

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

Psychology

2017-2018



**Maynooth
University**
National University
of Ireland Maynooth

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Psychology Year 2 Handbook

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 and social psychological laboratories with CCTV, one way mirrors and an observation booth. This provides the Department of Psychology at Maynooth University with 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.
- 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.
- Students should not congregate unnecessarily outside staff offices or laboratories.

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. 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.

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.

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

HEAD OF DEPARTMENT	Professor Andrew Coogan	Room SF19
Course Director BA Psychology	Dr. Deirdre Desmond	
Course Director BSc Psychology	Dr. Sean Commins	
YEAR 2 MANAGER	Dr Richard Roche	Room SF15
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 3.13
Dr Seán Commins		Room SF20
Professor Andrew Coogan		Room SF19
Dr Deirdre Desmond		Room SF17
Dr Patricia Gough		Room 3.12
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 3.14
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 email or by telephone. Contact with lecturers by telephone 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 email, 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-NUIM e-mail accounts. **Please note that e-mails from non-MU e-mail accounts are often filtered out of the mail system and therefore may not be received. You should only email staff from a MU email 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 teaching assistants outside of tutorial/class times.

Submission of Assignments

Assignments should be submitted by placing them in the assignment box which is located inside the main entrance to the Department, on the second floor of the John Hume Building. Your assignment will be noted as received and date stamped at 5.00pm each day. If you are off-campus, you may submit assignments by post; it is your responsibility to ensure their safe and timely receipt, as the date on the postmark will be taken as the date of submission. You should retain a copy of all submitted work and keep it safe through the academic year. You should also retain all returned work for re-submission to the Examination Board at the end of the academic year. After you submit a hard copy of any assignment, you must also email the assignment to the email address on the cover sheet within 48 hours. Please note that the hard copy is the formal submission of an assignment; the electronic copies are required for back-up purposes only and will not be accepted as the formal submission.

General Information

A Second 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.

ON-LINE COURSE NOTES, MOODLE AND THE DEPARTMENTAL WEB SITE

The departmental web site 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 members of staff. You can also access course materials for several of your modules via the Moodle web site at

<https://2018.moodle.maynoothuniversity.ie>

You are reminded, however, that the undergraduate Degrees in Psychology is not a distance learning course. On-line course notes are provided at the discretion of individual lecturers, each of whom will make his/her own judgments regarding the appropriate level of course materials to be provided for a given module, as well as the mode of distribution. **Therefore, the use of Moodle services cannot be used as a substitute for lectures.** In some cases, class notes 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 course notes and use provided courses notes only as supplemental aids to your learning. This is what will be required if you are to do well in your studies in Psychology.

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. It is important, therefore, that at least three student representatives (one a 'mature student' representative, one from the BSc degree and one from the BA degree) are elected by the Year 2 psychology students to sit on this Committee. 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 members of the

Department's teaching staff. The Year Manager will request the names of the student representatives at the end of the second week of the first semester. The student representatives may also arrange to see the Year Manager at any time during the academic year, should the need arise. A student representative will also normally serve as the class representative to the Student Union.

DEPARTMENTAL SEMINAR SERIES

Each year, the Department of Psychology invites a number of guest speakers 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 departmental web site.

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.

In addition, in spring 2018 the PsychSoc will host the Annual PSI Student Congress of Psychology here in Maynooth, and you are strongly encouraged to support this event by attending and/or presenting at this prestigious event.

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.

Table 1: 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

10 out of the 12 modules in second year 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 is 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 2017/2018 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 to 35%.

PS250 Brain and Behaviour

Module coordinator: Dr. Sean 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%.

Recommended Texts

Carlson, N. (2009/2012). *Physiology of behavior* (10th/11th ed.). Upper Saddle River, NJ: Pearson.

Kolb B., & Whishaw, I. (2005). *An introduction to brain and behavior* (2nd ed.). New York: Worth.

Pinel, J. (2007/2009). *Biopsychology* (6th/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 Course Work 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 90 minute paper.

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

PS251 Cognitive Psychology

Module coordinator: Dr. Patricia Gough

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 major cognitive domains such as perception, attention, learning and memory.

