

Department of Psychology

International Student Handbook

2018-2019

International Coordinator:

Dr. Unai Diaz-Orueta



**Maynooth
University**

National University
of Ireland Maynooth

International Student Handbook: Psychology

Welcome

Welcome to Maynooth University. The staff of the Department of Psychology is pleased to welcome you, and hope that you will enjoy learning about mental life and behaviour this year. This booklet provides you with essential information about the Psychology Department. This booklet is therefore an important document; you should keep it in a safe place and refer to it throughout the year. Additional documentation pertaining to various aspects of Year 1 will be made available to you in due course and will be on display in the Department and on the Departmental website.

Psychology is the systematic, scientific study of human mental life and behavior. As such it is a very broad discipline, spanning topics from the biological basis of behavior and thought through to the psychology of group behavior, and involving the study of fundamental factors as well as the application of psychological theory directly in the lives of people.

The Department of Psychology

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 and electro-physiological 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 site provides the Department of Psychology at Maynooth University with state of the art teaching and research facilities for undergraduate and postgraduate students. Further details of the Department of Psychology, our Research, and our upcoming events and news, can be found at: <https://www.maynoothuniversity.ie/psychology>.

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 to students all day Friday in order for time to be devoted to administration duties.

Note: *TF* refers to *Third floor*, *SF* *Second floor*, *John Hume building*

HEAD OF DEPARTMENT	Professor Andrew Coogan	Room SF19
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 Commings		Room SF20
Professor Andrew Coogan		Room SF19
Dr Michael Cooke		Room 3.12
Dr Michael Daly		TBC
Dr Deirdre Desmond		Room SF17
Dr Philip Hyland		Room 1.14 (Education House)
Professor Fiona Lyddy		Room 2.118 (Callan Build)

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 e-mail 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.** 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 teach and expect of our students. In all communications, please aim to use appropriate grammar and punctuation, and to avoid phone-text shorthand and slang. Finally, you should be as courteous and professional in your communications as you would expect of academic staff in their communications with you. Members of staff will not normally reply to discourteous, unprofessional e-mails, or to e-mails from non-Maynooth University e-mail accounts. **Please note that e-mails from non-Maynooth University e-mail accounts (eg. Gmail) are very often filtered out of the mail system as spam, and therefore may not be received. You should only email staff from a Maynooth University 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 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.

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.

General Information

Psychology notice boards are situated in the Department of Psychology. 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. Individual lecturers may also make online

announcements via Moodle in relation to their own modules. You should keep a regular eye on Moodle if your course lecturers are using it.

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

The Departmental web site located at www.maynoothuniversity.ie/academic/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 <http://moodle.maynoothuniversity.ie/>. You are reminded, however, that your degree programme is not a distance learning course. On-line course notes are provided by 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 attendance at lectures and tutorials. 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.

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.

DEPARTMENTAL RESEARCH SEMINAR SERIES

Each year, the Department of Psychology invites a number of noted guest speakers to give research talks at Maynooth University. 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. 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. These are chances to hear world-class speakers discuss cutting-edge research in Psychology. Announcements regarding guest speakers are usually made in class, posted on the Departmental web site and posters are usually on display around the Department at least a week before each talk.

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.

Psychology Modules Available to International Students

The modules outlined in Table below are available to International Students. The first number in the code after the 'PS' indicates which year of the three-year degree the module is assigned to. This will give you some idea of the level at which the module operates. However, you should also consult the module descriptors (available on the University website) to get an idea of the precise content.

PS2... and PS3... modules are second and third year modules, and as such it is strongly recommended that only students with prior study of psychology in their home universities should consider taking such modules.

