



UCD School of Psychology
www.ucd.ie/psychology



MSc in Disability

2024-2025
COURSE HANDBOOK

www.ucd.ie/psychology

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1 Mission Statement and Welcome

Congratulations on receiving a place to complete the MSc in Disability at the UCD Centre for Disability Studies, UCD School of Psychology.

We would like to take this opportunity to welcome you all to the course. We are excited to work with you over the next year and to watch you develop and refine your knowledge of disability. We hope that it is an informative, engaging and rewarding experience for each of you.

As a graduate student in the school, you will be challenged by a range of academic assignments and learning experiences. The MSc in Disability will offer you an opportunity to develop a range of new skills that will stand to you as you develop your interest in the disability field. To help you succeed in your graduate studies, you will find a range of supports, services, and opportunities that you can make the most of during your time with us.

Promoting equality, access and opportunity are cornerstones of this programme, in terms of both content and delivery. The philosophy of the programme is to promote an inclusive society respecting the will and preference of persons with disability. Together with your peers, you will develop a deep understanding of disability including a critical understanding of disability policy, legislation and evidence-based practice, current topical issues, programme development, research methods, multi-element behaviour support and issues of identity, sexuality, mortality and trauma. You will also have the opportunity to focus your studies in your specific area of interest from a range of optional modules in areas such as education, law, psychology, public health and social policy.

We wish you the best of luck in your studies this year. We will endeavour to support and guide you through this academic journey to the best of our abilities.

With best wishes

Associate Prof. Christine Linehan & Assistant Prof. Katie Gilligan-Lee
Co-Directors of the MSc in Disability



Associate Prof. Christine Linehan



Assistant Prof. Katie Gilligan-Lee



2 Programme Outcomes

The programme is delivered by academics, practitioners and experts by experience using a variety of approaches including expert tuition, small group interaction, peer support and autonomous student learning. Assessment modalities include essays, presentations, group-based work, and critical reflections. This programme runs across three trimesters, Autumn, Spring and Summer. The programme outcomes are to:

- Integrate knowledge and understanding of the role of national and international disability legislation and policy.
- Appreciate the contribution of models of disability to historical, current and future conceptions of disability.
- Develop an intersectional understanding of disability.
- Promote the application of evidence-based practice and policy in supporting individuals with disability to exercise will and preference.
- Understand health, educational and therapeutic models and services for supporting identity, sexuality and mortality for individuals with a disability.
- Critically appraise and evaluate the validity of behaviour support models.
- Develop and critique education and training programmes within the Quality and Qualifications Ireland (QQI) national framework.
- Demonstrate an integrated knowledge and understanding of research evidence and apply critically in support of one's argument.
- Demonstrate proficiency in post-graduate academic skills such as academic writing, critical thinking and reflection.

3 Information for Students



This booklet is designed to provide students on the MSc in Disability with information that they need to successfully complete the programme. There is also lots of information about the University, its community, facilities, and regulations available on the main UCD website.

Below are some parts of the site that students may find particularly useful:

GENERAL INFORMATION

University College Dublin (UCD) is a community of students and staff where scholarship and personal development are fostered, leadership cultivated, innovation encouraged, and social conscience developed. Our University provides a very broad and exciting range of opportunities for students from all backgrounds, and staff and students have a responsibility to engage, participate and respect the services and facilities provided. Central to the aims and values of our University is respect and fairness, and every member of our community is required to uphold these values in all dealings with each other. You can find the Student Charter at:

<http://www.ucd.ie/studentcharter/>

REGULATIONS

The MSc in Disability is governed by the general Academic Regulations of the University. The regulations also govern the grades that are awarded. Academic Regulations are updated annually and the most recent version can be found at:

<https://www.ucd.ie/students/exams/assessinggraduateresearchtheses/regulationsandpolicy/>.

The expectations regarding student conduct can be found at: <https://www.ucd.ie/secca/studentconduct/>

STUDENT CENTRE:

UCD Student Centre is the home for Clubs and Societies, as well as housing many of the essential services students interact with on a daily basis. The Centre houses a theatre, cinema, debating chamber and bar. Also housed in the Student Centre are a wide range of shops and restaurants, a pool room, the student health service, and the multifunctional Astra Hall that across the year plays hosts to a range of events including concerts, musicals, and guest speakers.

