



**School of Psychology**

*Higher Diploma in Psychology  
(Full)*

*Second Year*

# **Student Guide**

## **2011-2012**

**Compiled by Ms Anne Marie Keane**

**Course Director**

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



# ***Table of Contents***

## **The Academic Year**

The Semesters at a Glance ... .. 4

Calendar, 2010-2011 ... .. 5

## **The School of Psychology ... .. 6**

Background and Communications ... .. 6

Academic Staff ... .. 8

Technical Staff ... .. 14

Office Hours, Appointments, and Academic References ... .. 15

## **Studying Psychology at University ... .. 16**

Managing your time ... .. 16

Making the most of lectures ... .. 17

Making the most of textbooks ... .. 17

Making the most of independent reading ... .. 18

Thinking critically about your studies ... .. 18

Conclusion ... .. 19

## **Higher Diploma in Psychology (Full) ... .. 21**

Course Descriptions: First Semester ... .. 21

Course Descriptions: Second Semester ... .. 25

Electives ... .. 27

Research Project ... .. 31

## **Important Information ... .. 32**

Submitted Work ... .. 32

Examinations ... .. 33

Other Important Information ... .. 35

## **Postgraduate Studies in Psychology at NUI Galway ... .. 36**

## Overview of Academic Year 2011- 2012: 2HDP1 Psychology

### First Semester

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Lecturing</b>												<b>Study</b>	<b>Exams</b>	
5 September to 25 November												26 Nov to 4 Dec	5 to 16 Dec	

### Second Semester

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Lecturing</b>												<b>Easter &amp; Study</b>	<b>Exams</b>	
9 January to 30 March												31 March to 22 April	23 April to 18 May	

# ***Calendar 2011-2012***

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## **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  
5<sup>th</sup> September                      Orientation session, Second-year Higher Diploma (Full) students at 3.00 pm Meeting Room 219, St. Anthony's School of Psychology

August 23<sup>rd</sup> -  
September 30<sup>th</sup>                      Online Registration of Psychology Higher Diploma (Full) students at [www.nuigalway.ie/reg](http://www.nuigalway.ie/reg)

## **Dates for Your Diary**

November 10-13<sup>th</sup>  
2011                      41<sup>st</sup> Annual Conference of the Psychological Society of Ireland (Galway Bay Hotel, Salthill, Galway)  
[www.psychologicalsociety.ie/conference/](http://www.psychologicalsociety.ie/conference/)

Spring 2012                      Annual Congress of Psychology Students in Ireland

4<sup>th</sup> April 2012                      9<sup>th</sup> Annual Conference of the Division of Health Psychology, Psychological Society of Ireland, will be held in Queen's University Belfast

# ***The School of Psychology***

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Head of School	Dr AnnMarie Groarke
Administration:	Ms Miriam Lohan ( <a href="mailto:miriam.lohan@nuigalway.ie">miriam.lohan@nuigalway.ie</a> ) Ms Nuala Donohue ( <a href="mailto:nuala.donohue@nuigalway.ie">nuala.donohue@nuigalway.ie</a> ) Ms Alma Grealley ( <a href="mailto:alma.grealley@nuigalway.ie">alma.grealley@nuigalway.ie</a> ) Ms Olive O'Grady ( <a href="mailto:olive.ogrady@nuigalway.ie">olive.ogrady@nuigalway.ie</a> )
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The Department of Psychology at NUI Galway was established in 1971, and became the School of Psychology in 2007. 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 and a number of staff are located there and others are in the new Engineering Building 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 programme 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 the new Engineering Building. 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 library 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 Department in 1986. Senior Lecturer in the School 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 settings 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, AFPsSI, 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). He is currently registered with the UK Health Professions Council as a forensic clinical psychologist. He completed the University of Glasgow/ NHS Scotland professional training scheme in clinical psychology in 1997. 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. He is an Associate Fellow 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 the assessment of trauma related conditions, criminal casework, investigative psychology, and clinical risk assessment. His professional and research interests lie within the broad area of forensic clinical psychology and include such topics as eye witness credibility, detection of deception, suggestibility and compliance in interrogation contexts. He is currently Director of Clinical Practice for the Doctoral Programme in Clinical Psychology at NUI Galway.

