the quality of life of people with Autism Spectrum Disorders.

<b>TZ868 Values, Ethics and Professional Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Baker Dr P (TZ)

### Availability

Autumn

### Contact Hours

21 Learning and teaching will take place within a 3-day workshop. Non-contact study hours: 129.

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will:

- Demonstrate a critical understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities.
- Demonstrate a critical understanding of personalisation and its role in guiding service provision.
- Demonstrate knowledge and understanding of existing ethical codes and guidelines including those of the Behaviour Analyst Certification Board.
- Identify key elements of professional practice including the importance of supervision of practice, continuing professional development and collaborative working practices.
- Be prepared to challenge discriminatory and/or abusive practices where necessary.
- Demonstrate a critical understanding of the importance of adopting a person-centred, values-based approach in supporting children and adults with intellectual or developmental disabilities.

### Method of Assessment

This module will be taught by a combination of lectures, seminars and web-based materials. Assessment is via a 3,500 word essay (75% module mark) and a 1,500 word assignment (25% module mark)

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### Preliminary Reading

This is a shared reading list for modules TZ869, TZ870, TZ871 and TZ872.

The reading list presented below relates to all four specialist ABA modules. Students will be advised in teaching of more specific reading for each module.

Essential texts: these texts should be purchased and those marked \* should always be brought to workshops as exercises using these books are often presented.

Bailey, J. S., & Burch, M. R. (2010, 2nd Ed). Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct. London: Lawrence Erlbaum Associates.

Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)

Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

Recommended for purchase as they will support assignments:

Carr, E. et al. (1994) Communication-based Intervention for Problem Behavior. Baltimore: Paul Brookes Pub. Co.

Durand, V. M. (1990). Severe behavior problems: a functional communication training approach (Vol. Treatment manuals for practitioners). London: Guilford Press.

Kennedy, C. H. (2005). Single-case designs for educational research. Boston, Mass: Pearson/Allyn and Bacon.

O'Neill, R. E. (1997). Functional assessment and program development for problem behavior: a practical handbook. Pacific Grove, Calif: Brooks/Cole Publishing Company.

Recommended for purchase as further/background reading:

Chance, P. (2003). Learning & behavior. Belmont, Ca: Thomson/Wadsworth.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Sidman, M. (1960). Tactics of scientific research: evaluating experimental data in psychology. New York: Basic Books.

Skinner, B.F. (1953) Science and Human Behaviour. Macmillan, New York

Skinner, B. F. (1971). Beyond freedom and dignity. London: Cape.

### Pre-requisites

No prerequisite modules. This module will usually be taken alongside Concepts of Applied Behaviour Analysis, Observation and Analysis of Behaviour, Developing and Implementing Interventions.

### Synopsis \*

The aim of this module is to help students/practitioners to articulate and work within a person-centred, scientific, and appropriately ethical framework.

Topics will include:

- Ethical and legal issues
- The role of ideology in the development of intellectual disability services
- The development of approaches to individual planning and needs assessment, particularly the role of "person-centred planning"
- Ethical codes and guidelines – does Behaviour Analysis raise special ethical issues?
- Codes of professional practice
- Discrimination and abuse
- Adopting person-centred, values-based approaches to children and adults with complex needs.

<b>TZ869 Concepts of Applied Behaviour Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	Padden Dr C
2	Canterbury	Whole Year	M	15 (7.5)	50% Coursework, 50% Exam	Padden Dr C

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### Availability

Autumn and Spring

### Contact Hours

Contact hours: 42 Learning and teaching will take place within two 3-day workshops. Non-contact study hours: 108

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will:

- Describe the principles of the experimental analysis of behaviour and applied behaviour analysis.
- Describe the principles of operant and respondent behaviour.
- Describe the three part contingency of Antecedent: Behaviour: Consequence
- Identify and describe: stimulus control, generalisation, punishment, positive reinforcement, negative reinforcement (avoidance and escape), extinction, equivalence relations, establishing operations and setting events.
- Outline behaviour analytic accounts of verbal behaviour and private events.
- Critically evaluate academic research in Applied Behaviour Analysis.
- Critically evaluate the strengths and limitations of applied behaviour analysis as an approach to understanding human behaviour and, specifically, the behaviour of children/adults with intellectual or developmental disabilities

Upon successful completion of this module student will:

- Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience.
- Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts.
- Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.

### Method of Assessment

This module will be taught by a combination of lectures, seminars and web-based materials. Assessment methods.

Assessment methods for this module will comprise one 2500 word essay (60%), a 45 minute in-course test (20%), and a 1000 word assignment (20%).

- The 2500 word essay will be in the form of a brief review of recent literature on a specific topic, in the style of the brief reviews published in the Journal of Applied Behavior Analysis.
- The 45 minute in-course test comprises multiple choice and short answer questions covering knowledge related to all of the subject specific learning outcomes. This ensures that students have the knowledge base necessary to function professionally.
- The 1000 word assignment will be in the form of a brief report based on the student critically reviewing a conceptual paper from a behaviour-analytic journal such as the Journal of Applied Behavior Analysis.

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

This is a shared reading list for modules TZ869, TZ870, TZ871 and TZ872.

The reading list presented below relates to all four specialist ABA modules. Students will be advised in teaching of more specific reading for each module.

Essential texts: these texts should be purchased and those marked \* should always be brought to workshops as exercises using these books are often presented.

Bailey, J. S., & Burch, M. R. (2010, 2nd Ed). Ethics for behavior analysts: a practical guide to the Behavior Analyst Certification Board guidelines for responsible conduct. London: Lawrence Erlbaum Associates.

Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall. (always bring to workshops as exercises involving the text are frequently presented)

Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

Recommended for purchase as they will support assignments:

Carr, E. et al. (1994) Communication-based Intervention for Problem Behavior. Baltimore: Paul Brookes Pub. Co.

Durand, V. M. (1990). Severe behavior problems: a functional communication training approach (Vol. Treatment manuals for practitioners). London: Guilford Press.

Kennedy, C. H. (2005). Single-case designs for educational research. Boston, Mass: Pearson/Allyn and Bacon.

O'Neill, R. E. (1997). Functional assessment and program development for problem behavior: a practical handbook. Pacific Grove, Calif: Brooks/Cole Publishing Company.

Recommended for purchase as further/background reading:

Chance, P. (2003). Learning & behavior. Belmont, Ca: Thomson/Wadsworth.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Sidman, M. (1960). Tactics of scientific research: evaluating experimental data in psychology. New York: Basic Books.

Skinner, B.F. (1953) Science and Human Behaviour. Macmillan, New York

Skinner, B. F. (1971). Beyond freedom and dignity. London: Cape.

### Pre-requisites

No prerequisite modules. This module will usually be taken alongside Values, Ethics and Professional Practice; Observation and Analysis of Behaviour; Developing and Implementing Interventions.

### Synopsis \*

The aim of this module is to develop an advanced understanding of the concepts and principles underpinning applied behaviour analysis.

Topics will include:

- Defining characteristics of applied behaviour analysis
- Operant and respondent conditioning
- Reinforcement
- Extinction and punishment
- Avoidance and escape
- Stimulus control and equivalence relations
- Establishing operations and setting events
- Verbal behaviour and private events
- Using behaviour analytic concepts to interpret complex behaviour.

<b>TZ870 Functional Assessment &amp; Analysis of Challenging Behaviour</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	M	15 (7.5)	100% Coursework	Padden Dr C

### Availability

Autumn and Spring



## 2019-20 Postgraduate Module Handbook

### Contact Hours

Contact hours: 42 Learning and teaching will take place within two 3-day workshops. Non-contact study hours: 108.

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will:

- Describe and discuss rationales for the collection of data in applied behaviour analysis.
- Select and use correctly appropriate methods of observational measurement to conduct a descriptive assessment from a range including: frequency and duration recording; momentary time sampling; real time recording; whole interval recording; partial interval recording.
- Discuss the factors that influence the reliability and validity of observational data.
- Demonstrate the ability to conduct reliability checks on data and make the appropriate calculations to produce reliability indices.
- Represent data using graphs, histograms and pie charts.
- Describe and discuss the use of single-case experimental designs in applied behaviour analysis including the concepts of internal and external validity.
- Describe and discuss the appropriate use of single-case experimental designs from a range including: reversal; multiple-baseline; alternating treatments; changing criterion.
- Discuss the factors that influence the interpretation of observational data and the relative contributions of visual and statistical analysis.

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

- Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience.
- Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts.
- Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.
- Have conducted an analysis of the behaviour of an individual with intellectual and developmental disabilities, requiring them to identify and define problems and collaborate with others in their solution.
- Have developed their capacity to analyse and visually represent quantitative data.

### Method of Assessment

This module will be assessed by two assignments of 3,500 words (50% each)

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

This is a shared reading list for modules TZ869, TZ870, TZ871 and TZ872.

These texts should be purchased and those marked \* should be brought to workshops as exercises using these books are often presented.

Chance, P. (1998). First course in applied behavior analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied behaviour analysis (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M. (2013). Radical behaviorism for ABA practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Meyer, G. R. (1991). Behavior analysis for lasting change. (3rd Edition) Sloane Publishing Company. <http://sloanpublishing.com/balc3>

Recommended for purchase as they will support assignments:

Carr, E. et al. (1994). Communication-based intervention for problem behavior. Baltimore: Paul Brookes Pub. Co.

Durand, V. M. (1990). Severe behavior problems: a functional communication training approach (Vol. Treatment manuals for practitioners). London: Guilford Press.

Kennedy, C. H. (2005). Single-case designs for educational research. Boston, Mass: Pearson/Allyn and Bacon.

O'Neill, R. E. (1997). Functional assessment and program development for problem behavior: a practical handbook. Pacific Grove, Calif: Brooks/Cole Publishing Company.

Recommended as further/background reading:

Chance, P. (2003). Learning & behavior. Belmont, Ca: Thomson/Wadsworth.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Sidman, M. (1960). Tactics of scientific research: evaluating experimental data in psychology. New York: Basic Books.

Skinner, B.F. (1953) Science and Human Behaviour. Macmillan, New York

Skinner, B. F. (1971). Beyond freedom and dignity. London: Cape.

### Pre-requisites

No prerequisite modules. This module will usually be taken alongside Values, Ethics and Professional Practice; Concepts of Applied Behaviour Analysis; Developing and Implementing Interventions.

### Synopsis \*

The aim of this module is to develop competencies in the definition, observation, recording and analysis of behaviour and its controlling variables. Topics will include:

- Observational methods of data collection
- Reliability and validity of observational data
- Practical approaches to checking and calculating reliability
- Visual representation of data
- Descriptive assessment and experimental analysis including internal and external validity
- Practical and theoretical aspects of using reversal, multiple-baseline, alternating treatments and changing criterion designs
- Visual and statistical interpretation of single case data.