Find out more at:

<http://www.ucd.ie/studentcentre/>

STUDENT WELFARE:

Your student advisor is here to help you make your time at UCD as fulfilling and enjoyable as possible. Student advisors work with chaplains, the Student Health Service, and academic and administrative staff to ensure the best outcomes for you. You can contact your student advisor in relation to any personal, social, or practical issues you are having. Your student advisors are Holly Dignam (holly.dignam@ucd.ie) and Kieran Moloney (kieran.moloney@ucd.ie)

More information on student advisors can be found here:

<http://www.ucd.ie/studentadvisers/>

ASSESSMENT-RELATED INFORMATION

All assignments, unless stated otherwise, are submitted in electronic format via the student portal Brightspace. You will also need to submit a cover sheet with every piece of work confirming that you are familiar with the University's policy on academic integrity and that you have adhered to it. You can find this sheet at:

http://www.ucd.ie/t4cms/ass_sub_form.pdf

In the case of any changes related to assignment submission you will be advised by the relevant module co-ordinator.

ACADEMIC INTEGRITY

All students on the MSc in Disability are expected to adhere to the University's policy on academic integrity. Before submitting any work, therefore, it is important that you familiarise yourself with the university's Student Academic Integrity Policy which can be found under the 'Avoiding Academic Misconduct' section of this site:

<https://www.ucd.ie/secca/studentconduct/>



LIBRARY RESOURCES

The UCD Library has a virtual tour which a lot of students find useful in navigating their way around the library:

<http://libguides.ucd.ie/newstudents>.

Susan Boyle is the Social Science and Law liaison librarian who can provide support in navigating the library:

<https://www.ucd.ie/socscilaw/undergraduateandgraduatesocialsciencesstudents/studentssupports/collegeliasionlibrarian/>

Detailed information on using the library is available here:

<https://www.ucd.ie/library/use/>.

There is also a guide on how to maintain academic integrity and avoid plagiarism:

<https://libguides.ucd.ie/academicintegrity>

UCD POLICY ON LATE SUBMISSION OF COURSEWORK

If you believe that you are not going to be able to submit a piece of coursework on time then the most important person to contact first is the module coordinator who will be able to offer you advice. You can also find the University's policy on the late submission of coursework here:

<https://www.ucd.ie/socscilaw/undergraduateandgraduatesocialsciencesstudents/studentandacademicinformation/latesubmissionofcoursework/>

ASSESSMENT APPEALS PROCEDURE

UCD appeals procedures are described at:

<https://www.ucd.ie/appeals/>

STUDENT COMPLAINT PROCEDURE

Details of student complaint and policy procedures are available at:

www.ucd.ie/complaints/

OTHER IMPORTANT INFORMATION

Attendance

The MSc in Disability programme is focused on skill development and therefore attendance at all lectures and seminars is a requirement. We also believe that attending and contributing to your courses will allow you to maximise your learning and development during the MSc. Many modules award a proportion of the assessment grade for attendance and participation.



4 Programme Contacts

Key Point of Contact (Programme Administrator)

Ms Mary Boyle
mary.boyle@ucd.ie

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Prof. Jessica Bramham	jessica.bramham@ucd.ie
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Associate Prof. Celine Murrin	celine.murrin@ucd.ie
Dr. Joan Tiernan	joan.tiernan@ucd.ie
Dr. Huichao Xie	huichao.xie@ucd.ie



5 Key Academic Dates 2024-25

See academic calendar here:

www.ucd.ie/students/keydates

Autumn Trimester (Monday, 2 September 2024 – Sunday, 19 January 2025)

Orientation	w/c Monday, 2 September	No. of days varies depending on course
Teaching term	Monday, 9 September – Friday, 29 November	12 weeks
Revision	Saturday, 30 November – Friday, 6 December	1 week
Exams	Saturday, 7 December – Saturday, 21 December	2 weeks

Spring Trimester (Monday, 20 January 2025 – Sunday, 18 May 2025)

Teaching term	Monday, 20 January – Friday, 7 March	7 weeks
Fieldwork/Study period	Monday, 10 March – Sunday, 23 March	2 weeks
Teaching term	Monday, 24 March – Friday, 25 April	5 weeks
Revision	Saturday, 26 April – Friday, 2 May	1 week
Exams	Saturday, 3 May – Saturday, 17 May	2 weeks

Summer Trimester (Monday, 19 May 2025 – Sunday, 31 August 2025)

Teaching term	Monday, 19 May – Friday, 8 August	12 weeks
Revision	Saturday, 9 August – Friday, 15 August	1 week
Exams	Saturday, 16 August – Saturday, 23 August	1 week



6 Programme Structure

To obtain a MSc in Disability, you must complete 90 credits including 6 core modules (60 credits). Students will need to obtain an additional 30 credits from the selection of optional modules. This MSc does not have a dissertation component. The modules run through the calendar year (September to August) across three trimesters.

