

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

Final Year Handbook 2019-2020

Year Manager: Dr. Philip Hyland



**Maynooth
University**
National University
of Ireland Maynooth

Psychology

Final Year Handbook

Welcome

Welcome back! The staff of the Department of Psychology welcome you to final year and hope that you will enjoy this next stage of the degree programme. This booklet provides you with essential information about the year and is therefore an important document. Please keep it safe and refer to it throughout the year.

Another important document is the Research Project Handbook, a hardcopy of which was distributed to you towards the end of the last academic year and an electronic copy is also available on the Departmental website. Please refer to this handbook for all information pertaining to your final year project.

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, psychological laboratories with CCTV, one way mirrors and an observation booth. In addition, the department has access to over 5,000 psychological tests via the APA PsychTests database: <http://psycnet.apa.org/search>. Thus, the Department has state of the art teaching and research facilities for undergraduate and postgraduate research students.

THE FOLLOWING RULES APPLY TO ALL UNDERGRADUATE STUDENTS:

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

- Concerns can be reported to either the year manager or the Head of Department. Confidentiality will be ensured.

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 and BSc (Psychology) Degrees are currently accredited by the PSI (until 2023). The PSI and BPS signed a memorandum of agreement in October 2006, whereby the two Societies agreed to recognise each other's undergraduate accreditation procedures. **The Department strongly advises students to apply for Graduate membership of PSI and BPS, and for the BPS Graduate Basis for Chartership once you get your final results, particularly if you intend to apply for a UK-based postgraduate course or related employment. Note, to be eligible for PSI Graduate Membership students must pass the independent research psychology project, and gain at least a Lower Second Class Honours degree (i.e. a 2:2).**

Departmental Staff and Consultation

Most staff offices are located in the John Hume building, however, some are also located in the Education House building which is also on the North Campus. 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
FINAL YEAR MANAGER	Dr Philip Hyland	Room 1.13 (Education House)
ADMINISTRATIVE STAFF	Ms Caroline Edwards	Room SF12
	Ms Anne Dooley	Room SF12 (Part time)
	Ms Victoria Thompson	Room SF12 (Part-time)
LECTURERS		
	Dr Laura Coffey	Room 3.10
	Dr Seán Commins	Room SF20
	Professor Andrew Coogan	Room SF19
	Dr Michael Cooke	Room 3.12
	Dr Michael Daly	Room 1.17 (Education House)
	Dr Deirdre Desmond	Room SF17
	Dr Philip Hyland	Room 1.13 (Education House)
	Professor Fiona Lyddy	On Sabbatical
	Dr Rebecca Maguire	Room SF13
	Dr Joanna McHugh-Power	Room 1.14 (Education House)
	Professor Sinéad McGilloway	Room SF16
	Professor Malcolm "Mac" MacLachlan	Room SF11
	Dr Carol Murphy	Room SF14
	Dr Brenda O'Connell	Room SF21
	Dr Unai Diaz-Orueta	Room 3.11
	Dr 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 e-mail that person to make an appointment. **Lecturers cannot deal with detailed academic matters pertaining to the content of lectures, tutorials, practical assignments, or examinations over e-mail or by 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 outside of the University setting. 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.

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

CONSULTATION WITH TEACHING ASSISTANTS/POSTGRADUATE STUDENTS

You may come in contact with teaching assistants either through teaching or your research. Please remember that teaching assistants are not full-time members of teaching staff and cannot be available for consultation outside consultation periods or appointments which they have individually set. Outside of these times, 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 individually designated consultation times and do not attempt to contact teaching assistants outside of these times or outside the university setting.

Submission of Assignments

As of the 2019-20 academic year, all assignments will be submitted electronically via Moodle. The only exception to this rule will be the submission of the final year project. A submission link (called 'Turnitin') for your assignments will be posted on your module Moodle page and you will be required to submit your coursework here. 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 in your own records. Please note that the electronic

submission that you make is the formal submission of an assignment. You will not be required to submit a hard copy of your assignment in addition to the electronic copy. Grades and feedback for your assignments will be provided via Moodle. You simply have to open your assignment on Moodle (through the Turnitin link where you submitted your assignment) and you will obtain your grade and feedback. You will be provided with a tutorial session in Week 5 of Semester 1 to guide you through this process.

Submitting an Assignment in Moodle

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

To submit your assignment:

1. Click the assignment icon. The *My Submissions* page will open (you may be asked to accept the Turnitin license agreement before you can proceed).
2. At the top of the page, you will see the *Start Date*, *Due Date* and *Post Date* (the post date is the date at which grades and feedback are made available), along with the total points available for the grade. Below this row is the *Submission Inbox*.
3. In the *Submission Inbox*, click the **Submit Paper** icon  (at right). The *Submit Paper* dialogue box will open.
4. In the *Submit Paper* dialogue box:
 - a. From the Submission Type drop-down menu (if available), select **File Upload** or **Text Submission**.
 - b. In the *Submission Title* field, enter a **name** for your submission. This is usually the title of your paper or a combination of the course and assignment name, e.g. "PS351 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 ( 92/100 ).

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.

General Information

A Final Year 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. You will also receive e-mails periodically from the Department to your Maynooth University e-mail address.

ON-LINE COURSE NOTES, MOODLE AND THE DEPARTMENTAL WEBSITE

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

You are reminded, however, that the undergraduate Degree in Psychology is not a distance learning course. Lecture slides will normally be provided on your module Moodle page, however, students should be aware that not all Lecturers will post their lecture slides. The sharing of lecture slides is at the discretion of the Lecturer. Students should not view the lecture slides as lecture notes; lecture slides are there simply to aid the Lecturer in the delivery of the lecture. Therefore, the use of Moodle services cannot be used as a substitute for lectures. 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.