TZ871      Developing and implementing interventions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Spring and Summer

### Contact Hours

42 learning and teaching will take place within two 3-day workshops. Non-contact study hours: 108

## 2019-20 Postgraduate Module Handbook

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will:

- Describe and discuss the relationship between functional assessment/analysis and the development of behaviour analytic interventions
- Describe and discuss a range of approaches to develop new behaviour/increase existing behaviour including: prompting; shaping; chaining; modelling; incidental teaching; discrimination training; precision teaching
- Describe and discuss the processes by which functionally-based behavioural interventions to develop new behaviour and/or increase the occurrence of existing behaviours may be designed, implemented and evaluated
- Describe and discuss approaches to reducing and replacing challenging behaviour from a range including: antecedent manipulations; functional communication training; differential reinforcement; non-contingent reinforcement; extinction; punishment; contingency contracts and token systems; self-management
- Describe and discuss the processes by which functionally-based behavioural interventions to reduce and replace challenging behaviour may be designed, implemented and evaluated
- Describe and discuss maintenance and generalisation of behavioural intervention including issues of systems support.

Upon successful completion of this module student will also:

- Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience
- Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts
- Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments
- Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme
- Have developed their capacity to analyse and visually represent quantitative data

### Method of Assessment

This module will be assessed either by two assignments (50% each) for Practice Route students, or by assignment (50%) and an examination (50%) for Theory Route students. The examination will be timetabled and invigilated by the university's Exams Office during the exam period (summer).

### Preliminary Reading

This is a shared reading list for modules TZ869, TZ870, TZ871 and TZ872.

These texts should be purchased and those marked \* should be brought to workshops as exercises using these books are often presented.

Chance, P. (1998). First course in applied behavior analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied behaviour analysis (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M. (2013). Radical behaviorism for ABA practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Meyer, G. R. (1991). Behavior analysis for lasting change. (3rd Edition) Sloane Publishing Company. <http://sloanpublishing.com/balc3>

Recommended for purchase as they will support assignments:

Carr, E. et al. (1994). Communication-based intervention for problem behavior. Baltimore: Paul Brookes Pub. Co.

Durand, V. M. (1990). Severe behavior problems: a functional communication training approach (Vol. Treatment manuals for practitioners). London: Guilford Press.

Kennedy, C. H. (2005). Single-case designs for educational research. Boston, Mass: Pearson/Allyn and Bacon.

O'Neill, R. E. (1997). Functional assessment and program development for problem behaviour: a practical handbook. Pacific Grove, Calif: Brooks/Cole Publishing Company.

Recommended as further/background reading:

Chance, P. (2003). Learning & behavior. Belmont, Ca: Thomson/Wadsworth.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Sidman, M. (1960). Tactics of scientific research: evaluating experimental data in psychology. New York: Basic Books.

Skinner, B.F. (1953) Science and Human Behaviour. Macmillan, New York

Skinner, B. F. (1971). Beyond freedom and dignity. London: Cape.

### Pre-requisites

No prerequisite modules. This module will usually be taken alongside Values, Ethics and Professional Practice; Concepts of Applied Behaviour Analysis; Observation and Analysis of Behaviour.

## 2019-20 Postgraduate Module Handbook

### Synopsis \*

The aim of this module is to develop advanced understanding of the design and implementation of positive strategies to improve the social and intellectual functioning of vulnerable populations, and their support by carers and others.

Topics will include:

- Approaches to increasing behaviour
- Approaches to developing new behaviour
- Descriptive and experimental analysis of challenging behaviour
- Barriers to implementation
- Procedural reliability
- Generalisation and maintenance.

<b>TZ872 Work-Based Learning in Applied Behaviour Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Coursework	Padden Dr C

### Availability

Autumn, Spring and Summer

### Contact Hours

28. Learning and teaching will take place within four 1-day workshops spread across 4-5 months. Non-contact study hours: 572.

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will be able to:

- Demonstrate, in their work with people with intellectual and developmental disabilities, a values-based, ethically stringent practice of applied behaviour analysis
- Demonstrate, in their work with people with intellectual and developmental disabilities, a critical understanding of concepts of applied behaviour analysis
- Demonstrate, in their work with people with intellectual and developmental disabilities, the appropriate and imaginative use of applied behaviour analysis to conduct individually-based assessments
- Demonstrate, in their work with people with intellectual and developmental disabilities, the appropriate and imaginative use of applied behaviour analysis to develop and implement personalised interventions
- Demonstrate, in their work with people with intellectual and developmental disabilities, a commitment to the development of a reflective, professional practice.

In addition, at the end of this module students will be able to:

- Have prepared a written assignment which shows their capacity to draw critically on both published work and their own experience.
- Have demonstrated their ability to understand, and communicate in writing, complex, abstract concepts.
- Have conducted a review of their own need for continuing professional development which shows their capacity to manage and improve their own learning.
- Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments.
- Have used information technology (word processing, email, internet use, online learning resources) to meet the demands of the programme.
- Have developed their capacity to analyse and visually represent quantitative data.

### Method of Assessment

Assessed by project work (written case report of 7,000 words (80%) and a dvd presentation (20%)).

## 2019-20 Postgraduate Module Handbook

### Preliminary Reading

These texts should be purchased and those marked \* should be brought to workshops as exercises using these books are often presented.

Chance, P. (1998). First course in applied behavior analysis. Pacific Grove, CA: Brooks/Cole (needed at first workshop for one of the exercises)

\*Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied behaviour analysis (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M. (2013). Radical behaviorism for ABA practitioners. Sloan Educational Publishing. (there will be regular reading assignments involving this book)

\*Sulzer-Azaroff, B., & Meyer, G. R. (1991). Behavior analysis for lasting change. (3rd Edition) Sloane Publishing Company. <http://sloanpublishing.com/balc3>

Recommended for purchase as they will support assignments:

Carr, E. et al. (1994). Communication-based intervention for problem behavior. Baltimore: Paul Brookes Pub. Co.