**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.

**Dr. Jonathan Egan, B.A. (Hons), M.A. Applied Psychology, M.Psych. Sc. (Clin. Spec.), Psy. D., Reg. Clin. Psychol. Ps. S.I.**

Dr. Jonathan Egan completed both his BA in Pure psychology (1992) and MA in Applied Psychology (1993) in UCD. He then went to Illinois and trained in behaviour analysis and therapy and completed his internships in Traumatic Brain Injury services with both adolescents and adults. He returned to UCD and completed the M. Psych. Sc. (Clin. Spec.) in 1997. Following his clinical psychology training he began working with Child and Family psychology services in Co. Laois and subsequently became the senior clinical psychologist with the Adult Mental Health services (1999). A few years later, he also worked as a Senior Child and family Clinical Psychologist in Athlone (2004). In 2000, Jonathan became the founding Director of Counselling for the Arches Adult Counselling Service; for adult survivors of childhood abuse and neglect. He became a consultant and co-author to the UCD studies on adults psychological adjustment to institutional care in their childhoods. This study was commissioned by the Commission to Inquire into Childhood Abuse. Five peer

review papers have now been published in connection to this study. During his work as Director of Counselling he completed his doctoral dissertation on "Burnout in female counsellor/therapists of the National Counselling Service" (Hull, 2007). He was also contracted by the Crisis Pregnancy Agency to provide a Crisis Pregnancy Counselling Service in the Midlands. In 2008, Jonathan became a Principal Clinical Specialist Psychologist in the Mater Misericordiae University Hospital Dublin where he worked in Liaison Psychiatry and Cardiac Rehabilitation. He remains in his role as a Specialist Principal Psychologist a half-day a week in the Mater's Cardiac Rehabilitation Programme. He has supervised over 20 trainee psychologists and is a current Committee Member of the Division of Clinical Psychology of the Psychological Society of Ireland.

### **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 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. Jennifer Holloway, BA, PhD, BCBA-D**

Jennifer Holloway graduated with a BA in Applied Psychology from University College Cork and a PhD from NUI, Maynooth. Jennifer is a certified Behaviour Analyst at doctoral level awarded by the Behaviour Analyst Certification Board® and has worked in the treatment of autism spectrum disorders and other developmental disorders for over thirteen years. Her clinical experience extends to include; early intensive behavioural intervention (EIBI), mainstream inclusion supports for individuals with developmental disorders and the provision of positive behaviour supports for individuals who present with challenging behaviour. Over the course of her career, she has directed a state funded school which implemented an Applied Behaviour Analysis (ABA) Education for children with Autism Spectrum disorders (ASD). She has also directed an EIBI centre for children with ASD. In, 2006, Jennifer began lecturing on the MSc and the structured PhD programmes in Applied Behaviour Analysis at NUIG. This programme aims to teach students the necessary skills required to work with and support individuals with differential diagnosis. Jennifer is involved in the coordination of clinical supervision and placements for students within the MSc's scientist practitioner model. She is a member of the Psychological Society of Ireland (PSI) and is the treasurer/secretary for the division of behaviour analysis (DBA) in Ireland. Her research interests include early intensive behavioural intervention and autism, challenging behaviour and verbal behaviour.

### **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 on the Biological Psychology, Applied Organisational Psychology and Health Psychology modules and also contributes to the Qualitative Research Methods and Research Project components of the undergraduate programme. At postgraduate level, she lectures on the Health Psychology in Applied Settings and the Psychosomatic Influences on Health modules 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 psychological aspects of acute and chronic pain perception, children's understanding of health, the psychosocial adjustment to and management of chronic illness, and the experience of occupational stress.

### **Dr Geraldine Leader, BA, PhD**

Dr. Geraldine Leader is Course Director of the M.Sc. 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. Graduates 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's interests in health, cognition and social psychology are reflected in research on clinical judgement and decision-making, the psychology of volunteering and qualitative studies of varied topics including alcohol use, sexuality, and pain. He has received research funding awards 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 NUIG 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 21<sup>st</sup> 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 first class honours Higher Diploma in 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**

**Mr 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 4.30 p.m.

### **IMPORTANT: Appointments/Queries**

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 Nuala Donohue**. Appointments with a member of the academic staff should be arranged with Ms Lohan, by **e-mail** (nuala.donohue@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.

If you have a query about *a specific module*, then arrange to discuss this with the module coordinator. If you have a query about the programme, then arrange to discuss this with the course director, Ms Anne Marie Keane by **e-mail** (annemarie.keane@nuigalway.ie).

### **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***

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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 Blackboard. 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.

