1. **Title of the module**

TZRD8730 (TZ873) - Social Psychology of Autism: Advanced

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research (Tizard)*.*

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

30 credits (15 ECTS)

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

Summer term (term 3)

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

Autism Studies MA students will normally take all the other modules of the MA alongside this one.

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

Autism Studies MA

Autism Studies PG diploma

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

8.1 Demonstrate an advanced knowledge of current theories of autism (including being familiar with the research evidence) and an in-depth understanding of which skills and difficulties seen in autism are accounted for by current theories

8.2 Demonstrate an advanced understanding of the evidence-base around the assessment and diagnosis of autism in UK services

8.3 Demonstrate a critical understanding of the research basis for intervention in autism, and have an appreciation of the strength of evidence for autism-specific interventions

8.4 Assess the impact of comorbid conditions and vulnerabilities such as mental health

8.5 Demonstrate a critical understanding of issues across the lifespan for people with autism and their families, including education and transition to adult life and the impact of policy

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

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

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

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

9.4 Work with others in online forums to prepare and discuss topics

9.5 Organise and manage their studying independently with support from tutors

1. **A synopsis of the curriculum**

The aim of this module is to teach advanced facts about the nature and origins of autism, including definitions, epidemiology, biological, social and environmental causes and autism specific interventions. This module will build on the knowledge of characteristics and needs of people with autism (including co-morbidities), set within the wider context of intellectual and developmental disabilities. Whist TZRD8660 (Social Psychology of Autism by Distance Learning) introduced students to intervention and approaches to supporting people with autism, this module will expand this knowledge to include the critical understanding of the research evidence around intervention in autism. Theories used to explain autism will be discussed in depth, with students supported to critically interrogate the evidence base. The knowledge and understanding developed will be used to compare and contrast approaches to intervention and draw intelligent conclusions about policy and practice. Issues from across the lifespan will be addressed, including early intervention.

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

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

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

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

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

Grandin, T (2006) *Thinking in pictures: My life with autism* (second edition), London: Bloomsbury Publishing PLC

Hobson, P.R. (2012) *Autism and the Development of the Mind* (second edition) Hillsdale, NJ : 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*. London: 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.

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

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 240

Total study hours: 300

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

Assignment/essay 5,000 words – 50%

Examination (1 hour) – 13%

Online forum/seminar participation - 37*%*

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  |  |  | **X** |  | **X** | **X** |  |  | **X** |
| Online forums / seminars | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** |  |
| Lectures/ videos |  |  |  | **X** |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 5,000 words | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminar/online forum | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination (1 hour) | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Canterbury and distance learning.

1. **Internationalisation**

The discussion and analysis and application of social psychology relating to autism has relevance in an international context. The range of research and presentation skills that will be developed are applicable to international contexts

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2014? | N/K | September 2014  | N/K | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018