Durand, V. M. (1990). Severe behavior problems: a functional communication training approach (Vol. Treatment manuals for practitioners). London: Guilford Press.

Kennedy, C. H. (2005). Single-case designs for educational research. Boston, Mass: Pearson/Allyn and Bacon.

O'Neill, R. E. (1997). Functional assessment and program development for problem behavior: a practical handbook. Pacific Grove, Calif: Brooks/Cole Publishing Company.

Recommended as further/background reading:

Chance, P. (2003). Learning & behavior. Belmont, Ca: Thomson/Wadsworth.

Martin, G., & Pear, J. (2003). Behavior modification: what it is and how to do it. Upper Saddle River, N.J.: Pearson Education International.

Sidman, M. (1960). Tactics of scientific research: evaluating experimental data in psychology. New York: Basic Books.

Skinner, B.F. (1953) Science and Human Behaviour. Macmillan, New York

Skinner, B. F. (1971). Beyond freedom and dignity. London: Cape.

### Pre-requisites

No prerequisite modules

### Restrictions

None

### Synopsis \*

There is no set curriculum for this module. Learning and teaching will focus on consolidating the knowledge and skills developed through taught Level M modules, and applying their learning to their workplace or comparable environment.

TZ878 Advanced Issues in Values, Ethics and Professional Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	30 (15)	100% Coursework	Baker Dr P (TZ)

### Availability

Autumn and summer

### Contact Hours

Total contact hours: 45

Private study hours: 155

Total study hours: 200

(approximately 30 hours lectures, 15 hours exercises/discussions) will take place within two 3-day workshops

### Department Checked

Yes

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate advanced knowledge and a critical understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities.
2. Demonstrate advanced knowledge and a critical understanding of the philosophical underpinnings of ethical practice.
3. Demonstrate advanced knowledge and a critical understanding of personalisation and its role in guiding service provision.
4. Demonstrate advanced knowledge and critical understanding of existing ethical codes and guidelines including those of the Behaviour Analyst Certification Board.
5. Identify key elements of professional practice, including the importance of supervision of practice, continuing professional development and collaborative working practices.
6. Challenge discriminatory and/or abusive practices where necessary.
7. Demonstrate self-awareness with regard to the importance of adopting a values- and evidence-based approach in supporting children and adults with intellectual or developmental disabilities.

The intended generic learning outcomes are:

On successfully completing the module students will be able to:

1. Effectively integrate complex knowledge from different sources, including published work and personal experience
2. Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
3. Demonstrate self-awareness with regard to the need for continuing professional development, showing capacity to manage and improve one's own learning.
4. Show a capacity to effectively prioritise the demands of work and study.
5. Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources).

### Method of Assessment

100% coursework comprising:

Essay (2750 words) - 50%  
Self-reflective case study (1000 words) -25%  
Timed quiz – (1 hour) -25%

### Preliminary Reading

Bailey, J. & Burch, M. (2013) Ethics for Behavior Analysts. Abingdon, Oxon: Routledge.

Chance, P. (1998). First Course in Applied Behavior Analysis. Pacific Grove, CA: Brooks/Cole

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) Applied Behaviour Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M (2013) Radical Behaviorism for ABA Practitioners. Sloan Educational Publishing.

Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

### Pre-requisites

The programmes of study to which the module contributes:

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability)  
Post Graduate Diploma in Applied Behaviour Analysis (Intellectual and Developmental Disability)  
Post Graduate Certificate in Applied Behaviour Analysis (Intellectual and Developmental Disability)  
MSc in Positive Behaviour Support (Intellectual and Developmental Disability)

### Synopsis \*

The curriculum will include, at an advanced level:

- Ethical and legal issues
- Philosophical underpinnings of ethical practice
- The role of ideology in the development of intellectual disability services
- The development of approaches to individual planning and needs assessment, particularly the role of "person-centred planning"
- Ethical codes and guidelines – does Behaviour Analysis raise special ethical issues?
- Codes of professional practice
- Discrimination and abuse
- Adopting person-centred, values-based approaches to children and adults with complex needs.
- Evidence based practice and practice based evidence

## 2019-20 Postgraduate Module Handbook

<b>TZ879 Challenging Behaviour &amp; Positive Behaviour Support By Distance Learning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	10 (5)	80% Coursework, 20% Exam	Padden Dr C
1	Canterbury	Autumn	M	10 (5)	80% Exam, 20% Coursework	Padden Dr C

### Availability

Autumn

### Contact Hours

21. This is a distance learning module so there are no traditional contact hours. Students will virtually attend the same lectures (approximately 15 hours) that comprise the campus based version of this module which will be video-recorded and posted to Moodle. An additional 6 hours will be spent on interactive activities including webinars and Moodle-based discussions.

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will be able to:

- Define challenging behaviour, drawing critically on medical, psychological and sociological perspectives.
- Describe and critically evaluate the epidemiology of challenging behaviour.
- Display advanced appreciation of the social significance and context of challenging behaviour.
- Develop an in-depth understanding of historical and policy issues and background in relation to the development of ideas about challenging behaviour and positive behaviour support.
- Demonstrate a critical understanding of the different causes and approaches to understanding challenging behaviour (biological, functional, environmental).
- Understand, at an advanced level, methods of functional assessment and formulation in relation to challenging behaviour.
- Acquire and evaluate in-depth knowledge and critical understanding of behavioural and pharmacological approaches for managing challenging behaviour, and know the limitations of these approaches.