# **Higher Diploma in Psychology (Full): Second Year**

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

<b>Semester 1</b>		<b>ECTS</b>
PS317	History of Psychology & Current Issues	5.0
PS322	Health Psychology	5.0
PS325	Research Project 1	5.0
PS334	Applied Behaviour Analysis	5.0
PS405	Advanced Research Methods in Psychology	5.0
PS420	Psychological Measurement: Theory and Practice	5.0
 <b>Semester 2</b>		 <b>ECTS</b>
PS320	Memory and Cognition	5.0
PS327	Research Project 2	10.0
PS338	Theories of Personality	5.0
PS418	Issues in Cognitive Neuroscience	5.0
 <i>Electives:</i>		
PS329	Service Learning (Elective)	5.0
PS336	Psychology, Society and Human Values	5.0
PS339	Behavioural Medicine	5.0
PS342	Introduction to Collaborative Enquiry	5.0
PS343	Pediatric Clinical Behavioural Interventions	5.0
PS419	Relational Frame Theory	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)**

***Module Coordinator: Dr Denis O’Hora***

#### **Module Objectives:**

This module introduces students to current issues in psychological research and provides an introduction to the history of psychology. 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.

#### **Learning Outcomes:**

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

- Describe a number of current research themes in psychology
- Provide a detailed appreciation of one current research topic in psychology
- Describe the development of psychology during the 20<sup>th</sup> century
- Provide a detailed appreciation of one theme in 20<sup>th</sup> century psychology (e.g., behaviourism, the role of women, cognitive science)

**Basic reading:**

**Current Issues:** Readings for the current issues section of this module will be prescribed by the lecturer and provided on Blackboard.

**History of Psychology:** Readings will be prescribed in each lecture. In addition, the following text is recommended:

Benjamin, L. T. (2006). *A History of Psychology in Letters* (2<sup>nd</sup> Ed.). Blackwell: Malden, MA.

**Evaluation:** One Essay on Current Issue (50%), and one 1-hour examination (50%) at the end of Semester 1.

## **PS322 HEALTH PSYCHOLOGY (5 ECTS)**

**Module Coordinator: Ms. Anne Marie Keane**

**Module objectives:**

- To highlight the importance of biological, psychological and social factors acting together on health and illness
- To gain an appreciation of the impact of stress and emotions on health and the development of illness
- To inculcate an understanding of how health beliefs and habits impact on risky behaviour in young people
- To understand the nature of pain and the role of psychology in ameliorating the effects of chronic pain
- To appreciate the nature of doctor-patient communication and its potential impact on patient satisfaction and compliance
- 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: introduction to health psychology and the key models of health and illness; stress and its impact on health and illness, including moderators of the stress experience; health-related behaviour, the factors that influence it and the ability of health-behaviour models to predict it; pain and its management; doctor-patient communication, styles of communication and their impact on patient satisfaction and compliance; and current issues in applied health psychology.

**Learning outcomes:**

On completion of this module students will be able to:

- Understand the role of biological, psychological and social factors in health, illness and health care delivery contexts
- Understand the nature of stress and its psychobiological consequences
- Describe and critically assess the ability of current theories of health-related cognition to predict behaviour
- Understand the application of psychological process in the management of chronic illness and health care delivery

**Basic Reading:** Morrison, V. & Bennett, P. (2009). *An introduction to health psychology*. 2<sup>nd</sup> edition, London: Prentice Hall

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

### **PS325 RESEARCH PROJECT 1 (5 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke**

See section on Research Project, below.

### **PS334 APPLIED BEHAVIOUR ANALYSIS (5 ECTS)**

**Module Coordinator: Dr Geraldine Leader**

**Module objectives:**

“Applied Behaviour Analysis” (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours. The effectiveness of ABA has been shown in a wide range of areas including education, special education, organizational management, parent training, occupational safety, sports psychology and clinical psychology. While ABA can be used with a wide range of human behaviours, it is often recommended as the best-practice approach for working with people with intellectual disabilities and/or pervasive developmental disorders (e.g., autism). This module provides an introduction to the field of applied behaviour analysis. It will examine the applications of applied behaviour analysis to the field of rehabilitation, education and developmental disorders.

**Learning Outcomes:**

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

- Understand the theoretical underpinnings of applied behaviour analysis
- Evaluate the principles and procedures of applied behaviour analysis
- Analyse the effectiveness of applied behaviour analysis in education and clinical psychology
- Appraise the effectiveness of early behavioural intervention as a treatment for autism spectrum disorder

**Readings:**

Cooper, J. O., Heron, T. & Heward, W. (2007). *Applied behavior analysis*. Columbus, OH: Merrill.

Miltenberger, R. G. (2004). *Behaviour Modification: Principles and Procedures*. Belmont: CA, Thompson.

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

### **PS405 ADVANCED RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)**

**Module Coordinator: Dr Jane Walsh**

**Lecturers: Dr Jane Walsh and Dr. Denis O Hora**

**Description:**

This course focuses on methodological issues that arise in psychological research, such as demand characteristics, ethical considerations and experimental control. The application of a number of advanced statistical methods to research designs is also covered (e.g., factorial analysis of variance and multiple regression). The course will also provide an advanced course in SPSS, examined by an in-house exam.

