

The Information contained in this handbook does NOT take precedence over University documentation, the University Calendar, or announcements made in class or on departmental notice boards.

Department of Psychology

Year 2 Handbook

BA/BSc Psychology

2019-2020

Year 2 Manager: Dr Laura Coffey

Programme Managers: Dr Deirdre Desmond (BA),
Dr Seán Commins (BSc)



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Welcome

Congratulations on entering Year 2 of Psychology. The staff of the Department of Psychology welcomes you to Year 2 and hope that you will enjoy this next stage of the degree programme. This booklet provides you with essential information about the course and is, therefore, an important document. Please keep it safe and refer to it throughout the year. Additional documentation pertaining to each of the modules will be made available to you in due course. You should keep all of this documentation for future reference.

THE DEPARTMENT OF PSYCHOLOGY

As you know by now, the Department is situated on the second floor of the John Hume Building on the North Campus of the University. It contains a dedicated experimental psychology laboratory, a suite of sound attenuated and electrically shielded cubicles for psychological research, a dedicated computer, research and teaching laboratory, as well as developmental/social psychological laboratories with CCTV, one-way mirrors and an observation booth. Thus, the Department has state of the art teaching and research facilities for undergraduate and postgraduate research students.

The following rules apply to all undergraduate students:

- No food or drink is permitted anywhere in the Department or in any labs, lecture halls, or teaching rooms.
- The Department is a working professional environment. Aside from your teaching sessions, there will be various ongoing research and professional activities taking place in the department. Please be mindful of these various activities.
- The BA/BSc Psychology is a full-time course; attendance at all scheduled sessions is expected.
- All students are expected to attend all scheduled classes at the specified times; students should not enter a class more than 10 minutes after the hour.
- Students should not leave a class until it is over except in the case of an emergency.
- Students should not talk inappropriately or make undue noise during lectures or other classes.
- Courtesy and respect are expected of all staff and students of the Department of Psychology. This includes courtesy and respect within the student cohort.
- The infrastructure and resources of the Department are there to be used and treated with respect as a resource for all students and staff.
- Any suspicious activity should be alerted in University Security on 7083929 and/or to a member of staff.
- Due to child protection legislation and subsequent departmental protocol, children are not permitted in the Department unless they are participating by invitation in an activity of the Department.
- Concerns can be reported to either the year manager or the Head of Department. Confidentiality will be ensured.

Details of Maynooth University's Rules and Regulations for Students can be found here:

<https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>

PROFESSIONAL RECOGNITION OF THE BA AND BSC DEGREES IN PSYCHOLOGY

An undergraduate degree in psychology must address two key concerns. Specifically, modules in the degree must contain adequate coverage of the core areas in psychology and also have substantial training in laboratory and other practical work. These requirements have been made explicit by the Psychological Society of Ireland (PSI) and by the British Psychological Society (BPS). The BA (Psychology) and the BSc (Science) Degrees are currently accredited by the Psychological Society of Ireland until 2023. The Psychological Society of Ireland and BPS signed a memorandum of agreement in October 2006, whereby the two Societies agreed to recognise each other's undergraduate accreditation procedures. **Please note that in order to be eligible for PSI Graduate Membership, you must pass your final year independent research psychology project, and gain at least a Lower Second Class Honours degree (i.e. a 2.2).**

Departmental Staff and Consultation

Most staff offices are located in the John Hume building. Ms Caroline Edwards is responsible for the administration of the undergraduate degrees. Students may call to the Departmental Office concerning any matter on **Monday to Thursday: 10.00 to 11.30 and 14.30 to 16.00**. You may also contact the office by telephone 01-708 4765.

The office is closed all day Friday.

Staff List and Office Locations

Note: 3.x = Third floor, SF = Second floor, John Hume building

HEAD OF DEPARTMENT	Professor Andrew Coogan	Room SF19
Course Director BA Psychology	Dr Deirdre Desmond	Room SF17
Course Director BSc Psychology	Dr Seán Commins	Room SF20
YEAR 2 MANAGER	Dr Laura Coffey	Room 3.10
ADMINISTRATIVE STAFF	Ms Caroline Edwards	Room SF12
	Ms Anne Dooley	Room SF12 (part-time)
	Ms Victoria Thompson	Room SF12 (part-time)
LECTURERS		
	Dr Laura Coffey	Room 3.10
	Dr Seán Commins	Room SF20
	Professor Andrew Coogan	Room SF19
	Dr Michael Cooke	Room 3.12
	Dr Michael Daly	Rm 1.1.7 Education House
	Dr Deirdre Desmond	Room SF17
	Dr Philip Hyland	Rm 1.1.3 Education House
	Professor Fiona Lyddy	Rm 1.1.9 Education House
	Dr Rebecca Maguire	Room SF13
	Professor Sinéad McGilloway	Room SF16
	Professor Malcolm "Mac" MacLachlan	Room SF11
	Dr Carol Murphy	Room SF14
	Dr Brenda O'Connell	Room SF21
	Dr Unai Diaz-Orueta	Room 3.11
	Dr Joanna McHugh-Power	Rm 1.1.4 Education House
	Dr Bryan Roche	Room SF18
	Dr Richard Roche	Room SF15
TECHNICIAN		
	Mr Derek Walsh	Room SF10

CONSULTATION WITH TEACHING STAFF

If you wish to talk to one of the lecturing staff, you can do so during the specified consultation hours posted on each staff member's office door. If you want to see a staff member outside those times, you should email him/her to make an appointment. **Lecturers cannot deal with detailed academic matters pertaining to the content of lectures, tutorials, practical assignments, or examinations over e-mail or by phone. Contact with lecturers by phone or e-mail should only be made to arrange appointments to meet in person.** Under no circumstances should a lecturer or teaching assistant be contacted at home or via his/her personal mobile phone. Face-to-face meetings ensure that students are engaging fully with the learning process, which relies heavily on the Socratic method of enquiry and investigation. Remember that you are a full-time student and so should be available on campus during the week to meet in person with your teaching

assistants and lecturers during the appointed times. If you require information regarding your examination performance beyond that provided by the Examinations Office, you should contact the Department of Psychology office in advance to arrange a meeting. Under no circumstances will this information be sent via e-mail, fax, or regular post and neither will such information be transmitted over the phone or given to a third party, including family members.

E-MAIL CONTACT WITH STAFF

It is important that written communication between academic staff and students within the University should be courteous and thoughtfully composed. Your e-mails and other written communication should reflect the high writing standards that we in the Department of Psychology teach and expect of our students. In all communications, please aim to use appropriate grammar and punctuation and to avoid phone-text shorthand and slang. Finally, you should be as courteous and professional in your communications as you would expect of academic staff in their communications with you. Members of staff will not normally reply to discourteous, unprofessional e-mails, or to e-mails from non-Maynooth University (MU) e-mail accounts. **Please note that e-mails from non-MU e-mail accounts (e.g. Gmail) are often filtered out of the mail system and therefore may not be received. You should only e-mail staff from a MU e-mail account. Communications from external e-mail accounts also make your identity difficult to verify, and communicating with you via such channels may represent a breach of General Data Protection Regulations (GDPR). You should only e-mail staff from a MU e-mail account.**


CONSULTATION WITH TEACHING ASSISTANTS/POSTGRADUATE STUDENTS

Please remember that teaching assistants are not full-time members of teaching staff and cannot be available for consultation outside of their normal consultation periods. At these other times, most teaching assistants are extremely busy with their own academic activities and full-time research. In the interest of fairness to all, please adhere strictly to the consultation times posted for teaching assistants. Please do not attempt to contact them outside of tutorial/class times.

Submission of Assignments



As of the 2019-20 academic year, all Year 2 assignments (i.e. essays, practical reports) will be submitted electronically via Moodle. A submission link (called 'Turnitin') for your assignments will be posted on your module Moodle page and you will be required to submit your coursework here. Assignments should be submitted via Moodle before 5.00pm on the day of the deadline. Please note that technical issues will *not* be accepted as an excuse for late submissions, so make sure to submit your assignment well in advance of the deadline in order to avoid any last-minute delays. Your submission will receive a date and time stamp automatically. It is your responsibility to ensure that you submit your assignment prior to the established deadline. Although Turnitin retains a copy of all submitted work, you should endeavour to save a copy of all work submitted for your own records. Please note that the electronic submission that you make is the formal submission of an assignment. You will not be required to submit a hard copy of your assignment in addition to the electronic copy. Grades and feedback for your assignments will be provided via Moodle. You simply have to open your assignment on Moodle (through the Turnitin link where you submitted your assignment) and you will obtain your grade and feedback. You will be provided with a tutorial session in Week 2 of Semester 1 to guide you through this process.

SUBMITTING AN ASSIGNMENT IN MOODLE


A link to the assignment will be made available on your module's Moodle page, e.g.  Midterm Paper


To submit your assignment:

1. Click the assignment icon. The *My Submissions* page will open (you may be asked to accept the Turnitin license agreement before you can proceed).

2. At the top of the page, you will see the *Start Date*, *Due Date* and *Post Date* (the post date is the date at which grades and feedback are made available), along with the total points available for the grade. Below this row is the *Submission Inbox*.
3. In the *Submission Inbox*, click the **Submit Paper** icon  (at right). The *Submit Paper* dialogue box will open.
4. In the *Submit Paper* dialogue box:
 - a. From the Submission Type drop-down menu (if available), select **File Upload** or **Text Submission**.
 - b. In the *Submission Title* field, enter a **name** for your submission. This is usually the title of your paper or a combination of the course and assignment name, e.g. "PS251 Assignment".
 - c. For a **Text Submission**, in the *Text to Submit* field, type or paste your submission.
 - d. For a **File Upload** submission, in the *File to Submit* field:
 - i. **Drag and Drop** your file to the blue arrow.
 - ii. Or, click the **Add** button (). The *File picker* window will open. Locate the file you wish to upload, select it, and click **Open**.

Note: Check with your lecturer for accepted file formats. For papers, PDF or Word files are usually the best options.
 - e. Click the **Add Submission** button. A Digital Receipt pop-up will open showing the *Turnitin submission ID* and *Submission extract* to the assignment.
 - i. Click **Close** (top right) or click away from the message box. You will be returned to the *My Submissions* page.


Note: To print a *Digital Receipt*, click the **View Digital Receipt**. A *Digital Receipt* pop-up will open showing the date and time you submitted to the assignment. To print the digital receipt, click **Print** (printing is optional, Turnitin will send a submission confirmation by e-mail).
5. You are able to resubmit and overwrite previous submissions if required (e.g. in order to avoid unintentional plagiarism identified through examination of your Turnitin similarity report; see p. 25 for further details). Click **Submit paper**  to resubmit.


Note: Upon resubmission, you may see a pop-up indicating that Turnitin will require an additional twenty-four hour delay to generate an originality report.
6. Once the *Post date* for the assignment has been reached, grades and feedback may be made available. For written or audio remarks, under **Grade** click the pencil icon next to your score ().

VIEWING FEEDBACK IN TURNITIN

Once your work has been assessed your lecturer will set a release date and you will be able to view feedback. Feedback may include a Turnitin originality report, text or audio feedback from your lecturer/TA, and grades.

The Moodle gradebook displays only your grade for the completed activity; other feedback is accessed through the Turnitin *Submissions Inbox*. To view feedback in the Submissions Inbox:

1. From your module's Moodle page click the **link to the assignment** to open the *My Submissions* page.
2. Your lecturer will set the assignment to allow you to view an *Originality Report* after submitting. This will give you the opportunity to identify any instances of unintentional plagiarism and resubmit with any necessary changes if required (see p. 25 for further details). Under *Similarity* you'll see the percentage of text Turnitin found a match for and a coloured bar (^{36%} ). Click the **coloured bar** to view the full report (opens in a new tab or window). Close the browser tab to return to your *Submission Inbox*.