On successfully completing the module students will also be able to:

- Effectively integrate complex knowledge from different sources, including published work and personal experience.
- Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- Show a capacity to effectively prioritise the demands of study.
- Use information technology to a high level (word processing, email, Moodle, e-journals and other online resources)

### Method of Assessment

This module will be assessed by assignment (20%) and a one hour examination (80%). The examination will be timetabled and invigilated by the university's Exams Office during the exam period (summer).

### Preliminary Reading

Carr, E., et al. (1994). Communication-based intervention for problem behaviour: A user's guide for producing positive change. Baltimore: Paul Brookes.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Durand, V. (1990). Severe behaviour problems: A functional communication training approach. New York: Guilford Press.

Emerson, E., & Einfeld, S. L. (2011). Challenging behaviour (3rd ed.). Cambridge: Cambridge University Press.

Repp, A. C., & Horner, R. H. (1999). Functional analysis of problem behavior: From effective assessment to effective support. Belmont, CA: Wadsworth Pub. C.

Sigafoos, J., Arthur, M., & O'Reilly, M. (2003). Challenging behavior and developmental disability. London: Whurr.

### Pre-requisites

All taught modules are compulsory. Therefore, prerequisites comprise all modules from any previous term, while co-requisites equate to all other modules in the current term.

### Synopsis \*

The curriculum will include, at an advanced level:

- Definition and epidemiology of challenging behaviour
- Social significance and context of challenging behaviour
- Historical and policy issues and background on the development of ideas about challenging behaviour and positive behaviour support
- Causes of challenging behaviour (biological influences, functional approach, broader environmental influences)
- Assessment and formulation in relation to challenging behaviour
- Intervention for challenging behaviour (behavioural and pharmacological intervention)

## 2019-20 Postgraduate Module Handbook

TZ880 Challenging Behaviour & Positive Behaviour Support						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	10 (5)	80% Exam, 20% Coursework	Padden Dr C

### Availability

Autumn

### Contact Hours

21 hours spread over a four-day workshop including approximately 15 hours of lectures and 6 hours of individual/group exercises and discussions.

### Department Checked

Yes

### Learning Outcomes

By the end of this module, students will be able to:

- Define challenging behaviour, drawing critically on medical, psychological and sociological perspectives.
- Describe and critically evaluate the epidemiology of challenging behaviour.
- Display advanced appreciation of the social significance and context of challenging behaviour.
- Develop an in-depth understanding of historical and policy issues and background in relation to the development of ideas about challenging behaviour and positive behaviour support.
- Demonstrate a critical understanding of the different causes and approaches to understanding challenging behaviour (biological, functional, environmental).
- Understand, at an advanced level, methods of functional assessment and formulation in relation to challenging behaviour.
- Acquire and evaluate in-depth knowledge and critical understanding of behavioural and pharmacological approaches for managing challenging behaviour, and know the limitations of these approaches.

On successfully completing the module students will be also able to:

- Effectively integrate complex knowledge from different sources, including published work and personal experience.
- Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.
- Demonstrate effective time management skills, including prioritising assessment demands and meeting deadlines.
- Make effective use of information technology (e.g., word processing, email, Moodle, e-journals and other online resources) to gather information and solve complex problems

### Method of Assessment

An assignment of 1,000 words (20%) and an examination (80%). The examination will be timetabled and invigilated by the university's Exams Office during the exam period (summer).

### Preliminary Reading

Carr, E., et al. (1994). Communication-based intervention for problem behaviour: A user's guide for producing positive change. Baltimore: Paul Brookes.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Durand, V. (1990). Severe behaviour problems: A functional communication training approach. New York: Guilford Press.

Emerson, E., & Einfeld, S. L. (2011). Challenging behaviour (3rd ed.). Cambridge: Cambridge University Press.

Repp, A. C., & Horner, R. H. (1999). Functional analysis of problem behavior: From effective assessment to effective support. Belmont, CA: Wadsworth Pub. C.

Sigafoos, J., Arthur, M., & O'Reilly, M. (2003). Challenging behavior and developmental disability. London: Whurr.

### Pre-requisites

All taught modules are compulsory. Therefore, prerequisites comprise all modules from any previous term, while co-requisites equate to all other modules in the current term.

### Synopsis \*

The curriculum will include, at an advanced level:

- Definition and epidemiology of challenging behaviour
- Social significance and context of challenging behaviour
- Historical and policy issues and background on the development of ideas about challenging behaviour and positive behaviour support
- Causes of challenging behaviour (biological influences, functional approach, broader environmental influences)
- Assessment and formulation in relation to challenging behaviour
- Intervention for challenging behaviour (behavioural and pharmacological intervention)



## 2019-20 Postgraduate Module Handbook

TZ881 Behavioural Interventions for Autism and/or IDD						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	10 (5)	50% Coursework, 50% Exam	Padden Dr C

### Availability

Spring

### Contact Hours

24

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

- Acquire in-depth knowledge and understanding of appropriate skills assessments, and identify their strengths and limitations.
- Conduct advanced skills assessments using tools such as the VB-MAPP, ABLLS or AFLLS and use their results to support development of behavioural programming.
- Demonstrate the ability to design language interventions based on advanced understanding of verbal behaviour and relational frame theory.
- Demonstrate a critical understanding of recent empirically supported behavioural interventions in key intervention areas such as sleeping issues, feeding problems, toilet training, social skills and vocational skills.
- Describe and critically evaluate the benefits, limitations and research base for a range of other approaches to intervention, reflecting recent research and specific interests of teaching staff

and

- Demonstrate an advanced understanding of contemporary research in the field of behavioural interventions.
- Effectively integrate complex knowledge from different sources, including personal experience.
- Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources).

