Higher Diploma in Psychology
(Conversion)

Student Guide
2016-2017

Compiled by Ms Anne Marie Keane BA MLitt
Course Director

The assistance of all members of the School is gratefully acknowledged.
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# Academic Calendar 2016-17

## First Semester

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<th>Event</th>
<th>Date</th>
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<tr>
<td>Teaching begins</td>
<td>Monday, 5&lt;sup&gt;th&lt;/sup&gt; September 2016</td>
</tr>
<tr>
<td>Teaching ends</td>
<td>Friday, 25&lt;sup&gt;th&lt;/sup&gt; November 2016</td>
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<tr>
<td>Study week</td>
<td>Monday, 28&lt;sup&gt;th&lt;/sup&gt; November – Friday, 2&lt;sup&gt;nd&lt;/sup&gt; December 2016</td>
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<tr>
<td>Examinations begin</td>
<td>Monday, 5&lt;sup&gt;th&lt;/sup&gt; December 2016</td>
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<tr>
<td>Examinations end</td>
<td>Friday, 16&lt;sup&gt;th&lt;/sup&gt; December 2016</td>
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## Second Semester

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<tr>
<td>Teaching begins</td>
<td>Monday, 9&lt;sup&gt;th&lt;/sup&gt; January 2017</td>
</tr>
<tr>
<td>Teaching ends for Easter</td>
<td>Friday, 31&lt;sup&gt;st&lt;/sup&gt; March 2017</td>
</tr>
<tr>
<td>Study week</td>
<td>Monday, 3&lt;sup&gt;rd&lt;/sup&gt; April – Friday, 7&lt;sup&gt;th&lt;/sup&gt; April, 2017</td>
</tr>
<tr>
<td>Easter Holidays</td>
<td>Monday 17&lt;sup&gt;th&lt;/sup&gt; April - Friday 21&lt;sup&gt;st&lt;/sup&gt; April 2017</td>
</tr>
<tr>
<td>Examinations begin</td>
<td>Monday, 24&lt;sup&gt;th&lt;/sup&gt; April 2017</td>
</tr>
<tr>
<td>Examinations end</td>
<td>Wednesday, 10&lt;sup&gt;th&lt;/sup&gt; May 2017</td>
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Calendar 2016-2017

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 5th September
Orientation session, Higher Diploma Conversion students at 3.30 pm Room GO66, School of Psychology, Arts Millennium Building Extension (AMBE)

August 25th – September 30th
Online Registration of Psychology First Year Higher Diploma students at http://www.nuigalway.ie/registration/index.html

Dates for Your Diary
November 9-12th 46th Annual Conference of the Psychological Society of Ireland at Sheraton Athlone Hotel, Athlone, Co Westmeath http://www.psychologicalsociety.ie/conference/

Spring 2017 39th Annual Congress of Psychology Students in Ireland
The School of Psychology

Head of School: Dr AnnMarie Groarke

Administration:
- Ms Miriam Lohan (miriam.lohan@nuigalway.ie)
- Ms Olive O'Grady (olive.ogrady@nuigalway.ie)
- Ms Nuala Donohue (nuala.donohue@nuigalway.ie)
- Ms Alma Greally (alma.greally@nuigalway.ie)

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Email: psychology@nuigalway.ie

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 two main research clusters:

- Brain and Behaviour
- Health and Wellbeing.

The School has recently moved to a new purpose-built extension of the Arts Millennium Building where there are high quality teaching, research and computer laboratory facilities.
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 Art's 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. A new MSc in Clinical Neuroscience one-year taught programme is being offered in 2016-2017.

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 Room 1066, School of Psychology Arts Millennium Building Extension. Opening hours will be announced early in Semester 1 and posted on the Test Library door.

Resources at the James Hardiman Library. The James Hardiman Library stocks over 4,000 books in psychology and closely related subjects. 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 PsychInfo, 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. 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 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 and as a Track Chair for that committee in 2010 and 2011. Dr Groarke was elected Vice Dean of the Arts Faculty 2003 - 2006. 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 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. She has conducted longitudinal research examining factors that predict adjustment in patients with rheumatoid arthritis and she has recently completed a 4-year clinical trial with Professor Ruth Curtis investigating the role of a cognitive-behavioural intervention for women with breast cancer funded by the National Breast Cancer Research Institute. She is also currently involved in a study examining predictors of adjustment in men with prostate cancer funded by Cancer Care West.
Prof Gary Donohoe, BA, BD, MA, MPsyChSc, DClinPsych, PhD, Reg Psychol (PsSI), AFPsSI.
Professor and Established Chair of Psychology
Gary Donohoe was appointed to the School of Psychology as Professor of Psychology in July 2013. Following the completion of his Doctoral training in Clinical Psychology at Trinity College Dublin in 2002, Gary undertook a research fellowship in the TCD neuropsychiatric genetics research, where he earned a PhD in Cognitive genomics and began the cognitive genomics lab. He was appointed an assistant professor in TCD’s school of medicine in 2006, and associate professor in 2009, where he was responsible for the school of medicine’s psychology program until his appointment at NUIG. Gary's research focuses on understanding the genetic and neural basis of mental health related disability, and the development of therapeutic programs for overcoming these deficits. Gary continues to lead the Cognitive Genetics and Cognitive Therapy (CogGene) group, members of which are based between the NUIG School of Psychology and TCD, where he holds the position of adjunct Professor in the school of medicine and principal investigator in the Trinity College Institute for Neuroscience. The group collaborates widely as part of several major international consortium (including the Enigma, PGC, and Genus consortia), and the group's work is supported by several national and international funding agencies, including the HRB and SFI. In tandem with his research and teaching activities, Gary has worked in a wide range of clinical psychology services, including intellectual disability (Daughters of charity) and adult mental health (St John Of God Hospital). He continues to be clinically active in mental health service delivery as a clinical psychologist and neuropsychologist.

