

Module Title and Code

PS3408 Clinical Psychology, Intellectual Disability and Pervasive Developmental Disorders

Lecturer(s)

Dr Ian Grey

Contact Hours

One semester: 11 lectures; 114 hours independent study

ECTS Value

5 ECTS (=125 student hours)

Rationale and Aims

This module provides students with an understanding of the practice of clinical psychology as applied to intellectual disability and pervasive developmental disorders. It lays particular emphasis on evidence-based practice with respect to differential diagnosis, early intervention and the treatment of behavioural disorders. The practice of clinical psychology in this domain is also discussed in relation to Irish health policy documents in order to provide students with a greater understanding of the context for clinical psychology practice. In addition students are exposed to issues relating to the two key features of clinical psychology practice in this area: direct work and triadic work.

For whom is the module intended?

Psychology Sophister SH/TSM students and Higher Diploma in Psychology Year 2 students

How does it fit in to the academic programme?

This module provides advanced coverage of material in some of the essential aspects of the discipline of psychology and is required to be covered by the professional accreditation body, Psychological Society of Ireland.

Is it mandatory or optional?

Optional

Are there prerequisites?

Cognate foundation module.

From a teaching point of view, what are the intentions of the lecturer?

To provide students with an in-depth understanding of the practical application of clinical psychology in a specific area of practice

Course Content

1. Models of Service Delivery: Medical and Social Approaches to the construction of disability
2. Definitions of intellectual disability and differential diagnosis of pervasive developmental disorders.
3. Clinical Psychology: Past and current work practices & relationship with values
4. Challenging Behaviour I: Definition and relationship with psychiatric disorder
5. Challenging Behaviour II: Models of Intervention
6. Challenging Behaviour III: Outcomes
7. Systematic Instruction and Functional Skills Teaching

8. Assessment of Autism Spectrum Disorders
9. Early intervention for Autism spectrum disorders
10. Working with Families and staff groups
11. Socially Inclusive Living: Barriers and facilitators

Indicative Resources

Required text(s)

Alan Carr, Gary O Rielly et al., (2007). The Handbook of Intellectual Disability and Clinical Psychology Practice

As this is an advanced sophister research-led taught module, state-of-the-art and up-to-date journal articles from the relevant research literature will be made available throughout the module.

Learning Outcomes

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

- understand the dominant models driving service delivery for people with intellectual disability [PO2];
- understand the basic practices of clinical psychology in intellectual disability/ASD [PO2,4];
- describe models of intervention for behavioural disorders [PO2,4];
- evaluate the outcomes of main models of intervention for behavioural disorders [PO1,2];
- understand differential diagnosis and understand major criteria for diagnosis of intellectual disability and Pervasive Developmental disorders.
- Understand the basics of direct and triadic work
- Describe the barriers to socially inclusive living

Methods of Teaching and Student Learning

The format of lectures is conventional but students are encouraged to ask questions and to engage the lecturer in discussion where practicable. Both the reduced numbers in these optional modules and the fact that the module is based in the lecturer's own area of research expertise and interest facilitates increased class discussion and debate.

Inclusive curriculum: Each lecture and any supporting and accompanying documentation is posted on our school website to facilitate independent study and self-paced learning.

Methods of Assessment

This module is assessed by continuous assessment of one essay and one written examination in the annual session. The exam is 2hours 30 minutes in duration and students are required to answer two questions discursively.

It is expected that:

- (i) a range of areas should be covered in addressing each question. A poor mark will be awarded to essays/answers that do not integrate a majority of the relevant topics covered in the lectures; and
- (ii) responses should be critical, original and synthetic and should be based on reading beyond the lecture notes.

Students are given very detailed guidelines in their handbook as to grading criteria for degree classes.

Evaluation

All modules are evaluated by students by means of CAPSL survey requested by the School and all feedback is noted and incorporated in module design where appropriate for delivery of the module in subsequent years.

Feedback is also delivered via student representatives at the School's once a term staff-student meetings, at School Committee meetings and at the Committee for Undergraduate Teaching & Learning meetings.