

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

Department of Psychology

BA and BSc Psychology

Year 2 Manager: Dr Rebecca Maguire

Year 2 Module Guide 2023-2024



**Maynooth
University**
National University
of Ireland Maynooth

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Year 2 Psychology Course Content

Welcome to Second Year!

This is your Year 2 BA and BSc Psychology **Module Guide**, a document which contains important information about the modules you will take in your second year of Psychology, as well as useful guidance and advice about deadlines, assignments, extensions, marking and other relevant information. You should save/print this guide and retain it throughout the year, as many of the questions and queries you may have during your studies may be addressed in the pages that follow.

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.

Second Year Psychology Modules

There are a total of 12 modules in second year psychology. Ten of these are compulsory and must be taken. There is one further psychology module in each semester that is optional and may be taken if so desired (**PS252** in semester 1 and **PS255** in semester 2).

Module code	Module title	S	Compulsory or optional	Credit weight
PS250	Brain and Behaviour	1	Compulsory	5
PS251	Cognitive Psychology	1	Compulsory	5
PS252	<i>Health Psychology</i>	1	<i>Optional</i>	5
PS253	Lifespan Developmental Psychology	2	Compulsory	5
PS254	Personality and Intelligence	2	Compulsory	5
PS255	<i>Comparative and Evolutionary Psychology</i>	2	<i>Optional</i>	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
Total of credits for the subject year				50-60
Elective stream (if applicable)		1-2	Optional	10
Total Credits for Year				60

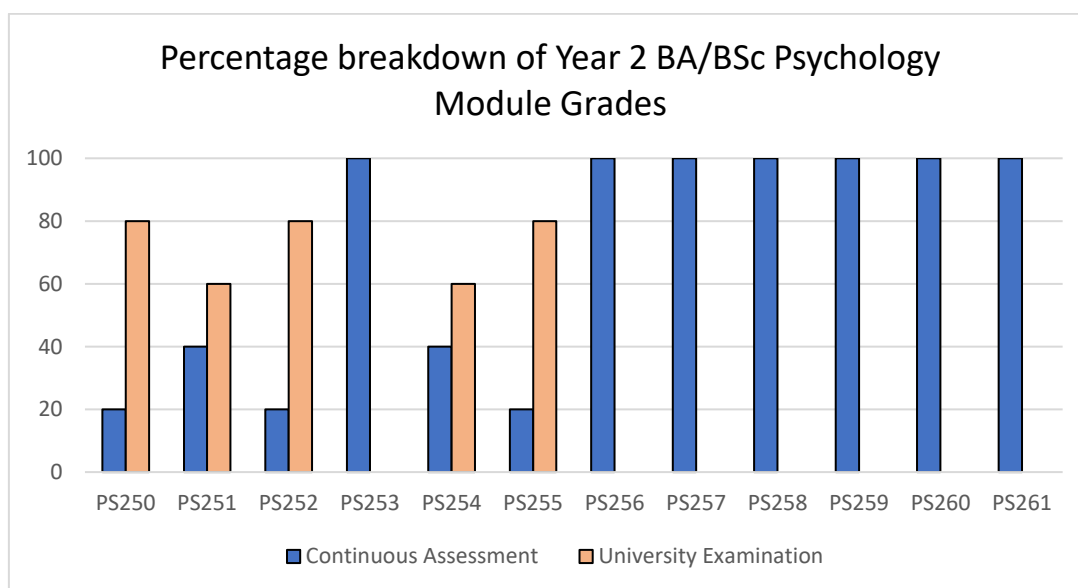
Note that if you choose NOT to take the optional psychology modules PS252 and PS255, you must take a University Elective Stream outside of Psychology to ensure that you can finish the year with 60 credits completed.

Details of University elective modules available for 2023/2024 can be found here:

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

Assessment Breakdown of Modules

While many of the Year 2 Psychology modules have a formal examination component, more than half of modules in the second year BA/BSc in Psychology are assessed with 100% continuous assessment. This assessment may take the form of written assignments, lab reports, in-class tests, MCQs and presentations, among others. A breakdown of marks across the various modules can be seen in the figure below. Descriptions of each of these modules can be found on pages 6-17 of this guide, with further details of assessment deadlines on page 24-25. In all cases, module coordinator/lecturers will provide you with a more in-depth overview of what is required in individual modules.