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 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

Dr Sinéad Conneely, BA (Psych), PhD

Sinéad holds BA (Psych) and PhD degrees from NUI Galway. Her research interests lie primarily in the assessment of stress and health-related outcomes (self-reported and psychophysiological); and the role of personality in moderating stress responses. Other interests include modern health worries and the psychological aspects (i.e., the placebo components) of therapeutic responsiveness to medicinally/ pharmacologically inert or fringe therapies. She teaches and coordinates a number of undergraduate psychology modules; is coordinator of all psychology-related modules for the disciplines of Speech and Language Therapy and Occupational Therapy; and teaches and coordinates research-related (among other components) of the MSc in Health Psychology and DPScPsychSc (clinical psychology) programmes. Within the School of Psychology, she is actively involved in laboratory-based research involving assessment of stress and pain, and has established and currently manages the School’s bioassay laboratory, originally used for the analysis of stress and immune-related biomarkers in human saliva samples, and recently expanded to run DNA analyses/genotyping. Currently, Sinéad is working with NUI Galway’s Centre for Pain Research on research relating to medical judgement and decision-making specific to risk of future disability and other psychosocial factors in patients with chronic lower back pain.

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

Mark is a Chartered Scientist and member of the British Psychological Society and the American Psychological Association, amongst several other professional associations. He was President of the International Society for Psychophysics and has previously served as advisor to EU candidate states on curricula reforms on behalf of the European Commission. Mark was elected and is Full Professor of Human Sciences at Kyushu University, Japan in 2010.

After several years as a social worker, Mark returned to education. He 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. Following completion of his PhD he took up a research fellow’s position at the Universität Leipzig in Germany. Immediately prior to his appointment as senior lecturer at NUI Galway Mark was employed as an assistant professor at the Ludwig-Maximilians Universität (LMU) in Munich, Germany. He remains an Honourary Research Fellow of Birkbeck College, University of London, UK and is a founder member of the neuroscience cluster of the NCBES in Ireland. He is director of the structured PhDs in Perception, Cognition and Action, and Social Psychological Science and Neuroscience, the latter run jointly with the Department of Psychology at the University of Limerick. As well as lecturing on the psychology programmes at NUI Galway, he also contributes to the international Master’s programme in Neuro-Cognitive Psychology at the LMU in Munich and the undergraduate programme in Design at Kyushu University, Japan. Mark coordinates the ERASMUS mobility programmes with Padova (Italy) and Salzburg (Austria). Outside of academia he is founder and partner in the Mindscapes partnership delivering neurofeedback treatment to individuals with ADHD and autism spectrum disorders (ASD). In addition he is cofounder of Assessment Innovation Inc. in New York City.

Mark has a wide range of research interests. Generally, his research concerns human cognition as well as perception and to a lesser extent decision-making. He has investigated the timing of psychological processes (or temporal dynamics) at the level of cognitive

He is interested in understanding how we form aesthetic judgments and how these judgments relate to basic cognitive and perceptual processes. He is interested in the cognitive factors underlying occupational performance and consumer preference and is also interested in abnormal psychology: in this latter respect he has researched and published on schizophrenia, ASD, ADHD, Specific Language Impairment, dyslexia and blindsight. He employs basic experimental and psychophysics techniques for psychological science and occasionally uses electroencephalographic recording methods.