Semester 1	Semester 2
<u>PS150</u> Introduction to Psychology 1: Scientific basis of Psychology, Biological and Developmental Psychology. <u>7.5 ECTs</u> .	<u>PS151</u> Introduction to Psychology II: Social and Cognitive Psychology and Individual Differences. <u>7.5 ECTs</u>
<u>PS250</u> Brain and Behaviour. <u>5 ECTs</u> .	<u>PS253</u> Lifespan Developmental Psychology. <u>5 ECTs</u> .
<u>PS251</u> Cognitive Psychology. <u>5 ECTs</u>	<u>PS254</u> Personality and Intelligence. <u>5 ECTs</u> .
<u>PS252</u> Health Psychology. <u>5 ECTs</u>	<u>PS255</u> Comparative and Evolutionary Psychology. <u>5 ECTs</u> .
<u>PS350</u> Psychology of Language. <u>5 ECTs</u>	<u>PS353</u> Applied Behaviour Analysis. <u>5 ECTs</u>
<u>PS351</u> Mental Health. <u>5 ECTs</u>	<u>PS354</u> Neuropsychology. <u>5 ECTs</u>
<u>PS352</u> Psychology of Learning. <u>5 ECTs</u>	<u>PS355</u> Social Psychology. <u>5 ECTs</u>

PS150 Introduction to Psychology I: Research Foundations of Psychology, Biological and Developmental Psychology

Credits:	7.5
Level:	1
Semester:	1
Module coordinator:	Dr. Andrew Coogan
Teaching Methods:	24h lectures 12h tutorials 50h planned learning activities 100h independent learning Total: 186h

Module Objective: To introduce the research basis of contemporary psychology and introduce core topics and theories in the areas of biological and developmental psychology.

Module content:

- Introduction of psychology as a scientific discipline.
- Introduction to fundamental principles of research in psychology.
- Basic neuroanatomy and neurophysiology, with special reference to psychological function.
- Introduction to branches of biological psychology, including psychopharmacology and psychophysiology.
- Genetic and environmental influences on psychological development.
- Major theories of cognitive and intellectual development.

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

- Describe the fundamental features of psychology as a scientific discipline;
- Outline core features of research approaches in psychology;
- Outline the main facets of how the brain, and its constituent components, underpins human behaviour;
- Describe the core principles/areas of developmental change in the period from conception through childhood;
- Discuss issues that comprise social, emotional or cognitive development throughout childhood;
- Construct an appraisal, informed by the psychological literature, of a current topic in biological or developmental psychology.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

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

Reading List:

Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2011). *Psychology*: European edition. Basingstoke, UK: Palgrave Macmillan.
 Pinel, J. (2013). *Biopsychology* (9th ed.). Boston: Allyn & Bacon
 Bee, H., & Boyd, D. (2009). *The Developing Child* (12th ed.). New York: Pearson Education.

PS151 Introduction to Psychology II: Social Psychology, Cognitive Psychology and Individual Differences

Credits:	7.5
Level:	1
Semester:	2
Module Coordinator:	Dr Bryan Roche
Teaching Methods:	24h lectures 12h tutorials 50h planned learning activities 100h independent learning Total: 186h

Module Objective: To introduce the core topics and theories in the areas of social, cognitive and individual difference psychology.

Module content:

- Introduction to major theories of personality;
- Introduction to theories of intelligence/ability;
- Introduction to key topics in social psychology.
- Description of the basics of the cognitive approach;
- Fundamentals of core areas of cognitive psychology, such as perception, memory and problem solving.

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

- Outline different perspectives on personality;
- Describe the construct of intelligence/ability and outline the history of intelligence testing;
- Identify, and differentiate between, prominent theories in social psychology;
- Describe seminal experiments and studies in social psychology;
- Compare and contrast different theoretical perspectives in cognitive psychology;
- Describe seminal studies in cognitive psychology;
- Construct an appraisal, informed by the psychological literature, of a current topic in social psychology, cognitive psychology or individual differences.

Assessment: Continuous Assessment: 40%. University scheduled written examination: 60%.

Compulsory Elements: All continuous assessment, end of semester written examination.

Penalties: 1 grade deducted per day from that awarded.

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

Reading List:

Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2011). *Psychology*: European edition. Basingstoke, UK: Palgrave Macmillan.
 Gilhooly, K., Lyddy, F., & Pollick, F. (2014). *Cognitive Psychology*. London: McGraw Hill
 Kassin, S., Fein, S., & Markus, H. (2010). *Social Psychology* (8th ed.). Belmont, CA: Wadsworth
 Maltby, J., Day, L., & Macaskill, A. (2010) *Personality, Individual Differences and Intelligence* (2nd ed.)