Core Modules 2024/25	Term	Module Code	Module Title	Credits
	Trimester 1 (Autumn)	PSY40640	Advanced Disability Studies	10
		PSY40890	Disability Policy Legislation	10
	Trimester 2 (Spring)	PSY40490	Person Centred Programme Development	10
Trimester 3 (Summer)	PSY40540	Applied Research Methods	10	
	PSY40870	Multielement Behaviour Support	10	
	PSY40880	Identity Sexuality & Mortality	10	
Option Modules 2024/25	Term	Module Code	Module Title	Credits
	Trimester 1 Students must select 10 credits in Trimester 1 from these options	EDUC40130	Inclusion and Equality in Education	10
		SPOL40470	Comparing Healthcare Systems	10
		LAW40760	NGOs: Law, Governance and Social Change	10
		PSY40820	Fundamentals of Neuropsychology	10
	Trimester 2 Students must choose 20 credits in Trimester 2 from these options	PSY40790	Clinical Cases in Neuropsychology	10
		PSY40400	Managing Change	10
		POL41030	Theory of Human Rights	10
		EDUC40420	Inclusive Education for Pupils with Additional Support Needs	10
		LAW42130	United Nations Human Rights Practice	10
PHPS40040		Public Health Practice and Policy	5	
PHPS40300	Health Promotion	5		

7 Module Overview

PSY40640

Advanced Disability Studies

Level	4
Credits	10
Module Coordinator	Assoc Professor Christine Linehan
Email	christine.linehan@ucd.ie
Timetable	Trimester 1 Thursday 2pm – 4.45pm

Module Description

This module provides an advanced perspective on cross-cutting and topical issues in disability. Students are encouraged to reflect on models of disability, measurement of disability, intersectionality and disability, leadership within the disability sector and the lived experience of disability. This module is supported by guest lecturers with expertise by experience and profession.

Learning Outcomes

On completion of this module students will have acquired the following knowledge:

1. Ability to critically appraise theoretical, diagnostic and administrative definitions of disability.
2. Evaluate models of disability and their contribution in shaping supports for people with disabilities.
3. Understanding of specific physical, sensory, intellectual and developmental disability and ability to critically assess appropriate supports for individuals who have these disabilities.
4. Ability to use insights from the module to identify and reflect on the issues evident when supporting individuals with disability.

Assessment

- Individual Project: This is an individual project to be undertaken by each student separately comprising a presentation delivered to a panel of guest judges. (Week 7: 40%)
- Assignment (Including Essay): Individual essay to be detailed in class (Week 14: 40%)
- Reflective Assignment: End of year reflection - more details will be provided in class. (Week 14: 10%)
- Participation in Learning Activities: This assessment is based on each individual's in-class participation throughout the year. (Week 14: 10%)

PSY40890

Disability Policy Legislation

Level	4
Credits	10
Module Coordinator	Assoc Professor Christine Linehan
Email	christine.linehan@ucd.ie
Timetable	Trimester 1 Thursday 9 – 11.45am

Module Description

The module provides students with an in-depth and critical understanding of national and international legislation and evidence-based policy. The United Nation's Convention on the Rights of Persons with Disability has heralded significant change for persons with disability and the manner in which they are supported to live a life of their choosing. This module explores how the Irish state has responded to the Convention through the introduction of new legislation, policy and practice.

Learning Outcomes

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

1. Identify key national and international disability policies and legislation.
2. Critically evaluate past and present disability policy and legislation.
3. Evaluate the efficacy of disability policy and legislation in Ireland.
4. Critically reflect on the impact of disability policy and legislation.

Assessment

Individual Project: This is an individual project to be undertaken by each student separately comprising a presentation delivered to a panel of guest judges. (Week 7: 40%)

Assignment (Including Essay): Individual essay to be detailed in class (Week 14: 40%)

Reflective Assignment: End of year reflection - more details will be provided in class. (Week 14: 10%)

Participation in Learning Activities: This assessment is based on each individual's in-class participation throughout the year. (Week 14:10%)

PSY40490

Person Centred Programme Development

Level	4
Credits	10
Module Coordinator	Dr Katie Gilligan-Lee
Email	katie.gilligan-lee@ucd.ie
Timetable	Trimester 2 Tuesdays 14.00-16.45

Module Description

This module will introduce students to the steps involved in producing an accredited training programme for persons with disability or for persons supporting those with disabilities. As well as exploring current and emerging national standards for the provision of education and training programmes in the disability sector, students will be required to engage with issues of quality assurance and the programme validation process pertinent to the national awarding body QQI. There is an emphasis on workshops in the delivery of this module, where students will have the opportunity to work on elements of programmes individually and/or in groups.