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

RECORDING OF LECTURES

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

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

RESITTING EXAMS

Students are permitted to resit the exam component of any module for the purpose of betterment, up to a maximum of 15 credits. Students do not require permission from the Psychology Department to resit an exam but you must register to resit the exam. If you choose to resit an exam, that exam mark is **not** capped. If you are unsure of your rights in this regard, you should refer 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/Marks%20%26%20Standards%20%28new%29%2C%20a%20guide%20for%20students%20%28v%2028%20April%202016%29%20.pdf>).

THE STAFF-STUDENT CONSULTATIVE COMMITTEE

The Staff-Student Consultative Committee provides a clear communication channel between students and the Department and provides one of the most effective means of addressing any issues that might arise during the course of the academic year. The Committee will meet each semester to consider and facilitate agreed changes in a timely manner. The Committee will normally be composed of student representatives from all years and programs and members of the Department's teaching staff. Election of representatives will be arranged via the MU Student's Union in October.

RESEARCH SEMINARS

As part of **PS359 Seminars in Psychology module**, the Department of Psychology invites a number of noted guest speakers to give a talk at Maynooth University. Speakers are invited because of their widely recognised contribution to the discipline in their specialist areas. Whether you decide to formally register for PS359 or not, it is important to attend the seminars; exposure to a variety of perspectives and approaches to research is a critical component of a psychology degree. These advanced seminars give access to cutting edge research. Details regarding the year's guest speakers and seminar schedule will be advertised throughout the department. For those formally registered for this module, the required assignment(s) will be provided by the module coordinator.

PSYCHSOC

The Psychology Society (PsychSoc) 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 Maynooth University and we encourage all students to get involved and support PsychSoc activities. There is a 'Psychology Undergraduates' page on Moodle, where announcements are made regarding upcoming events and initiatives.

Final Year: Course Details

MODULES AND CREDITS

Note that your penultimate year accounts for 30% of your final degree result. This final year accounts for 70%. **Students are required to make up 60 credits** from the list of modules in the table below. There are 11 modules in final year in total, 5 of which are compulsory. The compulsory modules include PS351 Mental Health, PS355 Social Psychology, PS356 Advanced Statistical Methods for Psychology, PS357 Research Project and PS358 Contemporary Issues and Debates in Psychology. Students **must** take these modules and **make up a further 20 credits** from the remaining modules (i.e. pick 4 modules from the 6 optional modules). Students may attend all optional modules – but please check with MU regulations if you wish to change your module: <https://www.maynoothuniversity.ie/records/qualification-subject-or-module-amendments>.

All final year modules are required and must be passed. Note, passing by compensation does not apply to final year 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%.

Final Year BA/BSc

Module code	Module title	Semester	Compulsory or optional module (BA/BSc Students)	Credit weight	Class
PS351	Mental Health	1	Compulsory	5	BA/BSc/PS
PS356	Advanced Statistical Methods for Psychology	1	Compulsory	5	BA/BSc
PS352	Psychology of Learning	1	Optional	5	BA/BSc/PS
PS349	Criminal Psychology	1	Optional	5	BA/BSc/PS
PS360	Psychology in the Real World	1	Optional	5	BA/BSc
PS355	Social Psychology	2	Compulsory	5	BA/BSc/PS
PS358	Contemporary Issues and Debates in Psychology	2	Compulsory	5	BA/BSc
PS354	Neuropsychology	2	Optional	5	BA/BSc/PS
PS353	Applied Behaviour Analysis	2	Optional	5	BA/BSc/PS
PS357	Research Project	Full year	Compulsory	20	BA/BSc
PS359	Seminars in Psychology	Full year	Optional	5	BA/BSc
Year	Total credits required for final year			60	

Final Year Modules

PS349 Criminal Psychology

Credit Weighting: 5

Semester: 1

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr. Philip Hyland

Lecturers: Dr. Philip Hyland

Module Objectives

This module will provide students with a critical overview of contemporary psychological theories of criminal behaviour. Learners will be introduced to facts about the frequency of crime in society and those in society who are most likely to be the perpetrators and victims of crime. Learners will then explore different theoretical models to understand criminal behaviour including evolutionary, biological, developmental, cognitive, and personality theories. In addition, this module will expose learners to contemporary research findings regarding different types of criminality such as juvenile offending, homicidal offending, serial murder, and sex offenders. Learners will also explore the relationship between mental illness and criminal behaviour. Learners will additionally have the opportunity to consider how these different theories can explain real-life cases of serious criminal behaviour by engaging in a case study of Richard Kuklinski (aka 'The Ice Man').

Module Content

1. An Introduction to the Course; 2. Facts and figures of criminality in society; 3. Perpetrators and victims of crime; 4. Evolutionary theories of crime; 5. Biological theories of crime; 6. Developmental theories of crime I; 7. Developmental theories of crime II; 8. Criminal Thinking Styles; 9. Criminal Social Identity; 10. Psychopathy I; 11. Psychopathy II; 12. Psychopathy III; 13. Case Study of Richard Kuklinski; 14. Juvenile Offending; 15. Homicidal offending; 16. Serial Killers; 17. Sex offenders I; 18. Sex offenders II; 19. Mental illness and crime I; 20. Mental illness and crime II.

Learning Outcomes

Upon completion of the module, learners should be capable of:

- Describing how biological, psychological, and social factors contribute to criminal behavior.
- Evaluating alternative models of criminal behaviour.
- Understanding how frequent different forms of criminal behaviours are in society.
- Applying different theories of criminal behaviour to explain the onset, maintenance, and desistance of criminal behaviour.