Progression

In order to progress to the next year of your studies, all Psychology modules taken (including, if you take them, optional modules PS252 and PS255) must be passed without compensation.

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%2023May2023.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 from 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 programme requirements during the academic year, please contact the Academic Advisory Office:

<https://www.maynoothuniversity.ie/centre-teaching-and-learning/academic-advisory-office>

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 the Head of Department and the International Office in **March** of Second Year. **Only BA students are eligible for this programme.**

Module Descriptors

Descriptions of all the Second Year modules are included over the next few pages. Note that further details on the content and assessment requirements of individual modules will be provided to you in class and on Moodle. Moodle is an important website with which you should already be familiar with. It is important that you check this regularly as a considerable amount of teaching support is provided through this online system.

PS250 Brain and Behaviour

Module coordinator: Prof 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 influences 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;

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.

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

End of First Semester Written Examination Profile: 1 x 120 minute written 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 processes such as perception, attention, memory, problem solving & decision making.

Module Content: Approaches to studying cognition. Perception. Attention. Memory. Problem solving. Concepts. Language. Reasoning and decision making. Cognition and emotion.

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;
- Using research evidence, describe the main characteristics of the cognitive processes studied;
- Evaluate cognitive accounts across a range of domains (e.g., perception, attention, memory, mental imagery, language, decision making).

Recommended Texts

Eysenck, M., & Keane, M. (2020). Cognitive psychology: A student's handbook (8th ed.). New York: Psychology Press. [Note that older editions, e.g. the 2015 one, are available]

Gilhooly, K., Lyddy, F., Pollick, F., & Buratti, S. (2021). Cognitive Psychology (2nd ed.). London: McGraw-Hill.

The following textbook is also free to access and may be consulted in relation to some topics covered in the module: Deiner, E. (2017). Introduction to Psychology NOBA Collection

<https://nobaproject.com/textbooks/introduction-to-psychology-the-full-noba-collection>

A number of other texts available in the library may also be useful. Further journal articles/other readings will be recommended in class.

Assessment: Total Marks 100: Continuous Assessment – 40 marks; University Examination – 60 marks.

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

Compulsory Elements: All continuous assessment; University examination.

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

End of First Semester Written Examination Profile: 1 x 90 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 90 minute written paper.

PS252 Health Psychology

Module coordinator: Prof 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 used to improve health outcomes.

Recommended Texts

Straub, R. (2019). 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 written paper.

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

PS253 Lifespan Developmental Psychology

Module coordinator: Dr Siobhan Woods

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.

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 – 100 marks.

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

Compulsory Elements: All continuous assessment.

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

Requirements for Autumn Supplemental Examination: Supplemental continuous assessment.

PS254 Personality and Intelligence

Module coordinator: Dr Constance De St Laurent

ECTs: 5

Semester: 2

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

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

Module Content: Some well-known theories of personality and intelligence/ability. An introduction to psychometric testing including the principles of psychological test design, administration and interpretation. 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:

- Describe and critically evaluate some of the main theories of personality and intelligence/ability.
- Understand and discuss some of the key aspects of psychometric testing including the design and administration of psychological tests and associated criteria.
- 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.

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.

**Any editions of these should suffice, although the more recent, the better.*

Assessment: Total Marks 100: Continuous Assessment – 40 marks; University Examination – 60 marks.

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

Compulsory Elements: All continuous assessment; University examination.

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

End of Second Semester Written Examination Profile: 1 x 60 minute written paper.

Requirements for Autumn Supplemental Examination: 1 x 60 minute written paper.

PS255 Comparative and Evolutionary Psychology

Module coordinator: Prof 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.

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.

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

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

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

PS256 Experimental Psychology Laboratories I

Module coordinator: Prof Seán Commins

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.

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.

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 Peter Murphy

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;

Required Text:

Pallant, J. (2020). SPSS survival manual: A step-by-step guide to data analysis using SPSS program (7th ed.). London: McGraw-Hill.

Recommended Texts

Field, A. (2017). Discovering statistics using IBM SPSS Statistics (5th ed.). London: Sage.

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.

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: Prof. Mac 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.

Recommended Texts

Knapp, S. J., et al. (2017). *Practical Ethics for Psychologists: A Positive Approach* (3rd Ed). Washington, DC: APA. **Note:** Due to its high price, you are not expected to buy this book. An electronic copy is available from the MU Library website).