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 (For semester 1 only students, a supplementary assessment will take place in lieu of the examination).

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. Rebecca Maguire

ECTs: 5

Semester: 1

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

Module Objective: To consider theoretical and empirical approaches to 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.

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. (For semester 1 only students, a supplementary assessment will take place in lieu of the examination).

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.

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. (For semester 1 only students, a supplementary assessment will take place in lieu of the examination).

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. *America 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.

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.

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

Comparative Psychology. *Mauricio Papini, Psychology Press, 2nd. Ed.*

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

Evolutionary Psychology. Hans van de Braak, Pearson.

Evolutionary Psychology 101. *Glenn Geher, Springer.*

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

Biopsychology. *John Pinel, 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.

PS350 Psychology of Language

Credit Weighting: 5

Semester: 1

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

Module Co-ordinator: Prof. Fiona Lyddy.

Lecturers:

Prof Fiona Lyddy.

Module Objectives

To consider the study of language and psycholinguistics from neuroscientific and, cognitive perspectives.

Module Content

Language and thought; Language in other species; Language and innateness; Semantics; Speech Perception; Speech Production; The Structure of Language; Reading; Language and the Brain; Aphasia.

Learning Outcomes

- Appraise the contribution of neuropsychology and cognitive neuroscience to our understanding of language
- Appreciate how our knowledge of language representation has developed
- Evaluate evidence arguing for/against language as a human-specific ability.
- Evaluate the question of innateness of Language
- Describe the processes of speech production and perception
- Appreciate the structure underlying language
- Evaluate models of reading and how they relate to Dyslexia

Recommended Texts:

Eysenck, M.W. & Keane, M.T. (2010). Cognitive Psychology: A Student's Handbook. Psychology Press.
Harley, T.A. (2001). The Psychology of Language: From Data to Theory. Taylor & Francis
Hickok, G. & Small, S.L. (2015). Neurobiology of Language. Academic Press.
Kemmerer, D. (2015). Cognitive Neuroscience of Language. Psychology Press.
Pinker, S (2015). The Language Instinct. Penguin

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
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

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 and assessed;
- 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
 4h tutorials
 26h planned learning activities
 75h independent learning
 Total: 125h

Module Co-ordinator: Dr Bryan Roche.

Lecturers:

Dr Bryan Roche.
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
 4h tutorials
 26h planned learning activities
 75h independent learning
 Total: 125h

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. O., Heron, T.E., & Heward, W.L. (2007) Applied Behaviour Analysis, 2nd Edition.

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
4h tutorials
26h planned learning activities
75h independent learning
Total: 125h

Module Co-ordinator: Dr Unai Diaz-Orueta.

Lecturers:

Dr Unai Diaz-Orueta.

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
 4h tutorials
 26h planned learning activities
 75h independent learning
 Total: 125h

Module Co-ordinator: Dr Bryan Roche.

Lecturers:

Dr. Brenda O'Connell.

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.

IMPORTANT: Examination procedures for visiting international students

VISITING US AND ERASMUS STUDENTS TAKING SEMESTER 1 OR FALL EXAMINATIONS ONLY

For Semester One only students, assessments must be completed by the end of the teaching semester. A module grade may be based on continuous assessment only, in which case all assignments must be handed in before the end of the semester. Where a module is partly or wholly based on an examination, the examination will take place before the end of the semester, most likely in the final week of the teaching semester. Individual departments are responsible for administering these examinations. Departments may decide to replace an examination with an alternative but equivalent assignment due no later than the last day of the semester.

Semester One only students may not sit the January examinations and must be available to do the examination and assignment at the times designated by their academic departments. This policy is not flexible. Please do not book your flight home before the end of term.

VISITING US AND ERASMUS STUDENTS TAKING SEMESTER 2 EXAMINATIONS ONLY

Assessment will follow the procedure applicable to all Maynooth University students. **Students taking Semester 2 modules only will sit the Maynooth University summer examination. Students who are not available to attend summer examinations can register to take the examinations in August or must forfeit their credit. This rule is not flexible. Please do not book your flight home before the end of the summer examinations.** Students with examination clashes should report these to the Examinations Office and alternative arrangements can be made.

