



School of Psychology

Third Arts
(*& Fourth Arts BA International*)
Psychological Studies

Student Guide
2010-2011

Compiled by Dr Jane Walsh
Final Year Psychology Co-ordinator

The assistance of all members of the School is gratefully acknowledged.

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Overview of Academic Year 2010- 2011: 3BA Psychology

First Semester

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lecturing												Study	Exams	
6 September-27 November												29 Nov-3 Dec	6-17 Dec	

Second Semester

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lecturing												Study	Exams/ Easter	
10 January - 2 April												4-7 April	Exams 18- 20 Apr & 28 Apr-20 May Easter 21-27 April	

Calendar, 2010- 2011

Semester Dates

Dates for lecture periods, study periods and examination periods are set out on the previous page. Other relevant dates during the academic year include the following:

Week beginning 6th September	Orientation sessions, Final Year students
August 24 th - September 30th	Online Registration of Psychology students

Dates for Your Diary

11-14 November	40 th Annual Conference of the Psychological Society of Ireland (Athlone, Co. Westmeath)
Spring 2011	Annual Congress of Psychology Students in Ireland

The School of Psychology

Head of School	Dr AnnMarie Groarke
Administration:	Ms Miriam Lohan (miriam.lohan@nuigalway.ie) Ms Nuala Donohue (nuala.donohue@nuigalway.ie) Ms Alma Greally - Clinical Psychology (alma.greally@nuigalway.ie)
Postal Address:	School of Psychology National University of Ireland, Galway Galway
Telephone Numbers:	(091) 493101 (direct) / (091) 524411, Ext. 3101
Fax No:	(091) 521355
Website:	www.nuigalway.ie/psy
Email:	psychology@nuigalway.ie



The Department of Psychology at NUI Galway was established in 1971, and became the School of Psychology in 2008. The School has grown rapidly in recent years, both in the range of teaching programmes and in its research activity. While embracing a wide range of philosophies and approaches characteristic of modern psychology, the School of Psychology is strongly identified with four main research clusters:

- Clinical, behavioural and biological psychology,
- Developmental and social psychology,
- Perception, cognition and action
- Psychology and health

Plans are well advanced to relocate the School to a purpose-built extension of the Arts Millennium Building in the heart of the Main Campus. Currently, the School is primarily located on the North Campus, Newcastle Road, adjacent to the main University campus. The administrative centre of the School is located in the Cairnes Building, formerly St. Anthony's Franciscan Friary. A separate, purpose-built, temporary building (Cois Abhann) is also occupied on the North Campus, which has academic staff accommodation, research facilities,

teaching and computer laboratories, and workshops. In addition, staff and facilities for the Doctor of Psychological Science in Clinical Psychology programme are accommodated in the city centre at Woodquay.

Summary of Academic Programmes

Undergraduate. At the undergraduate level, the School offers a denominated BA in Psychology, a "double honours" programme accredited by the Psychological Society of Ireland (PSI), which also meets the requirements for graduate accreditation specified by the British Psychological Society. The Denominated BA in Psychology attracts students of the highest academic merit nationally, as measured by results in the Leaving Certificate Examination and end-of-year examinations in the First Year Psychology programme. In addition to the Denominated BA, a three-year sequence of Psychological Studies is offered, permitting students to combine Psychology with one other Arts subject to degree level. Provision can be made allowing the course of studies to be extended from 3 to 4 years, with students taking a study year abroad as their third year in both the Denominated programme, BA in Psychology (International) and Psychological Studies, BA (International).

In addition, the Psychological Studies programme articulates with a one-year full-time postgraduate programme, the Higher Diploma in Psychology (Conversion). The combined qualification provides graduates with equivalent standing in psychology to that provided by the Denominated BA in Psychology. A second higher diploma, the two-year full-time Higher Diploma in Psychology (Full), is intended for graduates who possess an honours degree in any subject area other than psychology, and provides the equivalent course content to that of the denominated BA in Psychology.

The School of Psychology also provides input to programmes in Nursing, Occupational Therapy, and Speech and Language Therapy, located in the College of Medicine and Health Sciences.

Postgraduate. Several postgraduate taught and research programmes are on offer. In 2006, a Board certified Postgraduate Diploma/Masters Programme in Applied Behaviour Analysis was introduced and a Structured PhD in ABA was subsequently developed. In 2008, a new one-year full-time MSc (Health Psychology) programme was introduced, replacing the former two-year Master of Psychological Science (Health Psychology) on offer since 1994. The School also offers a PSI-accredited three-year full-time postgraduate professional qualification in clinical psychology, the Doctor of Psychological Science (Clinical Psychology), which began in 2003.

In addition, the School offers supervision to suitably qualified graduates in psychology who wish to carry out research leading to MLitt and PhD degrees. The School is particularly committed to expanding the postgraduate research programme, and numbers have indeed increased substantially. In 2009/2010, the School introduced a range of Structured PhD programmes. These include the Structured PhD programmes in Psychology and Health, Child & Youth Research, Perception, Cognition and Action, and Learning Sciences (in collaboration with the School of Education. In addition, the School are participating in the Four-Year Structured PhD in Psychology within the College of Arts, Social Sciences and Celtic Studies Research supervision is available within most mainstream areas of psychology.

Facilities. Apart from the usual rooms for lectures and accommodation for staff and postgraduate researchers, the School has a number of laboratories for experimental work. Basic equipment is available for research on visual perception; acquisition of motor skills; learning in humans; memory; the study of child behaviour; and the study of group processes. The School also has its own video studio, which is used for interview and communication skills training.

Psychological Test Library. The School has an extensive library of psychological tests, including intelligence tests, personality inventories, scholastic attainment tests, and measures of adaptive behaviour.

The Test Library is located in Cois Abhann (the School's laboratory building adjacent to the St Anthony's campus). Opening hours will be announced early in Semester 1 and posted on the Test Library door.

Resources at the James Hardiman Library. Over 4,000 books in psychology and closely related subjects are stocked by the James Hardiman Library. In addition, over 600 journals are available that deal specifically with psychology. The library has recently introduced a new electronic search engine called e-Knowledge. It can help you identify, locate and manage the ever growing collection of e-resources and e-journals. There are two databases containing full-text journals specifically dedicated to psychology. These are the Psychology & Behavioural Sciences Collection (see EBSCO online), which contains over 500 periodicals, and PsycARTICLES (accessed through PsycINFO), which contains journals of the American Psychological Association. A number of journals are also available in hard copy on the library shelves, while there are also a number of individual subscriptions to electronic journals, which can be accessed through the OPAC catalogue. In addition, there is online full-text access to additional psychology journals via Science Direct (Elsevier Journals), Swetsnet Full-text Journals, Uncover, and Web of Science. Further databases relevant to psychology, which are available on CD-ROM or on-line, include PsycInfo, Social Science Citation Index, Medline, Psychological Abstracts, Science Citation Index, Dissertation Abstracts, ERIC, Current Contents (Social Sciences, Biological Sciences), JSTOR Digital Journals, Biological Abstracts/BIOSIS, CancerLit, and Humanities Abstracts.