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. He received this award for his research on the relationship between developmental automaticity and intelligence. Michael was also winner of the Gold Medal Award in 1st, 2nd and 3rd Arts. Michael traveled to the U.S. after his undergraduate, where he spent a year working in a Brain Injury clinic as a life skills trainer. He returned the following year to accept a PhD fellowship award at NUI, Galway. His PhD topic was ‘A critical analysis of Generalized Slowing and Common Cause Models of Ageing’ (NUI, Galway, 2000). He continued his research in the field of ageing cognition as a postdoctoral researcher at the University of Toronto where he worked with Lynn Hasher on the relationship between circadian arousal and learning in younger and older adults and with Fergus Craik on the impact of attention switching on memory in younger and older adults. Michael returned to Ireland to work as a postdoctoral researcher at Trinity College Dublin. Working with Brian Lawlor and Ian Robertson he secured HRB funding for a research project that examined the relationship between event-related potential (ERP) variability and ageing memory. During this period he also accepted a visiting scholar position at the University of Tübingen, Germany, where he worked with Jochen Kaiser on EEG coherence changes in Alzheimer’s disease. He was appointed to the staff in NUI, Galway in 2001. Michael has recently spent some time doing research at Harvard University (working with Kurt Fischer on EEG coherence and learning), Arizona State University (working with Alex Zautra and Mary Davis on resilience and mindfulness), and Aberdeen and Edinburgh (working with Roger Staff and Ian Deary on the role of the cerebellum in ageing cognition). Michael has published in the following broad areas: Systems Science and Integral Frameworks; behavioral and electrophysiological aspects of executive control, learning and memory; Physical activity and ageing cognition; Emotion, Personality and Cognition in younger and older adults; Emotion and cardiovascular responding; The cerebellum and aging cognition; Positive Psychology; Critical Thinking and Education; Argument Mapping; Chronic Pain; Spirituality; and Mindfulness. Michael has acted as the book review editor for the Journal of Positive Psychology, a member of the European Science Foundation (ESF) Steering Committee for European Research Network for Investigating Human Sensorimotor Function in Health and Disease (ERNI-HSF). He is currently Co-Director of the Structured PhD in Perception, Cognition and Action, Co-Director of Structured PhD in Learning Sciences, and co-leader of the Health and Well-being priority theme at the Whitaker Institute for Innovation and Societal Change, NUI, Galway. Michael writes a blog for Psychology Today.
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 fifteen 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 lectures on the MSc in Applied Behaviour Analysis and is the director of the structured PhD in ABA. These programmes aim to teach students the theoretical underpinnings and practical skills required to support individuals with differential diagnosis. Jennifer is the Clinical Services Director for the Irish Centre for Autism and Neurodevelopmental (ICAN) Research at NUIG and provides clinical training within the scientist practitioner model to students on the programmes. 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 screening practices and intervention for children with ASD, social skills interventions for individuals with AS or HFA, evaluating fluency-instructional approaches and curricula.

Professor Brian M. Hughes, BA (NUI), EdM (SUNY), PhD (NUI), Reg Psychol (PsSI), FPpsSI
Brian Hughes is a Professor of Psychology, and a specialist in stress psychophysiology. As Dean of International Affairs at NUI Galway he is a member of the university's Academic Management Team. He was President of the international Stress and Anxiety Research Society (STAR) from 2014 to 2016, and has also served as Director of the Centre for Research on Occupational and Life Stress (CROLS) and as President of the Psychological Society of Ireland. He has held visiting academic appointments at the Universities of Missouri (USA), Leiden (Netherlands), and Birmingham (UK), at King's College London (UK), and at the Royal College of Surgeons in Ireland. Professor Hughes holds PhD and BA degrees from NUI Galway and an Ed.M. degree from the State University of New York at Buffalo. His research and publications have focused on psychological stress (particularly its impact on cardiovascular psychophysiology, immunity, and health) and on psychosocial moderators of stress processes (such as social support, cognition, and personality). He also writes widely on the psychology of empiricism and of empirically disputable claims, especially as they pertain to science, health, and medicine. He is the author of Conceptual and Historical Issues in Psychology (London: Pearson/Prentice Hall, 2012) and Rethinking Psychology: Good Science, Bad Science, Pseudoscience (London: Palgrave, 2016).

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

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

**Dr Helena Lydon BA, HdipPsych, MA, PhD, BCBD-D**
Helena is a graduate from NUI, Galway having completed a Masters in Applied Behaviour Analysis and a PhD in Applied Behaviour Analysis. She is a certified Behaviour Analyst with the Behaviour Analyst Certification Board®. She has worked for seven years as a Behaviour Therapist and Senior Behaviour Specialist with children and adults in Intellectual and Developmental Disability Services, and with private children's residential care service providers, throughout Ireland. Her clinical experience is in the treatment of challenging behaviour and individuals presenting with a dual diagnosis across educational, residential and respite settings. Helena is a member of the Forensic and Intellectual Disability and ASD Group, which is based at NUIG. In 2013, Helena began lecturing 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. She is a member of the Psychological Society of Ireland (PSI) and the division of behaviour analysis (DBA) in Ireland. Her research interests include challenging behaviour, behavioural intervention for challenging behaviour and mental health issues, feeding and sleep problems, play skills and verbal behaviour.

**Dr Pádraig Mac Neela, BA, PhD**
Pádraig MacNeela graduated from NUI Galway and was appointed as lecturer in 2004, moving from the School of Nursing at Dublin City University. His PhD topic on person perception and social judgement led to an interest in applied decision-making. He has studied clinical judgement in mental health, hospital and general practice settings, predominantly in multidisciplinary projects, supported by grants from the Health Research Board and Irish Research Council for the Humanities and Social Sciences (IRCHSS). The second of Padraig's key areas of research is in the psychology of volunteering and civic engagement, among university students and other populations. This work has been supported by Atlantic Philanthropies and IRCHSS. He also studies social issues such as coping with chronic pain and attitudes toward alcohol, supported by grants from NUI Galway and IRCHSS. His undergraduate teaching responsibilities are in areas including qualitative research methods, organisational psychology, service learning, and nursing. Pádraig also contributes to other programmes such as the doctorate in Clinical Psychology and the MSc in Health Psychology programme.