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.

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: Prof 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.

Recommended Texts

Bauer, M. W., & Gaskell, G. (Eds.) (2000). *Qualitative researching with text, image and sound*. London: SAGE Publications Ltd.
Braun, V. & Clarke, V. (2021) *Thematic Analysis: a practical guide to understanding and doing*. London: Sage Publications Ltd.
Braun, V. & Clarke, V. (2013) *Successful qualitative research: a practical guide for beginners*. Los Angeles: Sage Publications Ltd.
Lyons, E., & Coyle, A. (2015). *Analysing qualitative data in psychology* (2nd ed.). London: Sage Publications Ltd.

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 II

Module coordinator: Dr Dermot Lynott

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.

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.

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.

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:

Assessment: Total Marks 100: Continuous Assessment.

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

Compulsory Elements: All continuous assessment.

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

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

Tutorials

All students must sign up to and attend a tutorial group. Tutorials will be led by a postgraduate Teaching Assistant (TA). The process of signing up to tutorials will be discussed in class during the first week of the first semester. The sign-up system for tutorials will be **available on the Moodle page for PS250 (Brain and Behaviour)**. **Note that the PS250 page is used to sign up for all Year 2 tutorials across both semesters:**

<https://moodle.maynoothuniversity.ie/login/index.php>

Tutorial places 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). The tutorial time (and assigned TA) you select will usually carry over into Semester 2, although the venue may change. **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.

If you have any queries regarding your tutorial group, you can contact the Year 2 Manager, Dr Rebecca Maguire (email: psychyear2.coordinator@mu.ie).

Content of Year 2 Tutorials

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 and will explore psychological issues through discussion, reflection and critical analysis. 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, written assignments and exams you will have to complete in Year 2.

Tutorials 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 assignments in psychology and in general exam preparation strategy.

It is expected that you attend all tutorials unless there are medical or other exceptional reasons. Note: 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.

Tutorials Semester 1

Week	Tutorial Topic	Related Module
1	<i>No tutorial</i>	
2	Academic Writing, Integrity and Plagiarism	(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	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)

Continuous Assessment (CA)

1. Requirement: You are required to complete a number of pieces of work as part of your course assessments across the different modules. For modules PS250-255, continuous assessment will take the form of either a written assignment or one or more Multiple Choice Questionnaires (MCQ). Further information pertaining to the continuous assessment requirements for each module will be provided by your lecturer and also on the relevant Moodle page.

2. Written assignment and practical report deadlines: These are listed in the tables on page 24-25, or as notified by your lecturer. On the day of the deadline, 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 typically be available to complete on Moodle for a period of 12 hours commencing from 9am on the date specified (**see tables on p. 24-25 for specific dates**).

In terms of written work, there are **two assignments** in semester 1, for *PS251 Cognitive Psychology* and *PS258 Psychology Rights and Wrongs 1*, as well as two practical reports and two in-class assessments for PS256. In Semester 2, there is a written assignment for PS253 Lifespan Developmental Psychology, two practical reports and a written assignment for PS260, and a reflective journal for PS261. There is also a group presentation for PS261, details of which will be outlined in class.

Students of modules PS256 and PS260 are required to devote a minimum of **two 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 two 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 research participation opportunities to students need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack. Please see **Appendix IV** of this guide for more detailed information on 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. 28 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 the 'Grading Guidelines' table below on page 31-32. 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 written assignments and other coursework: Written assignments and other coursework (e.g. practical reports) should be submitted via Moodle by 5pm on the day of the deadline. You should retain a copy of all submitted work and keep it safe throughout the academic year.

Requests for extensions should be submitted to the Year Manager using the online extension request form available on the Department website:

<https://www.maynoothuniversity.ie/psychology/extension-requests>. **A medical certificate or other appropriate form of documentation must accompany requests for late submission.** If there are other circumstances which might be considered, they should be brought to the attention of the Year 2 Manager and supported in writing.

5. Penalties for late submission of assignments: Work submitted late without an extension granted will have **3% deducted per calendar day from that awarded** (e.g. an assignment graded 65%, but submitted two days late, will be awarded 59%; please note that weekends, bank holidays and days on which the University is closed *are* counted).