Academic Staff

Dr AnnMarie Groarke, BA, MA, HDipEd, PhD, AFPsSI, CPsychol *Head of School*

AnnMarie Groarke is a graduate of NUI, Galway. She was appointed to the staff of the Dept in 1986. Senior Lecturer in the Dept of Psychology she is currently responsible for teaching third year courses in cognitive psychology and psychological measurement and she is co-ordinator for BA/ Higher Diploma research projects. At postgraduate level she contributes to courses on the MSc in Health Psychology. She served as Director of the MPsychSc in Health Psychology Programme (2 year) from 1998 - 2002 and was Chair of the PSI Health Psychology Special Interest Group for a two year term during this time. She served for many years as National Delegate for Ireland to the European Health Psychology Society (EHPS) and served as a member of the Scientific Committee for the EHPS Health Psychology Conferences 2005 and 2006. Dr Groarke was elected Vice Dean of the Arts Faculty 2003 - 2006 and she served as Acting Head of Department in 2004. Prior to her appointment to NUI Galway, she carried out research in cognitive psychology for the MA Degree after which she worked as a Research Officer with the Brothers of Charity Services, Galway. Her work and publications here focused on community integration of persons with learning difficulties. Dr Groarke's current research interests include illness cognitions and health outcomes, coping and adjustment in chronic illness. In recent years she completed a longitudinal study of factors that predict adjustment in patients with rheumatoid arthritis and she is currently involved in a study with Professor Curtis investigating the role of a cognitive-behavioural intervention for women with breast cancer funded by the National Breast Cancer Research Institute and a skills training intervention for men with prostate cancer funded by Cancer Care West.

Professor Jack James, BSc (Hons), MPsych, PhD

Professor James graduated from the University of New South Wales with First Class Honours in the BSc (Applied Psychology) degree, after which he completed a Masters degree in clinical

psychology at the same University. He subsequently attended the University of Western Australia, where he completed a PhD on the clinical management of chronic stuttering. He worked in clinical and community setting as a clinical psychologist before pursuing an academic career. Over time, his teaching and research activities broadened to include health psychology and behavioural medicine. In 1991, he was appointed Foundation Professor of Behavioural Health Sciences at La Trobe University, Melbourne. Subsequently, he was elected to the position of Founding National Chair of the College of Health Psychologists (a College of the Australian Psychological Society). He moved to Ireland in 1998 to take up the position of Professor and Head of Psychology at NUI, Galway. His main research interests are in the fields of cardiovascular behavioural health, and the psychophysiological correlates of stress. He has a major interest in the implications of dietary caffeine for human health and well-being (cognitive performance and mood), and also has interests in applied behaviour analysis

Dr John Bogue, BA (Hons), MSc, DClinPsy, AFBPsS, CPsychol, AFBPsSI, RegPsychol (PsSI), CSci, Asc. IA-IP

John Bogue is a Chartered Forensic Clinical Psychologist with the British Psychological Society (BPS) and a Registered Psychologist with the Psychological Society of Ireland (PSI). In 1997 he completed the University of Glasgow/ NHS Scotland professional training scheme in clinical psychology. He subsequently took up a lectureship in Forensic Clinical Psychology at the University of Edinburgh/The State Hospital. He was employed as a Senior Clinical Psychologist with the Irish Prison Service prior to joining the NUI Galway DPsychSc (Clinical) Programme in 2004. He is currently Honorary Secretary of the Division of Forensic Psychology and is a member of the Board of Professional Conduct of the PSI. He is an Associate Fellow and full member of the Clinical and Forensic Divisions of both the PSI and the BPS. He was awarded Chartered Scientist status from the British Science Council in 2007. In his professional practice he specialises in post-traumatic stress disorder (PTSD), criminal casework, and clinical risk assessment. He also provides a clinical and forensic consultancy service to various investigate and criminal justice agencies. His professional and research interests lie within the area of forensic clinical psychology and include such topics as psychopathy, PTSD, behavioural profiling, investigative psychology, and clinical risk assessment. He is Deputy Director of the Doctoral Programme in Clinical Psychology.

Dr Molly Byrne, BA, MPsychSc, PhD

Molly Byrne obtained an honours degree in Psychology from Trinity College Dublin (1994) and both a Masters degree in Health Psychology (1998) and a PhD (2003) from NUI, Galway. Molly worked as a Research Officer in the Health Services Research Centre, Royal College of Surgeons in Ireland, Dublin (1998 - 2000) and as a Health Research Board (HRB) Health Services Research Fellow in the Department of General Practice, NUI, Galway (2000 - 2003). She took up the post of Lecturer in the Department of Psychology at NUI, Galway in 2004, where she has special responsibility for the teaching and research interface between the Departments of Psychology, Speech and Language Therapy and Occupational Therapy. Molly is currently involved in several collaborative research studies in the area of coronary heart disease. She was co-applicant, and is a member of the steering team, of a HRB funded 5 year research project called the SPHERE study, a large, national randomised controlled trial of a behavioural intervention to improve secondary prevention of coronary heart disease among patients attending general practice on the island of Ireland. Her research interests are in the areas of health promotion, coronary heart disease, health behaviour change, blood donation and communication in health care settings.

Professor Ruth Curtis BA MA HDipEd PhD AFBPsSI AFBPsS CPsychol

Ruth Curtis is a graduate of University College Cork and University College Galway (now NUI, Galway). She carried out research in educational and clinical topics at National University of Ireland, Galway and was awarded MA and PhD degrees by The National University of Ireland. She was appointed to the Dept of Psychology in 1978. She is a Chartered Psychologist of the British Psychological Society. She held Visiting Scholar appointments while on sabbatical in Health Psychology with Howard Friedman at the University of California, Riverside, (1992)

and with Shelley Taylor, University of California, Los Angeles (2003). She was the first Director of the 2-year MPsychSc in Health Psychology programme in NUI Galway (1994-98). She was Conference President of the 19th European Health Psychology Conference in 2005 and a member of its Scientific Committee. She is a member of the International Advisory Board of the British Journal of Health Psychology and of the Health Research Board's Ethics Committee. She is a Director and Deputy Chair of the Board of Directors of Cancer Care West and is Chair of its Management Advisory Board. (Cancer Care West is a not for profit organisation, dedicated to supporting those whose lives have been affected by a cancer diagnosis). She was appointed to the Council of State by President Mary McAleese in 1998, and as a member of the Irish Research Council for Science, Engineering & Technology, by the Minister for Education in 2001. She is a member of the Governing Authority of NUI Galway elected by graduates since 1998. She is a member of the Council of Galway University Foundation and of the Advisory Board on University Access for the disadvantaged. She is a member of the Governing Body of St. Angela's College, Sligo. A founder member of Business & Professional Women in Galway, she is also a member of the International Women's Forum. From 1996-2002, Prof. Curtis served as Vice-President of NUI, Galway with responsibility for Development and External Affairs. She was a member of the NUI Senate for 8 years. Ruth Curtis' current research interests lie in psychophysiological explanations of stress and coping; cognitive behavioural interventions with cancer patients; personal dispositions and health. Her teaching focuses on Health Psychology and Abnormal Psychology at undergraduate level and she coordinates and lectures on Psychosomatic Influences on Health at postgraduate level.

Dr Mark Elliott CSci, BA (Hons.) (Open), MSc (Bham.), PhD (Lond.)

Mark was awarded a first-class honours degree in psychology from the Open University (UK, 1988-1994), studied Cognitive Science between 1993 - 1994 at the University of Birmingham and graduated with a Masters and Doctorate in Philosophy from the University of London in 1998. After several years as a social worker, Mark returned to education and, following completion of his PhD at the University of London, took up a research fellow's position at the Universität Leipzig. Immediately prior to his appointment as senior lecturer at NUI Galway Mark was employed as an assistant professor at the Ludwig-Maximilians Universität in Munich. He is an Honorary Research Fellow of Birkbeck College, University of London, UK. Mark is also a Chartered Scientist, was President of the International Society for Psychophysics and advises universities in EU candidate states on curricula reforms on behalf of the European Commission.