Module Content: Theories and processes in perception; the visual pathway; Object and face recognition; Visual attention; Memory structures and processes; Working memory; Long-term memory and amnesia; Learning and forgetting

Learning Outcomes:

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

- Appraise the contribution of data from neuropsychology and cognitive neuroscience to cognitive models of perception and memory.
- Explain the key stages underlying the perception and recognition of objects and faces.
- Describe the key structures underlying short and long term memory.
- Evaluate the principal cognitive accounts of perception, recognition and memory processes.

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.

Groome, D. (2006). An introduction to cognitive psychology: Processes and disorders (2nd ed.). New York: Psychology Press.

Goldstein, E.B.(2010, Sensation and perception (8th Ed.) Belmont CA: Wadsworth cengage learning

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 Course Work 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 90 minute paper.

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

Requirements for Autumn Supplemental Examination: 1 x 90 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.

Recommended Texts

Anastasi, A. (1958). Heredity, environment, and the question "How?" *Psychological Review*, 65(4), 197-208.

Berk, L. (2017). *Development Through the Lifespan Plus* (7th Edition). Pearson: UK.

Breedlove, S. M. & Watson, N. V. (2017). *Behavioral Neuroscience* (Edition 9). Sinauer:UK.

Chen, X. (2012). Culture, Peer Interaction, and Socioemotional Development. *Child Development Perspectives*.

Gillbrand, R., O'Donnell V. & Lam V. (2016). *Developmental Psychology* (Edition 2). Pearson: UK.

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* (International Edition, 9th Edition). Wadsworth: UK.

Leman, P., Bremner, A., Parke, R. D. & Gauvain, M. (2012). *Developmental Psychology*. McGraw-Hill Education: Europe.

Packer, M. J. (2017). *Cultural development: Understanding a cultural perspective*. Sage: UK.

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 Course Work 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 90 minute paper.

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

PS254 Personality and Intelligence

Module coordinator: Professor Sinead 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.

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). CA: Wadsworth Publishing

Haslam, N., Smillie, L. and 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. and 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 Course Work 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 90 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 90 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.

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 Course Work 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 90 minute paper.

Requirements for Autumn Supplemental Examination: 1 x 90 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;

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.

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 Course Work 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: Professor Andrew Coogan

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 Course Work 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 strong 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 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 Course Work 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
36h Laboratory Practicals
36h Planned Learning Activities
41h 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

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 Course Work 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. Sean 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;
- 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.

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 Course Work 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:

- Career options for psychology graduates
- Working as a team
- Forming professional networks
- Self-appraisal and reflection
- 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;
- Appreciate the communication and inter-personal skill-set 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:

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 Course Work 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 the modules PS257, PS258, PS259 and PS261. 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, assignments **should be submitted 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.

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 in the assignment box in the Psychology Department on the second floor. These will be date-stamped on the day they are submitted provided submission occurs by the specified time (e.g. an essay submitted after 5 o'clock will be date stamped with the next day's date). Your assignment will be noted as received and date stamped at 5.00pm each day. If you are off-campus, you may submit assignments by post; it is your responsibility to ensure their safe and timely receipt, as the date on the postmark will be taken as the date of submission. You should retain a copy of all submitted work and keep it safe throughout the academic year.

A medical certificate must accompany excuses 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). *All essays and other assessments must be re-submitted to the Departmental Office at the end of the academic year.* Essays and other assessments are **NOT** returned to students after re-submission. Photocopying your work is, therefore, strongly recommended. After you submit a hard copy of any assignment, you must also email the assignment to the email address printed on the cover sheet within 48 hours. Please note that the hard copy is the formal submission of an assignment; the electronic copies are required for back-up purposes only and will not be accepted as the formal submission.

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/TA 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**.

Table 2: List of Essay/CA Deadlines for Year 2:

Semester 1

Code	Module	Assignment	Deadline
PS250	Brain & Behaviour	MCQ (20%)	Closes Friday December 8 th
PS251	Cognitive Psychology	Essay (20%)	Wed October 25 th
PS252*	<i>Health Psychology (optional)</i>	MCQ (20%)	Closes Friday December 1 st
PS258	Psych Rights & Wrongs	MCQ (20%)	Closes Friday November 10 th
		Essay (80%)	Wed December 6 th

Semester 2

Code	Module	Assignment	Deadline
PS253	Lifespan Developmental Psychology	Essay (20%)	Wed March 7 th
PS254	Personality & Intelligence	MCQ (20%)	Closes Friday May 4 th
PS255*	<i>Comparative & Evolutionary Psychology (optional)</i>	MCQ (20%)	Closes Friday April 6 th
PS261	Critical Skills for Psychology	Journal (50%)	Wed April 25 th
		CV & Cover Letter (20%)	

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.