### Method of Assessment

This module will be assessed by an assignment of 2,500 words (50%) and an examination (50%)

### Preliminary Reading

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis (2nd ed). Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Kubina, R. M., & Yurich, K. K. L. (2012). The precision teaching book. Lemont, PA: Greatness Achieved Publishing Company.

Rehfeldt, R. A., & Barnes-Holmes, Y. (2009). Derived relational responding applications for learners with autism and other developmental disabilities: A progressive guide to change. Oakland, CA: New Harbinger Publications.

Sundberg, M. L., & Partington, J. W. (1998). Teaching language to children with autism or other developmental disabilities. Concord, CA: AVB Press.

### Pre-requisites

All taught modules are compulsory, so prerequisites to TZ881 comprise all modules from any previous term, while co-requisites equate to all other modules in the current term.

### Restrictions

None

### Synopsis \*

This module will cover advanced topics related to assessment and intervention for autism and IDD. There will be a strong emphasis on developing a critical understanding of recent research in relation to behavioural interventions. Additionally, students will participate in activities aimed at enhancing their advanced skills in identifying and developing behavioural programmes. In-depth content will be drawn from a range of the following topics, depending on availability of recent research and teaching staff:

- Skills assessments (e.g. ABLLS, VB-MAPP, AFLLS)
- Designing comprehensive behavioural programmes
- Verbal behaviour (application and intervention design)
- Applications of relational frame theory to language intervention
- Specific intervention areas in autism and IDD (e.g. sleep issues, feeding problems, toilet training, social skills, and vocational skills)
- Precision teaching
- Group contingencies (Good Behaviour Game)
- Direct instruction
- Acceptance and Commitment Therapy

## 2019-20 Postgraduate Module Handbook

TZ882 Social Psychology of IDD & Forensic Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Coursework	Langdon Prof P
1	Canterbury	Whole Year	M	10 (5)	100% Exam	Langdon Prof P

### Availability

Spring

### Contact Hours

Total contact hours: 25

Private study hours: 75

Total study hours: 100

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an advanced understanding and critical awareness of the history of definitions of intellectual and developmental disabilities
- Demonstrate advanced and systematic knowledge of current practice in defining intellectual and developmental disabilities in UK and elsewhere
- Demonstrate advanced scholarship in critically understanding the complex epidemiology of offenders with intellectual and developmental disabilities in the UK, other Western countries and the developing world
- Demonstrate an advanced understanding and critical awareness of the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals
- Demonstrate in-depth and advanced knowledge of the cognitive and social characteristics of offenders and non-offenders with intellectual and developmental disabilities, including being able to identify novel insights when comparing the two groupings

On successfully completing the module students will also be able to:

- Use the research literature to gather in-depth information
- Interrogate government policy documents critically and in-depth
- Integrate advanced knowledge from different sources including their own experience
- Relate theory to practice in an advanced and critical manner

### Method of Assessment

100% coursework comprising:

Coursework essay (3000 words) – 80%

Coursework – online quiz (1 hour) – 20%

### Preliminary Reading

Baxter, C., B. Great, et al. (1990). Double discrimination: issues and services for people with learning difficulties from black and ethnic minority communities. London: King's Fund Centre/Commission for Racial Equality

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

Emerson, E., Felce D & Murphy, G.H. (2001). Learning disabilities: the fundamental facts. London, Mental Health Foundation

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. West Sussex, N.J. Wiley

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

### Pre-requisites

All modules for the MSc and MA programmes in Intellectual and Developmental Forensic are co-requisites

### Restrictions

None

### Synopsis \*

This module provides students with in-depth understanding of the definitions and causes of intellectual and developmental disabilities (IDD), the epidemiology of IDD and of offending, issues of screening for IDD in criminal justice setting, transitions between settings, and the effects that IDD and offending can have on the family. It will consider social relationships, social networks and sexuality issues (attitudes of staff, issues of abuse etc.) in people with IDD and forensic issues, as well as the vulnerabilities of people with IDD (to physical and sexual abuse, exploitation, and wrongful conviction). In addition, behaviour phenotypes and offending (including specific diagnosis- e.g. autism, Klinefelters syndrome, Foetal Alcohol syndrome etc.) as well as mental health issues and offending will be considered.

TZ883 IDD & Forensic Service Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Exam	Langdon Prof P

**Availability**

Autumn and Spring

**Contact Hours**

Total contact hours: 25

Private study hours: 75

Total study hours: 100

**Department Checked**

Yes

**Learning Outcomes**

On successfully completing the module students will be able to

- Demonstrate advanced understanding and critical awareness of the historical context of intellectual disability services, including the eugenics era
- Show in-depth and systematic understanding of theories and practice that relate to institutional care
- Discuss the process and progress of the deinstitutionalisation movement in Western countries at an in-depth and critical level, including demonstrating the ability to provide original insights
- Demonstrate advanced scholarship in understanding theories of normalisation and social role valorisation
- Demonstrate in-depth understanding of complex concepts relating to the quality of care and quality of life, including the intricacies of their interrelationships
- State and critically evaluate how to measure and improve quality of care and quality of life, including demonstrating the ability to make novel observations
- Discuss and critically analyse the Mental Health Act & other relevant complex legislation
- Demonstrate critical and in-depth understanding of government policy regarding intellectual and developmental disabilities and forensic services in the UK, including being able to identify key policy issues and suggest policy improvements that would positively impact on people with intellectual and developmental disabilities

On successfully completing the module students will be able to:

- Use the research literature to gather in-depth information
- Critically interrogate government policy documents
- Integrate in-depth knowledge from different sources including their own experience
- Relate theory to practice in a critical manner

**Method of Assessment**

100% coursework comprising:

Essay (3000 words) – 80%

Online quiz (1 hour) – 20%

**Preliminary Reading**

Brown, H. and Smith, H. (1992) *Normalisation: A Reader for the Nineties*. London: Routledge.