Recommended Texts:

Durant, R. (2017). *An introduction to criminal psychology* (2nd ed.). Routledge. ISBN-10: 9781138650961 ISBN-13: 978-1138650961

Bartol, C. R., & Bartol, A. M. (2016). *Criminal behavior: A psychological approach* (11th ed.). Pearson. ISBN-13: 978-0134163741 ISBN-10: 0134163745

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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS351 Mental Health

Credit Weighting: 5

Semester: 1

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr Brenda O'Connell.

Lecturers: Dr Brenda O'Connell.

Module Objectives

To introduce students to the key conceptual approaches to understanding mental health and current evidence regarding the aetiology, diagnosis and treatment of psychological disorders.

Module Content

Conceptualizations of mental health; the concept of 'abnormality' in psychology; key theoretical paradigms in understanding mental health; the social context of mental health and illness; the classification of psychological disorders including psychosis, mood disorders, anxiety disorders and personality disorders; current evidence regarding aetiology, prevention and treatment of common disorders; the lived experience of mental illness.

Learning Outcomes

- Define and critique the concept of 'abnormality' in psychology
- Describe the characteristic features of the main types of psychological disorder;
- Understand how psychological disorders are classified, assessed and treated;
- Critically appraise current evidence regarding the aetiology of mental illness;
- Understand the broader and more complete conceptualization of mental health.

Recommended Texts

Barlow, D. H., & Durand, V. M. (2014). *Abnormal Psychology: An Integrative Approach* (7th Ed.). Stamford, CT: Cengage Learning.

Cromby, J., Harper, D., & Reavey, P. (2013). *Psychology, Mental Health and Distress*. Basingstoke, UK: Palgrave MacMillan.

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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS352 Psychology of Learning

Credit Weighting: 5

Semester: 1

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr Bryan Roche.

Lecturers: Dr Bryan Roche and Dr Sean Commins.

Module Objectives

To consider cognitive and behaviour analytic approaches to learning.

Module Content

Classical Conditioning; Operant Conditioning; The Behavioural Analysis of Language and Cognition; The Cognitive Approach to learning; Core features of the biological bases of learning; Cognitive maps and spatial learning.

Learning Outcomes

- Describe the key features of the behavioural approach to psychology;
- Outline the main technical terms and concepts of behaviour analysis
- Appraise the utility of a modern behavioural approach to language and cognition
- Understand the neural and molecular underpinnings of learning;
- Compare and contrast spatial learning across various species.

Recommended Texts

Catania A. C. (2012). Learning. 5th Edition. Sloan Publishing. ISBN: 978-1-59738-023-2

Commins S. (2018) Behavioural Neuroscience. Cambridge University Press.

Skinner, B. F (1988). About Behaviorism. Random House USA Inc. ISBN: 978-0394716183

Dymond, S. & Roche, B. (2013). Advances in Relational Frame Theory. New Harbinger. ISBN: 978-1608824472

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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS353 Applied Behaviour Analysis

Credit Weighting: 5

Semester: 2

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr Carol Murphy.

Lecturers: Dr Carol Murphy.

Module Objectives

To introduce the principles and practice of applied behaviour analysis across a number of applied settings.

Module Content

Theoretical and empirical basis of applied behaviour analysis (ABA); The application of behaviour change procedures and tactics; Appropriate targets and outcomes; ethical considerations in ABA; ABA in educational settings; ABA in neurodevelopmental disorders ; ABA in the workplace; ABA for aging.

Learning Outcomes

- Detail the theoretical underpinnings of applied behavioural analysis;
- Assess the evidence bases for applied behavioural analysis in various applied settings;
- Describe ABA approaches for children with neurodevelopmental disorders and older adults;
- Compare ABA approaches with other psychological approaches for behaviour change.

Recommended Texts

Cooper, J., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd Edition). NY: 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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS354 Neuropsychology

Credit Weighting: 5

Semester: 2

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr Unai Diaz-Orueta.

Lecturers: Dr Unai Diaz-Orueta and Dr. Richard Roche.

Module Objectives

To explore aspects of neuropsychology in relation to specific areas of the brain, and damage and pathologies of these areas, with an emphasis on discussion and critical thinking in relation to classic studies in neuropsychology.

Module Content

Neuroanatomy of cortical and subcortical regions; Neuropsychology of the visual system; Neuropsychology of acquired brain injury; Neuropsychology of disorders of the temporal lobe; Neuropsychology of attentional disorders; Neuropsychology of aging and neurodegenerative disorders; Technological developments in the field of neuropsychological assessment and intervention: computerized tools and virtual reality applications.

Learning Outcomes

- Describe the history and theoretical bases of neuropsychological research;
- Demonstrate knowledge of functional human neuroanatomy;
- Describe key methods used in neuropsychology;
- Differentiate between acquired, congenital and pathological syndromes of brain injury and their neuropsychological features;
- Appreciate the use of neuropsychology principles in clinical practice
- Describe key experiments that have shaped contemporary behavioural and cognitive neuroscience.
- Critically evaluate the methodology and conclusions of seminal papers in neuropsychology.

Recommended Texts

Cicchetti, F., & Robinson, E.S.J. (2017). *Neuroanatomy and Neuroscience at a Glance*. New Jersey: Wiley Blackwell.

Code, C. (1996). *Classic cases in neuropsychology, Volume I (Brain, Behaviour and Cognition)*. Hove, East Sussex: Psychology Press.

Code, C. (2012). *Classic cases in neuropsychology, Volume II (Brain, Behaviour and Cognition)*. Hove, East Sussex: Psychology Press.

Ellis, A.W., & Young, A.W. (1996). *Human Cognitive Neuropsychology: A Textbook with Readings*. London: Routledge.

Kane, R.L., & Parsons, T.D. (2017). *The Role of Technology in Clinical Neuropsychology*. Oxford: Oxford University Press.

Kolb, B., & Whislaw, I.Q. (2015). *Fundamentals of Human Neuropsychology*. London: MacMillan International Higher Education.

