



School of Psychology

Final Arts  
Psychology

# Student Guide *2017-2018*

*Compiled by Dr. Mark Elliott and Dr. Ian  
Stewart*

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## Academic Calendar 2017-18

|                               |   |
|-------------------------------|---|
| <b>First Semester</b>         |   |
| Teaching begins               | Monday, 4 <sup>th</sup> September 2017  |
| Teaching ends                 | Saturday, 25 <sup>th</sup> November 2017  |
| Study week                    | Monday, 27 <sup>th</sup> November 2017 – Saturday, 2 <sup>nd</sup> December, 2017 |
| Examinations begin            | Monday, 4 <sup>th</sup> December 2017   |
| Examinations end              | Friday , 15 <sup>th</sup> December 2017   |
| <b>Second Semester</b>        |   |
| Teaching begins               | Monday, 15 <sup>th</sup> January 2018   |
| Teaching ends (before Easter) | Saturday 24 <sup>th</sup> March 2018  |
| Easter Holidays               | Monday, 2 <sup>nd</sup> April – Saturday, 7 <sup>th</sup> April 2018              |
| Teaching resumes after Easter | Monday 9 <sup>th</sup> April 2018   |
| Teaching ends                 | Saturday 21 <sup>st</sup> April 2018  |
| Study week                    | Monday , 23 <sup>rd</sup> April – Saturday, 28 <sup>th</sup> April, 2018          |
| Examinations begin            | Monday, 30 <sup>th</sup> April 2018   |
| Examinations end              | Thursday, 17 <sup>th</sup> May 2018   |
|                               |   |



# *Calendar, 2017-2018*

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## Semester Dates

Dates for lecture periods, study periods and examination periods are set out on the previous page. Other relevant dates during the academic year include the following:

### Week beginning

4<sup>th</sup> September

Orientation sessions, Final Year students

August 23<sup>rd</sup>

-

September 30<sup>th</sup>

Online Registration [www.nuigalway.ie/registration](http://www.nuigalway.ie/registration)

## Dates for Your Diary

8<sup>th</sup>-11<sup>th</sup> Nov 2017

47<sup>th</sup> Annual Conference of the Psychological Society of Ireland  
[www.psychologicalsociety.ie/conference/](http://www.psychologicalsociety.ie/conference/)

Spring 2018

Annual Congress of Psychology Students in Ireland

# *The School of Psychology*

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|                    |  |
|--------------------|--|
| Head of School     | Dr John Bogue  |
| Administration:    | Ms Miriam Lohan ( <a href="mailto:miriam.lohan@nuigalway.ie">miriam.lohan@nuigalway.ie</a> )<br>Ms Olive O'Grady ( <a href="mailto:olive.ogrady@nuigalway.ie">olive.ogrady@nuigalway.ie</a> )<br>Ms Nuala Donohue ( <a href="mailto:nuala.donohue@nuigalway.ie">nuala.donohue@nuigalway.ie</a> )<br>Ms Alma Greally ( <a href="mailto:alma.greally@nuigalway.ie">alma.greally@nuigalway.ie</a> ) |
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| Email:             | <a href="mailto:psychology@nuigalway.ie">psychology@nuigalway.ie</a>   |



The Department of Psychology at NUI Galway was established in 1971, and became the School of Psychology in 2007. The School has grown rapidly in recent years both in the range of teaching programmes and in its research activity. While embracing a wide range of philosophies and approaches characteristic of modern psychology, the School of Psychology is strongly identified with two main research clusters:

- Brain and Behaviour
- Health and Well Being

The School occupies a new purpose-built extension of the Arts Millennium Building where there are high quality teaching, research and computer laboratories facilities.

## Summary of Academic Programmes

Undergraduate. At the undergraduate level, the School offers a denominated BA in Psychology, a "double honours" programme accredited by the Psychological Society of Ireland (PSI), which also meets the requirements for graduate accreditation specified by the British Psychological Society. The Denominated BA in Psychology attracts students of the highest academic merit nationally, as measured by results in the Leaving Certificate Examination and end-of-year examinations in the First Year Psychology programme. In addition to the Denominated BA, a three-year sequence of Psychological Studies is offered, permitting students to combine Psychology with one other Arts subject to degree level. Provision can be made allowing the course of studies to be extended from

3 to 4 years, with students taking a study year abroad as their third year in both the Denominated programme, BA in Psychology (International) and Psychological Studies, BA (International).

In addition, the Psychological Studies programme articulates with a one-year full-time postgraduate programme, the Higher Diploma in Psychology (Conversion). The combined qualification provides graduates with equivalent standing in psychology to that provided by the Denominated BA in Psychology. A second higher diploma, the two-year full-time Higher Diploma in Psychology (Full), is intended for graduates who possess an honours degree in any subject area other than psychology, and provides the equivalent course content to that of the denominated BA in Psychology.

The School of Psychology also provides input to programmes in Nursing, Occupational Therapy, and Speech and Language Therapy, located in the College of Medicine and Health Sciences.

Postgraduate. Several postgraduate taught and research programmes are on offer. In 2006, a Board certified Postgraduate Diploma/Masters Programme in Applied Behaviour Analysis was introduced and a Structured PhD programme in ABA was subsequently developed. In 2008, a new one-year full-time MSc (Health Psychology) programme was introduced, replacing the former two-year Master of Psychological Science (Health Psychology) on offer since 1994. The School also offers a PSI-accredited three-year full-time postgraduate professional qualification in clinical psychology, the Doctor of Psychological Science (Clinical Psychology), which began in 2003. An MSc in Clinical Neuroscience one year taught programme is also offered.

In addition, the School offers supervision to suitably qualified graduates in psychology who wish to carry out research leading to MLitt and PhD degrees. The School is particularly committed to expanding the postgraduate research programme, and numbers have indeed increased substantially. In 2009/2010, the School introduced a range of Structured PhD programmes. These include the Structured PhD programmes in Psychology and Health, Child & Youth Research, Perception, Cognition and Action, and Learning Sciences (in collaboration with the School of Education). In addition, the School are participating in the Four-Year Structured PhD in Psychology within the College of Arts, Social Sciences and Celtic Studies Research supervision is available within most mainstream areas of psychology.

Facilities. Apart from the usual rooms for lectures and accommodation for staff and postgraduate researchers, the School has a number of laboratories for experimental work. Basic equipment is available for research on visual perception; acquisition of motor skills; learning in humans; memory; the study of child behaviour; and the study of group processes. The School also has its own video studio, which is used for interview and communication skills training.

Psychological Test Library. The School has an extensive library of psychological tests, including intelligence tests, personality inventories, scholastic attainment tests, and measures of adaptive behaviour.

The Test Library is located in the Room 1066, Arts Millennium Building. Opening hours will be announced early in Semester 1 and posted on the Test Library door.

Resources at the James Hardiman Library. Over 4,000 books in psychology and closely related subjects are stocked by the James Hardiman Library. In addition, over 600 journals are available that deal specifically with psychology. The library has recently introduced a new electronic search engine called e-Knowledge. It can help you identify, locate and manage the ever growing collection



of e-resources and e-journals. There are two databases containing full-text journals specifically dedicated to psychology. These are the Psychology & Behavioural Sciences Collection (see EBSCO online), which contains over 500 periodicals, and PsycARTICLES (accessed through PsycINFO), which contains journals of the American Psychological Association. A number of journals are also available in hard copy on the library shelves, while there are also a number of individual subscriptions to electronic journals, which can be accessed through the OPAC catalogue. In addition, there is online full-text access to additional psychology journals via Science Direct (Elsevier Journals), Swetsnet Full-text Journals, Uncover, and Web of Science. Further databases relevant to psychology, which are available on CD-ROM or on-line, include PsycInfo, Social Science Citation Index, Medline, Psychological Abstracts, Science Citation Index, Dissertation Abstracts, ERIC, Current Contents (Social Sciences, Biological Sciences), JSTOR Digital Journals, Biological Abstracts/BIOSIS, CancerLit, and Humanities Abstracts.

### **Academic Staff**

**Dr John Bogue, BA (Hons), MSc, DCLinPsy, AFBPsS, CPsychol (BPS), AFPsSI, CPsychol (PsSI).**

#### **Head of School**

John Bogue is a Chartered Forensic and Clinical Psychologist with the British Psychological Society and a Chartered Clinical and Health Psychologist with the Psychological Society of Ireland. John worked as a Research Psychologist in the Department of Psychiatry in Edinburgh University before completing his professional training in clinical psychology at the University of Glasgow in 1997. He subsequently took up a lectureship in Forensic Clinical Psychology at the University of Edinburgh where he remained for three years before joining the Irish Prison Service as a Senior Forensic Clinical Psychologist in 2000. John joined NUI Galway as Assistant Director of the DPsychSc (Clinical) Programme in 2004. In 2014, he was appointed DPsychSc (Clinical) Programme Director/Senior Lecturer in Clinical Psychology. He is an Associate Fellow of the British Psychological Society and the Psychological Society of Ireland. In his professional practice, he specialises in criminal casework and the assessment of trauma related conditions. His professional and research interests lie within the broad area of forensic and clinical psychology and include such topics as assessment and management of suicide risk, eye witness credibility, detection of deception, suggestibility and compliance in interrogation contexts. John was appointed Head of the NUI Galway School of Psychology in February 2017.

**Prof Gary Donohoe, BA, BD, MA, MPsychSc, DCLinPsych, PhD, Reg Psychol (PsSI), AFBPsSI.**

#### **Professor and Established Chair of Psychology**

Gary Donohoe was appointed to the School of Psychology as Professor of Psychology in July 2013. Following the completion of his Doctoral training in Clinical Psychology at Trinity College Dublin in 2002, Gary undertook a research fellowship in the TCD neuropsychiatric genetics research, where he earned a PhD in Cognitive genomics and began the cognitive genomics lab. He was appointed an assistant professor in TCD's school of medicine in 2006, and associate professor in

2009, where he was responsible for the school of medicine's psychology program until his appointment at NUIG. Gary's research focuses on understanding the genetic and neural basis of mental health related disability, and the development of therapeutic programs for overcoming these deficits. Gary continues to lead the Cognitive Genetics and Cognitive Therapy (CogGene) group, members of which are based between the NUIG School of Psychology and TCD, where he holds the position of adjunct Professor in the school of medicine and principal investigator in the Trinity College Institute for Neuroscience. The group collaborates widely as part of several major international consortium (including the Enigma, PGC, and Genus consortia), and the group's work is supported by several national and international funding agencies, including the HRB and SFI. In

tandem with his research and teaching activities, Gary has worked in a wide range of clinical psychology services, including intellectual disability (Daughters of charity) and adult mental health (St John Of God Hospital). He continues to be clinically active in mental health service delivery as a clinical psychologist and neuropsychologist.