**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 medico-legal 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 Gerry Molloy, BSc, PhD, CPsychol, AFBPsS
Gerry Molloy graduated from the University of Ulster in 2001 with First Class Honours. Gerry’s research is mainly in the areas of behavioural medicine and health psychology with a particular interest in the psychological and social determinants of treatment adherence. He received his PhD from the University of St Andrews in Scotland (2001-2004) and was awarded a combined Economic and Social Research Council/Medical Research Council postdoctoral fellowship, which he held at the University of Aberdeen between 2004 and 2006. Following this he worked as a research fellow in the Psychobiology group at the Department of Epidemiology & Public Health, University College London and as a Lecturer in Psychology at the University of Stirling in Scotland. In June 2012 he took up a Lectureship at the National University of Ireland, Galway. He is a Chartered Psychologist with the British Psychological Society and a registered Health Psychologist with the Health Professionals Council in the UK. Much of Gerry’s research is linked by the over-arching question, ‘How does the immediate social environment influence health and illness across the lifespan?’ In this work self-regulation models from behavioural sciences are used to understand how aspects of social relationships influence health and illness throughout life. Three specific current research questions include: How can adherence to medication be enhanced? How are personality and coronary heart disease related? How does chronic loneliness lead to poor health? Both undergraduate and post-graduate student projects that Gerry has supervised in the past 5 years have led to peer-reviewed publications in scientific journals.

Dr Omar Mothersill BA (Hons), MSc, PhD
Omar Mothersill graduated from Trinity College in 2014 with a PhD in Neuroimaging Genetics. Following this, he worked in the Centre for Neuroimaging, Cognition and Genomics (NICOG) in NUI Galway as a Postdoctoral Research Fellow. Omar started his lectureship in NUI Galway in August 2016, and acts as course coordinator on the newly launched MSc in Clinical Neuroscience. Omar’s research is concerned with cognitive function in psychiatric disorders such as schizophrenia and bipolar disorder, how this can be examined at the level of brain function using neuroimaging, and how deficits in cognitive function may be treated. Omar is also a registered member of the Organisation for Human Brain Mapping (OHBM).

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

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

Eamon Smith MA
Eamon Smith is a graduate of UCD where he completed a Masters Degree in psychology and subsequently a Masters in Psychological Science (Clinical Specialisation). He worked for two years with the then Western Health Board in Community Care (Child Service) before moving to the Mayo Adult Mental Health Service where he remained for almost thirty years. As well as providing a generic adult service, he was instrumental in initiating and supporting activation and rehabilitation programmes within the service which ultimately lead to the development of more comprehensive community based services. He developed an interest in complex presentations and personality disorders and his work in this area was facilitated by his training in Schema Therapy which he undertook with Jeff Young and Wendy Behary in the US. As part of a HSE initiative to provide a conflict resolution service, he obtained a Diploma in Mediation and worked with HSE personnel throughout the country. He was a founding member of the board which set up Family Life Services in Castlebar and remained as the HSE representative until his retirement from the service. For his last seven years with the HSE he worked part-time in the older adult mental health service and developed links with community based carer support services with whom he remains involved. From 2007 to 2011 he worked, on a sessional basis, with the Irish Prison Service at Castlerea Prison. Since his retirement from the HSE he works in private practice but recently he has returned to the HSE on a part-time (one day/ week) basis. He joined the Clinical Programme in September 2013 as a Lecturer in Clinical Psychology (part-time) although he has been associated with
the course since its beginning as both supervisor and visiting lecturer. As well as teaching on the clinical programme and undergraduate courses he currently holds the position as joint Clinical Placement Coordinator. His research interests include core needs, attachment and coping modes in psychotherapy, the efficacy of Schema Therapy and models of caregiving.

Dr Ian Stewart, BA, HDipPsych, PhD
Ian Stewart received his PhD from NUI Maynooth (NUIM) in 2001. He spent one further year at NUIM conducting postdoctoral research and was appointed to the staff at NUI Galway in August, 2002. His research focuses on the analysis of language and cognition from a behaviour analytic and more specifically Relational Frame Theory (RFT) perspective. He has published over seventy articles in international peer reviewed journals, and has co-authored a number of books on psychological applications of RFT. 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. Besides this, he is a member of several associations dedicated to the promotion of behavioural science including the Association for Contextual Behavioral Science (ACBS), the Association for Behavior Analysis International (ABAI), and the Experimental Analysis of Behaviour Group (EABG).

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 and lectures in the area of Research Methods, Behavioural Medicine and Health Psychology. Jane is the current Director of the Structured PhD in Psychology and Health and a former Director of the MSc in Health Psychology. She was also the Chair of the Psychological Society of Ireland Division of Health Psychology. Her research has focused on preventive health behaviour and the use of theory-based interventions in health settings. Jane has obtained funding for her research from the HSE Western Region and Mid-Western Region, the Health Research Board and the Millennium Fund. Her research interests are in the areas of health behaviour change and communication in health care settings; screening, childhood immunisation, cancer prevention, preparation for patients undergoing stressful medical procedures; pain management interventions.