Mark's has interests in the timing of psychological processes (or temporal dynamics) at the level of cognitive microstructure and the coding of dynamic event structures. He is also interested in understanding how we form aesthetic judgments. His investigations concern cognitive variables, e.g. perception, memory and to a lesser extent decision-making. He employs basic experimental techniques for psychological science and brain imaging. Mark orients some of his research towards an understanding of and psychological dysfunction and has recently undertaken research investigating these aspects of dyslexia, blindsight, schizophrenia, autism spectrum disorders and degenerative disorders.

Dr Olive Healy BA, PhD

Olive graduated from University College Cork with PhD and BA degrees. She is a certified Behaviour Analyst with the Behaviour Analyst Certification Board® with over 10 years of experience in the application of behaviour analysis to the treatment of developmental disorders and intellectual disability.

In 1998, Olive was responsible for opening and directing the first government funded ABA school for the treatment of autism spectrum disorder (ASD) in Ireland. She has been involved in the establishment of four additional treatment centres for ASD using ABA as the primary educational intervention. Olive has treated young children and adolescents with differential diagnoses of Autism Spectrum Disorder (ASD), Asperger Syndrome (AS), Landau-Kleffner

Syndrome, Rett's Disorder, Intellectual Disability (ID), Visual Impairment and Acquired Brain Injury.

Olive lectures on the MSc and structured PhD programmes in Applied Behaviour Analysis which prepare students to become expert practitioners who can work effectively within systems to improve the quality of services in the fields of intellectual and developmental disabilities, education, rehabilitation, and mental health.

Dr Caroline Heary, BA, MPsychSc, PhD

Having graduated with a BA from UCD, Caroline completed a Masters of Psychological Science in Health Psychology in NUI, Galway. She subsequently returned to UCD, where she completed her PhD. Following this, she worked as a researcher in the Children's Research Centre, Trinity College Dublin, where she led a national project on children with acquired brain injury. In 2002, she was awarded a post-doctoral fellowship from the National Children's Office. She was appointed to her post in NUI, Galway in November 2003. Her research interests broadly fall into three main areas: child health psychology (e.g. childhood obesity, children's experiences of hospitalization, chronic illness in children), children's understanding of mental health and methodological issues associated with engaging in research with children.

Dr Michael Hogan, BA, CNA, PhD

Michael Hogan graduated with First Class Honours from NUI, Galway. In his undergraduate years, he was the PSI's Young Irish Psychologist of the year 1994, while winning the Gold Medal Award in 1st, 2nd and 3rd Arts. His PhD topic was *A Critical Analysis of Generalized Slowing and Common Cause Models of Ageing* (NUI, Galway, 2000). Michael continued his research at the University of Toronto, where he examined the relationship between attention switching and memory (*Experimental Aging Research*), and Trinity College, Dublin, where he examined electrophysiological markers of age-related cognitive decline (*Brain Research*). He was appointed to the staff in NUI, Galway in 2001. Michael is currently under contract by Edwin Mellen Press to write a book entitled *Ageing and Adaptation*. His research interests include: Systems Science and Integral Frameworks; Human Action and Development; Dynamic Integration of Cognition and Emotion; Executive Control; Learning and Memory; Electrophysiology of Mind; Modelling Intra-individual Variability; The Cerebellum; Circadian Arousal; Positive Psychology. Michael also works with the research team who recently linked Galway City to the WHO Healthy Cities Network.

Dr Brian M. Hughes, BA (NUI), EdM (SUNY), PhD (NUI), Reg Psychol (PsSI), AFPsSI, CSci

Brian Hughes holds Ph.D. and B.A. degrees in psychology from NUI Galway, and an Ed.M. degree in public science education from the State University of New York, Buffalo. From 1998 to 2001 he served as founding Head of the Psychology Department at Dublin Business School. He subsequently returned to NUI Galway, where he is now Director of the Centre for Research on Occupational and Life Stress (CROLS). He has previously held visiting academic appointments at the University of Missouri-Columbia (USA), Universiteit Leiden (Netherlands), the University of Birmingham (UK), King's College London (UK), and the Royal College of Surgeons in Ireland. He served as President of the Psychological Society of Ireland (2004-2005), sat on the Presidents Council of the European Federation of Psychology Associations (2004-2005), and was Founding Chair of the PSI's Division of Health Psychology (2003). His research and publications focus on psychological stress (particularly its impact on cardiovascular psychophysiology, immunity, and health) and on psychosocial moderators of stress processes, such as social support and personality. He also conducts research on the psychology of empiricism and of empirically disputable claims, especially as they pertain to science, health, and medicine. In 2007, he received the Early Career Achievement Award from the international Stress and Anxiety Research Society, for "achievement in the science of stress research". In 2009, he received the President's Award for Teaching Excellence at NUI Galway.

Ms Anne Marie Keane, BA, MLitt

Anne Marie Keane is a Lecturer in Psychology at NUI, Galway since 1990, where she has taught undergraduate courses in Biological Psychology, Behavioural Neuroscience and Occupational and Organisational Psychology. She continues to coordinate and lecture the Biological Psychology module and also contributes to the Health Psychology, Applied Organisational Psychology and Qualitative Research Methods components of the undergraduate programme. At postgraduate level, she lectures on the Health Psychology in Applied Settings module and the Psychosomatic Influences on Health module of the MSc in Health Psychology programme. A graduate in Psychology of NUI, Galway, she was awarded a first class honours MLitt degree for a neuropsychological investigation of interictal verbal learning and memory in persons with epilepsy. Current research interests include the experience of occupational stress, children's understanding of health, the psychosocial adjustment to and management of chronic illness, and the psychological aspects of acute and chronic pain perception

Dr Geraldine Leader, BA, PhD

Dr. Geraldine Leader is Course Director of the M.Sc. and in Applied Behaviour Analysis. The M.Sc was set-up in 2006 to meet the growing need for practitioners who can work effectively within systems to improve the quality of services in the fields of intellectual and developmental disabilities, education, rehabilitation and mental health. Geraldine launched the structured PhD in Applied Behaviour Analysis in 2008. It is the first of its kind outside North America. Graduate are prepared to work in the full spectrum of applied, research and academic settings. Geraldine was the founding chair of the Division of Behaviour Analysis in the Psychological Society of Ireland (PsSI) and is also a member of the International Association for Behaviour Analysis (ABA) and the European Association of Behaviour Analysis (EABA). Her research interests lie in the field of Applied Behaviour Analysis with a special interest in Autism.

Dr Pádraig Mac Neela, BA, PhD

Pádraig is particularly interested in supervising research on clinical judgement / decision-making (e.g., in medicine, nursing, psychology), volunteering (e.g., student volunteering and involvement in clubs / societies), alcohol use (e.g., binge drinking), and phenomenological research (e.g., small scale qualitative studies of a phenomenon related to illness, mental health, work, life transitions). He has received funding from the Royal Irish Academy, the Atlantic Philanthropies, the Irish Research Council for the Humanities and Social Sciences and the Health Research Board. His undergraduate teaching responsibilities are in areas including qualitative research methods, organisational psychology, service learning, and the psychology of nursing practice. Pádraig also contributes to other programmes such as the doctorate in clinical psychology and masters in health psychology programmes.