**Prof. Molly Byrne, BA, MPsychSc, PhD**

Molly Byrne obtained an honours degree in Psychology from Trinity College Dublin (1994) and both a Masters degree in Health Psychology (1998) and a PhD (2003) from NUI, Galway. Molly worked as a Research Officer in the Health Services Research Centre, Royal College of Surgeons in Ireland, Dublin (1998 – 2000) and as a Health Research Board (HRB) Health Services Research Fellow in the Department of General Practice, NUI, Galway (2000 – 2003). She took up the post of Lecturer in the Department of Psychology at NUI, Galway in 2004, where she has special responsibility for the teaching and research interface between the Departments of Psychology, Speech and Language Therapy and Occupational Therapy. Molly is currently involved in several collaborative research studies in the area of coronary heart disease. She was co-applicant, and is a member of the steering team, of a HRB funded 5 year research project called the SPHERE study, a large, national randomised controlled trial of a behavioural intervention to improve secondary prevention of coronary heart disease among patients attending general practice on the island of Ireland. Her research interests are in the areas of health promotion, coronary heart disease, health behaviour change, blood donation and communication in health care settings.

**Dr Sinéad Conneely, BA (Psych), PhD**

Sinéad holds BA (Psych) and PhD degrees from NUI Galway. Her research interests lie primarily in the assessment of stress and health-related outcomes (self-reported and psychophysiological); and the role of personality in moderating stress responses. Other interests include modern health worries and the psychological aspects (i.e., the placebo components) of therapeutic responsiveness to medically/ pharmacologically inert or fringe therapies. She teaches and coordinates a number of undergraduate psychology modules; is coordinator of all psychology-related modules for the disciplines of Speech and Language Therapy and Occupational Therapy; and teaches and coordinates research-related (among other) components of the MSc in Health Psychology and DPsychSc (clinical psychology) programmes.

Within the School of Psychology, she is actively involved in laboratory-based research involving assessment of stress and pain, and has established and currently manages the School's bioassay laboratory, originally used for the analysis of stress and immune-related biomarkers in human saliva samples, and recently expanded to run DNA analyses/genotyping. Currently, Sinéad is working with NUI Galway's Centre for Pain Research on research relating to medical judgement and decision-making specific to risk of future disability and other psychosocial factors in patients with chronic lower back pain.

**Dr. Malie Coyne, BA (Hons), MSc (Research), DPsychSc (Clinical Psychology)**

Dr. Malie Coyne completed both her BA in Single-Honours Psychology (1998) and her MSc by Research (2002) in Trinity College Dublin. As a graduate of the inaugural year of the NUIG Doctor in Psychological Science in 2007, she has since contributed to the course as both Visiting Lecturer and Clinical Supervisor. She was honoured to join the Clinical Programme in 2017 as part-time lecturer and Clinical Placement Coordinator. Malie specializes in working with children and families, and has been working as a Clinical Psychologist in a Galway-based Child and Family Primary Care Psychology Service since 2009. Since completing her clinical training, she has further developed her skills with children and has obtained certificates in play therapy and sand play therapy, which she has shared in her lectures with clinical trainees. In consultation with the Irish Association for Infant Mental Health, Malie is leading the advancement of infant mental health awareness and clinical practice in Galway, by ensuring its inclusion in the Galway City Early Years Health and Wellbeing Plan (2016) and through her work with Perinatal Mental Health and Early Years working groups. Her passion in promoting the positive application of Clinical Psychology in the community has led to her writing journal, press and online articles; book, radio and TV contributions; public speaking; and advocacy work with A Lust for Life charity for which she sits on their Board of Directors as Mental Health Lead. Her research interests include perinatal, child and infant mental health, creative therapies, clinical supervision, cultural variations, qualitative methodologies, and mental health across the lifespan.

**Dr Mark Elliott CSci, BA (Hons.), MSc., PhD**

Mark is a Chartered Scientist, and member of the British Psychological Society amongst several other professional associations. He was President of the International Society for Psychophysics and has served as advisor to EU candidate states on curricula reforms on behalf of the European Commission. Mark was elected by faculty vote and is Full Professor in the faculty of Design at Kyushu University, Japan. His position was conferred by representative of the Emperor of Japan.

Mark was awarded a first-class honours degree in psychology from the Open University (UK, 1988-1994), studied Cognitive Science between 1993 - 1994 at the University of Birmingham and graduated with a Masters and Doctorate in Philosophy from the University of London in 1998. Following completion of his PhD he took up a Research Fellow's position at the Universität Leipzig in Germany. Immediately prior to his appointment as Senior Lecturer at NUI Galway Mark was employed as Associate Professor at the Ludwig-Maximilians University (LMU) in Munich, Germany. He remains an Honorary Research Fellow of Birkbeck College, University of London, UK and is a founder member of the neuroscience cluster of the NCBES in Ireland. He is Director of the structured PhD in Perception, Cognition and Action. As well as lecturing on the psychology programmes at NUI Galway, he also contributes to the international Master's programme in Neuro- Cognitive Psychology at the LMU in Munich and the undergraduate programme in Design at Kyushu University, Japan. Mark coordinates the ERASMUS mobility programmes with the LMU, Padova (Italy), and Salzburg (Austria). He is co-founder of assessment innovation a New York based start-up, presently working with the publishing group Pearson's developing the 'Hire me' mobile app to screen job candidates.

Mark has a wide range of research interests. Generally, his research concerns human cognition as well as perception and to a lesser extent decision-making. He has investigated the timing of psychological processes (or temporal dynamics) at the level of cognitive microstructure. He is interested in understanding how we form aesthetic judgments and how these judgments relate to basic cognitive and perceptual processes. He is interested in the cognitive factors underlying occupational performance and consumer preference and is also interested in abnormal

psychology: in this latter respect he has researched and published on schizophrenia, ASD, ADHD, Specific Language Impairment, dyslexia and blindsight. He employs basic experimental and psychophysics techniques for psychological science and occasionally uses electroencephalographic recording.

**Dr AnnMarie Groarke, BA, MA, HDipEd, PhD, AFPsSI, CPsychol**

AnnMarie Groarke is a graduate of NUI Galway. Senior Lecturer in the School of Psychology she is currently responsible for teaching third year courses in cognitive psychology and psychological measurement and she is co-ordinator for BA/ Higher Diploma research projects. At postgraduate level she contributes to courses on the MSc in Health Psychology. She served as Director of the MPsychSc in Health Psychology Programme from 1998 - 2002 and was Chair of the PSI Health Psychology Special Interest Group for a two year term during this time. She served for many years as National Delegate for Ireland to the European Health Psychology Society (EHPS) and served as a member of the Scientific Committee for the EHPS Health Psychology Conferences 2005 and 2006 and as a Track Chair for that committee in 2010 and 2011. Dr Groarke was elected Vice Dean of the Arts Faculty 2003 – 2006. Prior to her appointment to NUI Galway, she carried out research in cognitive psychology for the MA Degree after which she worked as a Research Officer with the Brothers of Charity Services, Galway. Her work here focused on community integration of persons with learning difficulties. Dr Groarke's current research interests include illness cognitions and health outcomes, coping and adjustment in chronic illness. She has conducted longitudinal research examining factors that predict adjustment in patients with rheumatoid arthritis and she has recently completed a 4 year clinical trial with Professor Ruth Curtis investigating the role of a cognitive-behavioural intervention for women with breast cancer funded by the National Breast Cancer Research Institute. She is also currently involved in a study examining predictors of adjustment in men with prostate cancer funded by Cancer Care West

**Dr Caroline Heary, BA, MPsychSc, PhD**

Having graduated with a BA from UCD, Caroline completed a Masters of Psychological Science in Health Psychology in NUI, Galway. She subsequently returned to UCD, where she completed her PhD. Following

this, she worked as a researcher in the Children's Research Centre, Trinity College Dublin, where she led a national project on children with acquired brain injury. In 2002, she was awarded a post-doctoral fellowship from the National Children's Office. She was appointed to her post in NUI, Galway in November 2003. Her research interests broadly fall into three main areas: child health psychology (e.g. childhood obesity, children's experiences of hospitalization, chronic illness in children), children's understanding of mental health and methodological issues associated with engaging in research with children.

### **Dr Michael Hogan, BA, CNA, PhD**

Michael Hogan graduated with First Class Honours from NUI, Galway. In his undergraduate years he was the PSI's Young Irish Psychologist of the year 1994. He received this award for his research on the relationship between developmental automaticity and intelligence. Michael was also winner of the Gold Medal Award in 1st, 2nd and 3rd Arts. Michael traveled to the U.S. after his undergraduate, where he spent a year working in a Brain Injury clinic as a life skills trainer. He returned the following year to accept a PhD fellowship award at NUI, Galway. His PhD topic was 'A critical analysis of Generalized Slowing and Common Cause Models of Ageing' (NUI, Galway, 2000). He continued his research in the field of ageing cognition as a postdoctoral researcher at the University of Toronto where he worked with Lynn Hasher on the relationship between circadian arousal and learning in younger and older adults and with Fergus Craik on the impact of attention switching on memory in younger and older adults. Michael returned to Ireland to work as a postdoctoral researcher at Trinity College Dublin. Working with Brian Lawlor and Ian Robertson he secured HRB funding for a research project that examined the relationship between event-related potential (ERP) variability and ageing memory. During this period he also accepted a visiting scholar position at the University of Tübingen, Germany, where he worked with Jochen Kaiser on EEG coherence changes in Alzheimer's disease. He was appointed to the staff in NUI, Galway in

2001. Michael has recently spent some time doing research at Harvard University (working with Kurt Fischer on EEG coherence and learning), Arizona State University (working with Alex Zautra and Mary Davis on resilience and mindfulness), and Aberdeen and Edinburgh (working with Roger Staff and Ian Deary on the role of the cerebellum in ageing cognition). Michael has published in the following broad areas: Systems Science and Integral Frameworks; behavioral and electrophysiological aspects of executive control, learning and memory; Physical activity and ageing cognition; Emotion, Personality and Cognition in younger and older adults; Emotion and cardiovascular responding; The cerebellum and aging cognition; Positive Psychology; Critical Thinking and Education; Argument Mapping; Chronic Pain; Spirituality; and Mindfulness. Michael is also the book review editor for the [Journal of Positive Psychology](#), a member of the European Science Foundation (ESF) Steering Committee for European Research Network for Investigating Human Sensorimotor Function in Health and Disease (ERNI-HSF), Co-Director of the Structured PhD in Perception, Cognition and Action, Co-Director of Structured PhD in Learning Sciences, and co-leader of the Health and Well-being priority theme at the [Institute for Business, Social Sciences and Public Policy](#) (IBSSPP), NUI, Galway. Michael writes a [blog](#) for Psychology Today.

### **Dr. Jennifer Holloway BA, PhD, BCBA-D**

Jennifer Holloway graduated with a BA in Applied Psychology from University College Cork and a PhD from NUI, Maynooth. Jennifer is a certified Behaviour Analyst at doctoral level awarded by the Behaviour Analyst Certification Board® and has worked in the treatment of autism spectrum disorders and other developmental disorders for over fifteen years. Her clinical experience extends to include; early intensive behavioural intervention (EIBI), mainstream inclusion supports for individuals with developmental disorders and the provision of positive behaviour supports for individuals who present with challenging behaviour. Over the course of her career, she has directed a state funded school which implemented an Applied Behaviour Analysis (ABA) Education for children with Autism Spectrum disorders (ASD). She has also directed an EIBI centre for children with ASD. In, 2006, Jennifer lectures on the MSc in Applied Behaviour Analysis and is the director of the structured PhD in ABA. These programmes aim to teach students the theoretical underpinnings and practical skills required to support individuals with differential diagnosis. Jennifer is the Clinical Services Director for the Irish Centre for Autism and Neurodevelopmental (ICAN) Research at NUIG and provides clinical training within the scientist practitioner model to students on the programmes. She is a member of the Psychological Society of Ireland (PSI) and is the treasurer/secretary for the division of behaviour analysis (DBA) in Ireland. Her research interests include screening practices and intervention for children with ASD, social

skills interventions for individuals with AS or HFA, evaluating fluency-instructional approaches and curricula.