6. Feedback: In addition to a grade, you will be given written comments on all assignments and practical reports submitted. If you have any questions, make sure that you discuss these comments with your lecturer/TA before writing the next assignment or practical report so that you can use the feedback to improve your writing. Lecturers' consultation times are posted on the departmental website. You can also contact individual lecturers by email to arrange appointments if necessary.

An essay checklist can be found in APPENDIX I.

Practical Skills for Psychology

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 strongly advised.

Plagiarism

Plagiarism involves an attempt to use an element of another person's work without appropriate acknowledgement in order to gain academic credit. Please refer to the Psychology Departmental Handbook for further information and guidelines on plagiarism and academic integrity.

Be aware that you could be required to supply the Department with a Turnitin report for any of your assignments at any point. It is your responsibility to ensure that you have not committed plagiarism.

List of Assignment/CA Deadlines for Year 2

Please note that, in addition to the below tables, deadlines for modules P256 and PS260 appear on the following page. A week-by-week checklist for module requirements can be seen on page 26-27.

Semester 1

Code	Module	Assignment	Deadline
PS250	Brain & Behaviour	MCQ (20%)	Tues 12 th December
PS251	Cognitive Psychology	Written assignment (40%)	Wed 8 th November
PS252*	<i>Health Psychology (optional)</i>	MCQ (20%)	Tues 5 th December
PS257	Statistics and Quantitative Approaches for Psychology	In-class test (40%)	Wed 13 th December
		SPSS Exam (60%)	Tues 19 th December
PS258	Psych Rights & Wrongs	Written assignment (50%)	Wed 22 nd November
		MCQ (50%)	Wed 20 th December

Semester 2

Code	Module	Assignment	Deadline
PS253	Lifespan Developmental Psychology	Written assignment (60%)	Friday 22 nd March
		MCQ (40%)	Friday 10 th May
PS254	Personality & Intelligence	MCQ 1 (20%)	Thurs 14 th March
		MCQ 2 (20%)	Thurs 2 nd May
PS255*	<i>Comparative & Evolutionary Psychology (optional)</i>	MCQ (20%)	Thurs 9 th May
PS259	Qualitative Research Approaches	Assignment (100%)	Wed 24 th April
PS261	Critical Skills for Psychology	Group presentation (30%)	Wed 6 th or Wed 13 th March
		Journal (70%)	Wed 1 st May

List of Practical Deadlines for Year 2

Semester 1			
Code	Practical Title	Demonstrator	Deadline
PS256	Spatial Navigation	S Commins	Wed 25 th October
PS256	Pseudoneglect	R Roche	Wed 29 th November
PS256	Asking Research Questions	J McHugh Power	No deadline (2 in-class assessments on Thurs 7 th December and Thurs 14 th December)
PS256	Research Participation Report	B Roche	Friday 22 nd December

Semester 2			
Code	Practical Title	Demonstrator	Deadline
PS260	Usability Evaluation of Technology	M Cooke	Wed 6 th March
PS260	Personality	S Woods	Wed 10 th April
PS260	Pre-registering a Report	D Lynott	Wed 8 th May
PS260	Research Participation Report	B Roche	Friday 10 th May

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 25th October	
Study break			
6	PS251 Assignment	Wed 8 th November	
7			
8	PS258 Assignment	Wed 22 nd November	
9	PS256 Prac #2	Wed 29th November	
10	<i>*PS252 MCQ (option)</i> PS256 in-class assessment 1	Tues 5 th December Thurs 7th December	
11	PS250 MCQ PS257 in-class test PS256 in-class assessment 2	Tues 12 th December Wed 13 th December Thurs 14th December	
12	PS257 SPSS exam PS258 MCQ PS256 Research Participation Report	Tues 19 th December Wed 20 th December Fri 22nd December	

Semester 2 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	PS260 Prac #1	Wed 6th March	
6	PS261 Presentations PS254 MCQ 1	Wed 13 th March Thurs 14 th March	
7	PS261 Presentations PS253 Written assignment	Wed 20 th March Fri 22 nd March	
Study break and Easter week			
8		<i>(no deadline)</i>	
9	PS260 Prac #2	Wed 10th April	
10	PS259 Qualitative Assignment	Wed 24 th April	
11	PS261 Journal PS254 MCQ 2	Wed 1 st May Thurs 2 nd May	
12	PS260 assignment <i>*PS255 MCQ (option)</i> PS253 MCQ PS260 Research Participation Report	Wed 8th May Thurs 9 th May Fri 10 th May Fri 10th May	

Assignment Submissions


All assignments will be submitted electronically via Moodle. A submission link (called 'Turnitin') for your assignments will be posted on your module's Moodle page and you will be required to submit your coursework here. 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 maintain 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.