Dr Brian McGuire, BA, MClinPsych, DipCrim, DipHealthSc, PhD, AFPsSI, Reg Psychol (PsSI), AFBPsS, CPsychol

Dr. Brian McGuire is a graduate of NUI, Galway. He has also completed a Masters Degree in Clinical Psychology, a Diploma in Criminology, a Diploma in Clinical Teaching and a PhD in clinical psychology. He worked initially as a research psychologist in brain injury rehabilitation in London. He then moved to Sydney where he spent the next 10 years lecturing in psychology and working as a clinical psychologist. His clinical work was initially in the area of learning disability and challenging behaviour, before he moved into private practice where his work focused on medicolegal assessment and the rehabilitation of chronic pain and acquired brain injury. It was in that context that his interest in symptom magnification and malingering developed and he completed his PhD in that area. After leaving Australia, Brian was Consultant Clinical Psychologist in brain injury rehabilitation in York, England. After returning to Ireland, Brian worked with the Galway Association learning disability service. He joined NUI Galway in 2003 and is currently Director of the Doctor of

Psychological Science programme in Clinical Psychology and Joint Director of the Centre for Pain Research. His clinical work is primarily in behavioural medicine, such as pain management and diabetes. His research interests are in pain management, chronic physical illness and neurological rehabilitation.

Dr. Denis O’Hora BA, PhD, BCBA, CPsychol (BPS)

Denis O’Hora graduated from University College Cork in 1998. He began his postgraduate work at UCC before moving to the National University of Ireland Maynooth in 1999 to complete his studies with the support of a Government of Ireland Scholarship. In 2002, he took up a lecturing post in London Metropolitan University where he worked for a year before being appointed as a lecturer in behaviour analysis at the University of Ulster. During his time at UU, he was part of the course team that developed the first Masters in Applied Behaviour Analysis on the island of Ireland, which was supported by an International Development grant from the Society for the Advancement of Behaviour Analysis (SABA). He was also awarded a Crucible fellowship by NESTA, the National Endowment for Science, Technology and the Arts, for his work promoting psychology. He has given invited presentations on his research at a number of international institutions including Cornell University. He was appointed to his post in the National University of Ireland, Galway in January, 2007. He is a Board Certified Behavior Analyst (BCBA), a Chartered Scientist (Science Council, UK) and a Chartered Psychologist with the British Psychological Society (BPS). He developed and is currently the co-director of the Structured PhD in Perception, Cognition and Action and the Structured PhD in the Learning Sciences and established the School’s ERASMUS link with Maastricht University in the Netherlands. He was part of the team that organized the 21st National Conference in Artificial Intelligence and Cognitive Science here in NUI Galway. His research is concerned with the basic learning processes that underpin human language and cognition. Current specific research projects include dynamically modelling human learning and choice behaviour, the effects of goal statements on the dynamics of organizational behaviour, how we interpret the passing of time using the concepts of Before and After, and the brain changes that correlate with category formation. He is also interested in the applied utility of his research in organizational, educational and care settings.

Dr. Kiran Sarma, BA, PhD, C.Psychol.

Kiran Sarma is a graduate (BA, PhD) of the Department of Applied Psychology, University College Cork. He worked for the Irish Police, An Garda Síochána, as a lecturer in forensic psychology and crime and policy analyst (2000-2004). He joined the team at NUI Galway in September 2007 and is responsible for clinical research coordination and training on the Doctor of Psychological Science programme in Clinical Psychology. He is interested in supervising undergraduate students in the area of the psychology of risk taking and sensation seeking (including drug taking, risky sexual behaviour, driving, terrorism, crime etc). His recent publications and conference papers deal with psychological aspects of support for terrorism, involuntary committals in Ireland, firearms suicide, police policy and practice, victimisation and repeat victimisation, hate crimes against the gay and lesbian community, juvenile crime and restorative justice, and drug, alcohol and tobacco misuse. His research activities since 2004 have been funded by the Department of Justice, Equality and Law Reform, Pobal, the Department of Health and Children, BeLonG To, the Dublin North Inner City Drug Task Force and the MIC Seed Funding Scheme.

Dr Ian Stewart, BA, HDipPsych, PhD

Ian Stewart received a BA from NUI Galway, a H.Dip. (Psychology) from University College Cork and a PhD from NUI Maynooth (NUIM). Having completed his PhD, he spent one further year at NUIM conducting postdoctoral research and was appointed to the staff at NUI Galway in August, 2002. He is a member of several associations dedicated to the promotion of behavioral science including the Association for Contextual Behavioral Science (ACBS), the Association for Behavior Analysis International (ABAI), and the Experimental Analysis of Behaviour Group (EABG). He has also been active in the Psychological Society of Ireland (PSI);

he was a member of PSI executive council from 2004-2008 including two years (2005-2007) as Honorary Secretary. Ian's research focuses on the analysis of language and cognition from a behaviour analytic and more specifically Relational Frame Theory (RFT) perspective. He is currently published in over forty international peer reviewed journals, and has recently co-authored a book on the application of RFT to psychotherapy. His research interests more specifically include the provision of basic behaviour analytic models of thinking and language, including, for example, analogical reasoning, categorization and implicit cognition. He is also engaged in research relevant to applied clinical arenas including adult psychotherapy (e.g., Acceptance and Commitment Therapy) and developmental delay (e.g., Early Intensive Behavioural Intervention); for example, he is currently developing a protocol for training language skills in children with learning disabilities.

Dr Jane Walsh, BA, DipHRMgt, PhD

Jane Walsh is a graduate of NUI Galway. Having completed her PhD she worked as a Research Psychologist in the Educational Research Centre, Dublin, and went from there to lecture in Carlow Institute of Technology for a year. She joined the Psychology Department in NUI Galway in 1997. Her research has focused on preventive health behaviour and the use of theory-based interventions in health settings. To date, she has obtained funding for her research from the Western Health Board, the Health Research Board, the Millennium Fund and the Mid-Western Health Board. Her research interests are in the areas of health behaviour change and communication in health care settings; screening, childhood immunization, cancer prevention, preparation for patients undergoing stressful medical procedures; pain management interventions.

Technical Staff

Senior Technicians

Mr Declan Coogan, BA, DSA

Joseph Mee BSc PgDip MSc

Office Hours, Appointments, and Academic References

The office of the School of Psychology in Room 18, St. Anthony's College is usually staffed from 9.15 a.m. to 1.00 p.m. and 2.15 p.m. to 5.00 p.m.

IMPORTANT: Appointments

Members of the academic staff are anxious to be available to assist and advise students as much as possible. However, their availability is limited by their other responsibilities. Most academic staff will arrange particular hours of the week during which they are available for appointments. (Of course, staff will try to be flexible in the event of genuinely urgent or emergency circumstances.)

As such, students who wish to meet members of staff are invited to arrange appointments through the School Secretary, **Ms Miriam Lohan**. Appointments with a member of the academic staff should be arranged with Ms Lohan, by **e-mail** (miriam.lohan@nuigalway.ie). A minimum of **four days' notice** is required.

These appointments should be confirmed the day before with the secretary. This arrangement will ensure that staff members can devote full attention to the student's queries or difficulties. Students should not contact members of staff at home.

IMPORTANT: Requests for Academic References

As Final Year students, it is likely that you will consider applying for further study opportunities at postgraduate level. It is normal in these circumstances to request academic references from members of the School's staff. Students who wish to request such a reference should submit:

(i) a copy of their CV;

(ii) a copy of the transcript of results from their most recent examination sitting; and

(iii) details of the intended recipient of the reference (i.e., details of the course or programme to which they are applying, including "Instructions for Referees" or equivalent documentation supplied by the course organisers)

to the staff member from whom they are requesting the reference.