Table 3: List of Practical Deadlines for Year 2:

Semester 1

Code	Practical Title	Demonstrator	Deadline
PS256	Pseudoneglect	R Roche	Wed October 18 th
PS256	Spatial Navigation	S Commins	Wed November 22 nd
PS256	Linguistic Priming	P Gough	Wed December 13 th

Semester 2

Code	Practical Title	Demonstrator	Deadline
PS260	Galvanic Skin Response (GSR)	B Roche	Wed Feb 28 th
PS260	Personality	S McGilloway	Wed April 11 th
PS260	Mock Research Proposal	R Maguire	Wed May 2 nd

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.

Table 4: 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

Notification of Coursework Grades

Provisional student grades will be posted on the Year 2 Notice Board on the second floor of the John Hume building. To protect your privacy, student numbers will be used in the place of student names.

We strongly advise you NOT to share your student number if you are interested in protecting your privacy with regard to course grades.

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 18 th October	
6	PS251 Essay	Wed 25 th October	
7	PS258 MCQ	Closes Friday 10 th November	
8		<i>(no deadline)</i>	
9	PS256 Prac #2	Wed 22 nd November	
10	<i>*PS252 MCQ (option)</i>	Closes Friday 1 st December	
11	PS250 MCQ	Closes Friday 8 th December	
12	PS256 Prac #3	Wed 13 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 28 th February	
18	PS253 Essay	Wed 7 th March	
19		<i>(no deadline)</i>	
20	<i>*PS255 MCQ (option)</i>	Closes Friday 6 th April	
21	PS260 Prac #2	Wed 11 th April	
22		<i>(no deadline)</i>	
23	PS261 Journal & CV/Cover Letter	Wed 25 th April	
24	PS260 Research Proposal	Wed 2 nd 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 will be on-line and accessible via Moodle: (<http://moodle.maynoothuniversity.ie>). This is an important web site for you to be familiar with because a considerable amount of teaching support is provided through the on-line Moodle system. The schedule for your tutorial group is also 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 first year timetable commitments, so that you can agree to a particular tutorial time that does not clash with any of your other first year 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.

Tutorials are used to explore psychological issues through discussion and essay writing. Although attendance is vitally important for your academic progress, the tutorials 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 at ALL tutorials is compulsory.**

Content of Year 2 Tutorials

Tutorials are connected to modules PS250-PS255, and will be co-ordinated by postgraduate Teaching Assistants (TAs). Tutorials will cover important general topics relevant to your course work in Year 2, including plagiarism, APA style, report writing; essay feedback, and exam preparation. Further topics will be connected to the content of the modules PS250-PS255. As in Year 1, **every second tutorial will be run online**. The topics covered will be crucial for the course work, practicals, essays and exams you will have to complete in Year 2.

Table 5: Tutorials Semester 1:

Week	Tutorial Topic	Related Module	Online?
1	Essay Writing/Plagiarism	(General)	Y
2	Brain & Behaviour 1	PS250	-
3	Brain & Behaviour 2	PS250	y
4	Brain & Behaviour 3	PS250	-
5	Cognitive Psychology 1	PS251	Y
6	Cognitive Psychology 2	PS251	-
7	Cognitive Psychology 3	PS251	y
8	Exam Preparation	(General)	-
9	Health Psychology 1	PS252	Y
10	Health Psychology 2	PS252	-
11	Health Psychology 3	PS252	y
12	Essay Feedback	(General)	-

Table 6: Tutorials Semester 2:

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

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 third 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 third 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 third 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 R.I.P.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. When you sign the cover sheet for submission of an essay, you are confirming that 1) no part of the submitted assignment has been plagiarised in any way, and 2) you have run this assignment through Turnitin software via Moodle. **Be aware that you could be required to supply the Department with the Turnitin report for any of your assignments at any point.** We would strongly advise you to get into the habit of running all your work through Turnitin in order to avoid issues around plagiarism in the future.