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. 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.

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. "PS150 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. If your lecturer allows, you may be able to resubmit and overwrite previous submissions until the due date and time. 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 (





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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 may set the assignment to allow you to view an *Originality Report* after submitting. 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.

Grading

The standard of your Psychology work will be indicated by a letter grade as shown in the Table below. **Please note that final percentage grades are awarded in consultation with the External Examiners at the end of the academic year.** It is important to understand, therefore, that the letter grades awarded for work submitted during the year merely indicate the percentage range within which the submitted work appears to fall. **Ultimately, however, all marks are subject to change under the advice of the External Examiners.**

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	D	45	
		Limited reading			
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

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 (e.g., using OneDrive and another location 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.

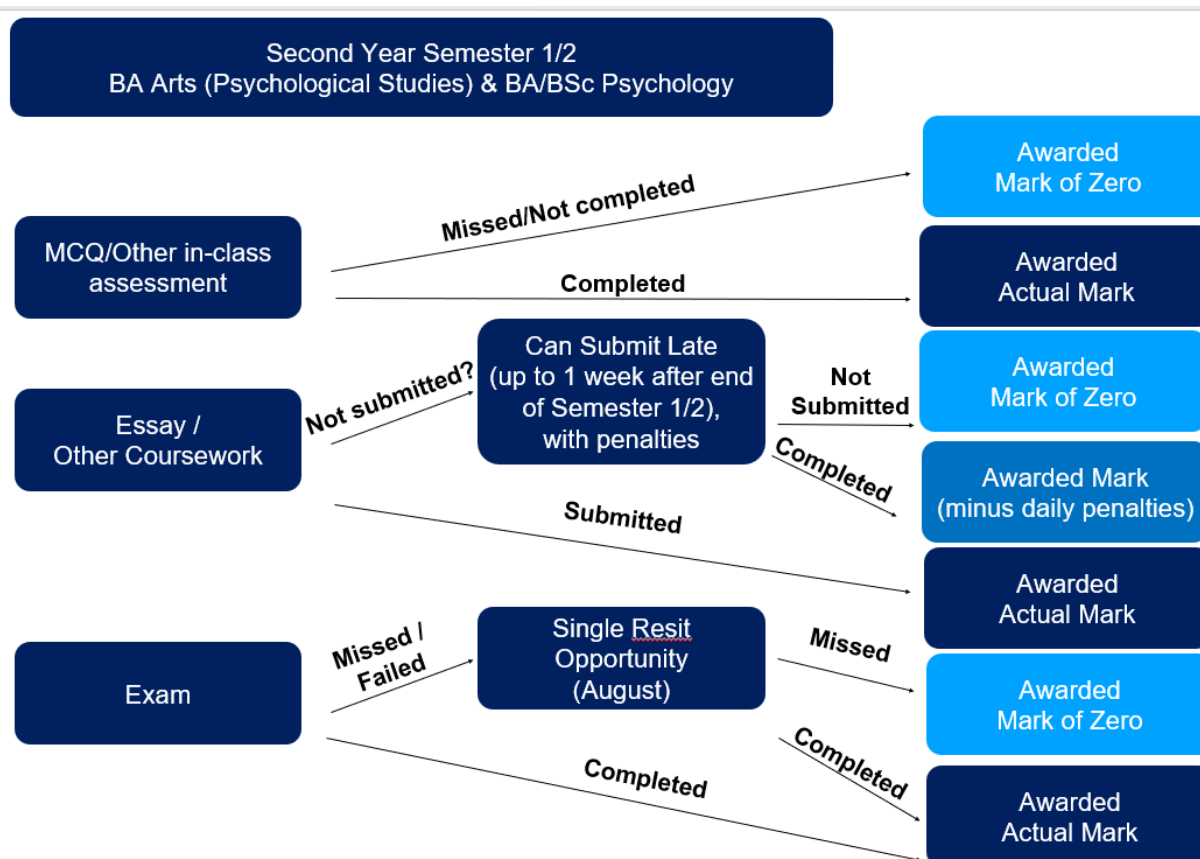
- Requests for extensions should be made using the online extension request form available on the Department website:
<https://www.maynoothuniversity.ie/psychology/extension-requests>.
- Extensions can **only** be granted by the Year Manager.
- An extension should be requested **prior to** the deadline. 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, they 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 where an extension is granted in advance), **the relevant medical or other documentation must also be submitted to the Year Manager or Departmental office.**
- Loss of work due to failure of a PC, laptop, or memory stick does **not normally** warrant an extension.