Please take note of the following:

- You are free to choose a referee from the School staff, but that a standard reference letter will be available from the Head of School. If a staff member feels that he or she does not know the student well enough to write the reference, they may pass the request to the Head of School who will provide the standard letter.
- Please give adequate notice for the supply of a reference. It is anticipated that such requests will take **at least one week** to process.

Studying Psychology at University

Studying psychology at University can be very rewarding, if a little daunting. The subject of psychology is extremely broad, is responsible for an enormous (and continually expanding) research literature, and addresses issues that are of interest to a wide range of other academic disciplines and to the public at large. As a result of these influences, studying psychology demands a great deal of flexibility and dedication, and familiarity with substantial amounts of written materials.

However, university education requires more than just a familiarity with written materials. To do well at university, you are expected to be able to think maturely and critically about the material you encounter, to judge its validity and worth, to generate your own findings and come to your own conclusions, and to consider the links that exist across varied topics and issues. In other words, a university graduate is expected to be able to *use* and *produce* information, rather than just *memorise* it.

The main difference between the environment of a university and that encountered in secondary schools is that university education is reliant on the ability of students to independently manage their own learning. Students are therefore expected to proactively acquire information from a range of sources (including lectures), are expected to think critically about it, and are expected to perform tasks relating to it in assignments and examinations. Some general advice to assist you in this regard follows.

Managing your time

Most of your learning will take place outside the lecture hall. Therefore, effective time-management at university requires much more than organising your diary to accommodate all the lectures, practicals, and other tutorials you have to attend.

Generally speaking it is helpful to consider the fact that being a student is a *full-time* occupation. Full-time occupations are expected to account for 40 or so hours of your time per week. It is likely that you will have twelve or so hours of lectures each week. This leaves 28 more hours for you to plan.

Many observers point to the fact that studying is more time-consuming than other forms of work. This would suggest that you need to manage *far more* than 28 hours of your own independently-organised education on a weekly basis.

The simplest approach to time-management is to make a list of all the jobs you are required to complete and all the time you have available, and then attempt to assign each job a particular time of the week. Some of the jobs you will have to address in the early weeks of term will include:

- *attending lectures*
- *revising and re-writing lecture notes*
- *acquiring reading materials from the library*
- *reading textbooks*
- *making notes from textbooks*
- *reading journal articles and other materials sourced independently*
- *making notes on independently sourced reading*

- *revising and re-writing notes made on independently sourced reading*
- *considering upcoming assignments*

In general, it is wise to make a serious attempt to manage your time from the earliest possible point of the new semester. The semester is only 12 weeks long, and each week that passes is important. For each week that you invest *less than 40 hours* of your time, you will have to invest *more than 40 hours* of some subsequent week just to catch up.

Making the most of lectures

A common misconception is that examinations are based on the material presented at lectures. **Actually, this is not the case.** In fact *both* examinations *and* lectures are based on the *course outline* for the particular module. This course outline is presented to you at the beginning of term. What is presented at lectures is simply a *guide* to help you to organise your study independently. This principle has several important implications, including:

- **Your end-of-semester examination MAY contain questions on areas that were not covered extensively (or at all) in lectures.** As the lectures are merely a *guide* to help you study, it is not always the case that it will be helpful for the lecturer to present every single detail of the course during lectures. Remember that the time you spend at lectures accounts for only a small fraction of your study time. Therefore, lectures by their very nature will be less detailed than your independent study. Your end-of-semester examination **WILL** be based on your course outline. When preparing for examinations you must consult your course outline - rather than just your lecture notes - to ensure that you have covered the course.
- **It is NOT important / necessary to write down every word the lecturer says or to acquire a script of the lecture.** Once again, given that lectures are just a guide to what to study, it is not necessary to record every word the lecturer says. The information you need, in fuller detail, will be available in the textbook or in other recommended reading materials. At lectures, it is more important that you attempt to record the structure of the information presented (e.g., the major theories and research). This will help you see the material from the perspective of your lecturer. In any event, it is practically impossible to write as fast as your lecturer can speak! It is more helpful to *listen* and *understand*, and to write down key-words or bullet points that can help you look up the information you need later.
- **It is NOT necessary to obtain copies of the slides used in lectures.** Some lecturers will make their slides available on the Q-drive. However, this will only be so in cases where the lecturer believes it to be pedagogically sound. Not all slides are as helpful as you might think and in some cases it is preferable for students *not* to have the distraction of copies of slides before a lecture, or even afterwards. Remember, your lectures are only a guide - the truly important information will emerge from your reading.

Making the most of textbooks

For each module you will be assigned a textbook, or some alternative material, as essential reading. Many textbooks are quite substantial, and it is likely that your syllabus will be focused on a subset of its content. Your lecturer will advise you as to the chapters relevant to a given module.

Reading a textbook should be an active, rather than passive, act. This means that, instead of simply running through the information from start to finish, it is more advisable to plan your reading in a more structured way and to record what you read in the form of notes. Much

psychological research has demonstrated that you are more likely to understand and remember complex information when you process it at a *deep*, rather than *shallow*, level.

When reading complex texts, it is advisable to first *preview* the material (by quickly skimming the chapter from start to finish); to *question* yourself as to what you want to learn (by, perhaps, linking the chapter to something mentioned in lectures, to past exam papers, or to generic questions like 'What is the main point of this chapter?' or 'Why did the author organise the material using these particular headings?'); to *read* the information carefully (while simultaneously making notes on the main points); and finally to *review* the information you have obtained (by, perhaps, writing a brief summary or a list of the main points you have learned). This is a more time-consuming type of reading than that used to read a magazine or a novel for entertainment. However, as a student, your reading is directed toward fundamentally different objectives than when reading magazines or novels (although, study can of course still be entertaining!).

Making the most of independent reading

As well as textbooks and materials recommended in reading lists, you are expected to inform yourself further by seeking out information for yourself using the available resources. Primarily, this will involve consulting materials via the University's library. The library houses a large collection of textbooks. Further, through the library you can avail of a very wide range of academic journals, many of them available on-line.

Of course, the prime feature of independent reading is that it be *independent*. This means that you have selected it yourself. If your lecturer recommends something then it can't reasonably be counted as *independent* reading. Therefore, it is unfair to blame your lecturer for not telling you what 'independent reading' to perform!

Independent reading allows you to consider your study material from unique and multiple perspectives, and offers you a stimulating way of revising previously studied topics. It aids both understanding and memory, and has the potential of highlighting to your examiners your sophistication and expertise.

Please note that independent reading is a core activity at University. Thus, *all* students are expected to engage in it, and students whose assignments or examinations show no evidence of independent reading are unlikely to attain high marks.

Thinking critically about your studies

As mentioned previously, University education demands more than just the ability to memorise vast amounts of information. Indeed, it is probably the case that students who rely heavily on memorising information will not attain high marks in their degrees. This is because memorising is essentially a form of *passive* study - given enough time, virtually anyone can memorise anything. University education requires that you engage in *active* study.

The term 'critical thinking' has many meanings, but is usually intended to convey an ability to weigh up information that you encounter in order to form an independent view of what you have learned, based on rational and well-supported reasons. It refers to an approach of not believing everything you hear, but at the same time of not rejecting everything off-hand. It involves being *sceptical* (i.e., adopting a questioning attitude) and *empirical* (i.e., valuing evidence-based claims over other claims).