Learning Outcomes

On completion of the module the student will be able to:

1. Explore what is involved in the establishment of policies, systems and procedures to quality assure further education and training programmes (pertinent to QQI).
2. Obtain a clear overview of the processes involved in creating person-centred programmes for persons with disability or for persons supporting those with disabilities.
3. Develop programmes in line with recognised national standards and the QQI programme validation process.

Assessment

Project: development of a training programme (Week 10: 50%)

Attendance and Participation (Weeks 1-10: 10%)

Presentation: initial proposal for a training programme (Week 4: 40%)

PSY40540

Applied Research Methods

Level	4
Credits	10
Module coordinator	Professor Suzanne Guerin
Email	suzanne.guerin@ucd.ie
Timetable	Trimester 3 Wed 09.00 – 17.00

Module Description

The main aim of this module is to introduce students to the challenges of applied research. In the first part of the module we consider a range of research designs and methods that are available in qualitative, quantitative and mixed methods research. The course also provides students with the skills required to critically evaluate research. The second part of the module has a more practical focus, which will assist students in developing a clear research question and identifying the approach and specific research design that best suits their research question.

Learning Outcomes

On completion of the module the student will be able to:

1. Critically evaluate approaches to research.
2. Identify the benefits and limitations of different methods available in research.
3. Understand the principles of systematic review.
4. Identify a clear research question.
5. Develop a research design appropriate to the research question.

Assessment

- **Participation in Learning Activities:** activities in class and group work sessions (Weeks 1-10: 10%)
- **Group Work Assignment:** mini systematic review on a topic relevant to disability studies, including a group report and an individual reflection (Week 6: 40%)
- **Individual Project:** development of a research proposal in a disability-related topic (Week 12: 50%)

PSY40870

Multiement Behaviour Support

Level	4
Credits	10
Module coordinator	Associate Prof. Christine Linehan
Email	christine.linehan@ucd.ie
Timetable	Trimester 3 Tuesdays 09.00 - 11.45, all weeks

Module Description

This module introduces the student to a biological, psychological, social and environmental understanding of the role behaviours of concern serve for someone living with a disability. Informed by a Human Rights Based Approach the Multi-Element Behaviour Support Framework will be covered. The student will develop their competencies in working collaboratively with assessment methods, intervention design and writing of a support plan along with implementation and evaluation techniques included in this Framework. Legal, ethical, risk and decision making are all explored in the context of relevant legislation and local, national and international policies.

Learning Outcomes

On completion of the module the student will be able to:

1. Review and critique the contemporary theories and principles in behavioural change science.
2. Critically appraise and evaluate the validity of behavioural support models including the Multi-Element Model.
3. Demonstrate an in-depth knowledge of the use of function-based assessment and intervention strategies.
4. Identify and design systems that support the provision and evaluation of behavioural support services.
5. Analyse and critique legislation, policy, research, media and professional standards as they relate to behavioural support.

Assessment

- Mid-term group assignment 50%;
- End of year assignment 50%

PSY40880

Identity Sexuality and Mortality

Level	4
Credits	10
Module coordinator	TBA
Timetable	Trimester 3 (summer) Tuesdays 13.00 - 16.45, all weeks

Module Description (abridged)

This module introduces theoretical debates, issues, narratives, concepts and current constructs on identity, sexuality, mortality and trauma for individuals with disability. Identity formation is explored using a number of models to aid understanding which is then used to consider disability support and representation in society. A broad definition of sexuality informs current perspectives as they relate to the expression, support and celebration of sexuality and sexualities. Mortality, death and dying through a disability informed lens is explored.

Learning Outcomes

On completion of the module the student will be able to:

- Define 'identity', 'sexuality', 'mortality' and 'trauma' in the context of disability and critically review societies representation, understanding and constructs informing the provision of support and services.
- Demonstrate an in-depth knowledge of and understanding of the evidence in health, educational and therapeutic models and services for supporting identity, sexuality and mortality for individuals with disability.
- Explore and understand trauma, loss, bereavement and dying in the context of disability.
- Apply a reflective practice framework.