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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS355 Social Psychology

Credit Weighting: 5

Semester: 2

Teaching Methods: 20h lectures
 3h tutorials
 26h planned learning activities
 75h independent learning
 Total: 124h

Module Co-ordinator: Dr Bryan Roche.

Lecturers: Dr. Brenda O'Connell and Dr Bryan Roche.

Module Objectives

To explore advanced conceptual issues in social psychology and the application of social psychology to real-world problems.

Module Content

Social psychology and the built environment; Social relationships and prosocial behaviour; Theories of intergroup conflict; Group processes and decision making in legal and political contexts; Positive Psychology; Creating social contexts for a happy and healthy society.

Learning Outcomes

- Provide examples of large-scale social problems that can be understood as psychological problems;
- Review prominent theoretical and empirical accounts of how to effect large-scale behaviour change;
- Illustrate the application of social psychological findings in interventions designed to ameliorate social problems
- Articulate the relative roles of several different group processes in group decision making and inter-group conflict.

Recommended Texts

Steg, L., van den Burg & de Groot, J. I. M. (Eds.). (2016). *Environmental Psychology: An Introduction*. Wiley-Blackwell. ISBN: 978-0470976388.

Myers, D.G. (2013). *Social psychology* (11th ed). New York: McGraw Hill.

Montgomery C. (2014). *Happy City: Transforming Our Lives Through Urban Design*. Macmillan USA. ISBN: 978-0374534882.

Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2011). *Applied positive psychology: Improving everyday life, health, schools, work, and society*. Routledge.

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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS356 Advanced Statistical and Quantitative Methods for Psychology

Credit Weighting: 5

Semester: 1

Teaching Methods: 5h lectures
 40h practical/labs
 80h independent learning
 Total: 125h

Module Co-ordinator: Dr Philip Hyland.

Lecturers: Dr Philip Hyland.

Module Objectives

To explore more advanced topics in statistical and quantitative techniques applied to psychological data in order to outline the usefulness and limits of such methods.

Module Content

Introduction to the course; p-values; statistical power; advanced forms of regression analysis; advanced factorial designs; factor analysis; advanced graphical representations of data.

Learning Outcomes

- Undertake various types of factorial ANOVA on psychological data.
- Have an advanced appreciation of the usefulness and limitations of hypothesis testing
- Appreciate the vital role of statistical power in designing and executing reliable studies in psychology
- Be able to represent psychological data graphically in the most meaningful manner.

Recommended Texts

Pallant, J. (2016). SPSS survival manual: A step-by-step guide to data analysis using SPSS program (6th ed.). London: McGraw-Hill.

Field, A. (2013). Discovering statistics using IBM SPSS Statistics (4th ed.). London: Sage.

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

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%.

End of Semester Written Examination: No

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

PS357 Independent Research Project

Credit Weighting: 20

Semester: 1 and 2

Teaching Methods: 200h planned learning activities
300h independent learning
Total: 500h

Module Co-ordinator: Dr Philip Hyland.

Lecturers: All academic staff.

Module Objectives

To provide experience in conceptualising and conducting empirical research in psychology, and to establish the skills necessary to produce a report of that research presented according to current academic standards within psychology.

Module Content

Undertaking independent empirical research based on quantitative and/or qualitative methods; the quantitative and/or qualitative analysis of collected data; the presentation and critical analysis of those data in the context of a research report; the presentation of those data and research findings in an oral presentation.

Learning Outcomes

- Organise the design, planning, and completion of a research study in a scientific and professional manner;
- Rigorously apply professional ethical standards in designing, conducting and reporting psychological research;
- Collect the primary data necessary to complete a research project;
- Analyse data using the appropriate quantitative and/or qualitative methods;
- Produce a written report of a research study that follows the conventions of the discipline;
- Produce a concise oral presentation of the major research findings of the project

Recommended Texts

Journal articles as recommended by each individual staff member.

Commins, S. (2018). BA/BSc research project PS357 handbook. Department of Psychology, Maynooth University

Bem, S. & Looren de Jong, H. (2013). *Theoretical issues in psychology: An introduction* (3rd ed). London: Sage.

Gross, R. (2014). *Themes, issues, and debates in psychology* (4th ed). Oxford: Oxford University Press. Hughes, Brian M. (2016) *Rethinking Psychology: Good Science, Bad Science, Pseudoscience*. London: Palgrave

Koocher, G.P., & Keith-Speigler, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases*. Oxford: Oxford University Press.

Lilienfeld, S.O., Lynn, S.J., Ruscio, J., & Beyerstein, B.L. (2010). 50 Great myths of popular psychology. West Sussex: Wiley-Blackwell.

Slife, B.D. (2010). Taking Sides: Clashing views on psychological issues (6th ed). NY: McGraw-Hill.

Stanovich, K.E. (2012). How to think straight about psychology (10th ed). Boston: Pearson.

Sternberg, R.J. (2016). The psychologist's companion: A guide to scientific writing for students and researchers. Cambridge: Cambridge University Press.

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

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%.

End of Semester Written Examination: No

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

PS358 Contemporary Issues and Debates in Psychology

Credit Weighting: 5

Semester: 2

Teaching Methods: 16h lectures
8h tutorials
36h planned learning activities
65h independent learning
Total: 125h

Module Co-ordinator: Dr Michael Cooke.

Lecturers: Dr Michael Cooke, Dr Deirdre Desmond, Professor Mac Maclachlan, and Dr. Bryan Roche

Module Objectives

To explore contemporary controversies and issues in psychology and to develop a critical view of psychology as a modern meaningful discipline.

Module Content

The distinction between science and pseudo-science, and its relevance for psychology; Fundamental assumptions in psychology and its definitions, subject matter and impacts; Philosophy of science for psychology; Paradigms and approaches to psychological enquiry; The relationship between psychology and culture; Insights from modern philosophy for psychology; What psychology can learn from other disciplines (social and natural sciences, and humanities); Public perceptions of and misconceptions about psychology.