Generally speaking, the study of psychology should be helpful for fostering critical thinking. This is because, firstly, psychology is an explicitly empirical discipline (i.e., virtually all

material encountered is evidence-based), and secondly, psychology encourages students to consider *how people think*. In this latter way, the subject matter of psychology should help in raising students' awareness of the importance of critical thinking.

In psychology, it is generally unacceptable to make a substantive point without presenting (or citing) evidence that backs it up. As such, the best-written assignments or examinations in psychology will be heavily referenced (i.e., will cite many previous authors) and tightly argued (i.e., will present material that supports your conclusion while addressing possible criticisms of your position).

Another aspect of critical thinking relates specifically to the way in which you are expected to perform in assignments or examinations. In academic assignments (whether they be by continuous assessment or written examination), you are usually expected to follow a *specific instruction*; and the mark you receive will be based on *how well you followed the instruction*. For example, in a written exam, your mark will be based on *how well you answered the question that was asked*.

Academic assignments (e.g., exam questions) will often be based on a limited range of possible formats. For example you may be asked to 'evaluate' something, or to 'justify' something, or to 'compare and/or contrast' something, or to explain your views on a given quotation.

It is important that your work reflects directly the question that was asked and does not go off the point, as the purpose of each assignment/question is *not* to quantify your knowledge but to *gauge your ability to use a particular type of reasoning*. For example, when you are asked to weigh up the advantages and disadvantages of something, your examiner is seeking to assess your abilities of *evaluative reasoning*. When you are asked to provide evidence for something, your examiner is looking at your *logical reasoning*. When asking you to compare and contrast, your examiner is assessing your *analogical reasoning*. When asking you to extract a key or most important concept, your examiner is assessing your *inferential abilities* as well as your *value judgements*. Your knowledge base will of course be vital to your performance; however, the marks you attain will reflect your performance of these key skills, rather than the amount of material you have memorised.

Sometimes students seek to prepare 'essays' in advance of examinations. For example, a student taking a module on personality may prepare an essay on psychoanalysis that he or she feels reflects the sum total of the information on psychoanalysis contained in all the sources they have read. The student may then intend to reproduce this essay in the exam if a question on psychoanalysis appears. However, this is a very inefficient form of study and a high-risk one in terms of marks. The question on the exam paper may well relate to psychoanalysis, but unless the student is very lucky it is unlikely that his or her essay will match the question well. In this situation, it would not be uncommon for the student to attain a very low mark despite writing a long and detailed essay on psychoanalysis. This would be because the essay failed to evaluate/justify/compare/contrast/illustrate/criticise/review/trace/explain/etc. the stated concepts in the manner required by the question.

In summary, **examinations are not essay competitions**. The purpose of an examination is not to assess how good you are at writing essays or at summarising your knowledge, but to assess your ability to handle the relevant information in particular, specified ways - ways that will only be specified on the day of the examination.

Conclusion

What is presented above is a very brief overview of some of the important aspects of studying psychology at University. There are of course a variety of other issues that you could give some thought to, including writing skills, concentration skills, advance planning for end-of-semester examinations, library skills, and even stress management. Information on these and other topics can be found in a number of useful study skills textbooks, some of which are available in the library and university bookshop.

In addition to the generic advice presented here, each of your lecturers will make their own recommendations throughout the semester and it is important that you consider carefully what they have to say. **However, your lecturers will not give you 'exam tips', so please don't ask them!** Exam tips are very unfair on those students who have expended their efforts in ensuring they are adequately prepared for their exams; and they undermine the examination system by making it harder for examiners to distinguish between conscientious students and lucky crammers. (On a related point, please note that it is expected that you *cover the entire course* for each module.)

As mentioned at the outset, studying psychology at university can be very stimulating and should be an enjoyable experience. Giving some thought to how you approach your studies, getting down to it early, and taking account of the information presented above should help in ensuring that your studies are rewarding, productive, and as stress-free as can reasonably be expected!

The School wishes you the very best of luck.

Third Arts (& Fourth Year BA International) Psychological Studies

The following courses will be provided in the coming academic year:

Semester 1	ECTS
PS317 History of Psychology & Current Issues	5.0
PS321 Development Psychology 2	5.0
PS334 Applied Behaviour Analysis	5.0
 Semester 2	 ECTS
PS320 Memory and Cognition	5.0
PS322 Health Psychology	5.0
PS323 Critical Essay	5.0

Please note that details regarding the following courses are subject to change and/or confirmation. Lecturers and course co-ordinators will circulate more detailed information (for example, reading lists, details on assessments and examinations, etc.) as part of their course delivery.

Course Descriptions: First Semester

PS317 HISTORY OF PSYCHOLOGY & CURRENT ISSUES (5 ECTS)

Co-ordinator: Dr Denis O'Hora

Module Objectives:

- To nurture students' reflection on the implications of psychology
- To encourage students' reflection on the wider context within which psychology is located
- To enhance students' awareness of the controversial nature of psychology
- To familiarise students with the multi-faceted origins of psychology
- To highlight evolving perspectives on human nature over historical time

Description: in the first half of the semester, in which different psychologists will make presentations on selected topics, students are encouraged to consider contemporary issues concerning the science and profession of psychology. Students will be allocated one of these topics, on which they will be required to draft and submit an essay. The remainder of the course traces some of the main developments in the history of psychology. Psychology's origins in philosophy and physiology are discussed and particular attention is paid to the emergence of the autonomous, experimentally-based discipline of psychology in the late nineteenth century and the rise of schools of psychology in the early twentieth century.

Basic reading: suggestions for reading will be given throughout the course.

Evaluation: one essay, and one 1-hour examination at the end of Semester 1.

PS321 DEVELOPMENTAL PSYCHOLOGY 2 (5 ECTS)

Course Co-ordinator: Dr Caroline Heary

Lecturers: Dr Caroline Heary and Dr Michael Hogan

Module objectives:

- To facilitate understanding of developmental trends in key areas of human development
- To help students identify the factors that underpin developmental change
- To provide insight into the ecology of human development
- To encourage critical analysis of developmental theories and empirical evidence
- To encourage students to reflect on current issues and controversies in developmental psychology

Description: This course is designed to enhance students' knowledge of key developmental changes and the factors that may underpin such changes. Students are introduced to developmental theories and conceptual frameworks, as well as specific empirical studies that address developmental research questions.

Topics to be covered will include examination of the role of parents and peers as socialization agents in children's development. Further topics will include the development of theory of mind and positive youth development.

The psychology of adult ageing and development will also be addressed, with particular reference to emotional and cognitive development in adulthood and the design of environments that optimize lifespan development.

Reading:

Child development: Reading will be assigned in class.

The textbook from last year will also be relevant for some topics:

Shaffer, D.R. & Kipp, K. (2008). *Developmental psychology: Childhood and adolescence*. 7th Ed. Belmont, CA: Wadsworth

Psychology of adult ageing: Readings to be assigned in class.

Evaluation: A 2- hour examination at the end of Semester 1.

PS334 APPLIED BEHAVIOUR ANALYSIS (5 ECTS)

Lecturer: Dr Geraldine Leader

Module objectives:

- To explore the theoretical underpinnings of applied behavioural analysis
- To examine the principles and procedures of applied behavioural analysis
- To examine the use of applied behavioural analysis in selected areas of application
- To examine recent research finding in applied behaviour analysis

Description: Applied Behaviour Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours. The effectiveness of Applied Behaviour Analysis has been shown in a wide range of areas, including education, special education, organizational management, parent training, occupational safety, sports psychology and clinical psychology. This module provides an introduction to the field of applied behaviour analysis. It will examine the applications of applied behaviour analysis in the fields of rehabilitation, education and clinical psychology.