**Module objectives:**

- To develop an understanding of advanced statistical methods used in psychological research
- To be able to evaluate the link between research methods used in psychological research and the appropriate statistical methods used to analyse data
- To develop skills needed to set up a database and analyse the data using SPSS
- To be proficient in reporting the results of research using APA (American Psychological Association) style

**Learning Outcomes:**

At the end of the module students should be able to:

- **Identify** the pertinent questions to consider when developing the methodology for your research proposal
- **Describe** the components that should be dealt with in the methodology section of your research proposal
- **Identify** the appropriate statistical test to analyse a given set of data/research design
- **Compute** a series of statistical tests on SPSS when given a set of data
- **Interpret** SPSS printouts
- **Prepare and present** a set of results APA style

**Basic Reading:**

Howitt, D. & Cramer, D. (2011). *An introduction to statistics in psychology* (5<sup>th</sup> ed.). London: Prentice Hall.

Howitt, D. & Cramer, D. (2008). *Introduction to SPSS in Psychology: For version 16 and earlier* (4<sup>th</sup> ed.). London: Prentice Hall.

**Recommended Reading**

Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics* (5<sup>th</sup> ed.). Boston: Pearson.

**Assessment**

Three continuous assessment assignments (25% in total of overall mark).

An SPSS in-house exam (25% of overall mark).

One two-hour examination at the end of Semester (50% of overall mark).

**PS420 PSYCHOLOGICAL MEASUREMENT: THEORY AND PRACTICE (5 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke**

**Lecturers: Dr. AnnMarie Groarke, Dr. Olive Healy**

**Module objectives:**

- To provide basic skills in the administration of psychometric instruments and the interpretation and reporting of their scores.

**Description:** This module will be presented in two sections, each of which is six weeks in duration. Attendance is essential as many of the relevant tests will be administered or demonstrated in class.

**Learning Outcomes:****Section 1: Dr Groarke**

- Students will be familiar with the trait, type and needs approach to personality assessment

- Students will gain skills in the administration and scoring of selected personality, aptitude and vocational interest inventories
- Students will develop skills in interpreting integrating and reporting test scores on these psychometric measures

### **Section 2: Dr Healy**

- Students will be familiar with the rationale for intelligence testing and the controversies surrounding intelligence measurement
- Students will understand the characteristics of special needs related to intellectual functioning
- Students will be able to interpret results of behavioural assessment of challenging behaviour
- Students will develop skills in interpreting and reporting results of selected tests of intelligence and special needs

### **Basic Reading:**

Gregory, R. (2011). *Psychological Testing; History, Principles and Applications*, Illinois: Pearson (selected chapters).

Other readings for each section may be assigned throughout the course.

**Evaluation:** Continuous Assessment: Section 1 assignment 50%, Section 2 assignment 50%.

## **Course Descriptions: Second Semester**

### **PS320 MEMORY AND COGNITION (5 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke**

**Lecturers: Ms Andrea Gibbons, Mr Chris Dwyer**

### **Module objectives:**

- To understand theories, basic structure and processes of selected aspects of cognitive psychology

### **Description:**

In this module, students will be introduced to models and theories, which seek to understand the nature of human memory, problem solving and the interplay of cognition and emotion

### **Learning Outcomes:**

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

- Describe and critically analyse the various theoretical approaches to the study of human memory
- Delineate the characteristics and processes of various memory systems
  - Demonstrate the ways in which memory can be distorted, with reference to specific research
  - Describe and analyse the various theories of how emotional information is processed
  - Discuss the cognitive differences between experts and novices when engaging in problem solving
  - Understand how the experimental methodology of cognitive psychology contributes to our understanding of memory, problem solving and emotion

### **Basic Reading:**

Baddeley, A., Eysenck, M.W. & Anderson, M.C. (2009). *Memory*. Hove: Psychology Press.

Other readings will be assigned during the module.

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

### **PS327 RESEARCH PROJECT 2 (10 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke**

See section on Research Project, below.

### **PS338 THEORIES OF PERSONALITY (5 ECTS)**

**Module Coordinator: Dr Jonathan Egan**

#### **Module objectives:**

This course will introduce students to the classic personality theories and theorists. Theorists reviewed will include: (a) Sigmund Freud, (b) Anna Freud, (c) Melanie Klein, (d) Erik Erikson, (e) Carl Jung, (f) Alfred Adler, (g) Harry Stack Sullivan, (i) Rollo May, (j) Karen Horney, (k) George Kelly, (l) Carl Rogers, (m) Abraham Maslow, (n) Hans Eysenck (o) Gordon Allport, (p) Albert Bandura, (q) D. W. Winnicott, and (r) Watson, Skinner, Miller and Dollard.