Assessment

- Mid term group assignment and reflective journal (50%)
- End of year assignment (50%)

EDUC40130

Inclusion and Equality in Education

Level	4
Credits	10
Module coordinator	Dr. Huichao Xie
Email	huichao.xie@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

The aim of the module is to facilitate an exploration and understanding of the concepts, issues, policies and legislation pertaining to inclusive education, as applied to students with disabilities/special educational needs, students from minority cultures, socially disadvantaged backgrounds and adult learners. This module will provide a framework to facilitate increased understanding of others and of self around human diversity. Based on a contemporary understanding of human diversity, students will reflect on values and practices to appreciate diversity and facilitate inclusion of differences within educational settings. Students taking this module will join a class with students from the Professional Doctorate and MA in Educational Psychology courses and students on postgraduate courses in Education or Special Needs Education.

Learning Outcomes

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

1. Define and classify their own individual values, beliefs, and biases around human diversity and inclusion
2. Describe how values, beliefs, and biases impact their interactions with others
3. Critically discuss the current discourses in relation to disability, additional educational needs, diversity, equality and inclusion.
4. Demonstrate knowledge of Irish equality and disability legislation and make some comparison with legislation in other jurisdictions.
5. Apply the values, beliefs, and knowledge about inclusion and equality in understanding the implications for students from diverse backgrounds to participate in mainstream education.
6. Critically examine various approaches to the organisation of service provision and supports for students from diverse backgrounds in various educational settings.

Assessment

- Reflective Essay (40%)(End Of Trimester)
- Group Work Assignment: Present on the weekly reading in a small group (20%)
- Group Presentation (40%)(End Of Trimester)

LAW40760

Law, Governance and Social Change

Level	4
Credits	10
Module coordinator	Professor Oonagh Breen
Email	oonagh.breen@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

This seminar is a clinical legal module. It examines the law relating to non-governmental organisations, non-profit organisations and charities. Using Ireland as a case-study, the seminar explores the political, social and legal context in which NGOs operate in Ireland, neighbouring jurisdictions and internationally. Why do we turn to government or the market for some services and yet choose non-profits for others?

Drawing on the experiences of other common law countries, the seminar maps regulatory trends in charity law and considers whether the space for civil society is shrinking or enlarging.

Following the life cycle of a charitable organization from establishment to operation and ultimate dissolution the module examines broadly:-- the legal frameworks within which NGOs operate and are regulated;-- the legal rights and obligations of directors, trustees, officers and members of NGOs; and -- Legal and tax implications related to charitable giving, advocacy, lobbying, political and commercial activities of tax-exempt NGOs. Consideration is given to current international debates on issues ranging from the introduction of national and international counter-terrorism measures and varying approaches of countries towards rights of freedom of assembly and association.

Learning Outcomes

On completion of this module:

1. Students will have acquired knowledge and understanding of the key legal principles and rules involved in the law of charities and other civil society organisations in Ireland and actively demonstrated their application to their adopted charities in their clinical projects.
2. Students should be able to critically compare and contrast different approaches to charity regulation in light of the comparator countries considered.
3. Students should be able to make a clear and informative individual presentation to an audience of peers on aspects of charity law and to contribute actively to team activities.
4. Students should be able to engage with contemporary legal and political debates about charities and other civil society organisations and be able to provide, orally and in writing, clear commentary and evaluation of the treatment of these issues in media sources.
5. Students should feel confident in volunteering to serve on the boards of NGOs, charities and voluntary organisations or to better assist in their civil society networks post completion of the module.

Assessment

- Portfolio Show and Tell: graded exercises and guest lecturers (40%)
- Group Work Assignment: Adopted Charity report (40%)
- Participation in Learning Activities: students share a summary of additional reading via the discussion board (20%)
- Group Work Assignment: teams meet with Prof Breen to discuss their Adopted Charity report (0%)

PSY40820

Fundamentals of Neuropsychology

Level	4
Credits	10
Module coordinator	Associate Professor Michelle Downes
Email	michelle.downes@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

This module will introduce the student to the principles and methods of neuropsychology/cognitive neuroscience. The methodological and conceptual basis of neuropsychology are considered and the course emphasises both a clinical and an experimental approach to the study of brain-behaviour relations.