3. On your My Submissions page, click on the name of your submission. A *feedback studio* window will open. On this page, at the top right you will see the overall grade for your submission.
4. To view lecturer/TA's General feedback click on () located on the right. An **Instructor Feedback** will appear in this column you may see instructor's **Voice Comments** or **Text Comments** for your submission.
5. Depending on the type of feedback your instructor gave, on the feedback studio page you may see **Strike Through Text**, **Inline comments**, **QuickMarks** or **Bubble comments** on your submission.

General Information

A Year 2 Psychology notice board is situated on the right as you enter the Department on the second floor beside the lift. Notices from teaching staff concerning lectures and other information will be posted there and it is important that you refer frequently to this board.

ONLINE COURSE NOTES, MOODLE AND THE DEPARTMENTAL WEBSITE

The departmental website located at <https://www.maynoothuniversity.ie/psychology> contains information on the Department of Psychology, including its courses and facilities, as well as detailed information on all of the research interests and activities of academic staff members. You can also access course materials for several of your modules via the Moodle website at <https://2020.moodle.maynoothuniversity.ie>

You are reminded, however, that your undergraduate Degree in Psychology is not a distance learning course. Course materials on Moodle (e.g. lecture slides) are an adjunct to lectures and are provided at the discretion of individual lecturers, each of whom will make his/her own judgments regarding the content made available for a given module, as well as the mode of distribution. **Therefore, course materials provided on Moodle cannot be used as a substitute for attending lectures.** In some cases, lecture slides may not be provided at all, depending on the pedagogical requirements of the relevant module. You are strongly advised to attend all lectures, take your own notes and use provided materials only as supplemental aids to your learning. This is what will be required if you are to do well in your studies in Psychology.

Please note that notices will often be sent to students via Moodle announcements. You should ensure that you keep a close eye on Moodle and make certain that your Moodle settings are such that you get immediate (and not digest-form) e-mail notifications of any new announcements made by the Department to students.

RECORDING OF LECTURES

Students **do not** have automatic permission to record lectures. Lectures are not public addresses. Lectures may only be recorded with the permission of the relevant lecturer and this permission must be sought in advance for **each** recorded lecture. This permission cannot be granted by any third party within or outside the University.

You should remember that a recording made in secrecy compromises not only the privacy of the lecturer, but of any student who speaks or asks a question during the lecture. Furthermore, recordings may be considered inappropriate where sensitive issues are being discussed in class. It might be a serious matter to be in possession of a recording of a private lecture, symposium or workshop in which participants assumed themselves to be in a private setting.

THE STAFF-STUDENT CONSULTATIVE COMMITTEE

The Staff-Student Consultative Committee provides one of the most effective means of resolving any difficulties that might arise during the course of the academic year, and providing a clear communication channel between the department and its students. The Committee will meet each semester to facilitate and agree changes in a timely manner. The Committee will normally be composed of student representatives

from all years and programmes, and members of the Department's teaching staff. The election of student representatives will be arranged via the MU Students' Union in October.

DEPARTMENTAL SEMINAR SERIES

Each year, the Department of Psychology hosts a seminar series in which a number of guest speakers are invited to give a talk at Maynooth. Speakers are invited because of their widely recognised contribution to the discipline in their specialist areas. They all agree, however, to prepare talks that will be accessible to undergraduate students in psychology and thus it is essential that you attend these talks because they were prepared especially for you. If you are keen to fully grasp the University experience and wish to maximise your intellectual growth during your undergraduate studies, you are strongly advised to attend these talks. Announcements regarding this year's guest speakers will be made in lectures and posters will be displayed on departmental notice boards and on the Department website.

PSYCHSOC

The Psychology Society is run by students of psychology and organises various events throughout the academic year. The Society makes a vital contribution to the 'psychology experience' at MU and we encourage all students to get involved and support PsychSoc activities. A PsychSoc noticeboard is located in the Department, adjacent to the year noticeboards, and there is a 'Psychology Undergraduates' page on Moodle where announcements are made regarding upcoming events and initiatives. For further details, please see the PsychSoc noticeboard.

Second Year Psychology: Course Details**IMPORTANT**

According to University Marks and Standards, **YOUR YEAR 2 GRADES** will constitute **30% of your overall Degree Grade.**

As such we encourage you strongly to commit fully to your studies this year to maximise your ultimate award mark.

List of Year 2 Modules

Module code	Module title	Semester 1, 2, or full year	Compulsory or optional module	Credit weight
PS250	Brain and Behaviour	1	Compulsory	5
PS251	Cognitive Psychology	1	Compulsory	5
PS252	Health Psychology	1	Optional	5
PS253	Lifespan Developmental Psychology	2	Compulsory	5
PS254	Personality and Intelligence	2	Compulsory	5
PS255	Comparative and Evolutionary Psychology	2	Optional	5
PS256	Experimental Psychology Laboratories I	1	Compulsory	5
PS257	Statistical Approaches for Psychology	1	Compulsory	5
PS258	Psychology Rights and Wrongs	1	Compulsory	5
PS259	Qualitative Research Methods in Psychology	2	Compulsory	5
PS260	Experimental Psychology Laboratories II	2	Compulsory	5
PS261	Critical Skills for Psychology +	2	Compulsory	5
Year	Total of credits for the subject year			50-60
	Elective stream	Full year	Optional	10
	Total Credits for Year			60

Compulsory, Optional and Elective Modules

Ten out of the 12 modules in Year 2 are compulsory and must be taken. There is one further psychology module in each semester (**PS252** and **PS255**) that is optional and may be taken if so desired. If these are not taken, then you must take a University Elective Stream outside of Psychology to ensure that you can finish the year with 60 credits completed. Details of University elective modules available for 2019/2020 can be found here:

<https://www.maynoothuniversity.ie/study-maynooth/maynooth-education/electives>

Progression

In order to progress into the next year of your studies, the 10 compulsory modules (PS250, PS251, PS253, PS254, PS256, PS257, PS258, PS259, PS260 and PS261) must be passed without compensation. That is to say that these modules are required for this programme. Optional modules (PS252 and PS255) may be passed by compensation, as can University elective modules.

To pass any given module, **all pieces of assessment and coursework must be completed**. Failure to complete required coursework may result in module marks being capped at 35%.

Where a student has not passed a module, they do *not* require permission to resit an exam. If a student resits an exam, that exam mark is not capped. If students are unsure of their rights in this regard, please refer to the University's Academic Policy and Procedures (<https://www.maynoothuniversity.ie/university-policies/academic-policies-procedures>). The University's 'Marks and Standards Policy' document will provide relevant information (https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Marks%20and%20Standards%20-%20ver%2003%20April%202019_0.pdf).

While students are expected to adhere to the academic requirements of their programme of study, the University acknowledges that a student may experience unexpected or serious difficulties which could prevent them meeting these requirements, and/or inhibit them from performing to the best of their abilities. If you wish to request special permission, as allowed in Marks and Standards, because of extenuating circumstances, please go to the Registry website to download the appropriate form: <https://www.maynoothuniversity.ie/registry/registry-forms>

If you have any queries related to your studies during the academic year, please contact the Academic Advisory Office: <https://www.maynoothuniversity.ie/centre-teaching-and-learning/academic-advisory-office>

PS250 Brain and Behaviour

Module coordinator: Dr Seán Commins

ECTs: 5

Semester: 1

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To examine how the brain influence various aspects of behaviour, the mechanisms by which this may occur and the consequences of brain dysfunction and disease.

Module Content:

- The biological basis of rudimentary and complex issues such as stress, sleep, learning and memory.
- Synaptic transmission and psychopharmacology.
- Functional neuroanatomy, including functions of the frontal, parietal, temporal and occipital cortical lobes.
- Neurodegenerative diseases such as Alzheimer's and Parkinson's disease.
- Modern neuroscientific techniques.

Learning Outcomes:

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

- Appraise the contribution of specific brain regions to particular behaviours and psychological phenomena;
- Discuss in depth the processes of inter-neuronal communication;
- Critically review the various types of memory and their underlying neural mechanisms;
- Describe the symptoms and neural bases of various neurodegenerative diseases;
- Evaluate the relative merits of neuroscientific techniques used in research;
- Assessment: Continuous Assessment: 20%. University scheduled written examination: 80%.

Co-requisite: PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Carlson, N. (2009). *Physiology of behavior* (9th ed.). Upper Saddle River, NJ: Pearson.
Commins, S. (2018). *Behavioural neuroscience*. London: Cambridge University Press.
Kolb B., & Whishaw, I. (2005). *An introduction to brain and behavior* (2nd ed.). New York: Worth.
Pinel, J. (2007). *Biopsychology* (7th ed.). Boston: Allyn & Bacon.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of First Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS251 Cognitive Psychology

Module coordinator: Dr Rebecca Maguire

ECTs: 5

Semester: 1

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider theoretical and empirical approaches to understanding key cognitive process such as perception, attention, memory, problem solving and decision making.

Module Content: Approaches to studying cognition. Perception and recognition. Attention. Memory. Language and concept formation. Mental imagery. Problem solving. Decision Making.

Learning Outcomes:

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

- Explain the key cognitive processes involved in the acquisition, storage and processing of information.
- Appraise how experimental psychology, neuropsychology, neuroscience and cognitive science can contribute to theories and models of cognitive processes;
- Describe the key structures underlying short- and long-term memory;
- Evaluate the principal cognitive accounts of perception, attention, memory, mental imagery, language, problem solving and decision making.

Co-requisite: PS250, PS253, PS254 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Ashcraft, M., & Radvansky, G. (2009). Cognition (5th ed.). Upper Saddle River, NJ: Pearson.
 Baddeley, A. (1999). Essentials of human memory. Hove: Psychology Press.
 Blake, R., & Sekuler, R. (2006). Perception (5th ed.). Boston: McGraw-Hill.
 Bruce, V., Green, P., & Georgeson, M. (2003). Visual perception: Physiology, psychology, and ecology (4th ed.). New York: Psychology Press.
 Eysenck, M., & Keane, M. (2010). Cognitive psychology: A student's handbook (6th ed.). New York: Psychology Press.
 Goldstein, E.B. (2010). Sensation and perception (8th ed.). Belmont, CA: Wadsworth cengage learning.
 Groome, D. (2006). An introduction to cognitive psychology: Processes and disorders (2nd ed.). New York: Psychology Press.
 Parkin, A. (1999). Explorations in cognitive neuropsychology. New York: Psychology Press.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of First Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS252 Health Psychology

Module coordinator: Dr Deirdre Desmond

ECTs: 5

Semester: 1

Teaching Methods: 20h Lectures
4h Tutorials
26h Planned learning activities
75h Independent learning
Total: 125h

Module Objective: To consider concepts of health and illness and to introduce key models and theories in health psychology.

Module Content:

- Perspectives on health and illness.
- Models of health behaviour and approaches to health behaviour change.
- Adjustment to long-term illness.

Learning Outcomes:

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

- Discuss and analyse the theoretical and methodological bases of health psychology.
- Compare and contrast biomedical and biopsychosocial models of health.
- Describe major determinants of health-related behaviour.
- Discuss psychological aspects of health and illness.
- Outline how psychological interventions can be deployed to improve health outcomes.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (2010). Health psychology (2nd ed.). Oxford: BPS Blackwell.