**Professor Brian M. Hughes, BA (NUI), EdM (SUNY), PhD (NUI)**

Professor Brian Hughes holds a Personal Chair in Psychology and, as Dean of International Affairs, is part of NUI Galway's Academic Management Team. He is also Director of NUI Galway's Centre for Research on Occupational and Life Stress (CROLS). He received his Ph.D. and B.A. degrees from NUI Galway, and an Ed.M. degree from the State University of New York at Buffalo. His research and publications have focused on psychological stress (particularly its impact on cardiovascular psychophysiology, immunity, and health) and on psychosocial moderators of stress processes (such as social support, cognition, and personality). His work on how the human cardiovascular response habituates across repeated stress exposures has been extensively cited. He also writes widely on the psychology of empiricism and of empirically disputable claims, especially as they pertain to science, health, and medicine. Prof Hughes has held visiting academic appointments at the Universities of Missouri (USA), Leiden (Netherlands), and Birmingham (UK), at King's College London (UK), and at the Royal College of Surgeons in Ireland. He is the current President of the international Stress and Anxiety Research Society, and sits on the editorial boards of a number of international journals of psychophysiology, health psychology, and behavioural medicine. He is a former recipient of NUI Galway's Presidential Award for Teaching Excellence and is the author of the popular undergraduate text, *Conceptual and Historical Issues in Psychology* (London: Pearson/Prentice Hall).

**Ms Anne Marie Keane, BA, MLitt**

Anne Marie Keane is a Lecturer in Psychology at NUI, Galway since 1990, where she has taught undergraduate courses in Biological Psychology, Behavioural Neuroscience and Occupational and Organisational Psychology. She continues to coordinate and lecture the Biological Psychology module and also contributes to the Health Psychology, Applied Organisational Psychology and Qualitative Research Methods components of the undergraduate programme. At postgraduate level, she lectures on the Health Psychology in Applied Settings module and the Psychosomatic Influences on Health module of the MSc in Health Psychology programme. A graduate in Psychology of NUI, Galway, she was awarded a first class honours MLitt degree for a neuropsychological investigation of interictal verbal learning and memory in persons with epilepsy. Current research interests include the experience of occupational stress, children's understanding of health, the psychosocial adjustment to and management of chronic illness, and the psychological aspects of acute and chronic pain perception

**Dr Geraldine Leader, BA, PhD**

Dr. Geraldine Leader is Course Director of the M.Sc. and in Applied Behaviour Analysis. The M.S.c was set-up in 2006 to meet the growing need for practitioners who can work effectively within systems to improve the quality of services in the fields of intellectual and developmental disabilities, education, rehabilitation and mental health. Geraldine launched the structured PhD in Applied Behaviour Analysis in 2008. It is the first of its kind outside North America. Graduate are prepared to work in the full spectrum of applied, research and academic settings. Geraldine was the founding chair of the Division of Behaviour Analysis in the Psychological Society of Ireland (PsSI) and is also a member of the International Association for Behaviour Analysis (ABA) and the European Association of Behaviour Analysis (EABA). Her research interests lie in the field of Applied Behaviour Analysis with a special interest in Autism.



**Dr Helena Lydon BA, HdipPsych, MA, PhD, BCBD-D**

Helena is a graduate from NUI, Galway having completed a Masters in Applied Behaviour Analysis and a PhD in Applied Behaviour Analysis. She is a certified Behaviour Analyst with the Behaviour Analyst Certification Board®. She has worked for seven years as a Behaviour Therapist and Senior Behaviour Specialist with children and adults in Intellectual and developmental Disability Services, and with private children's residential care service providers, throughout Ireland. Her clinical experience is in the treatment of challenging behaviour and individuals presenting with a dual diagnosis across educational, residential and respite settings. Helena is a member of the Forensic and Intellectual Disability and ASD Group which based at NUIG. In 2013, Helena began lecturing on the MSc and structured PhD programmes in Applied Behaviour Analysis which prepare students to become expert practitioners who can work effectively within systems to improve the quality of services in the fields of intellectual and developmental disabilities, education, rehabilitation, and mental health. She is a member of the Psychological Society of Ireland (PSI) and the division of behaviour analysis (DBA) in Ireland. Her research interests include challenging behaviour, behavioural intervention for challenging behaviour and mental health issues, feeding and sleep Problems, play skills and verbal behaviour.

**Dr Pádraig Mac Neela, BA, PhD**

Pádraig MacNeela graduated from NUI Galway and was appointed as lecturer in 2004, moving from the School of Nursing at Dublin City University. His PhD topic on person perception and social judgement led to an interest in applied decision-making. He has studied clinical judgement in mental health, hospital and general practice settings, predominantly in multidisciplinary projects, supported by grants from the Health Research Board and Irish Research Council for the Humanities and Social Sciences (IRCHSS). The second of Padraig's key areas of research is in the psychology of volunteering and civic engagement, among university students and other populations. This work has been supported by Atlantic Philanthropies and IRCHSS. He also studies social issues such as coping with chronic pain and attitudes toward alcohol, supported by grants from NUI Galway and IRCHSS. His undergraduate teaching responsibilities are in areas including qualitative research methods, organisational psychology, service learning, and nursing. Pádraig also contributes to other programmes such as the doctorate in Clinical Psychology and the MSc in Health Psychology programme.

**Prof. Brian McGuire, BA, MClinPsych, DipCrim, DipHealthSc, PhD, AFPsSI, Reg Psychol (PsSI), AFBPsS, CPsychol**

Dr. Brian McGuire is a graduate of NUI, Galway. He has also completed a Masters Degree in Clinical Psychology, a Diploma in Criminology, a Diploma in Clinical Teaching and a PhD in clinical psychology. He worked initially as a research psychologist in brain injury rehabilitation in London. He then moved to Sydney where he spent the next 10 years lecturing in psychology and working as a clinical psychologist. His clinical work was initially in the area of learning disability and challenging behaviour, before he moved into private practice where his work focused on medicolegal assessment and the rehabilitation of chronic pain and acquired brain injury. It was in that context that his interest in symptom magnification and malingering developed and he completed his PhD in that area. After leaving Australia, Brian was Consultant Clinical Psychologist in brain injury rehabilitation in York, England. After returning to Ireland, Brian worked with the Galway Association learning disability service. He joined NUIG in 2003 and is currently Director of the Doctor of Psychological Science programme in Clinical Psychology and Joint Director of the Centre for Pain Research. His clinical work is primarily in behavioural medicine, such as pain management and diabetes. His research interests are in pain management, chronic physical illness and neurological rehabilitation.

**Dr Jenny McSharry BA, HDip, MSc PhD**

Dr Jenny Mc Sharry completed a BA, HDip in Psychology and MSc in Health Psychology at NUI Galway. She then completed a PhD in Health Psychology Research and Professional Practice at the University of Southampton. Following her PhD she worked as a Research Fellow at the University of Southampton and at the University of Manchester Centre for Health Psychology.

In 2014, Jenny returned to Galway to work as the Assistant Director of the Health Behaviour Change Research Group in the School of Psychology. The Health Behaviour Change Research Group aims to improve population health by developing and promoting an evidence-based approach to health behaviour change interventions. Jenny's research focuses on patient perspectives on health and illness, interventions to change health-related behaviours and implementing evidence into practice through healthcare professional behaviour change.

Since 2017, Jenny has held a lecturing post in the School of Psychology, where she has responsibility for the teaching and research interface between the Departments of Psychology, Speech and Language Therapy and Occupational Therapy.

Jenny is a Chartered Psychologist and Registered Health Psychologist with the Health Professionals Council in the UK and a Registered Psychologist with the Psychological Society of Ireland. Jenny has led on the development of health psychology training in Ireland and is Co-Director of the PhD in Health Psychology Practice, the first professional health psychology training programme in Ireland.

**Dr Gerry Molloy, BSc, PhD, CPsychol, AFBPsS**

Gerry Molloy graduated from the University of Ulster in 2001 with First Class Honours. Gerry's research is mainly in the areas of behavioural medicine and health psychology with a particular interest in the psychological and social determinants of treatment adherence. He received his PhD from the University of St Andrews in Scotland (2001-2004) and was awarded a combined Economic and Social Research Council/Medical Research Council post-doctoral fellowship, which he held at the University of Aberdeen between 2004 and 2006. Following this he worked as a research fellow in the Psychobiology group at the Department of Epidemiology & Public Health, University College London and as a Lecturer in Psychology at the University of Stirling in Scotland. In June 2012 he took up a Lectureship at the National University of Ireland, Galway. He is a Chartered Psychologist with the British Psychological Society and a registered Health Psychologist with the Health Professionals Council in the UK. Much of Gerry's research is linked by the over-arching question, 'How does the immediate social environment influence health and illness across the lifespan?' In this work self-regulation models from behavioural sciences are used to understand how aspects of social relationships influence health and illness throughout life. Three specific current research questions include: How can adherence to medications be enhanced?, How are personality and coronary heart disease related? and How does chronic loneliness lead to poor health? Both undergraduate and post-graduate student projects that Gerry has supervised in the past 5 years have led to peer reviewed publications in scientific journals.

**Dr David Mothersill BA (Hons), MSc, PhD**

David Mothersill graduated from Trinity College in 2014 with a PhD in Neuroimaging Genetics. Following this, he worked in the Centre for Neuroimaging, Cognition and Genomics (NICOG) in NUI Galway as a Postdoctoral Research Fellow. David started his lectureship in NUI Galway in August 2016, and acts as course coordinator on the newly launched MSc in Clinical Neuroscience. David's research is concerned with cognitive function in psychiatric disorders such as schizophrenia and bipolar disorder, how this can be examined at the level of brain function using neuroimaging, and how deficits in cognitive function may be treated. David is also a registered member of the Organisation for Human Brain Mapping (OHBM).

**Dr Clodagh Murray BA (Hons), PhD, BCBA-D**

Clodagh Murray graduated from UCC in 2005. She completed her PhD in Applied Behaviour Analysis at NUIG, graduating in 2013. Clodagh is a Board Certified Behaviour Analyst with a broad range of clinical experience. Having started her career in an early intervention setting for children with autism, she has worked with children and adults with a range of developmental disabilities. From 2009-2012, Clodagh partnered with a community development organisation, An Síol, and the School Completion Project; she established and coordinated a social skills club for children with disabilities and a series of parent education classes. She also redesigned existing projects, including a Little Learners Club (early literacy club for parents and children under 5) and a homework club for marginalised pupils. She established

Ireland's first ABA class in a mainstream secondary school, where she and her students worked on academic skills, attendance and school engagement with pupils who were at risk of early school leaving. Clodagh started as a Lecturer in Applied Behaviour Analysis at NUIG in March 2017. Prior to this she worked as a Lecturer in Psychology at London South Bank University for two years. During this time, she was a member of the Board of Directors of the UK Society for Behaviour Analysis. She is current member of that organisation and of the PSI's Division of Behaviour Analysis, The European Association for Behaviour Analysis and the Experimental Analysis of Behaviour Group. Clodagh's research interests lie mainly in the areas of teaching play and language to young children with developmental disabilities and using fluency-based instruction to improve academic outcomes. She is also interested in investigating the influence of our learning histories on implicit attitudes towards marginalised groups, including people with disabilities and ethnic minorities.