Technical Staff

Senior Technical Officer
Mr Declan Coogan BA, DSA

Technical Officer
Mr Joseph Mee BSc PgDip MSc
Ms Kate Molloy BA, MA, PgDip, TDip
Office Hours, Appointments, and Academic References

The office of the School of Psychology in Room 1025 Arts Millennium Building is staffed from 9.00 a.m. to 1.00 p.m. and 2.15 p.m. to 4.15 p.m.

**IMPORTANT: Appointments and Queries**

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

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 Administrative Assistant, Ms Miriam Lohan. Appointments with a member of the academic staff should be arranged with Ms Lohan by e-mail (miriam.lohan@nuigalway.ie). A minimum of four days' notice is required.

These appointments should be confirmed the day before with the Administrative Assistant. 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.

### Special Responsibilities for Higher Diploma Students

- **Higher Diploma Contact Person:** Ms Nuala Donohue (nuala.donohue@nuigalway.ie)
- **Course Director:** Ms Anne Marie Keane
- **Student Engagement Committee:**
  - Dr Padraig MacNeela
  - Dr John Bogue
  - Dr Ian Stewart
- **Library Co-ordinator:** Dr Gerry Molloy
- **Assignment Co-ordinator:** Ms Miriam Lohan
- **Room Bookings:** Ms Miriam Lohan
IMPORTANT: Requests for Academic References

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

(i) A copy of their CV;

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

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

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

Please take note of the following:

- You are free to choose a referee from the School staff, but that a standard reference letter will be available from the Head of School. If a staff member feels that he or she does not know the student well enough to write the reference, they may pass the request to the Head of School who will provide the standard letter.

- Please give adequate notice for the supply of a reference. It is anticipated that such requests will take at least one week to process.
Studying Psychology at University

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

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

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

Managing your time

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

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

Many observers point to the fact that studying is more time-consuming than other forms of work. This would suggest that you would 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 (Conversion)

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

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*Please note that there is a limited capacity for electives. Students will have the opportunity to register online for these optional modules in January and once the capacity of students is reached, online registration will be closed for this module.

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

PS220 Psychology of Learning (5 ECTS)

Module Coordinator: Dr. Ian Stewart

Module objectives

This module examines theoretical developments in the psychology of learning from a behaviour analytic perspective. It provides definitions of the basic behavioural terminology and an overview of the emergence of the experimental analysis of behaviour. By focusing on theoretically important experiments, it traces the evolution of behaviour analytic research, starting with animal-based work utilizing simple classical and operant conditioning paradigms and finishing with an examination of modern behaviour analytic investigations into language and higher cognition in humans. The strong scientific tradition of behaviour analysis is emphasized, as evidenced by rigorous
measurement of behaviour, precise specification of methods, and careful interpretation of outcomes.

**Learning outcomes**

Upon completion of this module students should be able to:

- Define key processes within behavioural psychology including, for example, reinforcement, punishment, extinction, habituation, operant, discrimination, generalization, discriminative stimulus, shaping, fading, etc.
- Describe a number of key experiments in the history of behavioural psychology that have contributed to the current corpus of scientific knowledge within behavioural analysis.
- Evaluate the theoretical and philosophical basis of behaviour analysis as an approach to psychology.
- Describe the key theoretical features of Relational Frame theory (RFT) as a modern behaviour analytic approach to language and cognition.
- List and describe a number of key areas in which RFT research is currently being applied.

**Basic Reading**


**Additional Reading**


Additional, topic-related reading lists of books and papers will be provided online.

**Evaluation**

One essay for completion by mid-semester (25%); One two-hour examination at the end of Semester 1 (60%); Web-based tutorial to be completed during the semester and before the examination (15%).

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

*Module Coordinator: Dr AnnMarie Groarke*

See section on Research Project, below.

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

*Module Coordinator: Dr Jane Walsh*

**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**


**Recommended Reading**


**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)

**PS412 Experimental Psychology Workshop 1** (5 ECTS)

**Module Coordinator: Dr. Gerry Molloy**

**Description**

This module trains students in the practice of empirical research in psychology by providing them with the opportunity of participating in, and reporting on, practical research work. Students participate in research exercises, collate the necessary data, and report outcomes appropriately.

**Module objectives**

The overall objective of this module is to introduce you to the practice of empirical research as it is employed in psychology by providing you with the opportunity of taking part in and reporting on practical experimental work. By conducting a series of
laboratory experiments throughout the semester, it is hoped to familiarise you with computers and laboratory equipment as research tools for the collection and analysis of data in experimental psychology; and to develop your research skills and report-writing techniques.