Learning Outcomes

- Distinguish between science and pseudo-science in the context of psychology;
- Demonstrate understanding of the role of evidence and reason in constructing arguments on topics relevant to psychology;
- Discuss philosophical influences on contemporary psychology and its methodologies;
- Critically assess contemporary controversies and debates in psychology;
- Construct an appraisal, informed by the relevant literature, of a current topic involving a conceptual or methodological question in psychology.

Recommended Texts

Bem, S. & Looren De Jong, H. (2013) *Theoretical Issues in Psychology*, third ed. London: Sage.

Gross, R. (2009). *Themes, issues, and debates in psychology* (3rd ed). Oxford: Oxford University Press.

Koocher, G.P., & Keith-Speigler, P. (2007). *Ethics in psychology: Professional standards and cases* (3rd ed.). Oxford: Oxford University Press.

Lilienfeld, S.O., Lynn, S.J., Ruscio, J., & Beyerstein, B.L. (2010). *50 Great myths of popular psychology*. West Sussex: Wiley-Blackwell.

Slife, B.D. (2010). *Taking Sides: Clashing views on psychological issues* (6th ed). NY: McGraw-Hill.

Stanovich, K.E. (2010). *How to think straight about psychology* (9th ed). Boston: Pearson.

Assessment: Total Marks 100: Continuous Assessment – 50 marks; University Examination – 50 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 Semester Written Examination Profile: 1 x 120 minute paper.

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

PS359 Seminars in Psychology

Credit Weighting: 5

Semester: 1 and 2

Teaching Methods: 4h lectures
34h planned learning activities
87h independent learning
Total: 125h

Module Co-ordinator: Dr. Michael Daly

Lecturers: Guest lecturers.

Module Objectives

To consider cutting-edge research and practice across the disciplinary spectrum of psychology.

Module Content

Attendance at departmental research seminars in psychology; Critical analysis of contemporary psychological research findings; Ethical considerations for psychological research; Viewing psychological research in its broader context.

Learning Outcomes

- Critically evaluate contemporary psychological research;
- Reflect on the practical applications of ethical principles in psychological research;
- Describe links between fundamental research and real-world applications in topics in psychology;
- Appreciate the evolving nature of research and knowledge in psychology

Recommended Texts

As suggested by each individual guest lecturer.

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

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%.

End of Semester Written Examination Profile: No.

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

PS360 Psychology in the Real world

Credit Weighting: 5

Semester: 1

Teaching Methods: 24h lectures
26h planned learning activities
75h independent learning
Total: 125h.

Module Co-ordinator: Prof. Sinead McGilloway.

Lecturers: Prof. Sinead McGilloway and Dr. Michael Cooke.

Module Objectives

To introduce and explore the application of psychological research methods, theoretical approaches and concepts to a wide range of 'real world' community-based topics, including: those related broadly to the mental health and well-being of children, young people and adults; health services research; major emergency management; security, law enforcement and counter-terrorism; and critical infrastructures and industrial organisation. The module emphasises how psychologists interact with numerous other professionals and client groups from various societal, health care and industrial domains.

Module Content

Introduction to the practical application of psychological research to everyday, real-world settings and the challenges of applied/engaged interdisciplinary work. The module will focus, in particular, on: (1) promotion and prevention programmes/initiatives in the field of mental health and social well-being; (2) the design and implementation of innovation in the activities of researchers and practitioners in a variety of domains; and (3) evaluation research. Several projects - based on innovative interventions and initiatives undertaken by staff and doctoral students in the Department of Psychology's *Centre for Mental Health and Community Research, the Assisting Living and Learning Institute* and *Maynooth University Social Science institute* - will provide the context for this module.

Learning Outcomes

- Critically evaluate the application of psychology research methods and approaches in community-based research;
- Critically and constructively discuss the role of psychologists in working with interdisciplinary teams in applied contexts;
- Describe the benefits and challenges of evaluation research in applied settings;
- Apply theoretical and methodological tools and resources for understanding client needs and evaluating interventions.

Recommended Texts

Bowling, A. (2002). *Research methods in health. Investigating health and health services* (2nd ed). Buckingham: Open University Press.

Bowling, A., & Ebrahim, S. (2005). *Handbook of health research: Investigation measurement and analysis*. Buckingham: Open University Press.

Center for Disease Control and Prevention, US Department of Health and Human Services. (1999) *Framework for program evaluation in public health*. MMWR, 48 (No. RR-11).

- Dwivedi, K.N., & Harper, P.B. (2004). Promoting the emotional well-being of children and adolescents and preventing their mental ill health. London: Jessica Kingsley.
- Gus, M. (2018) Understanding terrorism: challenges, perspectives, and issues. Thousand Oaks: Sage.
- Hollnagel, E., & Woods, D. D. (2006). Resilience engineering: Concepts and precepts. Aldershot: CRC Press.
- Holloway, I. (2005). Qualitative research in health care. Berkshire: Open University Press.
- Ones, D., Anderson, N., Viswesvaran, C., & Sinangil, H. (2018) The SAGE handbook of industrial, work and organizational psychology. London: SAGE.
- Robson, C. (2011) Real world research (3rd ed). Chichester: Wiley
- Robson, C. & McCartan, K. (2015). Real World Research. Chichester: Wiley.

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

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%.

End of Semester Written Examination Profile: No.

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

Research Project Report, Essays and Other Assignments

REQUIREMENTS

You will be required to write essays, a research project report and complete other assessments. Further details pertaining to essay titles, the project report and other assessments will be provided within the context of each module.