#### **Dr Denis O'Hora BA, PhD, BCBA, CPsychol (BPS)**

Denis O'Hora graduated from University College Cork in 1998. He began his postgraduate work at UCC before moving to the National University of Ireland Maynooth in 1999 to complete his studies with the support of a Government of Ireland Scholarship. In 2002, he took up a lecturing post in London Metropolitan University where he worked for a year before being appointed as a lecturer in behaviour analysis at the University of Ulster. He was appointed to his post in the National University of Ireland, Galway in January, 2007. Denis is a Chartered Psychologist (Teaching and Research) and Associate Fellow in the British Psychological Society (BPS). He is also a member of the Society for Judgment and Decision Making, the Society for Cognitive Science and the Irish Ergonomics Society, and a Fellow of the Association for Contextual Behavioural Science. His research concerns the dynamics of learning and decision making; that is, how people adapt to the situations they find themselves in. As an experimental psychologist, he uses tightly controlled environments to identify features of situations that help us learn or influence our decisions. He employs eyetracking, mouse cursor tracking and electroencephalography in his basic research. He is also interested in the applied utility of his research in organizational, educational and care settings.

#### **Dr Kiran Sarma, BA, PhD, C.Psychol.**

Kiran Sarma is a graduate (BA, PhD) of the Department of Applied Psychology, University College Cork. He worked for the Irish Police, An Garda Síochána, as a lecturer in forensic psychology and crime and policy analyst (2000-2004). He joined the team at NUI Galway in September 2007 and is responsible for clinical research coordination and training on the Doctor of Psychological Science programme in Clinical Psychology. He is interested in supervising undergraduate students in the area of the psychology of risk taking and sensation seeking (including drug taking, risky sexual behaviour, driving, terrorism, crime etc). His recent publications and conference papers deal with psychological aspects of support for terrorism, involuntary committals in Ireland, firearms suicide, police policy and practice, victimisation and repeat victimisation, hate crimes against the gay and lesbian community, juvenile crime and restorative justice, and drug, alcohol and tobacco misuse. His research activities since 2004 have been funded by the Department of Justice, Equality and Law Reform, Pobal, the Department of Health and Children, BeLonG To, the Dublin North Inner City Drug Task Force and the MIC Seed Funding Scheme

#### **Mr. Eamon Smith MA, M.Psych.Sc.**

Eamon Smith is a graduate of UCD where he completed a Masters Degree in psychology and subsequently a Masters in Psychological Science (Clinical Specialisation). He worked for two years with the then Western Health Board in Community Care (Child Service) before moving to the Mayo Adult Mental Health Service where he remained for almost thirty years. As well as providing a generic adult service, he was instrumental in initiating and supporting activation and rehabilitation programmes within the service which ultimately lead to the development of more comprehensive community based services. He developed an interest in complex presentations and personality disorders and his work in this area was facilitated by his training in Schema Therapy which he undertook with Jeff Young and Wendy Behary in the US. As part of a HSE initiative to provide a conflict resolution service, he obtained a Diploma in Mediation and worked with HSE personnel throughout the country. He was a founding member of the board which set up Family Life Services in Castlebar and remained as the HSE representative until his retirement from the service. For his last seven years with the HSE he worked part-time in the older adult mental health service and developed links with community based carer support services with whom he remains involved. From 2007 to 2011 he worked, on a sessional basis, with the Irish Prison Service at Castlerea Prison. Since his



retirement from the HSE he works in private practice but recently he has returned to the HSE on a part-time (one day/ week) basis. He joined the Clinical Programme in September 2013 as a Lecturer in Clinical Psychology (part-time) although he has been associated with the course since its beginning as both supervisor and visiting lecturer. As well as teaching on the clinical programme and undergraduate courses he currently holds the position as joint Clinical Placement Coordinator. His research interests include core needs, attachment and coping modes in psychotherapy, the efficacy of Schema Therapy and models of caregiving.

**Dr Ian Stewart, BA, HDipPsych, PhD**

Ian Stewart received his PhD from NUI Maynooth (NUIM). He spent one further year at NUIM conducting postdoctoral research and was appointed to the staff at NUI Galway in August, 2002. He is a member of several associations dedicated to the promotion of behavioural science. He is a member and fellow of the Association for Contextual Behavioral Science (ACBS) and is also a member of the Association for Behavior Analysis International (ABAI), and the Experimental Analysis of Behaviour Group (EABG). He has in addition been active in the Psychological Society of Ireland (PSI); he was a member of PSI executive council from 2004-2008 including two years (2005-2007) as Honorary Secretary. Ian's research focuses on the analysis of language and cognition from a behaviour analytic and more specifically Relational Frame Theory (RFT) perspective. He is currently published in over sixty international peer reviewed journals, and has co-authored a number of books on psychological applications of RFT. His research interests more specifically include the provision of basic behaviour analytic models of thinking and language, including, for example, analogical reasoning, categorization and implicit cognition. He is also engaged in research relevant to applied clinical arenas including adult psychotherapy (e.g., Acceptance and Commitment Therapy) and developmental delay (e.g., Early Intensive Behavioural Intervention); for example, he is currently developing a protocol for training language skills in children with learning disabilities.

**Dr Jane Walsh, BA, DipHRMgt, PhD**

Jane Walsh is a graduate of NUI Galway. Having completed her PhD she worked as a Research Psychologist in the Educational Research Centre, Dublin, and went from there to lecture in Carlow Institute of Technology for a year. She joined the Psychology Department in NUI Galway in 1997 and lectures in the area of Research Methods, Behavioural Medicine and Health Psychology. Jane is the current Director of the Structured PhD in Psychology and Health and a former Director of the MSc in Health Psychology. She was also the Chair of the Psychological Society of Ireland Division of Health Psychology. Her research has focused on preventive health behaviour and the use of theory-based interventions in health settings. Jane has obtained funding for her research from the HSE Western Region and Mid-Western Region, the Health Research Board and the Millennium Fund. Her research interests are in the areas of health behaviour change and communication in health care settings; screening, childhood immunization, cancer prevention, preparation for patients undergoing stressful medical procedures; pain management interventions.

**Technical Staff**

Mr Declan Coogan, BA, DSA (Chief Technical Officer)  
Mr Joseph Mee BSc PgDip MSc (Senior Technical Officer)  
Mr Feithín Ó Fátharta B.Eng (Technical Officer)

## Office Hours, Appointments, and Academic References

The office of the School of Psychology in Room 1025, Arts Millennium Building is open for queries from 9 a.m. to 1p.m. and 2p.m. to 4p.m.

### **IMPORTANT:** Appointments

Members of the academic staff are anxious to be available to assist and advise students as much as possible. However, their availability is limited by their other responsibilities. Most academic staff will arrange particular hours of the week during which they are available for appointments. (Of course, staff will try to be flexible in the event of genuinely urgent or emergency circumstances.)

As such, students who wish to meet members of staff are invited to arrange appointments through the School Administrative Assistant, Ms Miriam Lohan. Appointments with a member of the academic staff should be arranged with Ms Lohan, by e-mail ([miriam.lohan@nuigalway.ie](mailto:miriam.lohan@nuigalway.ie)). A minimum of four days' notice is required.

These appointments should be confirmed the day before with the Administrative Assistant. This arrangement will ensure that staff members can devote full attention to the student's queries or difficulties. Students should not contact members of staff at home.

### **IMPORTANT:** Requests for Academic References

As Final Year students, it is likely that you will consider applying for further study opportunities at postgraduate level. It is normal in these circumstances to request academic references from members of the School's staff. Students who wish to request such a reference should submit:

- (i) a copy of their CV;
- (ii) a copy of the transcript of results from their most recent examination sitting; and
- (iii) details of the intended recipient of the reference (i.e., details of the course or programme to which they are applying, including "Instructions for Referees" or equivalent documentation supplied by the course organisers)

to the staff member from whom they are requesting the reference.

Please take note of the following:

- You are free to choose a referee from the School staff, but that a standard reference letter will be available from the Head of School. If a staff member feels that he or she does not know the student well enough to write the reference, they may pass the request to the Head of School who will provide the standard letter.
- Please give adequate notice for the supply of a reference. It is anticipated that such requests will take at least one week to process.

# Studying Psychology at University

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Studying psychology at University can be very rewarding, if a little daunting. The subject of psychology is extremely broad, is responsible for an enormous (and continually expanding) research literature, and addresses issues that are of interest to a wide range of other academic disciplines and to the public at large. As a result of these influences, studying psychology demands a great deal of flexibility and dedication, and familiarity with substantial amounts of written materials.

However, university education requires more than just a familiarity with written materials. To do well at university, you are expected to be able to think maturely and critically about the material you encounter, to judge its validity and worth, to generate your own findings and come to your own conclusions, and to consider the links that exist across varied topics and issues. In other words, a university graduate is expected to be able to *use* and *produce* information, rather than just *memorise* it.

The main difference between the environment of a university and that encountered in secondary schools is that university education is reliant on the ability of students to independently manage their own learning. Students are therefore expected to proactively acquire information from a range of sources (including lectures), are expected to think critically about it, and are expected to perform tasks relating to it in assignments and examinations. Some general advice to assist you in this regard follows.

## Managing your time

Most of your learning will take place outside the lecture hall. Therefore, effective time-management at university requires much more than organising your diary to accommodate all the lectures, practicals, and other tutorials you have to attend.

Generally speaking it is helpful to consider the fact that being a student is a *full-time* occupation. Full-time occupations are expected to account for 40 or so hours of your time per week. It is likely that you will have twelve or so hours of lectures each week. This leaves 28 more hours for you to plan.

Many observers point to the fact that studying is more time-consuming than other forms of work. This would suggest that you need to manage *far more* than 28 hours of your own independently-organised education on a weekly basis.

The simplest approach to time-management is to make a list of all the jobs you are required to complete and all the time you have available, and then attempt to assign each job a particular time of the week. Some of the jobs you will have to address in the early weeks of term will include:

- *attending lectures*
- *revising and re-writing lecture notes*
- *acquiring reading materials from the library*
- *reading textbooks*
- *making notes from textbooks*
- *reading journal articles and other materials sourced independently*
- *making notes on independently sourced reading*

- *revising and re-writing notes made on independently sourced reading*
- *considering upcoming assignments*

In general, it is wise to make a serious attempt to manage your time from the earliest possible point of the new semester. The semester is only 12 weeks long, and each week that passes is important. For each week that you invest *less than 40 hours* of your time, you will have to invest *more than 40 hours* of some subsequent week just to catch up.