Learning Outcomes

On completion of this module, students will have acquired the following knowledge:

1. Understanding of the basic anatomy / physiology of the Central Nervous System (CNS).
2. Understanding of methods used to investigate the functions of the CNS.
3. Understanding of the brain - behaviour relation.
4. Engage with literature in cognitive neuroscience and neuropsychology.
5. Critically appraise claims of links between brains and behaviour.
6. Relate research in neuropsychology to policy and practice.

Assessment

- **Assignment(Including Essay):** Mid-term essay targeted at research audience (40%)
- **Assignment(Including Essay):** End of term individual assignment targeted at policy maker audience. (40%)
- **Group Work Assignment:** development of patient case study and design of evidence-based materials for public (20%)

SPOL40470

Comparing Healthcare Systems

Level	4
Credits	10
Module coordinator	Associate Professor Naonori Kodate
Email	naonori.kodate@ucd.ie
Timetable	Trimester 1 Tues from 3pm (110 minutes)

Module Description

Are healthcare systems in crisis or at a crossroads? Healthcare systems often share the fundamental collective values and solidarity upon which the welfare state was constructed in the post-World War Two era. The recent global pandemic shook the foundation of many countries' care systems and has strained them across the world. In times of economic downturn in ageing societies, reforming healthcare systems is considered simply inevitable. Therefore, the balance between equal access to healthcare services and ensuring a high quality of care is under great strain. Throughout our module, we will be asking ourselves the question – how crises will reshape the future of our healthcare systems.

Through comparative study of different health care systems, this course seeks to develop a critical awareness of the key debates in policy reforms, e.g. the role of government and other actors such as the private sector, health care professionals and users. Highlighting factors which bring about convergence and divergence across countries, the comparability of different health care systems will also be examined. Themes covered in the course include the historical foundations of different health care systems; similarities and differences in the way health care is financed, provided and regulated; contemporary debates on care reforms including the impact of Covid19 shocks, social determinants of health, financial viability, universal access (e.g. Sláintecare), quality improvement, patient safety, and the use of technologies in care settings.

Learning Outcomes

Upon completion of this module, students should be able to:

- Acquire insights into structure of health care systems in industrially advanced economies.
- Develop a systematic understanding of the major economic, political and sociological issues involved in the organisation, production and financing of health care services, both nationally and internationally.
- Foster a critical awareness of key debates in policy reforms, including the role of government and other actors through comparative study of different health care systems.
- Analyse the roles of professionals, users and researchers in the making, implementation and evaluation of health policy through the use of case studies.

Assessment

End of trimester essay (4,000 words): 80%

Presentation and participation: 20%

EDUC40420

Inclusive Education for Pupils with Additional support Needs

Level	4
Credits	10
Module coordinator	Dr Huichao Xie
Email	huichao.xie@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

The aim of the module is to facilitate an exploration and understanding of the concepts, issues, policies and legislation pertaining to inclusive education, as applied to students with disabilities/special educational needs, students from minority cultures, socially disadvantaged backgrounds and adult learners. Students taking this module will join a class with students from the Professional Doctorate and MA in Educational Psychology courses and students on postgraduate courses in Education or Special Needs Education.

A core aim of the module is to introduce students to a range of disabilities and presenting difficulties and to explore the implications arising from these difficulties for pupils' access to, and participation in, mainstream education. The focus is on meeting the needs of such pupils within the most appropriate school setting, while maximising their inclusion within the education system.

Learning Outcomes

On completion of this module, students should be able to:

1. Critically discuss the current discourses in relation to Disability, Special Educational Needs, Diversity, Equality and Inclusivity.
2. Demonstrate an in-depth knowledge of Irish equality and disability legislation and make some comparison with relevant legislation in other jurisdictions.
3. Demonstrate knowledge of the causes and characteristics of a range of disabilities, including Specific Learning Difficulties (e.g. Dyslexia; Dyscalculia), General Learning Difficulties or Intellectual Disability, Language Impairment, Physical Disability and Developmental Co-ordination Disorder (Dyspraxia), Autism Spectrum Disorder (ASD) and Social, Emotional and Behavioural Difficulties (SEBD).
4. Show awareness of the implications of these disabilities for participation in mainstream education.
5. Show familiarity with the most common interventions for pupils presenting with additional needs.
6. Be aware of current policy and practice in relation to students for whom English is an additional language in schools.
7. Critically examine various approaches to the organisation of provision for students with disabilities/additional educational needs, including an exploration of the role, if any, of special schools within an inclusive education system.