Separately the course will review taxonomies such as the DSM-IV and changes proposed in DSM-V.

#### **Learning Outcomes:**

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

- Students will be expected to have an understanding of each of the above theorists' main ideas about personality development
- They will also be informed about how the personal lives of theorists may impact on the development of their psychological theory
- Students will also be expected to understand how the DSM-IV is used in classifying personalities which present in the disordered range

#### **Basic Reading:**

Sollod, R. N., Wilson, J. P. & Monte, C. F. (2009). *Beneath the Mask: An introduction to theories of personality*. New York: John Wiley and Sons.

Other recommended readings will be made available during the module.

**Evaluation:** This module will be assessed by continuous assessment with two essays due. Each essay will be submitted by turnitin and a hard copy to the School of Psychology.

### **PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS)**

**Module Coordinator: Dr. Mark A. Elliott**

#### **Module objectives:**

Students will be encouraged to engage in critical debate of foundational concepts and methods in the cognitive neurosciences based on up-to-date literature sources. The topics that aim to be addressed may include neuroimaging and specifically EEG, MEG and MRI technologies, functional neuroanatomy, the clinical neuroscience of schizophrenia, comparative psychology, psychopharmacology and cognitive neuroscience, the cognitive neuroscience of memory and the cognitive neuroscience of language. The course thus aims to expose students to specific research issues in addition to the broader cognitive neuroscience research agenda.

#### **Learning Objectives:**

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

- Discuss key topical issues in the study of brain and cognition
- Critically evaluate the research techniques in the cognitive neurosciences
- Present research and encourage debate on current issues

**Basic Reading:**

See Blackboard for a range of resources.

**Evaluation:** 100% Continuously assessed. Attendance (mandatory), Team presentation (mandatory 25%), and Individual Essay (75%).

**Electives:**

Note that choice of elective may be changed up until (but not including or beyond) the second lecture week of the second semester.

**PS329 Service Learning in Psychology (5 ECTS)**

**Module Coordinator: Dr. Pádraig MacNeela**

**Module Objectives:**

The overall objective of this module is to provide opportunities for students to learn about service learning and civic engagement, while at the same time deepening their understanding of particular areas of psychological theory and research. The approach taken in this module is to have students work together in teams. Each team completes a specific project agreed with external stakeholders such as a voluntary / community organisation or a relevant group based on campus. The projects chosen for this module are designed to give students a sense of the fieldwork and real world problem solving inherent in applied research, while doing so in the vein of giving service to vulnerable or marginalised groups in the community

**Learning outcomes:**

Upon completion of this course you should be able to:

- Discuss the meaning of service learning as it applies to the discipline of psychology
- Work successfully within a team in the context of an applied research project
- Collect and analyse data, draw conclusions and present findings relevant to a social issue
- Demonstrate critical appraisal of psychological theory and research as it applies to a social issue
- Reflect on the meaning of civic engagement within your personal conception of psychology as a discipline

**Basic reading:**

We do not use a core textbook in this module. See Blackboard for a range of resources concerning service learning, community-based research, and resources relevant to the specific work projects

**Evaluation:**

100% Continuous Assessment, based on a reflective exercise, group presentation and group project report.

**PS336 Psychology, Society, and Human Values (5 ECTS)**

**Coordinator: Dr Brian Hughes**

**Description:** This module examines the issues that arise from the interactions of psychology, society, and human values. For example, in wider society, observers often look to psychology

to inform debates on contentious issues; however, it is often overlooked that psychologists themselves will have views on such issues, and/or personality characteristics and ethical dispositions that affect their production and interpretation of psychological knowledge. Further, there are considerable limits on the extent to which empirical scholarship in psychology can or should be considered to be of definitive relevance in debates on public interest issues. Finally, many of the issues relevant to public debate or social policy that psychologists study are also studied by scholars in other academic disciplines. The extent to which these issues affect the way we think about (and defend) psychology as an academic field will be the focus of this module.

**Module Objectives:**

This module is intended to provide an analysis of: (a) the role of personal values in the production of psychological scholarship; (b) how ethical values might be applied by psychologists; (c) whether psychologists should be seen as 'honest brokers', 'issue advocates', 'science arbiters', or 'pure scientists'; (d) the strengths and limitations of empirical research in public debate; and (e) the relationship between psychology and disciplines cognate to it. Throughout the module, students will be guided in considering specific areas of controversy where psychological expertise is often seen as pertinent (for example, right-to-life politics, religion, libertarianism, child-rearing, gay marriage and adoption, multiculturalism, etc.).