VISITING US AND ERASMUS STUDENTS STUDYING AT MAYNOOTH UNIVERSITY FOR THE FULL ACADEMIC YEAR

Assessment will follow the procedure applicable to all Maynooth University students. Students taking the Semester 1 and Semester 2 examinations will take the official Maynooth University examinations in January and May. Students who are not available to attend the January or May examinations can register to take the examinations in August or must forfeit their credit. This rule is not flexible. **Please book your return flight back to Maynooth after the Winter holidays, so you are available to take the January exams. Please do not book your flight home before the end of the summer examinations.** Full year students may not sit Semester 1 examinations in December with Semester 1 only students. This is University policy and must be adhered to for administrative reasons. Students with examination clashes should report these to the Examinations Office and alternative arrangements can be made.

Tutorials

All students taking any of PS150, PS151, PS250, PS251, PS252, PS253, PS254, PS255, PS350, PS351, PS352, PS353, PS354 and PS355 must sign up to 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 timetable commitments, so that you can agree to a particular tutorial time that does not clash with any of your other 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.**

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 four 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 in psychology and in general exam preparation strategy.

Assignments

ESSAYS

You will be required to write two essays as part of your course assessment. The essays will provide you with practice in writing according to the conventions used in psychology. Your performance in these essays will account for 20% of your overall grades for both of these modules, or greater if they are in lieu of written examinations.

A Brief Guide to Essay Writing

You should write your essay in the style recommended by the American Psychological Association (i.e. APA style; <http://www.apastyle.org>). A hard copy of the American Psychological Association's *Publication manual* is available for consultation from the Departmental Office. You can find a summary of this manual in Sternberg, R. (2005). *The psychologist's companion: A guide to scientific writing for students and researchers* (4th ed.). Cambridge: Cambridge University Press.

The approximate word limit for Year 1 essays is 2,000 words. Your essay should be no shorter than 1,500 words.

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". Don't 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 word limit of approximately 2,000 words (or 7-8 pages of double-spaced text)?

(c) Are your conclusions based on psychological evidence? Does your essay clearly show that you have had contact with a course in psychology? The person in the street could often write a very interesting answer, but it would likely receive a fail grade because it shows no understanding of the particular approach taken by the psychologist. Furthermore, your essay should reflect knowledge of the module to which it is relevant, rather than being based on generic material that could have been gathered by any student of any subject.

(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 seem awful. Second drafts often appear to be not much better. Your tutor should see only the 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 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 procedures. Avoid using the future tense.

(d) Have you avoided gender-specific language? Do not use the generic "he". Use the plural or recast the sentence. He/she doesn't solve the problem!

(e) Do not use text language or other slang/colloquial expressions.

3. References and Citations

(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's "Author, date" convention? For example, you could write "According to Schacter, Gilbert, Wegner & Hood (2011)" or you could follow a statement based on an idea expressed by those authors with "(Schacter, Gilbert, Wegner & Hood, 2011)". 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, "Schacter, Gilbert, Wegner & Hood (2011, p.91) argue that". Consult your psychology text books 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 Schacter, Gilbert, Wegner and Hood (2011) as exemplars. Note the slightly different conventions for books and journal articles. Don't number your references or use quotation marks.

(e) Using Internet Sources: If you are citing an internet source, use the following citation format:

Nielsen, M. E. (n.d). Notable people in psychology of religion. Retrieved August 3, 2010, from <http://www.psywww.com/psyrelig/psyrelpr.htm>

Beware, however, that public internet sources are generally unreliable for academic purposes and serve as poor support for any convincing argument. You should not rely on the internet (e.g. Google or Wikipedia) for reputable sources, but should instead consult on-line peer reviewed international journals through the University Library Electronic Journals (E Journals) web site. You can search entire databases, such as the Web of Science database or the PsychInfo database in order to find articles on any topic (<http://library.nuim.ie/database/a-z>). You can also search the contents of journals (<http://library.nuim.ie/electronic-resources/electronic-journals>).