Penalties

Work submitted late without an extension granted by the Year Manager will have **3% deducted per calendar day** from that awarded (e.g. an assignment graded 65%, but submitted two days late, will be awarded 59%).

If you fail to submit a piece of coursework, you will be awarded a mark of zero. Please see a flow chat in the diagram below.



Marks Breakdown

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, along with all academic staff, will be available on that day to provide some general information of this kind. You will be notified of the date of Consultation Day in your examination pack. **Post-exam consultation will occur only on this date. In general, academic staff will not be available to consult on modules between this date and the beginning of the new semester.** Under no circumstances will such information be sent via e-mail or 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 written assignments 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

Research Participation Practical Assignment (PS256, PS260) Department of Psychology, MU

A Guide for Students

Purpose and Function of the Research Participation Assignment

As part of modules PS256 and PS260 of our undergraduate degrees in Psychology, students are required to devote a minimum of two hours per module to research participation in the research projects of staff, postgraduates and postdoctoral researchers in Psychology at MU. Participating in research has a long tradition within undergraduate degrees in Psychology, and is an important part of developing an appreciation for the research process.

If for any reason, a student does not wish to participate in any of the available studies, they may elect to write a 1000-word research report on one of the offered research projects in lieu of each of the required two hours of participation in research (i.e., up to two reports). 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 need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack, for students who wish to participate in this research, or write a report on it in lieu of participation.

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 for participation, even where remuneration is offered to other participants.
- Researchers will provide a study information pack (described below), approved by the scheme manager, or the module coordinator, before upload to Moodle for perusal by undergraduate students who can then decide if they would like to participate in that study. This must also be sufficiently informative that it assists students in completing a 1000-word report on the study where they chose to do this in lieu of participating in the study.

Study Pack for Students

Outlines of the various studies available to you for participation will be provided on Moodle. The outlines will take the form of a “study pack” related to each piece of research. These information packs will allow you to peruse the study, understand its background and rationale, and 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 the relevant module 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 and/or instructions for participation. 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. 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, if scheduling of participants is required.

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 two 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 manually or digitally 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. Your report is graded on a pass fail basis. If you fail to write acceptable reports for the two hours of participation, or for your two 1000-word research review reports, or a combination of both, you will not pass this assignment.

A manually or digitally signed copy of your consent to participate and any confidentiality agreement will be retained by the researcher but not linked to your data. You need a digitally signed copy of the proof of participation from the researcher 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 copies for inspection in case this is requested.

You need to collect receipts for two hours of research participation (each study in which you participate will count for at least 30 minutes of participation), or produce one or more 1000-word study reports in lieu of participation, in order to fulfil your module requirements (one report for each of two hours of participation).

Submission of the appropriate research participation receipts and /or research reports should be done as a single file submission via Turnitin/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 a module will result in a fail being awarded for this assignment (i.e., zero).

Planning Your Research Participation

Many studies involve the scheduling of participants many weeks into the future, and so immediate participation is not often possible. Some research will be run in such a way that participants will interact only with a digital online interface and be able to schedule their own participation. You should act early in order to ensure that you have completed your research within the Semester and by the research report deadline as specified by your module coordinator in case it is not possible to participate in research within a short period late in the Semester. 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.

The 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 two 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 one hour of research outstanding and so will need to write reports on one study in

which they did not participate. If they complete only 30 minutes of research participation, they will still need to complete a single 1000-word report in a study in which they did not participate, in order to meet the minimum requirement.

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. This assignment does NOT carry grades, but is compulsory. If it is not completed satisfactorily, a fail grade of 35% maximum will be awarded for this module.

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 students in the preparation of course reports, and you should not request help from them in this regard.