The University's policy on plagiarism can be found in **APPENDIX IV** for your information, and may also be found here:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Sept%202015v-1_0.pdf

under the university Rules and Regulations page:

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

You are required to sign a statement on submission of each assignment stating that the work is your own, that the wording of your assignment, unless indicated by quotation marks, is your own, and that you have cited your sources appropriately. Plagiarism-avoidance guidelines are 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 Teaching Assistant 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 on-line journals of psychology. You will also find the complete *PsycInfo Database* online at the university library web site. 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 1,000 Elsevier Science Journals.

The Dewey Decimal classification numbers for Psychology are as follows:

Psychology: 150-158.9

Psychology of Religion: 200.19

Sociolinguistics: 306.44

Educational Psychology: 370.15

Educational Psychology for teaching in primary-school: 371.3

Psycholinguistics: 401.9

Language acquisitions / development: 401.93

Psychobiology: 612.8

Neuropsychiatry: 616.8

Communicative disorders: 616.855

Psychotherapy: 616.8914

Geriatrics: 618.97689

Pediatrics: 618.9289

These numbers relate to the library sections in which you will find books in each of the categories listed. Subject headings (Keyword Search) on the library computer system will uncover aspects of all material relevant to psychology, regardless of where it is stored in the library.

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.

Careers in Psychology

Module PS261 'Critical Skills for Psychology' covers different career options in psychology, but there will be an additional session scheduled outside of timetabled hours which will deal with further issues surrounding applying for positions, CV preparation, interview technique and other career-related topics.

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 (involving a paid six week summer research placement) where you will be learning 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: Room1.18, 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 this 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 also 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.



The banner features the NiteLine logo at the top center, which consists of a yellow speech bubble icon with a white question mark inside, followed by the text "NiteLine" in a white sans-serif font. Below the logo, the text "free, anonymous, confidential, non-judgemental listening service" is written in a smaller white font, with the tagline "we won't tell you what to do" underneath it. At the bottom of the banner, four pieces of contact information are listed in white text: "9pm - 2.30am", "freephone: 1800 793 793", "instant message: niteline.ie", and "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 **Second Year Manager, Dr Richard Roche**, 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 email, 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. (1993). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.

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 hand in 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 Carlson, Buskist and Miller 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 Carlson, Buskist and Miller (2000) 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) Have you typed or word-processed the essay? This is not compulsory, but it is very welcome. Remember, however, that marks are not awarded for word-processing. If hand-written, ensure your work is clear, neat and legible.

(b) Have you used A4 size paper? If hand-written, is the paper wide-lined? Ensure margins are of appropriate width.

(c) Have you attached a departmental coversheet with the details of the assignment you are submitting? (Cover sheets are available beside the essay box in the department on the second floor). Provide the following information 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.

(d) Are the pages of your essay attached together with a single staple at the top left corner? Please avoid using covers and bindings as these make essays bulky and difficult to handle.

(f) Have you numbered every page of your essay in a single sequence, using Arabic (1, 2), not Roman (I, II) numerals? Are the numbers clearly visible after stapling?

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

Sternberg, R. (2005). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.

5. Declaration and Turnitin

Have you signed the declaration on the Cover Sheet confirming that no part of the content of the essay has been plagiarised, and that you have run this piece of assessment through Turnitin via Moodle? Please note that you might be requested to supply the Turnitin report for any essay you have submitted at any stage by the Department.

APPENDIX II

WRITING PRACTICAL REPORTS

There are five practical reports to be submitted in second year. 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 were there 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

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 the g. 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; however as a general guideline about 1,000 words should suffice.

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 second year. 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 web page. 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 -- a member of staff will not waste time trying to decipher messy handwriting or other aspects of careless presentation! Reports should be typed or neatly handwritten. 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

Maynooth University Policy on Plagiarism

The University's policy on plagiarism can be found at the link below. You are strongly advised to familiarise yourself with the definitions and procedures relating to cases of plagiarism in relation to course work.

https://www.maynoothuniversity.ie/sites/default/files/assets/document/MU%20Policy%20on%20Plagiarism%20Sept%202015v-1_0.pdf