Straub, R. (2014). Health psychology: a biopsychosocial approach. New York: Worth Publishers, a Macmillan Higher Education Company.

Journal articles and other readings will be recommended during lectures.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of First Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS253 Lifespan Developmental Psychology

Module coordinator: Dr Carol Murphy

ECTs: 5

Semester: 2

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider different perspectives and theoretical approaches to the psychology of development and its applications; and to explore personality, social, emotional, educational and cultural changes in the lifespan.

Module Content: Conceptual, historical and contemporary influences in developmental psychology. Different approaches to understanding developments in socialisation, emotion and personality. The role of other factors, such as culture, in human development.

Learning Outcomes:

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

- Discuss contemporary lifespan development and multi-level treatment.
- Outline the history of developmental psychology.
- Describe the main schools of thought in developmental psychology.
- Describe applications that might follow from theory and concepts in developmental psychology.
- Evaluate empirical evidence in developmental psychology.

Co-requisite: PS250, PS251, PS254 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

- Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, 65(4), 197-208.
- Berk, L. (2017). *Development through the lifespan* (7th ed.). Harlow, UK: Pearson.
- Chen, X. (2012). Culture, peer interaction, and socioemotional development. *Child Development Perspectives*, 6(1), 27-34.
- Gillbrand, R., O'Donnell V., & Lam V. (2016). *Developmental psychology* (2nd ed.). Harlow, UK: Pearson.
- Harte, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age. *American Educator*, 27(1), 4-9.
- Kipp, K., & Shaffer, D. (2013). *Developmental psychology: Childhood and adolescence* (9th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Leman, P., Bremner, A., Parke, R. D., & Gauvain, M. (2012). *Developmental psychology*. Maidenhead, UK: McGraw-Hill.
- Packer, M. J. (2017). *Child development: Understanding a cultural perspective*. London: Sage.

Supplemental readings for PS253 are available via Moodle.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of Second Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS254 Personality and Intelligence

Module coordinator: Professor Sinéad McGilloway

ECTs: 5

Semester: 2

Teaching Methods:

- 20h lectures
- 4h tutorials
- 26h planned learning activities
- 75h independent learning
- Total: 125h**

Module Objective: To explore fundamental issues involved in the assessment and measurement of individual differences, some of the main theories in the field, and key questions and debates in both personality and intelligence/ability.

Module Content: An introduction to psychometric testing including the principles of psychological test design, administration and interpretation. Some well-known theories of personality and intelligence/ability. Applications of individual differences theory and research. The measurement of human abilities and associated questions/debates. The role of genetic and environmental factors in personality and intelligence.

Learning Outcomes:

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

- Understand and discuss some of the key aspects of psychometric testing including the design and administration of psychological tests and associated criteria.
- Describe and critically evaluate some of the main theories of personality and intelligence/ability.
- Explain some of the practical applications of individual differences research.
- Critically assess the importance of the measurement of human abilities and associated questions in the field.

Co-requisite: PS250, PS251, PS253 (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Chamorro-Premuzic, T. (2014). *Personality and individual differences* (3rd ed). Chichester: Wiley.

Cooper, C. (2015). *Individual differences and personality* (3rd ed). London: Routledge.

Engler, B. (2008). *Personality theories: An introduction* (8th ed). Belmont, CA: Wadsworth Publishing.

Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence*. London: Sage.

Mackintosh, N. (2011). *IQ and human intelligence* (2nd ed). Oxford: Oxford University Press.

Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, individual differences and intelligence* (2nd ed.). London: Pearson Education.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of Second Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS255 Comparative and Evolutionary Psychology

Module coordinator: Professor Andrew Coogan

ECTs: 5

Semester: 2

Teaching Methods: 20h lectures
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Objective: To consider different evolutionary and comparative viewpoints have contributed to psychology and the understanding of human behaviour.

Module Content:

- Evolutionary theory and its applicability to the behavioural sciences.
- Proximate and Ultimate causes of behaviour.
- Comparative analysis of learning
- Animal cognition.
- Evolution of the human brain.
- The evolution of social structures.

Learning Outcomes:

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

- Appreciate the development of evolutionary theory and its applicability to the study of human behaviour.
- Describe what is meant by proximate and ultimate causes of behaviour, and how these concepts can be used to understand human behaviour in an evolutionary context.
- Describe the comparative study of cognition and behaviour.
- Describe how evolutionary and comparative perspectives can be applied to the understanding of co-operative behaviour.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Papini, M. Comparative Psychology. Psychology Press, 2nd. Ed.

<http://ebookcentral.proquest.com/lib/nuim/detail.action?docID=958485>

van de Braak, H. Evolutionary Psychology. Pearson.

Glenn Geher, G. Evolutionary Psychology 101. Springer.

<http://ebookcentral.proquest.com/lib/nuim/detail.action?docID=1441534>

Pinel, J. Biopsychology. 8th ed., Pearson.

Assessment: Total Marks 100: Continuous Assessment – 20 marks; University Examination – 80 marks.

Compulsory Elements: All continuous assessment; University examination.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

End of Second Semester Written Examination Profile: 1 x 120 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 120 minute written paper.

PS256 Experimental Psychology Laboratories

Module coordinator: Dr Richard Roche

ECTs: 5

Semester: 1

Teaching Methods: 5h Lectures
40h Laboratory Practicals
80h Independent Learning
Total: 125h

Module Objective: To instruct students in objective, systematic, empirical investigations in psychology and the presentation and evaluation of research data.

Module Content:

- Outlining the role of the experimental research process in psychology;
- Undertaking supervised experiments in the areas of cognitive psychology and biopsychology;
- Producing written research reports on data derived from each experiment;
- Appreciating the role of practical considerations (ethics, data management etc.) in the conduct of psychological experiments;
- Reflecting on the experience of the research participant through participation in research projects.

Learning Outcomes:

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

- Describe the roles of objectivity, rigour and systematic approaches to the conduct of experimental psychology;
- Appreciate the links between experimental design and simple forms of inferential statistics;
- Consider critically the link between psychological theory and experiment;
- Produce comprehensive research reports on experiments in psychology;
- Critically evaluate published psychological research;
- Reflect on the experience of the research participant across a range of psychological studies.

Co-requisite: PS250, PS251, PS253, PS254, (PS257, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Howitt, D., & Cramer, D. (2008). Introduction to statistics in psychology: A complete guide for students (2nd ed.). Upper Saddle River, NJ: Pearson-Hall Education.

Journal articles and other readings will be recommended by each Demonstrator

Assessment: Total Marks 100: Continuous Assessment –100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

PS257 Statistics and Quantitative Approaches for Psychology

Module coordinator: Dr Philip Hyland

ECTs: 5

Semester: 1

Teaching Methods: 12h Lectures
36h Laboratory Practicals
35h Independent Learning
Total: 125h

Module Objective: To introduce computer-based data analysis techniques for the exploration of key issues in designing, executing and analysing psychological data.

Module Content:

- Familiarisation with SPSS as a data handling and analysis programme.
- Descriptive and simple inferential statistical analysis using SPSS.
- Graphical representation of data using SPSS.
- Introducing factorial ANOVAs and factorial design.
- Introducing multiple regression.

Learning Outcomes:

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

- Demonstrate competence in the use of SPSS for quantitative data manipulation, graphical presentation and inferential and descriptive statistical applications;
- Describe the theoretical basis, applications and limitations of analysis of variance (ANOVA) techniques;
- Identify the theoretical basis, applications and limitations of multiple regression;
- Conduct thorough statistical analyses on psychological data sets to test stated hypotheses;

Co-requisite: PS250, PS251, PS253, PS254 (PS256, PS258, PS259, PS260, PS261).

Pre-requisite: PS150, PS151, PS152, PS153.

Required Text:

Pallant, J. SPSS Survival Manual. Julie McGraw-Hill, 6th ed.

Recommended Texts

Howitt and Cramer, An Introduction to Statistics in Psychology. Pearson, 5th Ed.

Howitt and Cramer, SPSS in Psychology. Pearson, 5th ed.

Forshaw, M. Easy Statistics in Psychology: A BPS Guide, BPS Blackwell.

Assessment: Total Marks 100: Continuous Assessment – 100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

PS258 Psychology Rights and Wrongs

Module coordinator: Professor Malcolm MacLachlan

ECTs: 5

Semester: 1

Teaching Methods: 12h Lectures
12h Tutorials/workshops
46h Planned learning activities
65h Independent learning
Total: 125h

Module Objective: To develop an understanding and appreciation of the central role of ethics and human rights in psychological research and practice.

Module Content:

- Ethics, justice and rights
- Professional codes of ethics for psychology
- Core aspects of ethical conduct, including confidentiality, consent, dignity, competence and integrity
- The role of ethics in psychological research
- The role of ethics in psychological practice
- Contributions of psychology to human rights

Learning Outcomes:

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

- Describe the key theoretical and philosophical bases of ethics in psychology;
- Demonstrate knowledge of the Codes of Professional Ethics of key professional bodies (PSI, BPS, APA)
- Describe the application of core ethical principles to research in psychology;
- Describe the application of core ethical principles to the professional practice of psychology;
- Describe ways in which psychology can contribute to promoting social justice and human rights
- Demonstrate self-reflection of ethical issues as they pertain to undergraduate education in psychology.

Co-requisite: PS250, PS251, PS253, PS254 (PS256, PS257, PS259, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Knapp et al, 2017. *Practical Ethics for Psychology: A Positive Approach* (3rd Ed).

(**please note:** due to its high price, you are not expected to buy this book; we will attempt to make an electronic copy available)

Assessment: Total Marks 100: Continuous Assessment – 100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

PS259 Qualitative Research Approaches in Psychology

Module coordinator: Dr Deirdre Desmond

ECTs: 5

Semester: 2

Teaching Methods: 12h Lectures
24h Laboratory Practicals
36h Planned Learning Activities
53h Independent Learning
Total: 125h

Module Objective: To introduce qualitative research methods used in psychology and to develop an understanding of how various qualitative approaches can be utilised in psychological research.

Module Content:

- Theoretical and philosophical basis of qualitative enquiry in psychology.
- The role of qualitative research methods in psychology.
- Qualitative data elicitation methods.
- Approaches to qualitative data analysis.
- Using qualitative data analysis software to undertake qualitative analysis.

Learning Outcomes:

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

- Outline the theoretical and philosophical bases of qualitative methods in psychological research.
- Describe various qualitative approaches in psychology.
- Undertake a piece of qualitative research in psychology.
- Demonstrate competence in the use of appropriate software to undertake qualitative analysis.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS260, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Braun, V., & Clarke, V. (2013). Successful qualitative research: a practical guide for beginners. London: Sage.
Lyons, E., & Coyle, A. (2015). Analysing qualitative data in psychology (2nd ed.). London: Sage.

Journal articles and other readings will be recommended during lectures.

Assessment: Total Marks 100: Continuous Assessment –100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

PS260 Experimental Psychology Laboratories 2

Module coordinator: Dr Seán Commins

ECTs: 5

Semester: 2

Teaching Methods: 5h Lectures
40h Laboratory Practicals
80h Independent Learning
Total: 125h

Module Objective: To continue instruction in objective, systematic, empirical investigations in psychology and the presentation and evaluation of research data.

Module Content:

- Undertaking supervised quantitative studies in psychology;
- Producing written research reports on each study;
- Appreciating the role of practical considerations (ethics, data management etc.) in the conduct of psychological studies;
- Reflecting on the experience of the research participant through participation in research projects;
- Producing a research project proposal for an independent research project.