**Learning outcomes**
Upon completion of this module you should be able to:

- Reflect on and appreciate the importance of objectivity and rigour in attempting to scientifically study human behaviour
- Demonstrate proficiency in the principles of practical scientific research in psychology
- Describe how best to design research studies
- Become sophisticated consumers of research
- Apply practical experience of principles and concepts introduced elsewhere in the psychology curriculum
- Consider the merits of published research and the basis upon which all psychological knowledge is founded

**Basic Reading**
Reading lists relating to the various class exercises will be provided over the course of the module.

**Evaluation**
Continuous assessment, based on in-class exercises and other set assignments conducted on an ongoing basis throughout the term

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**PS413 Qualitative Research Methods** (5 ECTS)

*Module Coordinators: Dr. Pádraig MacNeela and Dr. Caroline Heary*

**Module objectives**
This module introduces qualitative research methods used in psychology. Students will have the opportunity to further develop their understanding of qualitative approaches and methodological issues. They will also work with focus group and interview methods to develop an appreciation of how particular methods can be used to address research questions relevant to psychology.

**Learning outcomes**
Upon completion of this module you should be able to:

- Discuss methodological approaches taken to qualitative research in psychology
- Demonstrate familiarity with particular qualitative research methods used in psychology
- Express a critical appreciation of the place of qualitative methods in psychological research

**Basic Reading**
Specialised reading lists will be provided. Methodology texts in NUI Galway library include:


Evaluation
100% Continuous assessment, based on practical work and essay submissions

PS420 PSYCHOLOGICAL MEASUREMENT: THEORY AND PRACTICE (5 ECTS)
Module Coordinator: Dr AnnMarie Groarke
Lecturers: Dr. AnnMarie Groarke; Dr. Helena Lydon; Ms. Jenny Groarke BA, HDip Psych

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.

Module objective
To provide basic skills in the administration of psychometric instruments and the interpretation and reporting of their scores

Learning Outcomes

Section 1: Dr Groarke & Ms. 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 Lydon
- 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
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

PS327 RESEARCH PROJECT 2 (10 ECTS)
Module Coordinator: Dr AnnMarie Groarke

See section on Research Project, below.
PS3104 Professional Skills in Psychology (5 ECTS)

Module Coordinator: Dr. Pádraig MacNeela

Module objectives
This module supports students to engage with the task of transitioning into a professional mind set and outlook appropriate to the discipline of psychology. Further to this, the module enables students to rehearse the key skills needed to project a professional identity in the world of work and further training. In particular, the module emphasizes non-technical Graduate Attributes involving team work and communication.

Learning outcomes
- Describe the competencies and skills that underpin teamwork and communication Graduate Attributes
- Reflect critically on personal and professional development as applied to their experience of being a psychologist in training
- Demonstrate effective oral/written communication skills
- Demonstrate key employability skills such as CV development and preparing for interviews
- Differentiate between applied professional domains in Psychology (e.g., educational, clinical, behavioural)

Basic Reading

Evaluation
100% Continuous Assessment

PS414 Experimental Psychology Workshop 2 (5 ECTS)

Module Co-ordinator: Dr. Denis O'Hora

Description
This course continues students' exposure to the practice of empirical research in psychology by again providing them with the opportunity of participating in, and reporting on, practical research work. Students participate in research exercises, collate the necessary data, and report outcomes appropriately.

Module objectives
The overall objective of this module is to enhance your appreciation of empirical research as it is conducted in psychology by providing you with (a) tuition in aspects of the research process, including its production and dissemination, and (b) the opportunity of taking part in, discussing, and reporting on practical experimental work. By involving you in exercises throughout term—including tasks focused on how research is evaluated and disseminated, as well as a series of laboratory-based experimental practicals—it is hoped to familiarise you with a range of aspects of
experimental psychology including the design of experiments, the appropriate use of equipment, what makes a “good” or “bad” study, and the dissemination of findings.

**Learning outcomes**

Upon completion of this module you should be able to:

- Reflect on and appreciate the importance of objectivity and rigour in attempting to scientifically study human behaviour
- Demonstrate advanced proficiency in the principles of practical scientific research in psychology
- Demonstrate a knowledge base that will assist you in designing your own research studies, and develop experience of the skills necessary to achieve this
- Apply advanced practical experience of principles and concepts introduced elsewhere in the psychology curriculum
- Critically evaluate published research and appreciate the basis upon which all psychological knowledge is founded

**Basic Reading**

Reading lists relating to the various class exercises will be provided over the course of the module.

**Evaluation**

Continuous assessment, based on in-class exercises and other set assignments

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**PS415 Perception, Attention and Performance (5 ECTS)**

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

**Module objectives**

This lecture based module aims to provide an introduction to sensory and perceptual processes, blending classical and contemporary approaches to basic information processing. The module will outline key theoretical issues and methodological contributions in perception and attention generally. In addition, it will demonstrate the scope for the application of knowledge of sensory and perceptual processes to other areas of cognitive psychology and neuroscience.

**Learning outcomes**

Upon completion of this course students should be conversant with and able to address examination questions on:

- Physiological and psychological models of sensory and perceptual function
- Theories of perception
- Theories of attention
- The anatomy and physiology of sensory systems in vision and audition

**Basic Reading**


**Evaluation**

One 2-hour examination at the end of Semester 2
Electives (To Choose One):

**PS329 SERVICE LEARNING IN PSYCHOLOGY (5 ECTS)**

*Module Coordinator: Dr. Pádraig MacNeela*

**Objective**
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.

**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, behaviour 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 behaviour modification/behavioural 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.