## Making the most of lectures

A common misconception is that examinations are based on the material presented at lectures. Actually, this is not the case. In fact *both* examinations *and* lectures are based on the *course outline* for the particular module. This course outline is presented to you at the beginning of term. What is presented at lectures is simply a *guide* to help you to organise your study independently. This principle has several important implications, including:

- *Your end-of-semester examination MAY contain questions on areas that were not covered extensively (or at all) in lectures.* As the lectures are merely a *guide* to help you study, it is not always the case that it will be helpful for the lecturer to present every single detail of the course during lectures. Remember that the time you spend at lectures accounts for only a small fraction of your study time. Therefore, lectures by their very nature will be less detailed than your independent study. Your end-of-semester examination *WILL* be based on your course outline. When preparing for examinations you must consult your course outline – rather than just your lecture notes – to ensure that you have covered the course.
- *It is NOT important / necessary to write down every word the lecturer says or to acquire a script of the lecture.* Once again, given that lectures are just a guide to what to study, it is not necessary to record every word the lecturer says. The information you need, in fuller detail, will be available in the textbook or in other recommended reading materials. At lectures, it is more important that you attempt to record the structure of the information presented (e.g., the major theories and research). This will help you see the material from the perspective of your lecturer. In any event, it is practically impossible to write as fast as your lecturer can speak! It is more helpful to *listen* and *understand*, and to write down key-words or bullet points that can help you look up the information you need later.
- *It is NOT necessary to obtain copies of the slides used in lectures.* Some lecturers will make their slides available on the Blackboard. However, this will only be so in cases where the lecturer believes it to be pedagogically sound. Not all slides are as helpful as you might think and in some cases it is preferable for students *not* to have the distraction of copies of slides before a lecture, or even afterwards. Remember, your lectures are only a guide – the truly important information will emerge from your reading.

## Making the most of textbooks

For each module you will be assigned a textbook, or some alternative material, as essential reading. Many textbooks are quite substantial, and it is likely that your syllabus will be focused on a subset of its content. Your lecturer will advise you as to the chapters relevant to a given module.

Reading a textbook should be an active, rather than passive, act. This means that, instead of simply running through the information from start to finish, it is more advisable to plan your reading in a more structured way and to record what you read in the form of notes. Much psychological research has demonstrated that you are more likely to understand and remember complex information when you process it at a *deep*, rather than *shallow*, level.

When reading complex texts, it is advisable to first *preview* the material (by quickly skimming the chapter from start to finish); to *question* yourself as to what you want to learn (by, perhaps, linking the chapter to something mentioned in lectures, to past exam papers, or to generic questions like 'What is the main point of this chapter?' or 'Why did the author organise the material using these particular headings?'); to *read* the information carefully (while simultaneously making notes on the main points); and finally to *review* the information you have obtained (by, perhaps, writing a brief summary or a list of the main points you have learned). This is a more time-consuming type of reading than that used to read a magazine or a novel for entertainment. However, as a student, your reading is directed toward fundamentally different objectives than when reading magazines or novels (although, study can of course still be entertaining!).

## Making the most of independent reading

As well as textbooks and materials recommended in reading lists, you are expected to inform yourself further by seeking out information for yourself using the available resources. Primarily, this will involve consulting materials via the University's library. The library houses a large collection of textbooks. Further, through the library you can avail of a very wide range of academic journals, many of them available on-line.

Of course, the prime feature of independent reading is that it be *independent*. This means that you have selected it yourself. If your lecturer recommends something then it can't reasonably be counted as *independent* reading. Therefore, it is unfair to blame your lecturer for not telling you what 'independent reading' to perform!

Independent reading allows you to consider your study material from unique and multiple perspectives, and offers you a stimulating way of revising previously studied topics. It aids both understanding and memory, and has the potential of highlighting to your examiners your sophistication and expertise.

Please note that independent reading is a core activity at University. Thus, *all* students are expected to engage in it, and students whose assignments or examinations show no evidence of independent reading are unlikely to attain high marks.

## Thinking critically about your studies

As mentioned previously, University education demands more than just the ability to memorise vast amounts of information. Indeed, it is probably the case that students who rely heavily on memorising information will not attain high marks in their degrees. This is because memorising is essentially a form of *passive* study – given enough time, virtually anyone can memorise anything. University education requires that you engage in *active* study.

The term 'critical thinking' has many meanings, but is usually intended to convey an ability to weigh up information that you encounter in order to form an independent view of what you have learned, based on rational and well-supported reasons. It refers to an approach of not believing everything you hear, but at the same time of not rejecting everything off-hand. It involves being *sceptical* (i.e., adopting a questioning attitude) and *empirical* (i.e., valuing evidence-based claims over other claims).

Generally speaking, the study of psychology should be helpful for fostering critical thinking. This is because, firstly, psychology is an explicitly empirical discipline (i.e., virtually all material encountered is evidence-based), and secondly, psychology encourages students to consider *how people think*. In this latter way, the subject matter of psychology should help in raising students' awareness of the importance of critical thinking.

In psychology, it is generally unacceptable to make a substantive point without presenting (or citing) evidence that backs it up. As such, the best-written assignments or examinations in psychology will be heavily referenced (i.e., will cite many previous authors) and tightly argued (i.e., will present material that supports your conclusion while addressing possible criticisms of your position).

Another aspect of critical thinking relates specifically to the way in which you are expected to perform in assignments or examinations. In academic assignments (whether they be by continuous assessment or written examination), you are usually expected to follow a *specific instruction*; and the mark you receive will be based on *how well you followed the instruction*. For example, in a written exam, your mark will be based on *how well you answered the question that was asked*.

Academic assignments (e.g., exam questions) will often be based on a limited range of possible formats. For example you may be asked to 'evaluate' something, or to 'justify' something, or to 'compare and/or contrast' something, or to explain your views on a given quotation.

It is important that your work reflects directly the question that was asked and does not go off the point, as the purpose of each assignment/question is *not* to quantify your knowledge but to *gauge your ability to use a particular type of reasoning*. For example, when you are asked to weigh up the advantages and disadvantages of something, your examiner is seeking to assess your abilities of *evaluative reasoning*. When you are asked to provide evidence for something, your examiner is looking at your *logical reasoning*. When asking you to compare and contrast, your examiner is assessing your *analogical reasoning*. When asking you to extract a key or most important concept, your examiner is assessing your *inferential abilities* as well as your *value judgements*. Your knowledge base will of course be vital to your performance; however, the marks you attain will reflect your performance of these key skills, rather than the amount of material you have memorised.

Sometimes students seek to prepare 'essays' in advance of examinations. For example, a student taking a module on personality may prepare an essay on psychoanalysis that he or she feels reflects the sum total of the information on psychoanalysis contained in all the sources they have read. The student may then intend to reproduce this essay in the exam if a question on psychoanalysis appears. However, this is a very inefficient form of study and a high-risk one in terms of marks. The question on the exam paper may well relate to psychoanalysis, but unless the student is very lucky it is unlikely that his or her essay will match the question well. In this situation, it would not be uncommon for the student to attain a very low mark despite writing a long and detailed essay on psychoanalysis. This would be because the essay failed to evaluate/justify/compare/contrast/illustrate/criticise/ review/trace/explain/etc. the stated concepts in the manner required by the question.

In summary, examinations are not essay competitions. The purpose of an examination is not to assess how good you are at writing essays or at summarising your knowledge, but to assess your ability to handle the relevant information in particular, specified ways – ways that will only be specified on the day of the examination.

## Conclusion

What is presented above is a very brief overview of some of the important aspects of studying psychology at University. There are of course a variety of other issues that you could give some thought to, including writing skills, concentration skills, advance planning for end-of-semester examinations, library skills, and even stress management. Information on these and other topics can be found in a number of useful study skills textbooks, some of which are available in the library and university bookshop.



In addition to the generic advice presented here, each of your lecturers will make their own recommendations throughout the semester and it is important that you consider carefully what they have to say. However, your lecturers will not give you 'exam tips', so please don't ask them! Exam tips are very unfair on those students who have expended their efforts in ensuring they are adequately prepared for their exams; and they undermine the examination system by making it harder for examiners to distinguish between conscientious students and lucky crammers. (On a related point, please note that it is expected that you *cover the entire course* for each module.)

As mentioned at the outset, studying psychology at university can be very stimulating and should be an enjoyable experience. Giving some thought to how you approach your studies, getting down to it early, and taking account of the information presented above should help in ensuring that your studies are rewarding, productive, and as stress-free as can reasonably be expected!

The School wishes you the very best of luck.

# Final Arts Psychology

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The following courses will be provided in the coming academic year:

| Semester 1  | ECTS |
|---|------|
| PS322 Health Psychology   | 5.0  |
| PS325 Research Project 1  | 5.0  |
| PS334 Applied Behaviour Analysis                                | 5.0  |
| PS405 Advanced Research Methods in Psychology                   | 5.0  |
| PS420 Psychological Measurement: Theory and Practice            | 5.0  |
| <i>Electives</i>  |      |
| PS340 Neuropsychology   | 5.0  |
| PS342 Introduction to Positive Psychology                       | 5.0  |
| PS408 Human Sexuality   | 5.0  |
| Semester 2  | ECTS |
| PS3100 Historical and Conceptual Issues in Psychology           | 5.0  |
| PS327 Research Project 2  | 10.0 |
| PS427 Forensic, Abnormal and Clinical Psychology                | 5.0  |
| PS418 Issues in Cognitive Neuroscience                          | 5.0  |
| <i>Electives</i>  |      |
| PS329 Service Learning in Psychology                            | 5.0  |
| PS341 Introduction to Collaborative Enquiry and Applied Systems | 5.0  |
| PS343 Paediatric Clinical Behavioural Interventions             | 5.0  |
| PS345 Applied Development Psychology                            | 5.0  |
| PS419 Relational Frame Theory, Language & Cognition             | 5.0  |
| PS3101 Modelling Learning and Decision Making                   | 5.0  |

\*Please note that there is a limited capacity for electives. Students will have the opportunity to register online for these optional modules in January and once the capacity of students is reached, online registration will be closed for this module.

*Please note that details regarding the following courses are subject to change and/or confirmation. Lecturers and course co-ordinators will circulate more detailed information (for example, reading lists, details on assessments and examinations, etc.) as part of their course delivery.*



## Course Descriptions: First Semester

### **PS322 HEALTH PSYCHOLOGY (5 ECTS)**

**Module Coordinator:** Ms. Anne Marie Keane BA, MLitt

#### **Module objectives:**

- To highlight the importance of biological, psychological and social factors acting together on health and illness
- To gain an appreciation of the impact of stress and emotions on health and the development of illness
- To inculcate an understanding of how health beliefs and habits impact on risky behaviour in young people
- To understand the nature of pain and the role of psychology in ameliorating the effects of chronic pain and in the adjustment to chronic illness (e.g. childhood chronic/terminal illness). To understand the role of personality factors in the development of disease/illness (e.g. coronary heart disease)
- To develop an appreciation of the nature of the placebo effect and its possible areas of application.
- To understand fundamental contributions to the field from diverse subfields within psychology while focusing on recent research in specific applied area

**Description:** This course draws on a variety of subfields in psychology to impart an understanding of how psychological factors contribute to and are affected by health, illness, and health care. The course is organised into the following sections: introduction to health psychology and the key models of health and illness; stress and its impact on health and illness, including moderators of the stress experience; health-related behaviour, the factors that influence it and the ability of health-behaviour models to predict it; pain and its management; doctor-patient communication, styles of communication and their impact on patient satisfaction and compliance; and current issues in applied health psychology.