Learning Outcomes:

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

- Describe the role of experimentation and observation in empirical psychology;
- Appreciate the links between experimental design and quantitative statistical analysis methods;
- Consider critically the link between psychological theory and research;
- Produce comprehensive research reports on experiments/studies in psychology;
- Describe the roles of objectivity, rigour and systematic approaches to the conduct of experimental psychology;
- Critically evaluate published psychological research;
- Reflect on the experience of the research participant across a range of psychological studies.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS261).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Howitt, D., & Cramer, D. (2008). Introduction to statistics in psychology: A complete guide for students (2nd ed.). Upper Saddle River, NJ: Pearson-Hall Education.

Journal articles and other readings will be recommended by each Demonstrator

Assessment: Total Marks 100: Continuous Assessment –100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

PS261 Critical Skills for Psychology

Module coordinator: Dr Rebecca Maguire

ECTs: 5

Semester: 2

Teaching Methods: 12h Lectures
12h Tutorials/workshops
46h Planned learning activities
65h Independent learning
Total: 125h

Module Objective: To develop key skills for employment and practice in psychology or in other professions, including identification of personal career goals and paths towards achieving those goals.

Module Content:

- Self-appraisal and reflection
- Transferable skills of psychology graduates
- Career options for psychology graduates
- Working as a team
- Forming professional networks
- Presentation skills
- Creating job applications and CVs.

Learning Outcomes:

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

- Appreciate the career options that are available to psychology graduates;
- Identify personal goals and ambitions through self-assessment and reflection;
- Articulate the range of transferable skills required for effective work in psychology and beyond;
- Produce quality job applications and CVs, and display skills for effective interviewing.

Co-requisite: PS250, PS251, PS253, PS254, (PS256, PS257, PS258, PS259, PS260).

Pre-requisite: PS150, PS151 (PS152, PS153).

Recommended Texts

Davey, G. (2011). Applied psychology. Chichester: Wiley-Blackwell.

Davis, S. F., Giordano, P. J., & Licht, C. A. (Eds.). (2009). Your career in psychology: Putting your graduate degree to work. Wiley.

Dunn, D. S., & Halonen, J. S. (2017). The psychology major's companion: Everything you need to know to get where you want to go. New York, NY: Worth.

Sternberg, R. L. (2016). Career paths in psychology: Where your degree can take you (3rd ed). American Psychological Association.

Additional links to relevant journals and online resources will be provided in class including:

APA (2011). Careers in psychology. Available at:

<http://www.apa.org/careers/resources/guides/careers.aspx>

BPS (2017). Career options in psychology. Available at:

<https://beta.bps.org.uk/public/become-psychologist/career-options-psychology>

Assessment: Total Marks 100: Continuous Assessment –100 marks.

This is a required module and cannot be passed by compensation for progression in the subject.

Compulsory Elements: All continuous assessment.

Penalties (for late submission of coursework etc.): 1 grade deducted per day from that awarded.

Pass Standard and any Special Requirements for Passing Module: 40%.

Requirements for Autumn Supplemental Examination: No supplemental assessment or examination.

Essays and Continuous Assessment (CA)

1. Requirement: You are required to complete a number of written assignments as part of your course assessments across the different modules. You will also be required to complete additional continuous assessments (including Multiple Choice Questionnaires) for most modules. Further details pertaining to essay titles, MCQ dates, practical reports, practical exercises and the research proposal will be provided within the context of each module.

2. Essay and practical report deadlines: As listed in Tables 2 and 3 below, or as notified by your lecturer. On the day of the deadline, which is **Wednesday** for Year 2, assignments **should be submitted via Moodle before 5pm**. The dates given represent the final day on which assignments can be submitted without incurring a lateness penalty. You may submit assignments at any time before the deadline; you should manage your time accordingly.

MCQs will be open from **Tuesday to Thursday on the last week of each semester** (with the exception of PS258, which will open during Week 7).

There are **two essays** in Year 2 – *PS251 Cognitive Psychology* in Semester 1, and *PS253 Lifespan Developmental Psychology* in Semester 2 – and **five practical reports** – three in PS256 in Semester 1 and two in PS260 in Semester 2. You will also be required to submit a **mock research proposal** in Semester 2 as part of your continuous assessment for PS260.

From 2019/2020 onwards, students of modules PS256 and PS260 are required to devote a minimum of **three hours per module** to **research participation** in the research projects of staff, postgraduates and postdoctoral researchers in Psychology at MU, as part of the **Research Participation for Course Credit Scheme**. Alternatively, they may elect to write a 1000-word research report on an available research project in lieu of *each required hour* of participation in research (i.e., up to three reports per module). A report template will be provided to students via the Moodle web page for the relevant module. Researchers who wish to participate in the scheme and offer course credit for research participation need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack. Please see **Appendix V** of this Handbook (p. 55) for a more detailed guide to this scheme.

All coursework submitted via Moodle will automatically be checked by Turnitin, which will generate a similarity report within 24 hours of submission. This report will be accessible to students via their *My Submissions* page on Moodle (please see p. 6 for more detailed instructions). Turnitin generates a similarity percentage by comparing the submitted text for matches found in its database, which can be used to identify cases of plagiarism. You should carefully examine your Turnitin similarity report and review your submission for cases of unintentional plagiarism. Note that there is no 'correct' or 'ideal' similarity percentage, as it may depend on whether references and other data have been included in the report. However, the percentage and highlighted areas in the report allow you a chance to reflect on your work and make any necessary changes before resubmitting. There is no limit on the number of resubmissions you can make, but please bear in mind that penalties for late submission will be incurred once the assignment deadline has passed. Note that Turnitin sometimes requires up to 24 hours to process material. To allow for this, your assignment needs to be completed well before the departmental deadline.

3. Grades: The standard of your psychology work will be indicated by a letter grade as shown in Table 4 below. Please note that the final percentage grade is awarded in consultation with the External Examiners at the end of the academic year. Provisional grades returned to you during the year indicate the range within which the work appears to fall, but all marks are subject to change under the advice of the External Examiners.

4. Arrangements for submitting essays and practical reports: Essays and other assignments should be submitted via Moodle by 5.00pm on the day of the deadline. You should retain a copy of all submitted work and keep it safe throughout the academic year.

A medical certificate must accompany requests for late submission. Extensions will not be granted without supporting documentation. Work submitted late without supporting documentation will have **one sub-grade deducted per day from that awarded** (e.g. an essay graded a B-, but submitted two days late, will be awarded a C grade; weekends, bank holidays and days on which the University is closed are not counted).

5. Penalties for late submission of assignments: Work submitted late without a supporting medical certificate will have one sub-grade deducted per day from that awarded (e.g. an essay graded a B-, but submitted two days late, will be awarded a C grade). If there are other circumstances which might be considered, they should be brought to the attention of the Year Manager and supported in writing.

6. Feedback: In addition to a grade, you will be given written comments. If you have any questions, make sure that you discuss these comments with your lecturer/teaching assistant before writing the next essay or practical report, so that you use the feedback to improve your writing. Lecturers' consultation times are posted on their office doors and are available on the departmental notice boards.

An essay checklist can be found in **APPENDIX I**.

List of Essay/CA Deadlines for Year 2:**Semester 1**

Code	Module	Assignment	Deadline
PS250	Brain & Behaviour	MCQ (20%)	17 th - 19 th December
PS251	Cognitive Psychology	Essay (20%)	Wed 6 th November
PS258	Psych Rights & Wrongs	MCQ (20%)	12 th – 14 th November
PS252*	<i>Health Psychology (optional)</i>	MCQ (20%)	17 th - 19 th December
PS258	Psych Rights & Wrongs	Essay (80%)	Wed 11 th December

Semester 2

Code	Module	Assignment	Deadline
PS253	Lifespan Developmental Psychology	Essay (20%)	Wed 11 th March
PS254	Personality & Intelligence	MCQ (20%)	5 th – 7 th May
PS255*	<i>Comparative & Evolutionary Psychology (optional)</i>	MCQ (20%)	5 th – 7 th May
PS259	Qualitative Research Approaches	Assignment (100%)	Wed 22 nd April
PS261	Critical Skills for Psychology	Group presentation Journal (50%) CV & Cover Letter (20%)	Wed 4 th or Wed 11 th March Wed 29 th April Wed 29 th April

Practical Skills for Psychology

PRACTICALS, STATISTICS, ETHICS AND CRITICAL SKILLS

Training in experimental and observational techniques employed in psychology, as well as in quantitative and qualitative research methods and analytical approaches, ethics and critical thinking, are key components of your degree. These skills are addressed directly in modules PS256-PS261. To this end, practical sessions (with supporting lectures) are used to explore psychological issues through group work, discussion, practical exercises and report writing. Statistical analysis techniques, ethical and human rights issues and critical thinking skills are also addressed. The main objective of these modules is to provide a forum in which students can deepen their understanding of the material presented in the lectures, and develop their writing, practical, critical thinking and research skills.

Some guidance on writing Practical Reports can be found in **APPENDIX II** and a Practical Checklist can be found in **APPENDIX III**.

Attendance at ALL practical sessions is compulsory.

List of Practical Deadlines for Year 2:

Semester 1

Code	Practical Title	Demonstrator	Deadline
PS256	Spatial Navigation	S Commins	Wed 23 rd October
PS256	Pseudoneglect	R Roche	Wed 27 th November
PS256	Linguistic Priming	TBC	Wed 18 th December
PS256	Research Participation Report	B Roche	Wed 18 th December

Semester 2

Code	Practical Title	Demonstrator	Deadline
PS260	Galvanic Skin Response (GSR)	B Roche	Wed 4 th March
PS260	Personality	S McGilloway	Wed 8 th April
PS260	Mock Research Proposal	R Maguire	Wed 6 th May
PS260	Research Participation Report	B Roche	Wed 6 th May

GRADES

The standard of your psychology coursework is indicated by a letter grade as shown below. Please note that grades are returned during the academic year for feedback purposes only and all marks/grades are provisional.

Grading Guidelines

<i>Letter Grade</i>	<i>Guide Mark</i>	<i>Class</i>
A++	100	I
A+	90	I
A	80	I
A-	75	I
B+	68	II-1
B	65	II-1
B-	60	II-1
C+	58	II-2
C	55	II-2
C-	50	II-2
D+	48	III
D	45	P
D-	40	P
E+	38	F
E	35	F
E-	30	F
F+	20	F
F	10	F
F-	0	F

EXAMINATION GRADING GUIDELINES

Grade	Mark Range	General Grade Guidelines	Letter Grade	Guide Mark	Qualitative Description
1 st	100	Originality of conceptualisation, analysis and insight	A++	100	Cannot be bettered
1 st	89.1 - 99.9	Ability to synthesise material and marshal arguments	A+	90	Outstanding
1 st	79.1 - 89	Wide breadth of reading	A	80	Excellent and original
1 st	69.1 - 79	Clarity of expression	A-	75	Excellent
2 nd (Upper)	67.1 - 69	Wide scope	B+	68	Highly competent
2 nd (Upper)	64.1 - 67	Good analysis, argument and structure	B	65	Very competent
2 nd (Upper)	59.1 - 64	Some breadth of reading	B-	60	Competent
2 nd (Lower)	57.1 - 59	Competent analysis	C+	58	Gradation based on degree of error and omission
2 nd (Lower)	54.1 - 57	Sound structure	C	55	Gradation based on degree of error and omission
2 nd (Lower)	49.1 - 54	Some reading in evidence	C-	50	Gradation based on degree of error and omission
3 rd	44.1 - 49	Adequate but limited scope/analysis	D+	48	Adequate
Pass		Basic structure Limited reading	D	45	
Pass	39.1-44	Basic grasp of ideas	D-	40	Gradation based on level of error and omission
Pass		Perfunctory reading			Gradation based on level of error and omission
Fail (Upper)	37.1 - 39	Some knowledge of material Fails to address question properly	E+	38	Gradation based on level of relevant/correct material
Fail (Upper)	34.1 - 37	Poor grasp of topic Very limited scope	E	35	Gradation based on level of relevant/correct material
Fail (Upper)	29.1 - 34	Poor analysis, structure, expression Little/no reading	E-	30	Gradation based on level of relevant/correct material
Fail (Lower)	19.1 - 29	Little/no relevant/correct material	F+	20	Gradation based on level of relevant/correct material
Fail (Lower)	0.1 - 19		F	10	Gradation based on level of relevant/correct material
Fail (Lower)	0		F-	0	Gradation based on level of relevant/correct material