**Reading**
Readings will be posted on Blackboard throughout semester.

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

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**PS341 INTRODUCTION TO COLLABORATIVE ENQUIRY & APPLIED SYSTEMS SCIENCE** (5 ECTS)
**Coordinator: Dr. Mike Hogan**

**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.

**Learning Outcomes**
Upon completion of this course 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.

**Readings**
All readings will be posted on Blackboard

**Evaluation**
100% Continuous Assessment
Module Coordinator: Dr. Jennifer Holloway

Module Objectives
To provide critical knowledge of the theoretical and research literature informing behavioural theory and interventions in clinical practice for children with clinical behavioural problems

Description
This module will allow students to develop skills in behavioural intervention as applied to children presenting with developmental disorders. Furthermore, it aims to develop competency in the specialist techniques such as assessment, evidence based interventions and analysis 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 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
Research in Autism Spectrum Disorder
Research in Intellectual and Developmental Disorders

Additional readings for each section will also be assigned throughout the course. There is no core text assigned for this module (Chapters/references will be given in class)

Evaluation
Continuous assessment assignment (30%), in-class participation on group assignments/discussion (10%) and one two-hour exam at the end of the semester (60%)

Please note that all evaluation elements must be completed and passed in order to pass the module.
PS345  APPLIED DEVELOPMENTAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Caroline Heary

Module description
As a science-based field of psychology, Applied Developmental Psychology involves the systematic synthesis of research and application to describe, explain and promote optimal developmental outcomes in individuals and families as they develop along the lifecycle (Lerner & Fisher, 1994, p.4).

This module will focus on contemporary issues relating to children's development. Students will be encouraged to evaluate the evidence relating to contemporary issues relevant to children's development and to reflect on the implications of theory and research for policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Topics covered include: the impact of divorce & parental separation on children's development, childhood obesity, positive youth development, neighbourhood influences on children's development, media, children as witnesses, and stigma & prejudice associated with disease and disability during childhood and adolescence.

Learning outcomes
Following completion of this module, students will be able to:

- Identify developmental issues of relevance to real-world settings and modern society
- Describe and explain relevant developmental processes for the topics under consideration
- Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children's lives
- Identify the practical applications of developmental research and theory to real world settings
- Critically examine the application of theory and research to the health and welfare of individuals in society

General Reading
We do not have a core textbook for this module. Recommended reading given for each topic.

Evaluation
100% Continuous Assessment

PS419 RELATIONAL FRAME THEORY, LANGUAGE AND COGNITION (5 ECTS)

Module Co-ordinator: Dr. Ian Stewart

Description
The aim of this course 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 course 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

**Readings**


**Assessment**

Examination 50%; Essay 50%

**PS3101 MODELLING LEARNING AND DECISION MAKING** (5 ECTS)

*Module Coordinator: Dr Denis O'Hora*

**Objectives**

This module provides an overview of behavioural research on learning and decision-making. Drawing from psychology, neuroscience and economics, students will discover the conditions under which humans and animals make optimum and sub-optimum decisions. In addition to conceptual and theoretical work, students will learn how to model decision-making using simple computer programs and compare their findings to experimental results.

**Learning Outcomes**

Upon completion of this course you should be able to:

- Develop simple models of learning and choice processes
- Explain the relative merits of different approaches to modelling behaviour
- Critically discuss empirical research on learning, choice and decision making

**Basic Reading**

The following texts are recommended:


**Evaluation**

One modelling assignment (50%) and one essay (50%)

**The Research Project**

PS325 & PS327 The Research Project

Comprising both PS325 Research Project 1 (5 ECTS) and PS327 Research Project 2 (10 ECTS)

**Module Coordinators:** Dr. AnnMarie Groarke & Dr. Gerry Molloy

**Lecturers:** Dr. Annmarie Groarke, Dr. Gerry Molloy, Dr. Denis O'Hora, Ms. Anne Marie Keane BA MLitt

**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.

**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

**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**


**Evaluation**

100% Continuous Assessment
Important Information

Tutorials
Note that tutorials for particular modules (two per module) will take place over the course of the semester. Tutorials will start roughly 4 weeks into term. Information on the modules involved will be provided at orientation and by the coordinators of the relevant modules.

Submitted Work
As well as written examinations, students will be assessed on the basis of submitted work with respect to certain modules. 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).

Note that all work submitted electronically is now checked using Turnitin, plagiarism detection software.

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 2017 (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:
First Class Honours 70 - 100
Second Class Honours (Grade 1) 60 - 69
Second Class Honours (Grade 2) 50 - 59
Pass 40 - 49
Fail 0 - 39

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 programme is passed overall where all modules are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. 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.

6. Passing, Failing, and Repeating. Students who do 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.

Capping of Examination Marks: With effect from the academic year 2015-16 the maximum mark which may be awarded at a repeat examination of a module will be 40%. Capping will apply in all cases unless an official deferral has been granted.

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 one-year HDip Psychology (Conversion) may be passed by compensation at 35% or above, provided that excess marks equal to the deficiency are available in the remaining component modules successfully completed. Component modules to a total of 60 ECTS must be passed, or passed by compensation.