#### **Learning outcomes:**

On completion of this module students will be able to:

- Understand the role of biological, psychological and social factors in health, illness and health care delivery contexts
- Understand the nature of stress and its psychobiological consequences
- Describe and critically assess the ability of current theories of health-related cognition to predict behaviour
- Understand the application of psychological process in the management of chronic illness and health care delivery

**Basic Reading:** Morrison, V. & Bennett, P. (2012). *An introduction to health psychology*. 3<sup>rd</sup> edition, London: Pearson/Prentice Hall

Additional topic-related reading lists are provided during the course.

**Evaluation:** One assignment (30% of final grade) and one two-hour examination at the end of Semester 1 (70% of final grade)

### **PS334 APPLIED BEHAVIOUR ANALYSIS (5 ECTS)**

**Module Coordinator:** Dr Geraldine Leader

“Applied Behaviour Analysis” (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours. The effectiveness of ABA has been shown in a wide range of areas including education, special education, organizational management, parent training, occupational safety, sports psychology and clinical

psychology. While ABA can be used with a wide range of human behaviours, it is often recommended as the best-practice approach for working with people with intellectual disabilities and/or pervasive developmental disorders (e.g., autism). This module provides an introduction to the field of applied behaviour analysis. It will examine the applications of applied behaviour analysis to the field of rehabilitation, education and developmental disorders.

### **Learning Outcomes:**

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

- Understand the theoretical underpinnings of applied behavioural analysis
- Evaluate the principles and procedures of applied behavioural analysis
- Analyse the effectiveness of applied behavioural analysis in education and clinical psychology
- Appraise the effectiveness of early behavioural intervention as a treatment for autism spectrum disorder

### **Basic reading:**

- Miltenberger, R., G. (2004). *Behaviour Modification: Principles and procedures*, 3<sup>rd</sup> ed. Belmont, CA: London.
- Cooper, J. O., Heron, T. & Heward, W. (2007). *Applied behaviour analysis*. Columbus, OH: Merrill.

**Evaluation:** One 2-hour examination at the end of the Semester.

## **PS405 ADVANCED RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)**

**Module Coordinator: Dr Jane Walsh**

### **Description**

This course focuses on methodological issues that arise in psychological research, such as demand characteristics, ethical considerations and experimental control. The application of a number of advanced statistical methods to research designs is also covered (e.g., factorial analysis of variance and multiple regression). The course will also provide an advanced course in SPSS, examined by an in-house exam.

### **Module objectives:**

- To develop an understanding of advanced statistical methods used in psychological research
- To be able to evaluate the link between research methods used in psychological research and the appropriate statistical methods used to analyse data
- To develop skills needed to set up a database and analyse the data using SPSS
- To be proficient in reporting the results of research using APA (American Psychological Association) style

### **Learning Outcomes**

At the end of the module students should be able to:

- Identify the pertinent questions to consider when developing the methodology for your research proposal.
- Describe the components that should be dealt with in the methodology section of your research proposal
- Identify the appropriate statistical test to analyse a given set of data/research design
- Compute a series of statistical tests on SPSS when given a set of data
- Interpret SPSS printouts
- Prepare and present a set of results APA style

### **Basic Reading**

- Howitt, D., & Cramer, D. (2011). *An introduction to statistics in psychology* (5<sup>th</sup> ed.). London: Prentice Hall.

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- Howitt, D., & Cramer, D. (2008). *Introduction to SPSS in Psychology: For version 16 and earlier 4<sup>th</sup> ed.*. London: Prentice Hall.

### **Recommended Reading**

Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics* (5<sup>th</sup> ed.). Boston: Pearson.

### **Assessment**

Three continuous assessment assignments (25% in total of overall mark).

An SPSS in-house exam (25% of overall mark).

One two-hour examination at the end of Semester (50% of overall mark).

## **PS420 PSYCHOLOGICAL MEASUREMENT: THEORY AND PRACTICE (5 ECTS)**

**Module Coordinator: Dr AnnMarie Groarke & Dr. Helena Lydon**

### **Description:**

This module will be presented in two sections, each of which is six weeks in duration. Attendance is essential as many of the relevant tests will be administered or demonstrated in class.

### **Module objective:**

To provide basic skills in the administration of psychometric instruments and the interpretation and reporting of their scores.

### **Learning Outcomes**

#### **Section 1**

- Students will be familiar with the trait, type and needs approach to personality assessment
- Students will gain skills in the administration and scoring of selected personality, aptitude and vocational interest inventories.
- Students will develop skills in interpreting integrating and reporting test scores on these psychometric measures

#### **Section 2**

- Students will be familiar with the rationale for intelligence testing and the controversies surrounding intelligence measurement
- Students will understand the characteristics of special needs related to intellectual functioning
- Students will be able to interpret results of behavioural assessment of challenging behaviour
- Students will develop skills in interpreting and reporting results of selected tests of intelligence and special needs

### **Basic Reading:**

Gregory, R (2011) *Psychological Testing; History, Principles and Applications*, Illinois: Pearson (selected chapters)

Other readings for each section may be assigned throughout the course.

**Evaluation:** Continuous Assessment: Section 1 assignment 50%, Section 2 assignment 50%.

## Electives:

### **PS340 Cognitive Neuropsychology (5 ECTS)**

*Module Coordinators: Prof. Gary Donohoe and Dr. Jenny McSharry*

Contact Hours:                      Lectures 24 hours, Independent Study 101 hours

#### **Introduction to Module**

Cognitive neuropsychology is an approach for investigating and theorizing about cognitive processes by examining patterns of impairment following brain injury. This module reviews the ways in which neuropsychological data have been used in models and ideas about the nature of brain processes and systems involved in core cognitive (and related) processes including: perception, memory, language and attention.

#### **Aims**

The purpose of this module is to introduce students to cognitive neuropsychology and build on their knowledge from previous modules in cognitive psychology and neuroanatomy and neurophysiology.

#### **Teaching and Learning Strategy**

Strategies include:

A series of two-hour seminars addressing the theoretical, clinical and practical aspects of neuropsychology.

One practical on neuroanatomy, held in the Anatomy department.

Three problem-based learning workshops.

A series of directed reading and use of clinical case studies.

#### **Module Assessment**

Written Examination 2 hours (70%).

PBL reports (3x10%, total 30%).

#### **Learning Outcomes**

This module is aimed primarily at developing the students' knowledge of the underlying performance components involved in occupation.

On completing this module students will be able to:

- Demonstrate both knowledge and understanding of the impact of neuropsychological impairment on occupation
- Describe and understand the processes involved in memory, attention, perception and language in human beings.
- Describe and understand the consequences for the individual of a neurological or neurosurgical condition.
- Describe and understand the processes and relevant issues involved in the rehabilitation of an individual who has experienced a neurological or neurosurgical condition.
- Describe the roles of the different professional groups represented by the students studying with them on this module at an introductory level.
- Demonstrate a logical and systematic approach to problem solving and decision making.

- Use resource material effectively in the learning situation.
- Direct his/her own learning.
- Be able to work in small group to Develop a logical approach to problem solving and decision making.
- Present information relevant to understanding/responding to acquired or developmental brain disorders.

### **Suggested core reading**

Kolb & Wishaw (2015) *Fundamentals of human Neuropsychology*. Worth press.

Beaumont G (2008) *Introduction to neuropsychology*. Guildford Press, 2<sup>nd</sup> Ed

Elliott R, Stirling J (2008) *Introducing Neuropsychology*. Psychology Press

### **Suggested additional reading**

Banich, M. (1997) *Neuropsychology*. Boston: Houghton Mifflin.

Carlson, N.R. (2001) *Physiology of Behaviour*. Boston, MA: Allyn & Bacon/Prentice Hall

Ellis, A.W. and Young, A.W. (1996) *Human Cognitive Neuropsychology: A Textbook with Readings*. Hove: Psychology Press /Taylor & Francis Inc.

Goldstein, L.H., and McNeil, J. (eds.) (2004) *Clinical Neuropsychology: A practical guide to Assessment and Management for clinicians*. Oxford: Wiley Press

Lezak, M., Howieson, D.B. & Loring, D.W. (2004) *Neuropsychological Assessment*. (4<sup>th</sup> Ed.) Oxford: Oxford University Press

Martin, G. (2006) *Human Neuropsychology*. (2<sup>nd</sup> Ed). Boston, MA: Allyn & Bacon/Prentice Hall



| Week       | Topic   | Hours | Lecturer           | Date                                | Venue  |
|------------|---|-------|--------------------|-------------------------------------|--|
| 1          | Introduction to cognitive neuropsychology   | 2     | Prof Gary Donohoe  | 4 <sup>th</sup>                     | 1 <sup>st</sup> Floor Psychology building 1062                   |
| 2          | Cognitive testing, intelligence and intelligence testing  | 2     | Dr Brian McGuire   | 11 <sup>th</sup> Sept               | Room 227 (Lecture Room 3) First Floor, Áras Moyola (with OT/SLT) |
| 3          | Neuropsychological rehabilitation   | 2     | Prof Agnes Shiel   | 18 <sup>nd</sup> Sept               | Room 227 (Lecture Room 3) First Floor, Áras Moyola (with OT/SLT) |
| 4          | Introduction to Neuroanatomy  | 2     | Dr. Dara Cannon    | 25th Sept                           | TBC  |
| 4B*        | Neuroanatomy Practicum  | 2     | Dr. Dara Cannon    | TBC                                 | TBC  |
| 5          | Perception: Clinical syndromes and rehabilitation   | 2     | Prof Gary Donohoe  | 2 <sup>nd</sup> Oct                 | 1 <sup>st</sup> Floor Psychology building 1062                   |
| 6          | Attention and attentional disorders   | 2     | Prof. Gary Donohoe | 9th Oct                             | Room 227 (Lecture Room 3) First Floor, Áras Moyola (with OT/SLT) |
| 7          | Problem based learning [PBL]: perception & Anatomy  | 2     | Prof Gary Donohoe  | 16 <sup>th</sup> Oct                | 1 <sup>st</sup> Floor Psychology building 1062                   |
| 8          | Executive function and the dysexecutive syndrome: assessment and rehabilitation                             | 2     | Prof Gary Donohoe  | 23 <sup>rd</sup> Oct                | Room 227 (Lecture Room 3) First Floor, Áras Moyola (with OT/SLT) |
| 9          | Memory and memory disorders   | 2     | Prof Gary Donohoe  | 30 <sup>th</sup> Oct (Bank Holiday) | Room 227 (Lecture Room 3) First Floor, Áras Moyola (with OT/SLT) |
| 10         | PBL: Memory & its disorders   | 2     | Prof Gary Donohoe  | 6 <sup>th</sup> Nov                 | 1 <sup>st</sup> Floor Psychology building 1062                   |
| 11         | Cognitive Remediation Training  | 2     | Prof. Gary Donohoe | 13 <sup>th</sup> Nov                | 1 <sup>st</sup> Floor Psychology building 1062                   |
| 12         | PBL: Rehabilitation   | 2     | Prof. Gary Donohoe | 20 <sup>th</sup> Nov                | 1 <sup>st</sup> Floor Psychology building 1062                   |
| Study week | Study week: 27 <sup>th</sup> Nov – 1 <sup>st</sup> Dec<br>Exams: 4 <sup>th</sup> Dec – 15 <sup>th</sup> Dec |       |                    |                                     |  |

**PS342 Introduction to Positive Psychology (5 ECTS)****Module Coordinator: Dr Michael Hogan***Module objectives*

The overall objective of this course is to introduce students to key concepts in the study of well-being and human strengths, and particular applications that are relevant within the clinical, educational, and organisational domains. As a discipline psychology has offered perspectives on well-being for over a century. In this module students are introduced to the emergence of positive psychology as a distinctive field of study and practice. The module affords students the opportunity to study and discuss a number of topic areas relevant to the study of well-being and human strengths, including positive emotional states, positive traits, and positive institutions.