Semester 1 Submission Dates & Checklist

Week	Assignment	Deadline Date	Submitted (tick)
1		<i>(no deadline)</i>	
2		<i>(no deadline)</i>	
3		<i>(no deadline)</i>	
4		<i>(no deadline)</i>	
5	PS256 Prac #1	Wed 23 rd October	
6	PS251 Essay	Wed 6 th November	
7	PS258 MCQ	12 th – 14 th November	
8		<i>(no deadline)</i>	
9	PS256 Prac #2	Wed 27 th November	
10		<i>(no deadline)</i>	
11	PS258 Essay	Wed 11 th December	
12	PS256 Prac #3	Wed 18 th December	
	PS256 Research Participation Report	Wed 18 th December	
	<i>*PS252 MCQ (option)</i>	17 th – 19 th December	
	PS250 MCQ	17 th – 19 th December	

Semester 2 Submission Dates & Checklist

Week	Assignment	Deadline Date	Submitted (tick)
13		<i>(no deadline)</i>	
14		<i>(no deadline)</i>	
15		<i>(no deadline)</i>	
16		<i>(no deadline)</i>	
17	PS260 Prac #1	Wed 4 th March	
	PS261 Presentations		
18	PS253 Essay	Wed 11 th March	
	PS261 Presentations		
19		<i>(no deadline)</i>	
20		<i>(no deadline)</i>	
21	PS260 Prac #2	Wed 8 th April	
22	PS259 Qualitative Assignment	Wed 22 nd April	
23	PS261 Journal & CV/Cover Letter	Wed 29 th April	
24	PS260 Research Proposal	Wed 6 th May	
	PS260 Research Participation Report	Wed 6 th May	
	PS254 MCQ	5 th – 7 th May	
	<i>*PS255 MCQ (option)</i>	5 th – 7 th May	

Tutorials

All students must sign up to and attend a tutorial group. Tutorials will be discussed in class during the first two weeks of the first semester. Make sure to attend all of your classes in order to learn how to sign up for the tutorial scheme. **The sign-up system for tutorials will be available on the Moodle page for PS250 (Brain and Behaviour) from the start of Semester 1: <http://2020.moodle.maynoothuniversity.ie>.**

Moodle is an important website with which you should become familiar, as a considerable amount of teaching support is provided through this online system. The schedule for your tutorial group will also be provided on Moodle. If you have any queries regarding your tutorial group, you can contact the Departmental Office.

Places for particular timetabled tutorial slots will be offered on a first-come-first-served basis, so please do not hesitate in logging on to Moodle and making your tutorial slot choice as soon as the sign-up system goes live (announcements will be made in class). Please ensure that you are fully aware of your Year 2 timetable commitments, so that you can agree to a particular tutorial time that does not clash with any of your other Year 2 classes. Once assigned, you cannot change into another tutorial group. It is your responsibility to ensure your tutorial sessions do not clash in the timetable with your other subjects in either Semester 1 or Semester 2.

All tutorials will take place *in person* in your designated tutorial venue and will be facilitated by a graduate Teaching Assistant (TA) from the Department of Psychology. Tutorials are used to explore psychological issues through discussion, reflection and critical analysis. These sessions are vitally important for your academic progress, and also provide you with your main point of contact with the Department. Should you encounter any difficulties that impact upon your progress in any of the psychology modules, you should bring these to the attention of your tutor. Tutorials are not designed to mirror lectures or to provide coaching in exam preparation. Tutors will, however, prepare students for researching and writing essays/assignments in psychology and in general exam preparation strategy.

Attendance of tutorials is compulsory, and TAs will take attendance at each session. Students who do not achieve satisfactory attendance and engagement will be docked marks (up to 5%) from their overall module grade. However, if you do not take a particular module (as part of your optional choice, e.g. PS252 and PS255) you do not have to attend the related tutorials.

CONTENT OF YEAR 2 TUTORIALS

Tutorials are connected to modules PS250-PS255 and will be coordinated by postgraduate teaching assistants (TAs). Tutorials will cover important general topics relevant to your coursework in Year 2, including plagiarism, APA style, essay writing, and exam preparation. Further topics will be linked to the content of modules PS250-PS255. **All tutorials will be run in person by your TA in your designated tutorial venue.** It is expected that these tutorials will be primarily student-led, with TAs acting as facilitators. The topics covered will be crucial for the coursework, practicals, essays and exams you will have to complete in Year 2.

Tutorials Semester 1

Week	Tutorial Topic	Related Module
1	<i>No tutorial</i>	
2	Essay Writing and Plagiarism/ Using Moodle and Turnitin	(General)
3	Cognitive Psychology 1	PS251
4	Cognitive Psychology 2	PS251
5	Cognitive Psychology 3	PS251
6	Brain & Behaviour 1	PS250
7	Brain & Behaviour 2	PS250
8	Brain & Behaviour 3	PS250
9	Health Psychology 1	PS252
10	Health Psychology 2	PS252
11	Health Psychology 3	PS252
12	General Reflection/ Exam Preparation	(General)

Tutorials Semester 2

Week	Tutorial Topic	Related Module
1	APA Style/ Plagiarism	(General)
2	Lifespan Developmental Psych 1	PS253
3	Lifespan Developmental Psych 2	PS253
4	Lifespan Developmental Psych 3	PS253
5	Personality & Intelligence 1	PS254
6	Personality & Intelligence 2	PS254
7	Personality & Intelligence 3	PS254
8	Exam Preparation	(General)
9	Compar. & Evol. Psych 1	PS255
10	Compar. & Evol. Psych 2	PS255
11	Compar. & Evol. Psych 3	PS255
12	General Reflection	(General)

Teaching and Learning Strategy

The Teaching and Learning (T&L) strategy of the Department of Psychology is that all of our teaching will be grounded in, and informed by, contemporary psychological science; will be based on the best-available pedagogical evidence; and will be strongly research-informed. Further, all T&L activities of the department will be inclusive, fair and reasonable.

Our programmes seek to impart the key knowledge and competencies outlined in Maynooth University's statement of Teaching and Learning. As such, students are expected to acquire:

A deep understanding of the fundamental concepts, practical skills, and an appreciation of the richness and diversity of current research in Psychology;

The fundamental intellectual skills of analysis and reflection, verbal and written communication, numeracy and digital literacy, and conceptual and critical thinking applicable to a range of work and life situations.

Students are also encouraged to utilise opportunities for self-development within a challenging programme of study, and graduates of the Department of Psychology are expected to:

Be empowered to recognise and embrace learning as an enjoyable and valuable experience;

Be self-motivated, able to work independently and contribute effectively to team projects;

Be capable of gathering and critiquing information from a variety of sources;

Be intellectually responsible, self-reflective, open-minded, adaptable, curious and creative;

Uphold high ethical and professional standards.

Psychology students are encouraged to be socially, culturally and environmentally aware and to:

Recognise their social, environmental and civic responsibilities;

Have integrity, honesty, a sense of justice, and respect for human rights;

Appreciate cultural diversity.

The successful development of these attributes will empower graduates to contribute to knowledge, learning, to their communities and societies, locally and globally. The development of these attributes enhances employability and creates a capacity for purposeful innovation and creativity by educated, ethical and civically engaged graduates.

The development of the above competencies, perspectives, skills and knowledge is facilitated by the underpinning T&L principles of the Department of Psychology.

The learning experience in the Department of Psychology, and in the broader University, nurtures and enables the development of students as critical thinkers and problem solvers, equipped for life-long learning that is a key feature of the professional discipline of psychology.

The development of analytical and thinking skills is integral to all aspects of our teaching and learning, with the aim of enabling students to develop the skills to face new and unfamiliar challenges, acquire new knowledge and insights, and to manage their own learning.

Teaching is core to academic practice and is respected as scholarly and professional. Commitment to teaching and learning is integral to the purpose, mission, and strategy of the Department of Psychology.

The Department actively encourages and enables the advancement of teaching and learning, providing opportunities of student feedback, opportunities for external review of programmes, and opportunities for staff development in teaching and learning.

Teaching and learning are student-centred and focused on the development of the student's knowledge and skills.

Teaching and learning are collegial processes, involving collaboration between staff in the planning, development and review of programmes, and often involve collaboration between disciplines and with organisations external to the Department.

Learning, teaching, and research are interconnected and mutually enriching. Teaching in Psychology is informed by contemporary psychological research, in terms of content, delivery and assessment. Psychology students are encouraged at multiple occasions to engage in research, both as participants and researchers, and to contribute to the creation of new psychological knowledge.

GRADUATE QUALITIES

Psychology students generally complete their degrees with a wide range of subject-specific and transferable skills (communication, numeracy, IT, interpersonal, etc.). As a student of psychology, you may well find it useful to identify the skills that you have acquired during the course. For example, it will be important for you to articulate and make explicit your capabilities when constructing CVs or attending interviews, while still keeping an appropriate focus on the subject matter of the discipline. This will be particularly important, given that you will be competing in a future jobs market where other candidates are able to articulate their skills. In order to assist you in identifying and articulating the skills that you will acquire during your degree course in psychology at Maynooth University, the following information is provided.

The Psychology Degree will foster the graduate qualities of:

- Problem Solving and Creativity
- Organisational Skills and Time Management
- Self, Social and Ethical Awareness
- Interpersonal Communication Skills
- Structured Reasoning
- Resource Management Skills
- Information Technology Skills
- Advanced Writing and Information Analysis Skills

Acquisition of these skills is an integral part of engendering the values inherent in higher education. These skills will be acquired through the Degree modules and will be applied with guided autonomy during the final year project and dissertation.

The variety of skills listed above will be developed as follows:

Problem Solving and Creativity

Identification of research problems during research methods training. The identification of appropriate research methods. Working with available departmental resources. The interpretation of research findings.

Organisational Skills and Time Management

Objective-setting during the final year project. Liaison with relevant bodies and agencies in the course of research. Dealing with research participants and statistical analysis services. Utilising library facilities for the carefully timed acquisition of relevant materials through inter-library loans, etc. Working to deadlines. Scheduling the research design, data collection, analysis and writing of the final year project report.

Self, Social and Ethical Awareness

Lecture content. Awareness of ethical considerations in research and interaction with participants. Showing sensitivity to participants and those who may be potentially affected by research findings. Ensuring informed consent of participants, adequate briefing and debriefing.

Interpersonal Communication Skills

Oral presentations and group projects.

Structured Reasoning

Group presentations. Seminar and tutorial discussions. Essay and practical report writing. The justification of theoretical approach and research method in the final year project report.

Resource Management Skills

Awareness of budget constraints in research investigations. Critical awareness of evidence required to justify operational plans, access to participants and time requirements.