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. Modules previously passed may not be re-taken.

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.
Policy on Full-Time Undergraduate Assessment Practices
College of Arts, Social Sciences, and Celtic Studies

Assessment Workload

The College Curriculum Committee notes the problems in attempting to account for, and standardize, the workload associated with such assessment types as field-based activities and oral examinations. Nevertheless, where essay-type written work or similar (for example, report writing, case studies and field journals) is the main type of assessment on which the student’s grade is calculated, the College recommends the following:

• For a 5 ECTS module, a word count of 3,000-3,500 words, or equivalent effort, should be the norm.
• Where there is a mixture of two-hour examination (which is usually 2,000 words in length on average) and continuous assessment in a module, the total continuous assessment for that module should not exceed 1,500 words, and should be worth less than 50% of the total mark for the module.
• Where a module awards 50% or more for continuous assessment, the final exam for that module (where applicable) should be no longer than one hour, and the continuous assessment should not exceed 2,500 words.
• Where other forms of assessment, such as learning journals, MCQs, practical work, etc. are used, the module leader should bear in mind that per 5 ECTS, the total educational activity (including contact hours, self-study and assessment) should equal 100 hours.
• For a 10 ECTS module, a word count of 6,000-7,000 words, or equivalent effort, should be the norm, and the above recommendations should be applied on a pro rata basis.
• The weighting for continuous assessment in any one module should not be worth less than 20% of the total marks for that module.
• No marks should be awarded for attendance.
• No more than 10% of total marks for a module should be given for in-class participation.
• Student handbooks and websites containing course information should include a detailed breakdown of assessment types and assessment weighting per module.
• Students should be advised of grading criteria for each piece of assessment when assessment titles are released.
• Second-sitting assessments do not have to replicate the assessment mode or weighting of the first sitting.

Scheduling of Submission Deadlines for Course Work

• Course work should not be scheduled for submission during study week.
• Under normal circumstances, course work should not be scheduled for submission during the exam period.
• If a student has fewer than two exams in a particular Discipline per semester, that Discipline may set a deadline for course work towards the end of (but no later than) the official exam period.
• To stagger assessment deadlines, Disciplines should examine their own internal course work deadlines to ensure that each student has sufficient time between the submission of assignments to allow for adequate preparation and completion.
• In semester one, Disciplines in groups 1, 3, 6 and 7 should set their deadlines for final assessment at week 11 of the semester. Disciplines in groups 2, 4 and 5 should set their deadlines for final assessment at week 12 of the semester.
• In semester two, Disciplines in groups 2, 4 and 5 should set their deadlines for final assessment at week 11 of the semester. Disciplines in groups 1, 3, 6 and 7 should set their deadlines for final assessment at week 12 of the semester.
University's Learning, Teaching and Assessment Strategy

The College recommends that all assessment be in compliance with the University's Learning, Teaching and Assessment strategy (http://www.nuigalway.ie/celt/documents/revised-LTA-2012.pdf). In particular, the College recommends the following:

• Assessment design should be considered in terms of both module and programme, and should be clearly aligned with the learning outcomes of both module and programme.
• Programme Boards and School Teaching and Learning/Curriculum Committees should review the assessment strategy for their programmes with a view to ensuring that the University's Learning, Teaching and Assessment Strategy is being implemented.
• Programme Boards should ensure that there is variety in the assessment methods being deployed.
• Programme boards should monitor grading of assessments and deal with any inconsistencies where they arise.
• Students should be provided with timely feedback.
• Programme Boards should periodically review the alignment between learning outcomes, curriculum design and assessment methods.

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 online at 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 2017.

You can keep up to date with the Society by becoming a friend -- http://www.facebook.com/
Postgraduate Studies in Psychology at NUI Galway

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 for postgraduate research degrees are made via the PAC system http://www.nuigalway.ie/courses/how-to-apply/#postgraduates. Also, prospective students should be aware of the available grants for postgraduate research (in Structured PhD Programmes), including the NUI Galway, College of Arts Scholarships 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 has rapidly adopted a 4-year structured PhD programme involving the acquisition of a minimum 40 taught or assignment-based ECTS as well as 320 ECTS of research activity.

The School of Psychology has several structured PhDs available:

- **Structured PhD in Child and Youth Research** is a collaboration between 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 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. Jennifer Holloway 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/phd pca.html

- **Structured PhD in Learning Sciences** is run in collaboration with the School of Education. The aim of the programme is to educate highly-skilled graduates who can draw on a range of research and development skills to conceptualise, design, deploy and evaluate information and communications technologies (ICTs) to enhance learning in different educational contexts and settings. Full details are available from Dr. Denis O'Hora.

- 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# or contact Dr. John Bogue for details.

In addition to the PhD programmes, the School of Psychology offers three 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. Jane Walsh 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

- **MSc in Clinical Neuroscience** is a new course that will equip students with a set of core skills in the field of clinical neuroscience including in-depth understanding of neuroanatomy, neuroimaging and neuropsychiatry. Students will have opportunities to learn through practical hands-on experience. Details are available from the Course Director Professor Gary Donohoe or http://nuigalway.ie/clinical-neuroscience/