**Overall Learning Outcomes:**

Upon completion of this module you should be able to:

- Appreciate the role of empirical psychology in shedding light on issues of popular concern to society at large
- Acknowledge the role of cultural and personal values in the discipline of psychology
- Critique the assertions of public and academic commentators on social issues that fall under the purview of psychology
- Evaluate the relationships between psychology and other academic disciplines that consider social issues

**Basic Reading:** Hughes, B.M. (2011). *Conceptual and Historical Issues in Psychology*. Harlow: Prentice Hall.

In addition, suitable readings lists relating to the various class exercises will be recommended over the course of the semester.

**Evaluation:** Continuous assessment, based on in-class participation, participation in online exercises, and on three submitted assignments. Submission/participation dates for these assignments will be spread across term and will be dependent, in part, on the number of students enrolled for the module.

**PS339 BEHAVIOURAL MEDICINE (5 ECTS)**

**Module Coordinator: Dr Jane Walsh**

**Description**

Behavioral Medicine is an interdisciplinary effort involving research and clinical practice. It studies the interactions of the physical, psychological, social environment, cognition, behavior and biology in health and illness. It then focuses on the applications of these findings or techniques based on the knowledge of these interactions in the promotion of health and rehabilitation, as well as providing prevention, diagnosis, and treatment of illness. Some factors that have resulted in the success of behavioural medicine include: Success of behavior modification/behavioral analysis and biofeedback; the emergence of chronic illness as the major issue in healthcare; escalation of healthcare costs. This course will cover a variety of applications of behavioural medicine including: Preparation of patients for a stressful medical procedure; cancer screening; immunization; doctor-patient communication; patient adherence to medical advice; prevention of ill-health, therapeutic interventions.

**Learning outcomes :**

On completion of this module students will be able to:

- Describe the role of behavioural medicine in the Health Services
- Identify and describe the key methods of research used in behavioural medicine research
- Discuss applications of behavioural medicine research in the health services
- Critique the contribution of behavioural medicine to evidence-based 'best' practice within the health services.

**Evaluation:**

Continuous assessment assignments throughout term (50%), and one two-hour exam at the end of semester (50%)

**PS342 Introduction to Collaborative Enquiry and Applied Systems Science (5 ECTS)**

**Module Coordinator: Dr. Michael Hogan**

**Module Objectives:**

The overall objective of this course is to introduce students to key concepts in the study of collaborative enquiry and applied systems science, with particular applications in the fields of education, business, and community settings. The course will be a combination of traditional lectures, class exercises, class discussions, and collaborative enquiry exercises. Students will be given the opportunity to work under the supervision of the course coordinator on an applied research problem.

**Overall Learning Outcomes:**

Upon completion of this module you should be able to:

- Describe the role of collaborative enquiry in education, business, community, and applied science settings
- Discuss the role of dialogue, creativity, and personality in collaborative enquiry dynamics
- Distinguish collaborative enquiry from cooperative learning
- Evaluate computer-supported collaborative learning tools
- Apply Interactive Management to an applied collaborative problem.

**Basic Reading:** All readings will be posted on blackboard.

**Evaluation:** 100% Continuous Assessment, Independent literature review (50%), and an Interactive Management report on collaborative problem solving (50%).

**PS343 Pediatric Clinical Behavioural Interventions (5 ECTS)**

**Module Coordinator: Dr Olive Healy**

**Module objectives:**

- To provide critical knowledge of the theoretical and research literature informing behavioural theory and interventions in clinical practice.

**Description:** This module will allow students to develop skills in behavioural intervention to an advanced level, improving proficiency in the fundamental techniques of applied behaviour analysis in clinical settings and developing competency in the specialist techniques used in the treatment of many behavioural problems observed in young children. Specific behavioural models of empirical evidence, assessment and specialist behavioural treatment strategies will be covered along with ethical concerns in intervention.

**Learning Outcomes:**

At the end of this module students will be able to:

- Describe the aetiology of pediatric behavioural problems that present in typical development and in developmental disorders
- Identify and complete published and norm-based instruments in the topographical assessment of pediatric behavioural problems
- Identify and complete functional behavioural assessment methodologies for pediatric behavioural problems that occur in typical and atypical development
- Describe and evaluate empirically supported behavioural interventions from published literature for pediatric behavioural problems associated with developmental disorders, brain injury and typical development
- Construct measurement systems for evaluating intervention in pediatric behavioural problems
- Identify ethical concerns and implications in clinical behavioural interventions
- Describe the contribution of applied behaviour analysis to the treatment of prevalent
- Behavioural problems in a variety of developmental disorders and in typical developing children

**Basic Reading:**

Journal of Pediatric Psychology

Journal of Applied Behavior Analysis

Additional readings for each section will also be assigned throughout the course.