Information Technology Skills

The creation of computer-controlled experiments. The use of computers in the statistical and qualitative analysis of data, psychophysiological recording, video-analysis, perception and learning experiments. The use of web-based audio, video, pictorial and text learning materials provided by the Department of Psychology. The use of teaching and research software. The use of Powerpoint for seminar presentations. The production of word-processed reports and essays.

Advanced Writing and Information Analysis Skills

Essay writing. Literature searches. Practical report writing. Data analysis and interpretation.

Requests for Extensions

Students are notified of coursework deadlines well in advance. **A deadline is a deadline.** You should aim to submit your assignment well in advance of a deadline in order to protect yourself from unforeseen events in the days immediately before. It is also your responsibility to manage your materials (e.g. computer files) carefully and responsibly **so do make sure to always save your work (and in two different locations if possible).**

Coursework grades are awarded, in part, for the successful and timely submission of work, and not just the content contained therein. However, students do experience genuine extenuating circumstances which warrant extensions to deadlines from time to time and we, as a department, are keen to support our students as much as possible in these circumstances. We appreciate that it is difficult for students who are struggling with issues to discuss these with staff. However, it is really important that we are made aware of any difficulties that are likely to impact on your studies and/or your academic progress. We would like to reassure students that we will do our best to accommodate such difficulties and should any students require help/support, we would encourage you to come and speak to us and/or actively seek out and use the many excellent supports that the wider University provides. Naturally, all sensitive information will be treated with the utmost respect and confidentiality, mindful that there are limits to confidentiality in that it is the responsibility of individual members of staff to bring any concerns about the welfare of any student to the attention of the appropriate person/service within the University.

- Extensions can **only** be granted by the Year Manager.
- An extension should be requested **prior to** the deadline. A student should not take an extension of his/her own accord, or assume that its duration can be decided autonomously.
- A student should not expect to meet a Year Manager regarding an extension **within 48 hours** of that deadline.
- Extensions will not be granted for routine or minor illnesses (e.g. headaches, colds, etc.).

- Requests for extensions based on an illness or situation occurring **more than five working days** immediately prior to deadline are not normally granted. If such an extension is granted, the **number of days extended is proportionate to the number of days covered by the appropriate documentation.**
- When a Year Manager approves a request, s/he will set a new deadline that is **directly in line with** the nature of the situation, illness, or medical instructions.
- Even if previously requested, **penalties will only be lifted when appropriate documentation is provided** (e.g. a medical certificate or a death notice on rip.ie). Vague medical certificates or documentation not specifying a timeframe that relates directly to the deadline are not acceptable.
- When an assignment is submitted late (even if requested), **the relevant documentation must be attached to the assignment.**
- Loss of work due to failure of a PC, laptop, or memory stick does **not** warrant an extension. If this occurs, you may ask your Year Manager if you may bring the malfunctioning hardware to the Departmental Technician, Mr Derek Walsh, who may advise you on your technical situation.

Departmental Policy on Plagiarism

Plagiarism is a serious offence and the Department takes a strong stance on offences of this nature. The University's policy on plagiarism can be found here:

<https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Updated%20July%202019%200.pdf> under the University's Rules and Regulations for Students page: <https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>

Specifically, you are expected to check the Turnitin similarity report for each submission you make via Moodle for evidence of plagiarism and resubmit your work with any necessary changes made if required. Note that Turnitin can take at least 24 hours to generate a similarity report. To allow for this, your assignment needs to be completed well before the departmental deadline. Submission of your assignment via Moodle will be taken as a declaration that the work submitted is your own, and that you have cited your sources appropriately. Plagiarism-avoidance guidelines are also provided in tutorials throughout each year of the degree. Should you have any questions pertaining to plagiarism or feel that the current information is unclear in any way, you should seek advice from a TA or member of academic staff before submitting an assignment.

Library Resources

A collection of several thousand psychology books is held in the University library. Several copies of all of the books listed as recommended reading in this handbook are available in the library. Furthermore, the library currently subscribes to many online journals of psychology. You will also find the complete *PsycInfo Database* online at the University Library website. This database contains psychology abstracts from 1887 to the present. Web of Science, which is also available, is a multi-disciplinary database providing extensive indexing and abstracting information on psychology texts and journal articles. It currently incorporates the Science Citation Index Expanded, the Social Science Citation Index and the Arts and Humanities Citation index. The Library also receives ScienceDirect, a web database containing the full text of more than 2,000 Elsevier Science Journals. These databases are accessed under *Additional Resources* within the Electronic Resources section of the Maynooth University Library webpage.



MU Library is a popular place to meet, study and research in. We're located in the middle of the campus on the southern side, beside the Kilcock road. Choose from a variety of study spaces; from the open-access area on the ground floor, where food, drink and chat is allowed, with access to over 50 laptops and print facilities, to the quieter areas on levels 1 and 2, with training rooms and meeting rooms. There's a Starbucks located on the ground floor, and even sleep-pods on level 1 if you need to re-charge. Use our [bookable group study rooms](#) for your group project-work. MU Library hosts campus exhibitions and events in the foyer during the year, so there's nearly always something new to view.

MU Library is the portal to a vast collection of Psychology resources that you'll need for your essays and research. Take a look at the MU [library homepage](#); we've excellent information, training, materials, supports and services that will help you in your studies. We also provide a dedicated [insert link to subject guide] space on our webpage that we recommend you bookmark; it's a great source of subject-specific material and news. Check out the "[New2MU](#)" tab in your Psychology subject guide containing lots of useful stuff for MU-newbies, whatever your level.

The screenshot shows the Maynooth University Library website. At the top, there's a navigation bar with 'LIBRARY' and links for 'Library Services', 'Learning Resources', 'Research Support', and 'All Guides A-Z'. Below this is a 'Psychology' header with social media icons. A breadcrumb trail reads 'Maynooth University Library / LibGuides / Subject Guides / Psychology / Getting Started'. A horizontal menu contains tabs for 'Getting Started', 'Books & eBooks', 'Journals & Databases', 'Online Resources', 'Tutorials & Quizzes', 'Top Tips for Students', 'Referencing', and 'For Staff'. The main content area is divided into three columns: 'Need some help?' with a 'Submit a Query' form, 'Welcome to the Psychology Subject Guide' with a list of resources (Books & eBooks, Journals & Databases, Online Resources, Tutorials & Quizzes), and 'Teaching & Learning Librarian' featuring a profile for Áine Carey with links to 'My Guides' and 'My Expertise'.

Psychology subject guide online at <http://nuim.libguides.com/psychology>



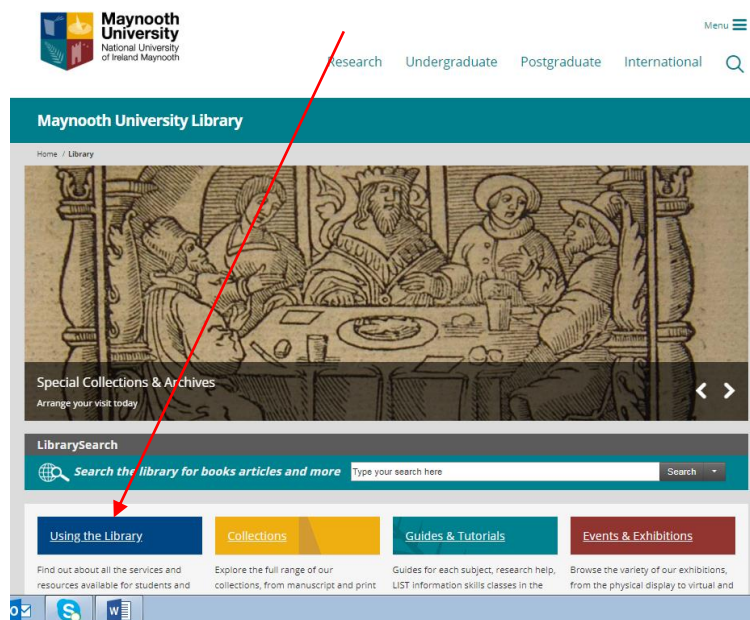
The search-box, LibrarySearch, that searches all the content in MU Library

Use **LibrarySearch** on the library homepage to discover everything MU Library holds on your subject and topics. It gives you the location and details of thousands of e-books and e-journals you can read online on

your devices, as well as information on books, journal articles, and databases on your subject. We also have online e-dictionaries, encyclopaedias and e-books; basically, everything you need to write successful assignments. If it seems like a lot of stuff, start with your subject guide here (<http://nuim.libguides.com/psychology>) for basic suggestions and help.

You can access the information on LibrarySearch, and e-books, e-journals and databases when you're on or off-campus. You have options for basic and advanced search features to find exactly what you are looking for. Get hacks for running successful searches in our free [LIST Online](#) tutorials, and come to our **LIST training sessions** in the library (later in Semester 1) to learn skills that will help in your essays and assignments. If you've any queries about finding material, whether it's online, or on the shelf, library staff are happy to help you; just ask at the Library desk or live "Library Chat" box on our homepage. You'll also see us around campus in Semester 1 as we hold "pop-up" events, where you can find out more about what the library can offer you.

Your **MyCard** (student card) entitles you to borrow material from the Library. If you are not sure how many items you can borrow, click on the [Using the Library](#) blue box (see Fig. 4 below) on the library homepage for information.



Take our free, short, **online training sessions** in your own time to upskill in information skills that you'll need in university; see LIST Online (<http://nuim.libguides.com/list-online>). They cover everything from finding items on your reading lists, to using e-books, avoiding plagiarism in your essays, and how to evaluate information – all essential skills for students.

You can borrow a laptop from the laptop-bank, opposite the library desk, to use within the library, or you can log on to one of the library PCs to do your essays. The library is wireless so you can use your own laptop in the library too. We have a 3D printer available (ask us at the library desk) as well as a colour photocopier, in addition to numerous black and white photocopiers. You use your MyCard to load it with credit to print. **IT Services** have a dedicated space at the main library desk too where you can go if you need IT help. The **Maths Support Centre** (ground floor) and **Writing Centre** (level 1) are also located in the library.

[Contact us](#) with your **queries** about using the library, finding information for your studies or how to use any of the online material. There is no such thing as a "stupid question". We all know it can be a lot to take in when you start in university and we are here to help you!

The Library wishes you every success in your studies and we really look forward to seeing you during your years in MU.

USEFUL LINKS AND CONTACTS:

- Library homepage: <https://www.maynoothuniversity.ie/library>
- Psychology Subject Guide: <http://nuim.libguides.com/psychology>
- LIST online: <http://nuim.libguides.com/list-online>
- Undergraduates contact: Áine Carey/Niall O'Brien: aine.carey@mu.ie / niall.obrien@mu.ie

Bachelor of Arts International

This programme is an option for any student taking Arts who meets the standard required for admission to Second Year in their First Year examinations. This is a four-year programme; the Third Year is spent studying at a university abroad. To apply for the programme, contact your Department Head and the International Office in March of Second Year.

Only BA students are eligible for this programme.

Other University Resources

The University offers a number of useful services for students, including the Writing Support Centre and the Mathematics Support Centre – details of all of these resources can be found on the Maynooth University website. Two services which may be of particular interest are as follows:

(1) Programme Advisory Office – for Programme choices and options information

The Programme Advisory Office is available to assist and advise undergraduate students with programme-related decisions you may be unsure about during your time at Maynooth University. The Programme Advisory Office acts as a guide to students as you navigate your own way through your programme options. The Programme Advisory team can assist First Year students with questions about subject combinations, changing subjects and progression options for second year. Continuing students may also avail of the service if you are unsure about your programme options, for example if you have any questions about the flexible degree pathways, or whether or not to choose to take an Elective.