SUBMISSIONS

All essays and other assignments will be submitted in an electronic form on Moodle. **The deadline for all assignments is 5.00pm sharp on a Thursday.** Your assignment will be automatically noted as received and date stamped on Moodle. It is your responsibility to ensure your assignment is submitted before the deadline.

All submission on Moodle should be checked through Turnitin by you prior to submission. Turnitin will generate a similarity percentage and can be used to identify cases of plagiarism. You should carefully review your submission for cases of unintentional plagiarism prior to submitting your thesis. Note that there is no 'correct' or 'ideal' 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 allows you a chance to reflect on your work and make any necessary changes. 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.

The research proposal and the final project report should be submitted directly to the Departmental Office. Remember a hard copy and an electronic copy of your thesis should be submitted (emailed to psychology.assignments@mu.ie) before the deadline. The front page of the report sheet from Turnitin (indicating the similarity percentage) MUST be attached to your final year project submission.

You should retain a copy of all submitted work and keep it safely 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.

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). All essays and other assessments must be re-submitted to the Departmental Office at the end of the academic year.

GRADES

Grades: 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.**

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

FEEDBACK

In addition to a grade, you will be given feedback via Moodle. Your assignment will be graded on Moodle and written or oral feedback will be provided for your submission. To access your feedback you need to open the submission document on Moodle. If you have any questions, make sure that you discuss these comments with your lecturer/TA before writing the next essay or other assignment, 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.

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. 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. The Department wishes to support 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 Departmental staff. We would like to reassure students that we will do our best to accommodate such difficulties and would encourage students to engage actively with the various supports that the wider University provides. Naturally, all sensitive information will be treated with the utmost respect and confidentiality.

- Extensions can **only** be granted by the appropriate 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.

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 are 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, fax or regular post, and neither will such information be transmitted over the phone or given to a third party, including family members.

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

Code	Module	Assignment (% of overall module)	Deadline
PS349	Criminal Psychology	MCQ (20%)	Thurs 5 th Dec
PS351	Mental Health	Essay (20%)	Thurs 14 th Nov
PS352	Psychology of Learning	MCQ (20%)	Thurs 12 th Dec
PS356	Advanced Statistical and Quantitative Methods for Psychology	Class Participation (5%) In-class MCQ (30%) In-class test (65%)	Each week Tues 10 th Dec Tues 17 th Dec
PS360	Psychology in the Real World	Group-based presentations and a short-essay (100%)	Essay deadline Thurs 19 th Dec

Semester 2

Code	Module	Assignment (% of overall module)	Deadline
PS353	Applied Behaviour Analysis	MCQ (20%)	Thurs 23 rd April
PS354	Neuropsychology	MCQ (20%)	Thurs 30 th April
PS355	Social Psychology	Design Project (20%)	Thurs 12 th March
PS358	Contemporary Issues and Debates in Psychology	TBA (50%)	Thurs 7 th May

Semesters 1 & 2

Code	Module	Assignment (% of overall module)	Deadline
PS357	Final Year Project	Research Project (100%)	Thurs Feb 27th
PS359	Seminars in Psychology	Assignment (100%)	Thurs 2 nd April

The following table will help you to plan your work through the year, indicating week by week when each assignment is due.

Semester 1 Submission Dates & Checklist

Week	Assignment	Deadline Date	Completed (tick)
1		<i>(no deadline)</i>	
2		<i>(no deadline)</i>	
3	<i>Research proposal</i>	Thursday 10th October	
4		<i>(no deadline)</i>	
5		<i>(no deadline)</i>	
	Study week		
6		<i>(no deadline)</i>	
7	<i>PS351: Mental Health Essay</i>	Thurs 14 th Nov	
8		<i>(no deadline)</i>	
9		<i>(no deadline)</i>	
10	<i>PS349: Criminal Psychology MCQ</i>	Opens Tues 3 rd Dec – Closes Thurs 5 th Dec	
11	<i>PS356: Advanced Statistical and Quantitative Methods for Psychology MCQ</i> <i>PS352: Psychology of Learning MCQ</i>	In class Tue 10 th Dec Opens Tues 10 th Dec - Closes Thurs 12 th Dec	
12	<i>PS360: Psychology in Real world Essay</i>	Thurs 19 th Dec	

Semester 2 Submission Dates & Checklist

Week	Assignment	Deadline Date	Completed (tick)
13		<i>(no deadline)</i>	
14		<i>(no deadline)</i>	
15		<i>(no deadline)</i>	
16	<i>PS357: Research Project</i>	Thurs 27 th February	
17			
18	<i>PS355: Social Psychology Design project</i>	Thurs 12 th March	
	Study week		
19		<i>(no deadline)</i>	
20	<i>PS359: Seminars in Psychology Assignment</i>	Thurs 2 nd April	
21		<i>(no deadline)</i>	
	Easter		
22	<i>PS353: Applied Behaviour Analysis MCQ</i>	Opens Tues 21 st Apr – Closes Thurs 23 rd Apr	
23	<i>PS354 Neuropsychology MCQ</i>	Opens 28 th Apr – Closes Thurs 30 th Apr	
24	<i>PS358 Contemporary Issues and Debates in Psychology Assignment</i>	Thurs 7 th May	

Tutorials

Tutorials are connected to modules PS349 and PS351-PS355, and will be coordinated by postgraduate Teaching Assistants (TAs). The structure of the tutorials will be different in the 2019-20 academic year from previous years (**see Table 2**). Every tutorial will be **in class** with a TA. There will be a block of three tutorials associated with three modules in each semester. These tutorials will adopt a problem based approach to learning. In general, each block of tutorials will proceed in a similar manner: In the first tutorial you will discuss a seminal study in that specific field of psychology; in the second tutorial you will evaluate the findings of that seminal study in light of the contemporary scientific literature; and in the third tutorial you will engage in a small group based effort (e.g., presentation, debate, discussion) to describe how the seminal study has fared in light of more modern findings.