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

**PS419 RELATIONAL FRAME THEORY, LANGUAGE & COGNITION (5 ECTS)**

**Module Coordinator: Dr Ian Stewart**

**Module objectives:**

The aim of this module is to introduce students to Relational Frame Theory (RFT; Hayes, Barnes-Holmes & Roche, 2001) as an approach to understanding human psychology. RFT is based on a comprehensive basic experimental research program into human language and cognition. With by now over 100 empirical studies focused on its tenets, it is arguably the most well established comprehensive theory of human psychology ever produced. This course will first familiarize students with the philosophical and theoretical underpinning of RFT and explain the core behavioural processes implicated by this approach. It will then examine up to date RFT-based research into diverse areas of human language and cognition including cognitive development, motivation, problem-solving, analogical reasoning, rule governed behaviour, the self, psychopathology, psychotherapy, mindfulness and spirituality. The course will combine lecture-based didactic teaching with active student participation in seminar discussion.

**Learning Outcomes:**

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

- Describe the development of relational framing as the core process involved in language
- Define key technical terms in RFT including mutual entailment, combinatorial entailment, transformation of function, contextual control, arbitrarily applicable relational responding,  $C_{rel}$ ,  $C_{func}$
- Discuss important psychological phenomena including cognitive development, motivation, problem-solving, analogy, metaphor, rule governed behaviour, the self, psychopathology and psychotherapy, mindfulness and spirituality from an RFT perspective
- Analyze an everyday language episode in terms of relational framing
- Evaluate the theoretical and philosophical basis of Relational Frame Theory as an account of language and cognition

### **Basic Reading**

Core reading: Torneke, N. (2010). *Learning RFT*. Oakland, CA: New Harbinger.

Additional reading: Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001). *Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition*. Plenum Press.

Additional topic-related reading lists will be made available online.

**Evaluation:** Essay (50%) and examination paper (50%).

## **The Research Project**

**Comprising both PS325 RESEARCH PROJECT 1 (5 ECTS) and PS327 RESEARCH PROJECT 2 (10 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke**

**Lecturers: Dr AnnMarie Groarke, Dr Denis O'Hora, Dr Kiran Sarma, Ms Anne Marie Keane**

### **Module objectives:**

- To increase students' understanding of the stages involved in conducting empirical research
- To enhance students' research design and statistical skills
- To improve students' writing ability, as it pertains to preparing a research paper in the format adopted by most psychology journals

**Description:** Final Year students are required to conduct and report on an original research project that addresses a significant psychological scientific question. The project may be carried out in a psychological laboratory, a school or a community setting.

### **Learning Outcomes**

Under supervision, students will:

- Develop a research proposal with feasible aims and testable hypotheses
- Submit an application for approval to the School Ethics Committee
- Learn to conduct a critical review of the literature
- Devise a suitable method for testing specified aims and hypotheses
- Collect, analyse data, report and discuss results in accordance with APA conventions.

### **Basic Reading:**

Wood, C., Giles, D. & Percy, C. (2009). *Your Psychology Project Handbook*. Essex, England: Pearson Education Limited.

American Psychological Association (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association

### **Evaluation:**

By continuous assessment. Note: Tentative dates for key elements of the research project are: Draft literature review November 25<sup>th</sup> - Final literature review January 30<sup>th</sup>; Methods section - February 10<sup>th</sup>; Results Section - March 9<sup>th</sup>; Complete Project - March 30<sup>th</sup> 2012.

# Important Information

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## 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 Higher Diploma students, the School will require you to take a number of ‘modules’ throughout the academic year. The result for the course is calculated on the aggregate across modules. At the end of the year you will receive a transcript of results from the University, which will record your overall mark, as well as marks for each module.
- 2. Semester 1 results.** As feedback, percentages for each of your Semester 1 modules will be available from the School towards the end of January 2012 (on a date to be announced). You will not be given an overall mark at this time. Please note that as you will have completed only half of the year’s assessments, the percentages given to you in January will be PROVISIONAL and UNOFFICIAL.

The percentages are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the percentages 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 percentages presented to you in January have only been considered once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The January percentages 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 further 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.

- 3. Percentage bands.** Honours are based on the following percentage bands:

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

- 4. Computation of end-of-year mark.** The results of Semester 1 Examinations will be incorporated with Semester 2 Examination results to give an overall result for the year. The Final Year is passed where all modules are passed or passed by compensation.
- 5. Calculation of overall Higher Diploma result.** The calculation of honours in the Final Year of the HDip Psychology (Full) examinations is based on the results of the Final Year alone or the aggregate of the First Year and Final Year whichever is to the benefit of the student (calculated on the basis of 50% performance in each year).
- 6. Passing, Failing, and Repeating.** All component modules to a total of 60 ECTS only must be passed, or passed by compensation. A student who does not pass one or more modules at the Christmas (Semester 1) or summer (Semester 2) examinations must repeat those modules in which a mark below 40% has been awarded. The result for the year is calculated on the aggregate across all modules to a total of 60 ECTS only. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

**Repeat Examinations.** Repeat examinations will be held in August for modules examined at the end of Semester 1 and Semester 2.