Email: programme.choices@mu.ie

Phone: 01 474 7428

Website: www.maynoothuniversity.ie/programme-advisory-office

Location: Room 1.17, ground floor Rowan House

(2) The Experiential Learning Office

Why not experience more from your degree programme by opting to take an experiential learning module*, such as 'Professional Development and Employability' (involving employer-led sessions) or applying for an MU SPUR (Summer Programme for Undergraduate Research award). This involves a paid six-week summer research placement where you will learn by doing and reflecting, and have the opportunity to connect classroom content with 'real-world' experience.

**The availability of experiential learning modules is limited, timetable dependent and may require an application process.*

Email: Aisling.Flynn@mu.ie

Tel: 01 474 7760

Website: <https://www.maynoothuniversity.ie/experiential-learning-office>

Location: Room 1.18, ground floor Rowan House

Student Mental Health and Wellbeing

Looking after your mental health is very important to your overall health and well-being and to successful and effective study and academic performance, not to mention other aspects of University life. The University offers a number of excellent services and supports for students who are experiencing mental health difficulties or who are feeling overwhelmed by university life. These services are listed on the Maynooth University website at the following link, but if you have any difficulty in accessing them, please do let us know:

<https://www.maynoothuniversity.ie/campus-life/student-wellbeing-support>

See also the Access Office:

<https://www.maynoothuniversity.ie/access-office>

In addition, a **NiteLine** service operates on campus. NiteLine is a non-profit service provided free of charge to students, run by a team of dedicated volunteer students who have undergone rigorous training with the intention of supporting their peers. They are open every night of term from 9pm-2.30am, supporting students through instant messaging and over the phone.



free, anonymous, confidential, non-judgemental listening service
we won't tell you what to do

9pm - 2.30am freephone: 1800 793 793 instant message: niteline.ie every night of term

Final Word

We, as a department, wish you the very best of luck with your studies this year, and we hope that you enjoy your time with us. We hope that you find this document helpful and informative. Any suggestions you might have for its improvement may be forwarded to the **Year 2 Manager, Dr Laura Coffey**, in writing.

In closing, please note the following two points:

If you require an **academic reference** at the end of your studies, you should contact the member(s) of staff directly from whom you are requesting the reference rather than approaching the departmental office. References are confidential and it is not appropriate for a third party to mediate between you and the person providing the reference. You should also confirm that the proposed referee is available and/or willing to provide a reference before nominating that person on an application form or other relevant documentation. You must provide the staff member (in advance) with a copy of your most recent transcript of results.

If you require a **breakdown of your marks** for the year beyond that provided by the Examinations Office, you should contact the Year Manager. Please note that a University-wide Consultation Day occurs following notification of the Summer examination results, and Year Managers are available on that day to provide some general information of this kind. You will be notified of that date with your examination results. Post-exam consultation will occur only on this date. Under no circumstances will such information be sent via e-mail, fax, or regular post, and neither will such information be transmitted over the phone or given to a third party, including family members.

APPENDICES

APPENDIX I

CHECKLIST FOR ESSAYS

This checklist is designed to help you become familiar with, and to adopt, the Department's in-house style for writing in psychology. The Department's style is based on the conventions set out in the American Psychological Association's Publication Manual, a copy of which is available for consultation in the Departmental Office. You can find a useful summary of the main conventions in: Sternberg, R. (2010). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press. Available as an eBook:

<https://ebookcentral.proquest.com/lib/nuim/detail.action?docID=615761>

Word Limits: unless explicitly stated by an individual lecturer, the expected word limit for Year 2 essays is approximately 2,200-2,500 words, excluding references. Where the assessment for a module is 100% Continuous Assessment, word limits may be longer.

Before you submit the final draft of your essay, you should be able to answer 'yes' to all of the following questions:

1. Content

(a) Have you given a full and relevant answer to the essay title? If it has two or more parts, have you given each part due weight in your answer? "Discuss" means "argue a case" while "describe" means "tell a story". Do not describe that which you are asked to discuss. Note that phrases like "before I deal with X's theory. . ." almost always indicate irrelevance.

(b) Have you confined yourself to the specified word limit?

(c) Are your conclusions based on psychological evidence? Does your essay clearly show that you have had contact with a course in psychology? It is possible, without ever studying psychology, to write a very interesting answer that would fail, because it shows no understanding of the particular approach taken by the psychologist.

(d) Have you got the details of the evidence correct?

2. Structure and Expression

(a) Have you given the essay a clear structure that is highlighted by the use of blank lines, headings, underlining, numbering of points, diagrams if appropriate, synopsis in the introduction, interim and final summaries, etc.?

(b) Have you re-read the essay to ensure that the style flows? First drafts usually differ considerably from the final version, whilst second drafts often appear to be not much better! Your tutor should see only the final polished product. Watch out for flaws in the following: logic; grammar; spelling; punctuation; typos/slips of the pen; redundancy; overly long sentences; paragraphs with more than one theme (or very short one or two sentence paragraphs); and repetition of the same word in successive lines.

(c) Is your choice of verb tense appropriate? Use the present tense for established facts and the past tense for describing details of experimental procedure. Avoid using the future tense.

(d) Have you avoided gender-specific language? Do not use the generic "he". Avoid "he/she" and "s/he". Use the plural, or recast the sentence. Also, try to avoid writing in the first person (i.e. "I analysed the data using..."); use third person passive voice instead (i.e. "data were analysed using...").

3. References and Citation

(a) Have you appended a reference section that contains all the sources cited in the essay? You should cite the authors of all ideas that are not your own (see also 3(f) below). There is a special convention for references that you have not read at first hand, but need to cite (see 3(e) below).

(b) Is there a 100% match between citations in the text and those in the reference section?

(c) In citing references in the text of your essay, have you employed the APA "Author, date" convention? For example, you could write "According to Carlson, Buskist and Miller (2000)..." or follow a statement with "(Carlson, Buskist, & Miller, 2000)". If you are using a direct quote from a source or pointing the reader to a specific or controversial point, you should also include the page number after the year, for example, "Carlson, Buskist and Miller (2000, p.91) argue...". Check in Sternberg (1993) for examples. Avoid footnotes.

(d) In citing references in your reference section, have you given full details in standard APA format, so that the reader will have no difficulty in finding any of your sources? Use the reference citations in Sternberg (1993) as exemplars. Note the slightly different conventions for books and journal articles. Do not number your references, or use quotation marks.

(e) Is it clear which references you actually read and which you read about in a secondary source, such as Carlson, Buskist and Miller (2000)? You can save yourself considerable effort in writing out reference details by using the following convention. If you read about a work by Wilson in the Carlson, Buskist and Miller book, then reference as follows: In the text, "Wilson (1979, in Carlson, Buskist, & Miller, 2000)..." In the reference section, cite only Carlson, Buskist and Miller (2000).

(f) Have you avoided plagiarising your sources (e.g. presenting the author's words as if they were your own)? Put ideas in your own words, except where you want to use a definition, or a particularly memorable statement verbatim. In this case, use quotation marks or indenting and acknowledge the source with name, date and page number.

4. Presentation

(a) Ensure margins are of appropriate width.

(b) Provide the following information on the first page of your assignment in block capitals:

- (i) Your full name as registered with the University (if your name as it appears on your birth certificate is different to the name you normally use, please provide both names);
- (ii) The full title of the essay;
- (iii) The name of your tutor or lecturer.

(c) Have you numbered every page of your essay in a single sequence, using Arabic (1, 2), not Roman (I, II) numerals?

NB: An excellent introduction to writing in academic and professional psychology may be found in:

Sternberg, R. (2010). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press. Available as an eBook:

<https://ebookcentral.proquest.com/lib/nuim/detail.action?docID=615761>

5. Submission via Moodle and Turnitin

Instructions for submitting your work via Moodle are provided on p. 5. Submission of your assignment via Moodle will be taken as a declaration that the work submitted is your own, and that you have cited your sources appropriately. You are expected to check the Turnitin similarity report for each submission you make via Moodle for evidence of plagiarism and resubmit your work with any necessary changes made if required. Note that Turnitin can take at least 24 hours to generate a similarity report. To allow for this, your assignment needs to be completed well before the departmental deadline.

APPENDIX II

WRITING PRACTICAL REPORTS

There are five practical reports to be submitted in Year 2. You will be briefed on specific guidelines for each one as part of the modules PS256 and PS260. However, the following guidelines generally apply. Although you may carry out some research in a group, you must always write your report independently. The collaboration should cease once the data have been collected.

Word Limits: Unless explicitly stated by an individual lecturer, the word limit for Year 2 practicals is 2,500 words.

Title

You should have a separate title page, stating the title of the report and your name. In addition, you should attach a cover sheet with additional detail, including your name, student number, course, tutor's or lecturer's name and the date. The title itself should be informative, without being too verbose or convoluted (unless provided by the lecturer); it should not exceed 12 words.

Abstract

The abstract summarises the background to the study, its aims, information on participants (e.g. number, age, gender), what was done in the study (e.g. what participants did), what the main findings were and what conclusions you made. This should not exceed 150 words.

Introduction

The first page of your introduction is numbered as page 1. Any preceding pages are numbered using roman numerals (i.e. i, ii, iii, etc.). Here you give the background and introduction to your study, including (but not merely) a literature review. The introduction section sets out the reasons why you are conducting the research and in most experimental reports states the hypotheses. A general guideline is to structure your introduction into three related sections: a general introduction, detail about the specific area and an introduction to your own study. However, remember these are not three separate sections; it should read as a coherent whole. The first section deals with a general introduction to the research area and should include some general statements, definitions of terms and reference to classic studies in the area of research. The next section moves to more specific material, such as studies relevant to your own and a detailed set of issues to be addressed. In the final section of the introduction, you introduce your own study, particularly the rationale for conducting it. Your choice of design should, therefore, be justified in this section. In most experimental reports, you also list a set of hypotheses.

In general, the introduction for a 5,000-word practical should be between 1000-1,500 words. You, therefore, need to select carefully the material reviewed here; you should not take too broad an approach or present a very general literature review. When citing research, give the full list of authors and the year of publication. If you use a direct quote, you need to give the page number from the original publication. Any papers referred to here (and in your discussion) should appear in the bibliography.

Remember that the introduction emphasises why you conducted the research, rather than how you did it, and always answers the question, "Why should this study be done?"

Method

On the basis of your method section alone, it should be possible to replicate your study. Therefore, this section requires much detail. There are normally four subsections to an experimental method section, with variations for other methodologies (e.g. the method section of an applied (non-experimental) report normally omits the design sub-section).

Participants:

The number of participants (including demographic data where relevant), the sampling method and any relevant characteristics.

Apparatus/Materials:

Describe in detail any apparatus or materials employed. For apparatus, a straightforward description will suffice. For stimulus materials (e.g. word lists, etc.) or for questionnaires, you also need to give additional detail, such as where you obtained them, why those particular stimuli (or questionnaires) were selected, etc.

Design:

In an experimental report, it is necessary to outline what type of design was used, what independent variables were manipulated, how many levels there were of each IV and how were they operationalised. What was the dependent variable and how was it measured? If a factorial design was used, it may be useful to show conditions using a figure. This is less important in studies with a non-experimental design (e.g. surveys).

Procedure:

Describe exactly what was done in the study. In the case of experimental studies, control should be implicit in this section (there is no need to list controls separately). It should be possible to replicate your study from the detail given here, so you need to include every detail (e.g. instructions given to participants etc.).

Ethical Issues:

In addition to the main sub-sections of the method section, you are also required to give detail about ethical considerations and implications raised by your study (approx. 250 words).