All students must sign up to and attend a tutorial group. Make sure to attend all of your lectures 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>). **The sign-up system for BA/BSc Psychology students will be placed on the Moodle page for PS357 Research Project. The sign-up sheet for Psychological Studies students will be placed on the Programme Moodle Page PS3DM.**

Moodle is important website with which you should become familiar 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). 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 modules in either Semester 1 or Semester 2.

Tutorials are used to explore psychological issues through discussion, critical analysis, and reflection. Attendance of tutorials is compulsory, and TAs will take attendance at each tutorial. Students who do not achieve satisfactory attendance and engagement will be docked marks (up to 5%) from their overall module grade. However, if you do not do a particular module (as part of your optional choice) you do not need to attend the related tutorials.

PS358 Tutorials

In addition to the tutorials that are attached to the aforementioned modules (PS349 and PS351-PS355), more in depth discussion between a small number of students and individual **staff members** will take place in semester 2. There will be 8 hours of tutorials - typically 1 hour/ week for 8 weeks (but this may vary) commencing after the final year project hand-in. Times and dates will be arranged by individual staff members Semester 2. The content will also vary across tutorial groups and will be **student-led**, with the staff member acting as a facilitator. However, tutorials may involve general debates surrounding contemporary issues in psychology, helping students to develop presentational and critical thinking skills.

Table 2. Tutorials Semester 1:

Week	Tutorial Topic	Related Module
1	Sign up for tutorials	
2	Mental Health 1	PS351
3	Mental Health 2	PS351
4	Mental Health 3	PS351
5	Generic skills tutorial Using Moodle & Turnitin	
6	Psychology of Learning 1	PS352
7	Psychology of Learning 2	PS352
8	Psychology of Learning 3	PS352
9	Criminal Psychology 1	PS349
10	Criminal Psychology 2	PS349
11	Criminal Psychology 3	PS349
12	Generic skills tutorial Academic guidance	

Table 2. Tutorials Semester 2:

Week	Tutorial Topic	Related Module
1	Applied Behaviour Analysis 1	PS353
2	Applied Behaviour Analysis 2	PS353
3	Applied Behaviour Analysis 3	PS353
4	Social Psychology 1	PS355
5	Social Psychology 2	PS355
6	Social Psychology 3	PS355
7	Generic skills tutorial Presentation skills	
8	Neuropsychology 1	PS354
9	Neuropsychology 2	PS354
10	Neuropsychology 3	PS354
11	Generic tutorial Preparing for postgraduate study	
12	No tutorials	

Teaching and Learning Strategy

The Teaching and Learning (T&L) strategy of the Department of Psychology is that all of our teaching will be grounded in, and informed by contemporary psychological science; will be based on the best-available pedagogical evidence; and will be strongly research-informed. Further, all T&L activities of the department will be inclusive, fair and reasonable. The specific T&L strategy for the MSc Psychology focusses on maximising opportunities for active learning in psychology, especially in the areas of research methodology and critical analysis.

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

- *A deep understanding of the fundamental concepts, practical skills, and an appreciation of the richness and diversity of current research in Psychology;*
- *The fundamental intellectual skills of analysis and reflection, verbal and written communication, numeracy and digital literacy, and conceptual and critical thinking applicable to a range of work and life situations.*

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

- *Be empowered to recognise and embrace learning as an enjoyable and valuable experience;*
- *Be self-motivated, able to work independently and contribute effectively to team projects;*
- *Be capable of gathering and critiquing information from a variety of sources;*
- *Be intellectually responsible, self-reflective, open-minded, adaptable, curious and creative;*
- *Uphold high ethical and professional standards;*

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

- *Recognise their social, environmental and civic responsibilities;*
- *Have integrity, honesty, a sense of justice, and respect for human rights;*
- *Appreciate cultural diversity.*

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

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

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

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

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

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

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

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

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

Graduate Qualities

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

The Psychology Degree will foster the graduate qualities of:

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

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

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

Problem Solving and Creativity

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

Organisational Skills and Time Management

Objective-setting during the 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 ACADEMIC REFERENCES

During your final year in Psychology, you may be applying for jobs, postgraduate courses, or related funding. In these circumstances, an academic reference may be requested from academic staff members. Adequate notice should be given. Note, under Data Protection Legislation you must provide permission for the staff member to give a third party a reference. So, if a third party (e.g. potential course director, employer) requests a staff member to provide a reference and the staff member has **not** been contacted by you in advance, he/she will not provide the reference. Please contact the staff member and provide him/her with permission to provide such a reference in advance of applying for any position. Students requesting a reference should provide the staff member with:

- (i) the transcript of results up to, and including, their most recent examination sitting; and
- (ii) details of the course or post for which they are applying, including 'Instructions for Referees' or equivalent information. Letters are generally forwarded directly to prospective employers or course managers.

A **standard academic** reference letter confirming your most recent examination results will be available from the Head of Department/Year Manager. A staff member may opt to pass the request to the Head of Department who will provide the standard letter.

Please also note that if you require an academic reference at the end of your studies you should contact the relevant member(s) of staff directly, 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.

Plagiarism

The University has a formal policy on plagiarism which is available on the Maynooth University web site (<https://www.maynoothuniversity.ie/university-policies/rules-regulations-students>). Specifically, you are required to check each submission you make via Moodle for evidence of plagiarism prior to confirming your submission. Confirmation of your submission having had the opportunity to check the similarity index of your report will be taken as a declaration that the work submitted is your own, and that you have cited your sources appropriately. Plagiarism-avoidance guidelines are also provided in tutorials throughout each year of the degree. Should you have any questions pertaining to plagiarism or feel that the current information is unclear in any way, you should seek advice from a Teaching Assistant or member of academic staff before submitting an assignment. **Reminder: all Psychology students are required to submit their work via Turnitin on Moodle and check their submission for signs of plagiarism. Note that there is no 'correct' or 'ideal' 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 allows you a chance to reflect on your work and make any necessary changes.**

Note that Turnitin can take at least 24 hours to process the material. To allow for this, your assignment needs to be completed well before the departmental deadline.