**Compensation.** Component module(s) to a total of 10 ECTS in the Second Year of the HDip Psychology (Full) may be passed by compensation at 35% or above, provided that excess marks equivalent to the deficiency are available in the remaining component modules successfully completed.

**Exemption.** A student will be exempted from further examination if at least 40 per cent has been obtained overall and provided all component modules have been passed or passed by compensation.

**Failing and carrying results forward.** Where a candidate has failed the examination as a whole, the mark in modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the following time limit: two years from the date of entering the programme. Students will not be permitted to retake modules previously passed.

- 7. 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](http://www.psihq.ie), or from:

The Psychological Society of Ireland  
Floor 2, Grantham House, Grantham Street, Dublin 2  
(Telephone 01-472 0105)

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 university. 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 fund-raising 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 2012.

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

# ***Postgraduate Studies in Psychology at NUI Galway***

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## **Research Degrees in Psychology**

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).

### **Application Procedure**

Application forms for postgraduate research degrees may be obtained from the Admissions Office, National University of Ireland, Galway (Ph: 091-524411 Ext. 2401). Also, prospective students should be aware of the available grants for postgraduate research (in Structured PhD Programmes), including the NUI Galway, College of Arts Fellowships and the Government of Ireland Scholarships in the Humanities and Social Sciences. Prior to making a formal application, prospective candidates should contact appropriate Course Directors or the Head of School to discuss their ideas.

### **PhD Degrees and structured PhD degrees**

Prospective postgraduate research candidates may be registered for the PhD degree if they have a primary degree with first-class honours, or an upper-second honours and Masters degree. The traditional PhD degree is awarded by thesis based on at least three years of supervised research. This degree is still available, but NUI Galway rapidly adopts a 4-year structured PhD programme involving the acquisition of 70 taught or assignment based ECTS as well as 290 ECTS of research activity.

The School of Psychology has several structured PhDs available:

- **Structured PhD in Child and Youth Research** is a collaboration between Trinity College Dublin and the Child and Family Research Centre, the School of Political Science and Sociology, and the School of Psychology here at NUIG. As a structured four-year programme, students will take taught modules in the first two years, and in years three and four concentrate on a dissertation begun in year one. Details may be found under: [http://www.childandfamilyresearch.ie/education\\_training.php](http://www.childandfamilyresearch.ie/education_training.php) and by contacting Dr. Caroline Heary.
- **Structured PhD in Applied Behaviour Analysis** is a structured four-year PhD programme of study. This qualification articulates with the existing Master of Science in Applied Behaviour Analysis, thereby ensuring that graduates possess high-level research skills in both practice and research. Read more about the PhD in Applied Behaviour Analysis from this link <http://www.nuigalway.ie/psychology/phdaba.html> or by contacting Drs. Olive Healy or Geraldine Leader.
- **Structured PhD in Perception, Cognition and Action** seeks to align research at Galway with global researchers and global research agendas with the eventual aim of producing graduates and graduate research of the highest quality and maximal impact

in the broad field of experimental psychology and the cognitive neurosciences. The aims of the PhD programme are: 1. To prepare graduates from a range of disciplines to conduct research of high impact, international standards in the subject areas of perception cognition and action (behaviour). 2. To increase capacity in relation to the broad field of experimental psychology and cognitive neuroscience research in Ireland. 3. To establish Galway as a location of research excellence in these fields. Full details are available from Dr. Mark A. Elliott or can be found under <http://www.nuigalway.ie/psychology/phdpca.html>

- In addition, the School of Psychology offers a **DPsychSc Clinical - Doctor of Psychological Science (Clinical Psychology)**, which is a taught doctoral programme that provides professional training in clinical psychology. The programme involves full-time study for three calendar years, and is provided in partnership with clinical psychology services in the Health Services Executive and other health service agencies. See [http://www.nuigalway.ie/psychology/d\\_clin\\_psych.htm#](http://www.nuigalway.ie/psychology/d_clin_psych.htm#) or contact Dr. Brian McGuire for details.

In addition to the PhD programmes, 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. Molly Byrne 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>

Candidates for a 3-year PhD should note that they may have to make a case to the College stating why this option suits their research, and be granted College approval, otherwise they will be obliged to register for a 4-year structured programme.