Assessment

Reflective Essay	50% of Final Grade	(End Of Trimester)
Class debate and Presentation	50% of Final Grade	(End Of Trimester)

LAW42130

United Nations Human Rights Practice

Level	4
Credits	10
Module coordinator	Associate Professor Suzanne Egan
Email	suzanne.egan@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

This module aims to train students to engage in a practical way with the procedures of United Nations human rights bodies frequently used by lawyers, civil society actors and national human rights institutions as advocacy tools. The module will consist of a critical exploration of the UN's international human rights architecture, focusing on the practice and procedure of the human rights treaty bodies, special rapporteurs and the Human Rights Council. Students will also critically reflect on key challenges facing those systems in securing effective protection of human rights. This module will deploy active learning methods whereby students will develop their knowledge by working on practical activities related to the UN human rights procedures.

Learning Outcomes

On completion of this module, students should be able to:

1. Demonstrate detailed knowledge of the normative evolution and substance of the UN international human rights framework.
2. Critically engage with the practice and procedure of the core UN human rights institutions i.e. the UN human rights treaty bodies as well as the system of special rapporteurs and universal periodic review of the UN Human Rights Council.
3. Have a good understanding of the interpenetration and interaction between the international human rights system and domestic human rights law and institutions.
4. Critically evaluate the operation and effectiveness of UN human rights procedures as legal and policy tools.
5. Be able to demonstrate inter-personal skills and competence in teamwork and interpersonal communication.

Assessment

- Assignment (Including Essay): practical report to relevant UN human rights procedural framework (40%)
- Reflective Journal (60%)

PHPS40040

Public Health Practice and Policy

Level	4
Credits	5
Module coordinator	Professor Patricia Fitzpatrick
Email	patricia.fitzpatrick@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

In this module students are introduced to the principles and breadth of public health in practice and the roles and responsibilities of public health practitioners.

Students are introduced to the role and sources of health information and are provided with practical examples of use for public health. Policy development for public health is covered. The procedures for health impact assessment, needs assessment and audit are described. The principles of advocacy for public health are introduced with examples of advocacy in practice and students apply this knowledge to assess international examples of advocacy. The public health responses to smoking, alcohol, drugs and injury are covered. Students apply theoretical knowledge of health impact assessment and health needs assessment to practical examples. Students will learn how to prepare memos on various public health issues, including environmental issues, for different audiences.

The module is delivered as a series of lectures and seminars (with full student participation, working in small groups). Documents are posted for additional student learning.

Learning Outcomes

On completion of this module, students should be able to:

1. Have an understanding of the concepts of public health and the organisation, structure and function of the health services.
2. Understand roles of public health practitioners.
3. Be able to identify sources of health information for public health.
4. Understand the requirements for successful public health practice (including advocacy, audit & league tables, health impact assessment, health needs assessment).
5. Be able to apply theoretical knowledge of health needs assessment, health impact assessment and advocacy to practical examples and scenarios.
6. Be able to apply knowledge to practical clinical audit.
7. Be able to apply their knowledge to the preparation of public health memos/ preparation for media and other responses, suited to varying audiences.

Assessment

Assignment(Including Essay) (70%)

Group Presentation (30%)

PHPS40300

Health Promotion

Level	4
Credits	5
Module coordinator	Associate Professor Celine Murrin
Email	celine.murrin@ucd.ie
Timetable	Trimester 1 Thursday 16.30-18.30

Module Description

Health Promotion may be defined as the process by which individuals are enabled to take control of their health. This series charts the development of health promotion over the last two decades, including landmark influences such as the Ottawa charter (WHO 1986). Theoretical and methodological issues are explored with up to date information on good practice in the field. The module covers: Basic concepts and principles of health and health promotion; Health Promotion planning, implementation and evaluation; Applying Health Promotion approaches in different settings; Health in all policies.

Learning Outcomes

On completion of this module, students should be able to:

1. Apply the basic concepts and principles which underpin Health Promotion.
2. Distinguish the different requirements of Health Promotion in contrasting settings.
3. Demonstrate the ability to critically evaluate current findings to identify needs of key populations and prioritise health strategies.
4. Identify and select health promotion approaches to support the creation of HP environments and settings.
5. Knowledge of behaviour change techniques to facilitate the development of personal skills to improve/maintain health.
6. Collaborative working to effect change.