Basic reading: Miltenberger, R., G. (2004). *Behaviour Modification: Principles and procedures*, 3rd ed. Belmont, CA: London.

Cooper, J. O., Heron, T. E., & Heward, W., L. (2007). *Applied Behaviour Analysis*. Pearson: Ohio

Evaluation: One 2- hour examination at the end of Semester 1.

Course Descriptions: Second Semester

PS320 MEMORY AND COGNITION (5 ECTS)

Course Co-ordinator: Dr AnnMarie Groarke

Lecturers: Dr Stanislava Antonijevic- Elliott

Ms. Andrea Gibbons, MSc.

Module objectives:

- To explain our current understanding of the architecture of human memory
- To understand the core processes of human memory and problem solving
- To appreciate how the experimental methodology of cognitive psychology contributes to our understanding of memory and thinking
- To describe and analyse the various theoretical approaches to the study of memory and thinking

Description: The aim of this course is to provide students with a good understanding of the basic cognitive processes of memory. It examines the nature, duration and capacity of human memory systems, memory distortions and the organisation of knowledge in memory. Other themes may include the psychology of problem solving and categorisation.

Basic Reading: To be confirmed.

Evaluation: One 2- hour examination at the end of Semester 2.

PS322 HEALTH PSYCHOLOGY (5 ECTS)

Course Coordinator: Ms. Anne Marie Keane

Module objectives:

- To highlight the importance of biological, psychological and social factors acting together on health
- To inculcate an understanding of how health beliefs and habits impact on risky behaviour in young people
- To gain an appreciation of the impact of stress and emotions on coping generally
- To understand fundamental contributions to the field from diverse subfields within psychology while focusing on recent research in specific applied areas

Description: This course draws on a variety of subfields in psychology to impart an understanding of how psychological factors contribute to and are affected by health, illness, and health care. The course is organised into the following sections: health biopsychology and health; pain and its management, cognition and health; stress, coping, social support and health; and current issues in applied health psychology.

Basic Reading: Morrison, V. & Bennett, P. (2006). *An Introduction to Health Psychology*. London: Prentice Hall

Evaluation: One 2- hour examination at the end of Semester 2.

PS323 CRITICAL ESSAY (5 ECTS)

Lecturer: Ms Anne Marie Keane

Module Objectives:

The purposes of this module are to: a) enhance students' ability to critically evaluate psychological research; b) improve students' skills in writing scientific documents; and c) familiarise students with the stylistic requirements of the American Psychological Association's publication manual.

Description: Third year students are required to prepare an extended essay on an assigned topic. In the first two weeks, all students will meet with the module coordinator in a lecture setting and she will provide students with skills in critical essay preparation and in critical evaluation of psychological research. Students will then be assigned to a supervisor from academic staff who will give his or her student group an essay title particular to his or her own area of specialisation. Supervisors will subsequently meet with their students approximately twice during semester to discuss their essays. The first tutorial meeting will focus on preparing students for a specific essay title particular to that group. Each supervisor will then correct one draft of the essay during the semester and in a second meeting provide feedback to the students about ways to improve their essay. The final submitted essay will be corrected by the student's own supervisor.

Required Text:

Perrin, R. (2006). *Pocket guide to APA style*. Boston, MA: Houghton Mifflin.

Supervisors will also recommend additional texts and/or journal articles relevant to their assigned essay title.

Evaluation: Attendance and Essay.

Summary of Continuous Assessments

Semester 1

PS317 Essay to be submitted

Semester 2

PS323 One editing assignment and the final essay

Important Information

Submitted Work

As well as written examinations, students will be assessed on the basis of submitted work with respect to certain courses. Submitted work will include any assignments set by lecturers. Please take note of the following regulations.

- 1. Submission arrangements.** With regard to continuously assessed work (e.g., essays), all materials for examination should be submitted into the School's Assignment/Project Deposit Box at the Secretary's Office, *unless* alternative arrangements are in place. Students will be notified of such alternatives where relevant.
- 2. Electronic submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work in hard copy, *unless you have been notified of special arrangements*.
- 3. Copies.** You are requested to keep a copy of all submitted work. In the unlikely event that a submitted piece of work is misplaced or that a dispute emerges as to whether or not a piece of work was originally submitted, the *student* will be responsible for supplying the School with a copy of the submission on request.
- 4. Late Submission of Course Work/Assignments.** All work submitted late will attract a reduced mark, except in particularly extenuating circumstances. The School has decided upon a uniform deduction of **10%** of marks **per day** overdue. This system is intended to ensure that students who meet deadlines are not disadvantaged by fellow students being allowed to submit work late. Accordingly, the system is *not* intended to disadvantage students who encounter genuinely problematic circumstances that interfere with their ability to meet deadlines. Should students experience such circumstances, they are requested to notify the School at the earliest possible opportunity (e.g., *in advance* if possible) so that a fair allowance can be made. If a student is unable to meet a deadline as the result of an illness, an allowance can normally be made so long as medical certification can be produced.
- 5. Plagiarism.** At university, you are provided with many opportunities for learning, of which the writing of essays and assignments are among the most important. *Plagiarism* refers to the presentation of someone else's work as your own. It can refer to the copying of someone else's work, the adaptation of it for a different purpose, or to the close paraphrasing of it.

Plagiarism goes against the spirit of university education, and to a great extent defeats its purpose. Plagiarising other people's work does not entail true learning, as the information you read and transcribe is processed by you at a cognitively superficial level. Therefore, in a case of plagiarism, the offender is depriving themselves of valuable opportunities to exploit the challenges of a learning environment. Given that most learning is transferable, the offender may also find that their ability to perform well in other assignments is not helped - or indeed is somewhat undermined - by their plagiarism. On the other hand, when an assignment is conducted honestly, it generates useful associations and thought processes that impinge positively on the student's

ability to perform well across a range of areas of study, as well as in the area in which the assignment is based.

In order that conscientious students receive fair marks for work conducted honestly, plagiarism is treated as an extremely serious academic offence (equivalent to cheating in an examination hall). Everything you submit in written form should be your own work, written in your own choice of words. If you wish to refer to the work of another author, you must credit him or her in your text. Otherwise, text copied from other sources – even in small amounts – is completely prohibited. This applies to all written work that you present for your degree. It includes the copying of published texts, text downloaded from the Internet, course notes, and the work of other students (or other people generally).

It can sometimes be helpful to work on continuous assessment assignments with a friend. However, although teamwork can be efficient, you should never write your assignments with another person (unless explicitly instructed to do so by a course lecturer, e.g., as part of a group-based assignment).

Evidence of plagiarism will result in the severest penalties, which will probably include a mark of zero being awarded to your work. It may also result in University disciplinary procedures beyond those administered by the School of Psychology.

Examinations

As well as continuously assessed work, you will be required to take written examinations at the end of each Semester. Please take note of the following.

- 1. Format of results.** As Arts students, you are taking Psychological Studies as a 'subject' within the Arts programme. The purpose of examination is to generate a mark for you for this subject. This subject mark will ultimately contribute to your overall degree result. The School will require you to take a number of 'modules', which when combined produce your overall mark for this subject.

Subjects are passed where all modules in that subject are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. Modules are normally marked out of 100, and are passed where a mark of 40 or above is returned, or marks in such a proportion if the total marks available is other than 100.