Results

State how the data were derived. Present descriptive statistics, including tables of means and standard deviations where appropriate. Describe trends and patterns in the data. Do not rely on your tables and figures. You must also describe in writing the main observations and key findings. Point out noteworthy features in your data. Your results section should be meaningful, clearly presented and easy to read, even if the reader does not look at any of the tables or figures.

You cannot make conclusions about the statistical significance of differences between your groups/conditions until you have carried out inferential statistics. Inferential statistics allow us to determine the probability of the differences in our results being due to chance alone. If you use these, be sure to report correctly the results from the appropriate statistical test (e.g. refer to Pallant's text for examples). Again use tables, but describe what the statistics mean (i.e. put the results into words). Make conclusions about statistical significance on the basis of your results. In effect, interpret the results for your reader.

Label and title all figures and tables (e.g. Table 1: Means and standard deviations) and refer to them in the text of the results. Do not include raw data or statistical workings (e.g. the actual numbers from which a mean was calculated) in the results; put these in the appendices and refer the reader to them, if necessary. Only include tables and figures that are relevant and useful. Avoid repetition.

NB. Please do not work in groups to interpret the results. All collaboration should cease once the data have been collected.

Discussion

This section summarises your findings and then interprets the results in the broader context; for example, in an experimental report, interpret the results with respect to the hypotheses. Please note that you should never repeat your results, cite statistics or use quotations (i.e. from qualitative research) in your discussion

section. Refer to other studies where appropriate (e.g. to compare the results). Draw conclusions from your results. Point out the strengths and limitations/methodological flaws of the study and any suggestions for improvement and/or further research. However, do not be overly critical and do not use this section to excuse any oversight on your part (e.g. missing important controls, a glaring confounding variable, etc.). The emphasis should be on your own study. The word length will depend to some extent on your results.

References

Everything cited in your report must be fully referenced here in standard APA format. Refer to the section on references and citation in this handbook.

Appendices

These contain all raw data, statistical workings and details of materials. Materials might be included here if they are very detailed (e.g. lists of words or nonsense syllables used in an experiment) or standard (e.g. a particular questionnaire that you used). Keep a separate appendix for each type of data. Refer to the relevant appendix in the main text of your report, for example, "The raw data were derived from reaction times on each task (Appendix A, p.20)." **Please do not include completed consent forms in an appendix (where applicable).**

Note that the reader should not have to refer to the appendices in order to understand the report; appendices simply provide additional information, should it be of interest to the reader.

The following general comments should also be considered.

Language: Use scientific language and try to avoid writing as you would speak. Be aware of psychological terms and those that have a special meaning in psychological reports. Avoid ambiguity. Make sure that you understand all of the scientific terminology that you use in a report. Define all terms operationally. **Always use the third person when writing a report (i.e. avoid "I did" or "we. . .").** Use bias-free language.

Journals: Get into the habit of reading journal articles. Note the style of presenting information, but beware -- some journals will use different presentation conventions from those required in Year 2. Journals such as the *Journal of Experimental Psychology* and the *British Journal of Psychology* are recommended. Also, look at the recent issues in the current periodicals section of the library or on the library webpage. This is the best way to become familiar with the scientific use of language and reporting styles.

Presentation: Make sure your presentation is up to standard. Remember your title page, page numbering, labelling tables and figures, references, separate sections, etc.

APPENDIX III

CHECKLIST FOR PRACTICAL REPORTS

Please refer to this when writing your practical reports.

Title: Is it sufficiently informative without being too detailed? Please note that when the title of a practical report is provided by the lecturer, then you should use this instead of providing your own.

Abstract: Does it cover the background, aims, who the participants/subjects were (e.g. age, gender, number), what you did, what was found and an overall conclusion? It is a short summary of the report.

Introduction: Does it justify the study (i.e. is it apparent why it was conducted?). Have you been selective about your choice of literature/research? Does it have enough detail on your own study and hypotheses? Is it appropriately structured (e.g. moving from general to specific)?

Method: Is there enough detail? Could someone else replicate the study on the basis of this section?

Results: Are the data summarised in tables and figures presented throughout the text? Are the findings interpreted (where appropriate) and the most pertinent data pointed out?

Discussion: Is the relation of results to hypotheses or to broader research questions clear? Are your key findings reported? Are your conclusions justified? Are they supported by the data? Have you evaluated the study? Have you included an appropriate critical conclusion?

References: Check that all citations are referenced.

Appendices: Can you understand the report without having to refer to the appendices? Is there anything in the main body of the report that should not be there?

Presentation: Check as above.

Word Limit: Check for the particular assignment.

APPENDIX IV

PS256 and PS260 Research Participation for Course Credit Scheme: A Guide for Students

PURPOSE AND FUNCTION OF THE RESEARCH PARTICIPATION FOR COURSE CREDIT SCHEME

As part of both PS256 and PS260 of our undergraduate degrees and MSc in Psychology, students are required to devote a minimum of **three hours per module** to **research participation** in the research projects of staff, postgraduates and postdoctoral researchers in Psychology at MU. Alternatively, they may elect to write a 1000-word research report on an available research project in lieu of *each* hour of required participation in research (i.e., up to three reports per module). A template for such reports is provided to students via the Moodle web page for the relevant module.

Researchers who wish to participate in the scheme and offer course credit for research participation need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack.

CRITERIA FOR PARTICIPATION

- All studies in the scheme are ethically approved by the MU research ethics committee.
- No remuneration of any kind will be offered (e.g., participation in raffles, cash, small gifts) to students seeking course credit for participation, even where remuneration is offered to other participants.
- Researchers will provide a “study pack” (described below), approved by the scheme manager or module coordinator for PS256/PS260, which will be uploaded to Moodle for perusal by undergraduate students who can decide if they would like to participate in that study. The study pack will be sufficiently informative that it assists students in completing a 1000-word report on the study where they choose to do this in lieu of participating.

STUDY PACK FOR STUDENTS

Outlines of the various studies available to you for participation will be provided on the PS256 and PS260 Moodle pages. The outlines will take the form of a “study pack” related to each piece of research. These packs will give you an overview of the study, its background and rationale, and help you to decide whether or not to volunteer to participate. You will also be provided with a report form and a research participation receipt form via Moodle.

Please note that where a summary of hypotheses/expectations would compromise a study, these may be withheld until the end of the study period. In this case, hypotheses will only be revealed to participants at the end of their contribution to the study. Participating students may also be required to sign a confidentiality agreement on the research participation receipt form, in order to protect the integrity of the research. Breach of this confidentiality requirement by students will be treated seriously and as a failure to fulfil one of the most basic requirements of the research experience process. In line with this, a fail grade may be awarded for the research participation component of PS256 or PS260 as appropriate, following such breaches. **Students will not be able to write research reports of studies that withhold hypotheses, in lieu of participation.**

CONTACTING THE RESEARCHER AND SCHEDULING PARTICIPATION

Having checked the exclusion criteria for the study as outlined in the study pack and having decided to volunteer to participate in the study, you should contact the researcher using the contact details provided in order to schedule an appointment. You should be aware that the contact details you provide will need to be stored by the researcher until participation is complete, but these will be deleted as soon as is practical and will not in any way be linked to data gathered from you.

Please be aware that researchers are in no way obliged to schedule study participation in order to accommodate the academic deadlines of students. Many of them will not be teaching assistants and will have no involvement at all in the PS256 or PS260 modules. It is the responsibility of the student to apply for participation in a timely manner so as to allow the researcher to schedule participation in an orderly way and to manage their own activities.

Finally, where studies are over-subscribed by volunteers, or students do not wish to participate in all or any of the available studies, students will be obliged to write the required number of 1000-word research reports in lieu of research participation. The Department of Psychology cannot guarantee a sufficient number and variety of research studies that all students can participate in research of their choosing for a total of three hours in each Semester. Insofar as this is possible, however, we will strive to make sure this happens. However, we will also endeavour to offer a small number of research study packs for studies not currently recruiting participants, or which do not require participants from a student cohort. These will provide material that can form the basis of a research report on an ongoing “real-world” study.

SUBMISSION OF ASSIGNMENT

Students must submit receipts of participation in research by the specified deadline near the end of the relevant Semester. A format for this receipt will be available on Moodle. Your receipt will be a signed record of participation by the researcher and should also include a 200-word summary of reflections on what you learned about the specific experience of participating in this particular type of research. Your 200-word summary may be rejected and returned to you for completion if there is no evidence that you have genuinely reflected on the methodological aspects of the study that you personally found interesting or noteworthy.

You should have two copies of the research participation receipt ready in advance of meeting the researcher, so that these can be signed. You should also be willing to sign the confidentiality agreement in advance. One signed copy of such an agreement will be retained by the researcher but not linked to your data. The other is needed by you to submit digitally via Moodle as evidence of participation. Please scan and save this document as a PDF (or send a good quality, fully aligned and cropped photographic image if you do not have access to a scanner) for online submission via Moodle and keep the original signed copy for inspection in case this is requested.

You need to collect receipts for **three hours of research participation** (each study you participate in will count for 30 minutes minimum credit regardless of any shorter duration), or produce one or more 1000-word study reports in order to fulfil your module requirements (one report for each of the three hours of participation required).

Submission of the appropriate research participation receipts and/or research reports should be done as a single submission via Moodle. The submission should contain all of the receipts and reports required to satisfy module requirements. All coursework for these modules is required, so failure to submit the required material for the research participation component of PS256 and PS260 will result in a fail being awarded for the relevant module.

PLANNING YOUR RESEARCH PARTICIPATION

Many studies involve the scheduling of participants many weeks into the future, and so immediate participation is rarely possible. You should act early in order to ensure that you have completed your research participation within the Semester and by the research report deadline. It is the responsibility of students to identify studies, schedule appointments for participation and obtain proof of participation by the research participation assignment deadline. Remember, the researchers have no obligation to help students satisfy course requirements and should not be pressured to facilitate participation due to looming deadlines that have arisen due to the student’s failure to schedule the research participation in time. You should assume that you may have to wait up to several weeks to be able to participate in a given study, depending on how busy the researcher’s schedule is, and so should aim to identify studies in which to participate *as early as possible* in the Semester.

1000-WORD RESEARCH REPORT

In the case where a student does not wish to participate in any or only a limited number of research studies, and write a review or reviews of three ongoing studies within the Department of Psychology at MU in lieu, they can use the study packs on Moodle to inform their review(s). They can also choose to participate in a limited amount of research and write a report for each hour of research that they have left outstanding from the total of three. For example, if a student participates in two studies at 30 minutes each, they have two hours of research outstanding and so will need to write reports on two studies in which they did not participate. If they complete two hours of research, they can fulfil their research requirement with a single 1000-word report in a study in which they did not participate, and so on.

Students who wish to write 1000-word reports must do so by the same assignment deadline date for research participation, which will be near the end of the relevant Semester and specified by the module coordinator. It will also be listed in your Year 2 Psychology handbook. This report should be completed using the Research Report form downloadable from Moodle and submitted digitally via Moodle as instructed. While this will be graded on a pass/fail basis, a definite comprehension of the research aims and methodology of the relevant study will have to be apparent, along with a good comprehension of the research background gleaned from at least the minimal material provided to students by the researcher in the study information pack. Students will not be awarded a pass grade by simply transcribing the information provided by the researcher in the study pack. The report should show evidence of a critical understanding of the study and careful reading of the material indicated by the researcher.

Please note again that researchers are not expected to in any way discuss the study with students or to be available to assist in the creation of the research report. Researchers have no obligation whatsoever to help in the teaching aspect of PS256 and PS260 and you should not request help from them in this regard.