Assessment

- Participation in Learning Activities: Reflection on collaborative working in group project (20%)
 - Quizzes/Short Exercises: Behaviour Change Skills (MECC) (20%)
 - Individual Project: Idea generation (10%)
 - Group Work Assignment: Problem based assignment (50%)
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POL41030

Theory of Human Rights

Level	4
Credits	10
Module coordinator	Dr Graham Finlay
Email	graham.finlay@ucd.ie
Timetable	Trimester 2 Monday 10-12

Module Description

Human rights play a peculiar role in contemporary national and international affairs. They are, first and foremost, moral rights that all human beings should be guaranteed, but they also require implementation in positive law and institutions. This module will examine some of the most prominent theories of rights and examine some of the problems that arise from human rights talk and human rights implementation. These include various challenges to the idea of human rights, conflicts between rights, human rights and democracy and the relation between human rights and distributive justice.

Learning Outcomes

On completion of this course, students will: be familiar with the main theories of human rights, be able to analyse and present normative political arguments, be able to formulate their own views and write a structured critical essay on a module topic.

Assessment

- Essay I - up to 5000 words 50% Varies over the Trimester
- Essay II - up to 5000 words 50% End of Trimester

PSY40400

Managing Change

Level	4
Credits	10
Module coordinator	Dr Joan Tiernan
Email	joan.tiernan@ucd.ie
Timetable	Trimester 2 Thurs from 2-5pm, Feb 22nd, Feb 29th, Mar 7th, 28th, Apr 4th, 11th, 18th .

Module Description

This module will examine the process of managing change for the individual and the organisation. The purpose is to provide insight into the process of change and how to plan successful change initiatives. Issues related to identifying strategies for change, overcoming resistance to change, developing interventions for change and evaluating change outcomes will be explored in a variety of domains using experiential exercises and case studies. Cases from health psychology and organisational psychology will be used to develop problem-solving skills. Techniques for managing (e.g., motivational interviewing, appreciative inquiry, and feedforward) the change process will be explored.

Issues are addressed through workshops which include lectures, in-class group work, case studies and structured experiences:

1. Why is change difficult - cases and evidence from health and organisational psychology?
2. What is the process for change?
3. What is resistance and how can it be overcome - strategies from motivational interviewing (counselling) and organisations?
4. What techniques can be used to manage change?
5. How should change be planned?
6. What makes change effective and maintainable?

Learning Outcomes

On completion of this module students will be able to:

- Identify external forces responsible for change
- Understand the steps in planning the change process
- Explain why people are resistant to change and outline how resistance can be overcome
- Describe how to develop interventions for implementing change
- Identify the conditions for effective change
- Understand how different change techniques can alter change outcomes

Assessment

- Assignment(Including Essay): Case Study (60%)
- Exam (Take-Home): Case study analysis and worksheet (40%)

PSY40790

Clinical Cases in Neuropsychology

Level	4
Credits	10
Module coordinator	Professor Jessica Bramham
Email	Jessica.bramham@ucd.ie
Timetable	Trimester 2 Wednesdays 10am-1pm, Jan 24th, Jan 31st, Feb 7th, Feb 14th, Feb 21st, Feb 28th

Module Description

This module will teach students about a range of neuropsychological disorders across the lifespan including neurodevelopmental, acquired neurological, neuropsychiatric and neurodegenerative conditions. It will be taught by specialists in different fields, through examples from individual case studies. Students will be introduced to the background investigations involved in clinical neuropsychology, such as neuroimaging, neurophysiology, and neurological examination. There will be an emphasis on evidence-based practice in neuropsychological assessment and intervention, as well as consideration of many of the broader psychosocial factors involved when making a neuropsychological formulation. It will be assessed using two written assignments designed to allow students to consider the research literature and also practical aspects related to neuropsychological conditions.

Learning Outcomes

Students will be able to understand and describe:

- the principles underpinning clinical neuropsychology practice
- the background investigations required from allied disciplines
- evidence-based clinical neuropsychological assessments for different neuropsychological conditions
- evidence-based interventions for different neuropsychological conditions
- psychosocial variables that influence the impact of neuropsychological conditions

Indicative Topics

- Background to clinical neuropsychology and allied disciplines
- Assessment, formulation, and intervention in clinical neuropsychology
- Neurodevelopmental conditions
- Acquired neurological conditions
- Neuropsychiatric conditions
- Neurodegenerative conditions

Assessment

- Week 7 – Case vignette (40%)
- Two end of trimester assignments: Part 1 – Intervention assignment (40%), Part 2 - Self-help intervention leaflet based on assignment (20%).

Please note that details provided in this handbook are subject to change.



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