Please note that you will have to log in via a separate portal if you are off-campus (<http://library.nuim.ie/jproxy.nuim.ie/offcampusaccess>)

(f) Is it clear which references you actually read and which you came across in a *secondary source* (e.g. Schacter, Gilbert, Wegner, & Hood, 2011)? You can save yourself considerable effort in writing out reference details by using the following convention. In the text; Wilson (1979, in Schacter, Gilbert, Wegner, & Hood, 2011). In the reference section, cite only Schacter, Gilbert, Wegner & Hood (2011).

(g) 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 – then use quotation marks or indenting, and acknowledge the source with name, date and page number.

4. Presentation

(a) Have you word-processed the essay? This is not compulsory, but it is very welcome. Remember, however, that marks are not awarded for word-processing.

(b) Have you used A4 size paper? If hand-written, is the paper wide-lined? (To help reduce paper waste, why not consider using recycled paper with print on both sides of the page?)

(c) Are the pages of your essay attached together with a single staple at the top left corner? Have you attached your essay cover sheet (available in the foyer at the top of the stairs on the second floor)? Please do not use fancy covers, bindings or *plastic pockets* on individual pages, as these make essays bulky and difficult to handle.

(d) Have you filled in every section of your cover sheet properly?

(e) 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?

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* (4th ed.). Cambridge: Cambridge University Press.

Plagiarism

The University has a formal policy on plagiarism which is available on the Maynooth University web site (https://www.maynoothuniversity.ie/sites/default/files/assets/document/Plagiarism%20May%202014_0.pdf). Specifically, 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 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. You should also consider using an electronic system such as Turnitin, which can be accessed via Moodle, if you are in any doubt about your work. **It is your responsibility to ensure that you have not committed plagiarism.**

Essay

SUBMISSIONS

Essays and other assignments should be submitted in the assignment box located in the Department of Psychology on the second floor of the John Hume Building. Adjacent to the essay submission box you will find cover sheets appropriate to different types of course assignment. Please fully complete the relevant cover sheet, providing information on your identity and the assignment title, and attach your essay or other assignment before submission. A stapler is normally provided at the essay box for this purpose, but please come prepared to attach the cover sheet, or alternatively collect and complete it in advance of submission.

The deadline for all assignments is 5.00pm sharp. Your assignment will be noted as received and date stamped at 5.00pm each day. All submitted assignments will be date-stamped on the day they are submitted or received (e.g. an essay submitted after 5 o' clock will be date stamped with the next day's date). If you are off-campus, you may submit assignments by post and the date of submission will be the date of the postal mark. Again, it is your responsibility to ensure their safe and timely receipt. **You must note that under no circumstances can you submit assignments by email.** 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.

GRADES

The standard of your psychology work will be indicated by a letter grade. **A short document outlining the Department's marking scheme for all assignments is available to download as a .pdf file on the Departmental website. 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.**

Essay grades will be returned in person when students collect their marked and graded essays from the Departmental Office (Room SF12 on level 2 of the John Hume building). In addition to a grade, you will be given written comments. If you have any questions, make sure that you discuss these comments with your lecturer/teaching assistant before writing the next essay or practical report, so that you use the feedback to improve your writing. Lecturers' consultation times are posted on their office doors or are available from the Departmental Office.

Provisional grades for January examinations may be posted on the Year 1 noticeboard. 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.**

PENALTIES

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. **Essays and other assessments are *not* returned to students after re-submission at the end of the academic year.** Photocopying your work is therefore strongly recommended.

DEADLINES

You will be given ample notice of deadlines for all assignments. 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.

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 that warrant extensions to deadlines from time to time. The Department wishes to support individuals as much as possible in these circumstances. We appreciate that it is difficult for students who are struggling with issues to discuss these with the Department. We would like to reassure students that the Department will do its 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 Programme/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, along with all academic staff, 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.

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.

Final Words

We hope that you find this document helpful and informative. The staff of the Department of Psychology wish you the very best of luck with your studies this year and we hope that you enjoy your time with us.