A student who passes in one subject while failing the other subject will be exempt from further examination in the subject passed.

- 2. Semester 1 results.** As feedback, grades for each of your Semester 1 modules will be available from the School towards the end of January 2011 (on a date to be announced). You will not be given an overall mark for Psychological Studies at this time. Please note that as you will have completed only half of the year's assessments, the grades given to you in January will be PROVISIONAL and UNOFFICIAL.

The grades are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the grades for all modules taken in Semester 1 are considered for a second time by the School's examiners. They are also considered by an External Examiner, an academic from another institution. Ultimately, they are then also considered by the College of Arts. As such, the grades presented to you in January have been considered only once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The January grades are UNOFFICIAL in the sense that they are issued by the School and not by the University. Please note that the University does not issue results until students have completed a full year of assessment. If you are applying for entry to postgraduate courses, or if you have some other reason for informing parties outside the University of your Semester 1 grades, you must make it clear that they are PROVISIONAL and UNOFFICIAL.

The School is not mandated to issue numerical scores (e.g., percentages) for modules. As such, when you receive your Semester 1 grades in January, *please do not ask for them to be further broken down as percentages*. Given their provisional and unofficial status, we will not be in a position to do so.

3. **Grade bands.** All grades will be based on the following bands:

<i>Grade</i>	<i>Percentage</i>	<i>Honours band</i>
A	70-100	First class honours
B+	60-69	Second class honours, Grade One
B-	50-59	Second class Honours, Grade Two
C	45-49	Third class honours
D	40-44	Pass
E	0-39	Fail

4. **Computation of end-of-year (subject) mark.** Your end-of-year mark for Psychological Studies will be based on an average of your marks across modules, weighted according to the ECTS value for each module.
5. **Passing, Failing, and Repeating.** Component modules to a total of 30 ECTS in each subject must be passed, or passed by compensation. A student who does not pass in a subject at the Christmas or Summer Examinations must repeat those modules in the subject in which a mark below 40% has been awarded. Where a student is repeating examinations in his/her subject(s), the results already attained in the successful completion of modules in that/those subject(s) may be retained, only within the time-limit for the completion of Final Arts. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

Compensation. Not allowed between subjects. Within an individual subject, component module(s) to a total of 5 ECTS (10 ECTS in Final Year BA (e.g. History) and Final Year BA (Psychology)) may be passed by compensation at 35% or above, provided that excess marks equivalent to the deficiency are available in the remaining component modules of the subject successfully completed.

Exemption. A student will be exempted from further examination in a subject in which at least 40 per cent has been obtained, provided all component modules have been passed or passed by compensation.

Failing and Carrying results forward. Where a subject is failed, students will have the marks in modules which have been passed at 40% or higher carried forward to all subsequent Examinations in Final Arts within the two year time-limit. Consequently, students will be required to repeat all modules of a failed subject in which less than 40% has been obtained. Modules previously passed may not be re-taken.

Honours at the BA Examination. The Degree of BA is awarded on successful completion of Final Arts. The Degree of BA may be awarded with First Class Honours, Second Class Honours Grade I, Second Class Honours Grade II, Third Class Honours and Pass.

Calculation of Honours for the BA Degree: In the calculation of honours the combined marks of the Second and Final Years in a subject or the marks of the Final Year only shall be taken into account, whichever shall be most beneficial to the candidate.

- 6. Checks and Appeals.** At the end of the year (i.e., when you receive your official University transcripts of results), some students will seek 'checks' or 'appeals' of their results. Checks and appeals are subject to formal University procedures operated through the Examinations Office. Your attention is drawn to the Examinations Office website, where you can find the regulations relating to checks and appeals.

NOTE: The information presented above is for guidance only. Students are referred to the University's *General Calendar* for information on regulations regarding University courses.

Other Important Information

- 1. Student Liaison with External Bodies.** The co-operation of schools, hospitals and other centres in the research work of the school is greatly appreciated. It is the policy of the school to seek the assistance of such outside agencies only for research work at postgraduate level. Under no circumstances should undergraduate students approach schools, hospitals, clinics or other health services in connection with their studies or assignments. Any such contact must be with the permission of an assigned lecturer/supervisor or the Head of School.
- 2. Computer Facilities.** All students may register without charge with the University's Computer Services. In this way they are given access to a number of PC LAN rooms and the University's mainframe computers. The school will also provide access to experimental software in the school PC room throughout the year. Students will have access to these PCs for project and assignment work.
- 3. Professional Organisations.** The Psychological Society of Ireland (PSI) is the professional body and scholarly society for psychology in Ireland. Students are entitled to apply for Student Subscribership of PSI. For a small annual fee, Student Subscribers receive PSI's monthly bulletin *The Irish Psychologist*, *The Irish Journal of Psychology* and the many notices issued by the PSI about its programme of activities. They also can avail of reduced registration fees at events organised by the Society. Students are strongly encouraged to become Student Subscribers of PSI. Application forms are available from the School Office, online at www.psihq.ie, or from:

The Psychological Society of Ireland
CX House, 2A Corn Exchange Place, Poolbeg Street, Dublin 2
(Telephone 01-4749160).

Students may, if they wish, apply for Student Subscribership of the British Psychological Society (BPS) and receive BPS publications at the specially reduced prices available to members.

- 4. The NUI Galway Student Psychological Society.** The NUI Galway Student Psychological Society was established to promote the learning and enjoyment of psychology in the



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university. The Society's Staff Treasurer is Dr Jane Walsh. In order to become a member of the Society and to receive the regular updates sent out by the Society, students are requested to register at the NUI Galway Societies' Office, submitting their name, e-mail address, identification number and phone number to that office.

The success of the Psychological Society depends upon the co-operation and support of its members. Every student should play his or her part by attending the Society's meetings (including social events!). In recent years, the Society has engaged in fundraising to enable it assist student speakers and other participants defray the cost of attending the Annual Congress of Psychology Students in Ireland. The next Congress of Psychology Students will be held in Spring 2011.

The Society's website address is: <http://socs.nuigalway.ie/~psychological/home.htm>

Postgraduate Studies in Psychology at NUI Galway

Higher Diploma in Psychology (Conversion)

Graduates in Psychological Studies are eligible to apply for places on this programme. Further information on the programme will be circulated during the academic year.

On completion of a Higher Diploma in Psychology (Conversion), students may apply to pursue the following programme of study:
the school of Psychology offers two Master's degrees:

- **MSc in Health Psychology** Health psychology is concerned with the application of psychological theory, research, and practice to the promotion and maintenance of health; identification and amelioration of psychological factors contributing to physical illness; improvement of the health care system; and formulation of health policy. Details are available from the Course Director Dr. Caroline Heary or <http://www.nuigalway.ie/psychology/mhp1.html>
- **MSc Applied Behaviour Analysis** is a taught programme that provides professional training in Applied Behaviour Analysis. This course is accredited by the internationally-recognised Behavior Analyst Certification Board" (BACB®). Details are available from Dr. Geraldine Leader or under <http://www.nuigalway.ie/psychology/mscaba.html>

Research Degrees

The School of Psychology offers a variety of structured PhD degrees, completed on the basis of a research thesis and taught elements may be required. The School offers supervision in a wide range of research areas. Admission to a research degree is at the discretion of the potential Supervisor and Director of Research, and is based on a proposal from the applicant following discussion with the member of staff whose academic area of interest is most appropriate. Candidates should have obtained a degree in psychology (either single- or joint-honours) to at least upper second-class honours level (or equivalent). Further information will be circulated during the year.