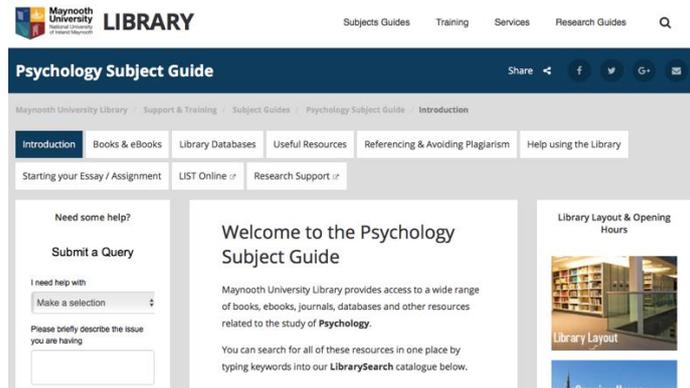
Library Resources

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 2,000 Elsevier Science Journals. These databases are accessed under *Additional Resources* within the Electronic Resources section of the Maynooth University Library web page.



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

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



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

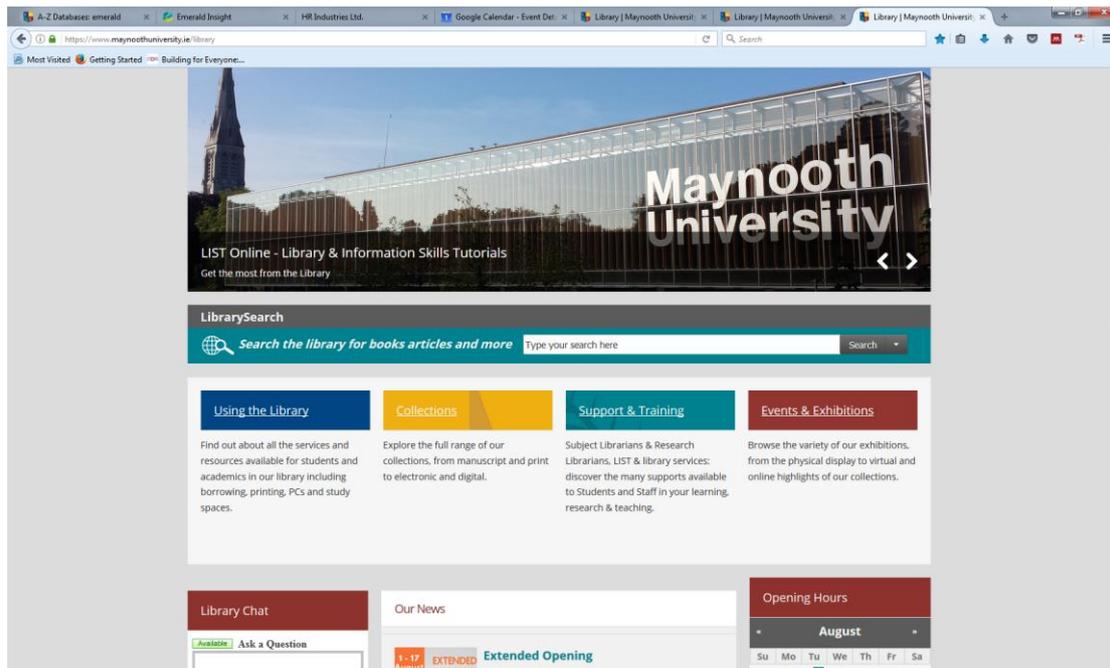


The search-box, LibrarySearch, that searches all the content in MU Library

Use **LibrarySearch** on the library homepage to discover everything MU Library holds on your subject and topics. It gives you the location and details of thousands of e-books and e-journals which you can read online on your devices, as well as information on books, journal articles, and databases on your subject. There are also online e-dictionaries, encyclopaedias and e-books - basically, everything you need to write successful assignments. If it seems like a lot of material, start with your subject guide for basic suggestions and help.

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

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



Library Homepage with arrow to the “Using the Library” section

Explore the green box **Support and Training** for your subject guide, containing suggestions and lots of subject-support. Take the free, short, **online training sessions** in your own time to upskill in information skills that you will need in university; see [LIST Online](http://nuim.libguides.com/list-online) (<http://nuim.libguides.com/list-online>). This covers everything from finding items on your reading lists, to using e-books, avoiding plagiarism in your essays, and how to evaluate information – all essential skills for students.

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

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

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

USEFUL LINKS AND CONTACTS:

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

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:

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

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 MU SPUR (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 an important part of University life, and the University offers a number of services for students who are experiencing mental health difficulties or are feeling overwhelmed. These services are listed on the Maynooth University website at this following link: <https://www.maynoothuniversity.ie/campus-life/student-wellbeing-support>

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.



Useful Psychology Resources

The Noba Project, a free, open source textbook for Psychology: <https://nobaproject.com>.

Psychological Society of Ireland, the professional body for psychologists in Ireland: <https://www.psychologicalsociety.ie/>

The British Psychological Society: <https://www.bps.org.uk/>

The American Psychological Association: <https://www.apa.org/>

Association for Psychological Science: <https://www.psychologicalscience.org/>

Final Words

We hope that you find this document helpful and informative. Any suggestions you might have for its improvement would be most welcome. Please forward these to the programme manager in writing. If you so wish, you may submit your comments anonymously.

Once again, the staff wish you the very best for your studies this year and we hope that you enjoy your time with our department.