

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

Module Code	PSY631
Module Title	Developmental Disorders
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (hons) Psychology	Option
BSc (Hons) Psychology with Foundation Year	Option

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>



<b>For office use only</b>	
Initial approval date	15 <sup>th</sup> May 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

## Module aims

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This module will provide students with an understanding of different developmental disorders and their progression throughout the lifespan. Students will also gain a critical understanding of different interventions which may be utilized for management of developmental disorders and how this may affect their outcome. Students will also be able to critically consider different social, cultural, and economic factors and how they may influence outcomes of developmental disorders.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Understand the clinical features and characteristics of different developmental disorders and their presentation throughout the lifespan.
2	Recognise and critically discuss the role of external sociocultural factors in the presentation and management of different developmental disorders.
3	Critically evaluate the research and literature surrounding developmental disorders.

## Assessment

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Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. 4000-word literature review. The review will be focused on a particular developmental disorder and outcomes (e.g., the role of early diagnosis for those with Autism, or the impact of mainstream schooling in those with Downs syndrome).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Written Assignment	100

## Derogations

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None



## Learning and Teaching Strategies

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A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Indicative Syllabus Outline

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- Introduction to developmental disorders
- Developmental disorders with a known genetic cause.
- Developmental disorders with a complex origin
- Developmental disorders with an environmental cause.
- External influences on management of developmental disorders (e.g., family, schooling, socioeconomic status).

## Indicative Bibliography:

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### Essential Reads

Charman, T., Howlin, P. & Ghaziuddin, M. (Eds.). (2014). *The SAGE handbook of developmental disorders* (2<sup>nd</sup> ed). SAGE.

### Other indicative reading

Bradshaw, J.L., Rinehart, N.J., & Enticott, P.G. (Eds.). (2016). *Developmental disorders of the brain*. Taylor & Francis.

Marshall, C. R. (Ed.). (2013). *Current issues in developmental disorders*. Psychology Press.

Fidler, D.J., Hodapp, R.M., & Lanfranchi, S. (Eds.). (2022). *International review research in developmental disabilities*. Elsevier Science.

### Journals

Research in Developmental Disabilities



Journal of Neurodevelopmental Disorders

International Journal of Developmental Disabilities

Journal of Autism and Developmental Disorders