*Learning outcomes*

Upon completion of this course you should be able to:

- Describe the emergence of positive psychology as a distinctive discipline and discuss its relationship to other sub-disciplines within psychology.
- Be able to distinguish hedonic and eudaimonic approaches to studying well-being
- Discuss the role of positive states, traits, and institutions in well-being.
- Synthesise multiple perspectives on well-being
- Critically evaluate interventions designed to enhance well-being

*Basic Reading*

Compton, W. C. (2012). *An Introduction to Positive Psychology*. Thompson, Wadsworth.

*Evaluation*

100% Continuous Assessment: MCQ 20%; Reflective Essay 20%; Final Essay 50%; Attendance 10%

**PS408 Human Sexuality (5 ECTS)****Module Coordinator: Dr Pádraig MacNeela***Module objectives*

The module introduces you to basic concepts in the study of human sexuality from a psychological perspective and will encourage you to think about the personal, social, and cultural dimensions of human sexuality. It covers topics such as clinical sexology, the context of sexuality in Irish society, sexual health promotion, sexual consent, and a critique of contemporary issues including “hooking up”, pornography and sexualisation, and sexuality, with a particular focus on youth and emerging adulthood.

*Learning outcomes*

Upon completion of this course you should be able to:

- Describe the historical, legal, and social context of sexuality in Irish society
- Differentiate between negative consequences of risky sex, including STIs, unplanned pregnancy, sexual victimisation, and rape
- Critique heterosexist ideology in light of other sexual identities and the perpetuation of traditional gender stereotypes
- Describe the meaning of sexual dysfunction and localise it in a psychological tradition
- Describe a considered position on what is meant by a 'healthy sexual relationship', in light of issues such as pornography, alcohol use, relational/recreational models of sex



### Basic Reading

References for book chapters and journal articles will be distributed prior to/after each lecture.

### Suggested texts (available from James Hardiman Library)

Bogle, K. A. (2008). *Hooking up: Sex, dating, and relationships on campus*. New York, NY: New York University Press. [ISBN: 9780814799697]

Ferriter, D. (2009). *Occasions of Sin: Sex and Society in Modern Ireland*. London: Profile Books. [ISBN: 978186197949]

Inglis, T. (1998). *Lessons in Irish sexuality* (1<sup>st</sup> ed.). Dublin: University College Dublin Press [ISBN: 9781900621168]

### Evaluation

100% Continuous Assessment:

## Course Descriptions: Second Semester

### **PS3100 Historical and Conceptual Issues in Psychology (5 ECTS)**

**Module Coordinator: Dr Denis O'Hora**

#### **Module Objectives**

This module traces the main developments in the history of psychology and conceptual issues introduced when one studies human behaviour.

Psychology's origins in philosophy and physiology are discussed and particular attention is paid to the emergence of the autonomous, experimentally-based discipline of psychology in the late nineteenth century and the rise of schools of psychology in the early twentieth century.

#### **Learning Outcomes**

Upon completion of this course you should be able to:

- \* Describe the development of psychology during the 20th century
- \* Provide a detailed appreciation of one theme in 20th century psychology (e.g., early psychology, behaviourism, the role of women, cognitive science)
- \* Describe Conceptual issues in psychology
- \* Provide a detailed appreciation of one conceptual issue in psychology (e.g., the mind-body problem, issues in the philosophy of science, cognition as computation)

#### **Basic Reading**

Current Issues: Readings for the current issues section of this module will be prescribed by the lecturer and provided on Blackboard.

History of Psychology: Readings will be prescribed in each lecture.

In addition, the following texts are recommended:

Farrell, M. (2014). *Historical and Philosophical Foundations of Psychology*. Cambridge

Hughes, B. M. (2011). *Conceptual and Historical Issues in Psychology*. (D. Upton, Ed.) (1st ed.). PrenticeHall.

Benjamin, L. T. (2006). *A History of Psychology in Letters* (2nd Ed.). Blackwell: Malden, MA.

**Evaluation:** One 2-hour examination at the end of the Semester.

### **PS325 & PS327 RESEARCH PROJECT**

**Comprising both PS325 Research Project 1 (5 ECTS) and PS327 Research Project 2 (10 ECTS)**

**Module Coordinators: Dr. Gerry Molloy**

**Lecturers: Dr. Annmarie Groarke, Dr. Denis O'Hora, Dr. Mark Elliott, Ms. Anne Marie Keane**

#### **Description:**



Final Year students are required to conduct and report on an original research project that addresses a significant psychological scientific question.

The project may be carried out in a psychological laboratory a school or community setting.

#### **Module objectives:**

- To increase students' understanding of the stages involved in conducting empirical research
- To enhance students' research design and statistical skills
- To improve students' writing ability, as it pertains to preparing a research paper in the format adopted by most psychology journals

#### **Learning Outcomes**

Under supervision, students will:

- Develop a research proposal with feasible aims and testable hypotheses
- Submit an application for approval to the School Ethics Committee
- Learn to conduct a critical review of the literature,
- Devise a suitable method for testing specified aims and hypotheses,
- Collect, analyse data, report and discuss results in accordance with APA conventions.

#### **Basic Reading**

Wood, C., Giles, D. & Percy, C. (2009). *Your Psychology Project Handbook*. Essex, England: Pearson Education Limited

American Psychological Association (2001). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association

## **PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS)**

**Module Coordinator: Dr Mark A. Elliott**

#### **Objectives:**

Students will be encouraged to engage in critical debate of foundational concepts and methods in the cognitive neurosciences based on up-to-date literature sources. The topics that aim to be addressed may include neuroimaging and specifically EEG, MEG and MRI technologies, functional neuroanatomy, the clinical neuroscience of schizophrenia, comparative psychology, psychopharmacology and cognitive neuroscience, the cognitive neuroscience of memory and the cognitive neuroscience of language. The course thus aims to expose students to specific research issues in addition to the broader cognitive neuroscience research agenda.

#### **Learning Objectives**

Upon completion of this course you should be able to:

- Discuss key topical issues in the study of brain and cognition
- Critically evaluate the research techniques in the cognitive neurosciences
- Present research and encourage debate on current issues

#### **Readings:**

We do not use a core textbook in this module. See Blackboard for a range of resources concerning service learning, community-based research, and resources relevant to the specific work projects

#### **Evaluation:**

100% Continuous Assessment

- |                                  |     |
|----------------------------------|-----|
| 1. Attendance (mandatory)        |     |
| 2. Team presentation (mandatory) | 25% |
| 3. Individual Essay              | 75% |

**PS427 Forensic, Abnormal and Clinical Psychology (5 ECTS)***Module Coordinator: Dr. John Bogue***Description**

The purpose of this course is to introduce students to three prominent and interrelated areas of psychology: Forensic, Abnormal and Clinical Psychology.

The Forensic Psychology component will introduce students to theoretical aspects and areas of professional practice in contemporary forensic psychology. Abnormal Psychology will afford students the opportunity to examine various psychological disorders in a systematic manner considering such features as aetiology, diagnosis and treatment. An introduction to Clinical Psychology will be provided which aims to familiarise the student with evidence-based approaches to commonly encountered mental health problems in clinical practice.

**Module objectives**

- To familiarise students with the various theoretical aspects, research issues and professional practices which define contemporary forensic psychology.
- To provide students with a systematic framework through which selected major psychological disorders are examined in detail.
- To familiarise students with contemporary clinical approaches to mental health problems with a particular emphasis on evidence based psychiatric and psychological treatments

**Learning Outcomes**

Upon completion of this course you should be able to:

- Present key research findings which have practical relevance to prominent areas of professional forensic psychology.
- Distinguish between major psychological disorders using internationally recognised diagnostic systems.
- Critically appraise prominent therapeutic approaches to a variety of psychological disorders.

**Basic reading**

Bogue, J. (2016). *Abnormal, Forensic and Clinical Psychology*. Chichester: Wiley Custom ISBN: 9781119922643

Available from the NUI Galway "Pop Up" Bookshop

**Recommended Reading**

Davey, G. (2014) *Psychopathology: Research, Assessment and Treatment in Clinical Psychology*. Chichester: Wiley

Davies, G. and Beech, A. (2012). *Forensic Psychology: Crime, Justice*. Chichester: Wiley

Howitt, D. (2014). *Introduction to Forensic and Criminal Psychology*, 5th ed. Harlow: Pearson.

Holmes, D. A. (2010). *Abnormal, Clinical and Forensic Psychology*. Harlow: Pearson

**Assessment**

One two-hour examination at the end of Semester (100% of overall mark).

## Electives:

### PS329 SERVICE LEARNING IN PSYCHOLOGY

**Module Coordinator: Dr. Pádraig MacNeela**

#### Objective

The overall objective of this module is to provide opportunities for students to learn about service learning and civic engagement, while at the same time deepening their understanding of particular areas of psychological theory and research. The approach taken in this module is to have students work together in teams. Each team completes a specific project agreed with external stakeholders such as a voluntary / community organisation or a relevant group based on campus. The projects chosen for this module are designed to give students a sense of the fieldwork and real world problem solving inherent in applied research, while doing so in the vein of giving service to vulnerable or marginalised groups in the community

#### Learning outcomes

Upon completion of this course you should be able to:

- Discuss the meaning of service learning as it applies to the discipline of psychology
- Work successfully within a team in the context of an applied research project
- Collect and analyse data, draw conclusions and present findings relevant to a social issue
- Demonstrate critical appraisal of psychological theory and research as it applies to a social issue
- Reflect on the meaning of civic engagement within your personal conception of psychology as a discipline

#### Basic reading

We do not use a core textbook in this module. See Blackboard for a range of resources concerning service learning, community-based research, and resources relevant to the specific work projects

#### Evaluation

100% Continuous Assessment, based on a reflective exercise, group presentation and group project report.

### PS341 INTRODUCTION TO COLLABORATE ENQUIRY & APPLIED SYSTEMS SCIENCE

**Coordinator: Dr. Mike Hogan**

#### Objectives

The overall objective of this course is to introduce students to key concepts in the study of collaborative enquiry and applied systems science, with particular applications in the fields of education, business, and community settings. The course will be a combination of traditional lectures, class exercises, class discussions, and collaborative enquiry exercises. Students will be given the opportunity to work under the supervision of the course coordinator on an applied research problem.

#### Learning Outcomes

Upon completion of this course you should be able to:

- Describe the role of collaborative enquiry in education, business, community, and applied science settings.
- Discuss the role of dialogue, creativity, and personality in collaborative enquiry dynamics.
- Distinguish collaborative enquiry from cooperative learning
- Evaluate computer-supported collaborative learning tools
- Apply Interactive Management to an applied collaborative problem.