Care Services Improvement Partnership. (2007). *Positive Practice Positive Outcomes: A handbook for professionals in the Criminal Justice System working with offenders with learning disabilities*. Available from: [www.valuingpeople.gov.uk/echo/filedownload.jsp?action=dFile&key=2816](http://www.valuingpeople.gov.uk/echo/filedownload.jsp?action=dFile&key=2816)

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

Department of Health. (2009). *The Bradley Report: Lord Bradley's review of people with mental health problems or learning disabilities in the criminal justice system*. Available from: [http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_098698.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_098698.pdf)

Emerson, E., McGill, P. and Mansell, J. (1994) *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services*. London: Chapman and Hall.

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*. West Sussex: Wiley.

Mansell, J. and Ericsson, K. (1996) *Deinstitutionalization and Community Living: Intellectual Disability Services in Britain, Scandinavia and U.S.A*. London: Chapman and Hall.

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

**Pre-requisites**

For the MSc and MA programmes in Intellectual and Developmental Forensic Issues all others modules are co-requisites.

The programmes of study to which the module contributes:

MSc in Intellectual and Developmental Disabilities and Forensic Issues

MA in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma in Intellectual and Developmental Disabilities & Forensic Issues

Postgraduate Certificate in Intellectual and Developmental Disabilities & Forensic Issues

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### Restrictions

None

### Synopsis \*

This module will provide students with an in-depth understanding of service issues in intellectual and developmental disabilities and forensic issues, including an understanding of normalisation/Social Role Valorisation (and race/gender issues), deinstitutionalisation, current services for children and adults with intellectual and developmental disabilities, including forensic services. Students will learn about the Mental Health Act and other relevant legislation, the role of the police, courts, prisons, and probation. They will consider how to assess quality of care, quality of life and service user views, and will examine advocacy and self-advocacy movements, organisational issues and interventions to improve quality of life and care.

<b>TZ884 Assessment and Treatment of Offenders with IDD</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	10 (5)	100% Coursework	Langdon Prof P
1	Canterbury	Whole Year	M	10 (5)	100% Exam	Langdon Prof P

### Availability

Autumn and Spring

### Contact Hours

Total contact hours: 25

Private study hours: 75

Total study hours: 100

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate advanced understanding and critical awareness of the definitions (and distinctions between) challenging behaviour and offending
- Show in-depth and systematic knowledge of theories and concepts regarding the causes of challenging behaviour and offending in people with IDD
- State how to conduct advanced assessments for people with IDD at risk of offending, including demonstrating the ability to provide original insights
- Demonstrate critical understanding of how to construct an in-depth formulation for individuals with IDD and offending behaviour
- Critically discuss a variety of advanced treatment approaches for people with IDD and offending behaviour
- 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

On successfully completing the module students will also be able to:

- Use the research literature to gather in-depth information
- Critically interrogate government policy documents
- Integrate in-depth knowledge from different sources including their own experience
- Relate theory to practice in a critical manner

### Method of Assessment

100% coursework comprising:

Essay (3000 words) – 80%

Online quiz (1 hour) – 20%

### Preliminary Reading

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, T. A. Gannon, L. Dixon (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

## 2019-20 Postgraduate Module Handbook

### Pre-requisites

For the MSc and MA programmes in Intellectual and Developmental Forensic Issues all others modules are co-requisites.

The programmes of study to which the module contributes:

MSc Intellectual 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

### Restrictions

None

### Synopsis \*

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.

## 2019-20 Postgraduate Module Handbook

TZ885 Placement in IDD and Forensic Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	M	60 (30)	100% Coursework with Pass/Fail Elements	

### Availability

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

### Contact Hours

90

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

- 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
- 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
- Design original and advanced skill-building programmes for individuals with intellectual and developmental disabilities and monitor and assess participant's progress
- 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
- Implement advanced intervention plans for individuals with intellectual and developmental disabilities, adjust them as necessary and evaluate their outcome
- 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
- Complete in-depth quality of life assessments for individuals with intellectual and developmental disabilities, including by direct observations and interviews
- 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
- 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
- Develop, deliver and evaluate advanced interventions and training programmes for staff working in learning disability services (and other relevant staff or carers)

On successfully completing the module students will also be able to:

- Act in a professional and ethical manner in relation to service users and staff.
- Identify, appreciate and constructively criticise service policies and procedures.
- Challenge discriminatory practices and /or abusive practices where necessary.

### Method of Assessment

2 x Placement Reports of 4,000 words each (100%) Pass / Fail

### Preliminary Reading

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.

### Pre-requisites

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 that Postgraduate Diploma students are not required to complete the dissertation module.

### Synopsis \*

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.

## 2019-20 Postgraduate Module Handbook

<b>TZ888 Development, Disability and Disadvantage</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Brussels	Autumn	M	20 (10)	100% Coursework	
1	Brussels	Spring	M	20 (10)	100% Coursework	Williams Dr L

### Learning Outcomes

Demonstrate an advanced understanding of the impact of different types of mental and physical illness, disease and/ or disability on social integration, including different approaches to wellness and health care as a human right;

Evaluate critically theoretical understandings, including cross-cultural, of disability, health and/ or illness in international comparison;

Apply theoretical concepts of disability, health and social care in an original way to different international cases;

Demonstrate an advanced understanding of the interactions of illness and/ or disability with structural challenges facing underserved communities;

Identify key challenges facing health and health care, physical and/ or mental, in different communities.

Conduct effective in-depth, independent research into a particular problem, including extrapolating from potentially incomplete data, clearly communicating conclusions in writing;

Synthesise and analyse disparate material in an original and self-directed manner;

Apply theoretical concepts to case studies;

Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts, displaying an advanced conceptual understanding;

Demonstrate a comprehensive understanding of relevant techniques, which may include interdisciplinarity;

Think clearly about reading material and discussion, develop logical arguments and communicate these clearly;

Have exercised initiative and personal responsibility in managing their time and demonstrated independent learning ability.

### Method of Assessment

5000-word essay

#### Synopsis \*

This module engages with social norms, policies, politics and procedures that affect some of the world's most vulnerable people, their membership in society and access to health and social care.

Looking at provision and access to care in a variety of (international) settings, this module examines the approaches to developmental and intellectual disabilities, health and illness in a variety of (international and social) settings. Examining the challenges to implementation of such policies will be one component of the module.

Drawing on different theoretical approaches, the module will look at the policies and politics of health care in, for instance, rural vs urban settings, highly developed vs developing countries, as well as addressing questions of inequality. It will also take different cultural approaches to disease, illness, mental illness and developmental/ intellectual disabilities into account, including differing belief systems. The question of health and social care, including palliative care, as a human right will be raised.

## 2019-20 Postgraduate Module Handbook

<b>TZ994 Research Project in Intellectual and Developmental Disabilities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	Beadle-Brown Prof J

### Availability

All year

### Contact Hours

20 plus 600 hours own study time spread unevenly over the course of the module

### Department Checked

Yes

### Learning Outcomes

On completion of this module, students will:

- Set up a testable hypothesis or research question, having conducted a basic review of the literature
- Design a research study or detailed review process to test the hypothesis/answer the question
- Select an appropriate methodology, either qualitative or quantitative, or a combination of the two
- Consider any ethical issues involved and resolve them
- If appropriate, negotiate service access, seek consent and conduct the data collection
- Conduct the data analysis using appropriate methods
- Write up the dissertation with reference to existing literature and government policy

### Method of Assessment

Dissertation proposal (5%) plus dissertation of 8,000-10,000 words (95%)

### Preliminary Reading

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation

### Synopsis \*

During the first term of the course students will develop ideas for their research project and will be given the opportunity to choose a research project proposed and supervised by members of the course team or other Tizard staff (see Appendix 4 of course handbook for the list of topics for the current year). Students who choose to design their own project will be allocated a dissertation supervisor. Students following the MSc in Analysis and Intervention in Intellectual and Developmental Disability are required to do an empirical dissertation. All other students can choose between either an empirical or a non-empirical (e.g. policy or research review) dissertation.

Students develop a proposal (assessed) for their research project with advice from their supervisor and apply for ethical approval either to the Tizard Ethics Committee (Ethical Review Checklist available on web-based resources) or to another ethics committee such as those in the NHS.



## 2019-20 Postgraduate Module Handbook

<b>TZ995 Extended Research Project in Intellectual and Development Disabilities</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	120 (60)	100% Project	Triantafyllopoulou Dr P

### Availability

All year

### Contact Hours

At least one day a week is set aside for data collection during term 3 and two or three days per week after the end of term 3, for the full-time (one-year) students. There is equivalent time spread over the two years for the part-time students.

### Department Checked

Yes

### Learning Outcomes

On completion of this module, students will be able to:

- Conduct an initial literature review and identify detailed research questions
- Design a research study or a review outline, selecting appropriate methodology and techniques for analysis.
- Consider any ethical issues involved and resolve them
- Where appropriate, students will learn to negotiate service access, seek consent as appropriate and conduct the data collection
- Conduct the data analysis, policy analysis or literature review using appropriate methods
- Write up the dissertation relating findings to the wider literature and to government policy if appropriate.

### Method of Assessment

This module is assessed by a dissertation of 20,000 words worth 110 credits. In addition 10 credits will be awarded for the dissertation proposal.

### Preliminary Reading

There is no specific required reading for this module, apart from readings included in the research methods module.

All students will be required to complete their own project-specific literature searches and read relevant literature for their research project. They will provide an account of this in the literature review section of the dissertation

### Pre-requisites

Full-time students on the MA in Intellectual and Developmental Disabilities will do this module alongside TZ861, TZ862, TZ863, TZ830 and TZ865 For part-time students this module will be spread across the two years.

### Synopsis \*

During the first term of the course students will develop ideas for their research project and will be given the opportunity to choose a research project proposed and supervised by members of the course team or other Tizard staff (see Appendix 4 of course handbook for the list of topics for the current year). Students who choose to design their own project will be allocated a dissertation supervisor. Students following the MSc in Analysis and Intervention in Intellectual and Developmental Disability are required to do an empirical dissertation. All other students can choose between either an empirical or a non-empirical (e.g. policy or research review) dissertation.

Students develop a proposal (assessed) for their research project with advice from their supervisor and apply for ethical approval either to the Tizard Ethics Committee (Ethical Review Checklist available on web-based resources) or to another ethics committee such as those in the NHS.