**Readings:** All readings will be posted on Blackboard

**Evaluation:** 100% Continuous Assessment

## PS343 PEDIATRIC CLINICAL BEHAVIOURAL INTERVENTIONS

**Module Coordinator: Dr. Jennifer Holloway**

### Module Objectives:

To provide critical knowledge of the theoretical and research literature informing behavioural theory and interventions in clinical practice for children with clinical behavioural problems.

**Description:** This module will allow students to develop skills in behavioural intervention as applied to children presenting with developmental disorders. Furthermore, it aims to develop competency in the specialist techniques such as assessment, evidence based interventions and analysis of many behavioural problems observed in young children. Specific behavioural models of empirical evidence, assessment and specialist behavioural treatment strategies will be covered along with ethical concerns in intervention.

### Learning Outcomes

At the end of this module students will be able to:

- Describe the aetiology of pediatric behavioural problems that present in typical development and in developmental disorders.
- Identify published and norm-based instruments in the topographical assessment of pediatric behavioural problems.
- Identify and complete functional behavioural assessment methodologies for pediatric behavioural problems that occur in typical and atypical development.
- Describe and evaluate empirically supported behavioural interventions from published literature for pediatric behavioural problems associated with developmental disorders, brain injury and typical development.
- Construct measurement systems for evaluating intervention in pediatric behavioural problems.
- Identify ethical concerns and implications in clinical behavioural interventions.
- Describe the contribution of applied behaviour analysis to the treatment of prevalent behavioural problems in a variety of developmental disorders and in typical developing children.
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### Basic Reading:

Journal of Pediatric Psychology

Journal of Applied Behavior Analysis

Research in Autism Spectrum Disorder

Research in Intellectual and Developmental Disorders

Additional readings for each section will also be assigned throughout the course.

There is no core text assigned for this module (Chapters/references will be given in class)

### Evaluation:

Continuous assessment assignment (30%), in-class participation on group assignments/discussion (10%) and one two-hour exam at the end of the semester (60%)

**Please note that all evaluation elements must be completed and passed in order to pass the module.**

## PS345 APPLIED DEVELOPMENTAL PSYCHOLOGY (5 ECTS)

**Module Coordinator: Dr. Caroline Heary**

### Module description:

As a science-based field of psychology, Applied Developmental Psychology involves the systematic synthesis of research and application to describe, explain and promote optimal developmental outcomes in individuals and families as they develop along the lifecycle (Lerner & Fisher, 1994, p.4).

This module will focus on contemporary issues relating to children's development. Students will be

encouraged to evaluate the evidence relating to contemporary issues relevant to children's development and to reflect on the implications of theory and research for policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Topics covered include: the impact of divorce & parental separation on children's development, childhood obesity, positive youth development, neighbourhood influences on children's development, media, children as witnesses, and stigma & prejudice associated with disease and disability during childhood and adolescence.

#### **Learning outcomes:**

Following completion of this module, students will be able to:

- Identify developmental issues of relevance to real-world settings and modern society
- Describe and explain relevant developmental processes for the topics under consideration
- Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children's lives
- Identify the practical applications of developmental research and theory to real world settings
- Critically examine the application of theory and research to the health and welfare of individuals in society

#### **General Reading:**

We do not have a core textbook for this module. Recommended reading given for each topic.

**Evaluation:** 100% Continuous Assessment

## **PS419 RELATIONAL FRAME THEORY, LANGUAGE AND COGNITION**

**Module Coordinator: Dr. Ian Stewart**

The aim of this course is to introduce students to Relational Frame Theory (RFT; Hayes, Barnes-Holmes & Roche, 2001) as an approach to understanding human psychology. RFT is based on a comprehensive basic experimental research program into human language and cognition. With by now over 100 empirical studies focused on its tenets, it is arguably the most well established comprehensive theory of human psychology ever produced. This course will first familiarize students with the philosophical and theoretical underpinning of RFT and explain the core behavioural processes implicated by this approach. It will then examine up to date RFT-based research into diverse areas of human language and cognition including cognitive development, motivation, problem-solving, analogical reasoning, rule governed behaviour, the self, psychopathology, psychotherapy, mindfulness and spirituality. The course will combine lecture-based didactic teaching with active student participation in seminar discussion.

#### **Learning Outcomes**

Upon completion of this course you should be able to:

- Describe the development of relational framing as the core process involved in language
- Define key technical terms in RFT including mutual entailment, combinatorial entailment, transformation of function, contextual control, arbitrarily applicable relational responding,
- Discuss important psychological phenomena including cognitive development, motivation, problem-solving, analogy, metaphor, rule governed behaviour, the self, psychopathology and psychotherapy, mindfulness and spirituality from an RFT perspective
- Analyze an everyday language episode in terms of relational framing
- Evaluate the theoretical and philosophical basis of Relational Frame Theory as an account of language and cognition

#### **Readings**

CORE: Torneke, N. (2010). Learning RFT. Oakland, CA: New Harbinger.

ADDITIONAL: Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001) Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition. Plenum Press.

Additional topic-related reading lists will be made available online.

**Assessment**

Examination 50%; Essay 50%

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**PS3101 MODELLING LEARNING AND DECISION MAKING (5 ECTS)**

**Module Coordinator: Dr Denis O'Hora**

**Objectives**

This module provides an overview of behavioural research on learning and decision making. Drawing from psychology, neuroscience and economics, students will discover the conditions under which humans and animals make optimum and sub-optimum decisions. In addition to conceptual and theoretical work, students will learn how to model decision making using simple computer programs and compare their findings to experimental results.

**Learning Outcomes**

Upon completion of this course you should be able to:

- \* Develop simple models of learning and choice processes
- \* Explain the relative merits of different approaches to modelling behaviour
- \* Critically discuss empirical research on learning, choice and decision making

**Basic Reading**

Current Issues: Readings for the current issues section of this module will be prescribed by the lecturer and provided on Blackboard.

History of Psychology: Readings will be prescribed in each lecture.

In addition, the following texts are recommended:

Anderson, B. (2014) Computational Neuroscience and Cognitive Modelling: A Student's Introduction to Methods and Procedures. Sage

Newell, B. R., Lagnado, D. A., & Shanks, D. R (2007). Straight choices: The psychology of decision making. New York: Psychology Press.

Staddon, J.E.R. (2001) Adaptive Dynamics: The Theoretical Analysis of Behavior. Cambridge, MA: MIT/Bradford.

**Evaluation:** One modelling assignment (50%) and one essay (50%)

# Important Information

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## Submitted Work

As well as written examinations, students will be assessed on the basis of submitted work with respect to certain courses. Submitted work will include any assignments set by lecturers. Please take note of the following regulations.

1. **Submission arrangements.** With regard to continuously assessed work (e.g., essays), all materials for examination should be submitted into the School's Assignment/Project Deposit Box at the Secretary's Office, *unless* alternative arrangements are in place. Students will be notified of such alternatives where relevant. Please add an appropriate coversheet. See final page.
2. **Electronic submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work in hard copy, *unless you have been notified of special arrangements*.
3. **Copies.** You are requested to keep a copy of all submitted work. In the unlikely event that a submitted piece of work is misplaced or that a dispute emerges as to whether or not a piece of work was originally submitted, the *student* will be responsible for supplying the School with a copy of the submission on request.
4. **Late Submission of Course Work/Assignments.** All work submitted late will attract a reduced mark, except in particularly extenuating circumstances. The School has decided upon a uniform deduction of 10% of marks per day overdue. This system is intended to ensure that students who meet deadlines are not disadvantaged by fellow students being allowed to submit work late. Accordingly, the system is *not* intended to disadvantage students who encounter genuinely problematic circumstances that interfere with their ability to meet deadlines. Should students experience such circumstances, they are requested to notify the School at the earliest possible opportunity (e.g., *in advance* if possible) so that a fair allowance can be made. If a student is unable to meet a deadline as the result of an illness, an allowance can normally be made so long as medical certification can be produced.
5. **Plagiarism.** At university, you are provided with many opportunities for learning, of which the writing of essays and assignments are among the most important. *Plagiarism* refers to the presentation of someone else's work as your own. It can refer to the copying of someone else's work, the adaptation of it for a different purpose, or to the close paraphrasing of it.



Plagiarism goes against the spirit of university education, and to a great extent defeats its purpose. Plagiarising other people's work does not entail true learning, as the information you read and transcribe is processed by you at a cognitively superficial level. Therefore, in a case of plagiarism, the offender is depriving themselves of valuable opportunities to exploit the challenges of a learning environment. Given that most learning is transferable, the offender may also find that their ability to perform well in other assignments is not helped – or indeed is somewhat undermined – by their plagiarism. On the other hand, when an assignment is conducted honestly, it generates useful associations and thought processes that impinge positively on the student's ability to perform well across a range of areas of study, as well as in the area in which the assignment is based.

In order that conscientious students receive fair marks for work conducted honestly, plagiarism is treated as an extremely serious academic offence (equivalent to cheating in an examination hall). Everything you submit in written form should be your own work, written in your own choice of words. If you wish to refer to the work of another author, you must credit him or her in your text. Otherwise, text copied from other sources – even in small amounts – is completely prohibited. This applies to all written work that you present for your degree. It includes the copying of published texts, text downloaded from the Internet, course notes, and the work of other students (or other people generally).

It can sometimes be helpful to work on continuous assessment assignments with a friend. However, although teamwork can be efficient, you should never write your assignments with another person (unless explicitly instructed to do so by a course lecturer, e.g., as part of a group-based assignment).

Evidence of plagiarism will result in the severest penalties, which will probably include a mark of zero being awarded to your work. It may also result in University disciplinary procedures beyond those administered by the School of Psychology.

## Examinations

As well as continuously assessed work, you will be required to take written examinations at the end of each Semester. Please take note of the following.

1. **Format of results.** As Arts students, you are taking Psychology as a 'subject' within the Arts programme. The purpose of examination is to generate a mark for you for this (single) subject. This subject mark will ultimately constitute your overall degree result. The School will require you to take a number of 'modules', which when combined produce your overall mark for the subject.

Subjects are passed where all modules in that subject are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. Modules are normally marked out of 100, and are passed where a mark of 40 or above is returned, or marks in such a proportion if the total marks available is other than 100.

2. **Semester 1 results.** As feedback, grades for each of your Semester 1 modules will be available from the School towards the end of January 2018 (on a date to be announced). You will not be given an overall mark for Psychology at this time. Please note that as you will have completed only half of the year's assessments, the grades given to you in January will be PROVISIONAL and UNOFFICIAL.

The grades are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the grades for all modules taken in Semester 1 are considered for a second time by the School's examiners. They are also considered by an External Examiner, an academic from another institution. Ultimately, they are then also considered by the College of Arts. As such,

the grades presented to you in January have been considered only once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The January grades are UNOFFICIAL in the sense that they are issued by the School and not by the University. Please note that the University does not issue results until students have completed a full year of assessment. If you are applying for entry to postgraduate courses, or if you have some other reason for informing parties outside the University of your Semester 1 grades, you must make it clear that they are PROVISIONAL and UNOFFICIAL.

The School is not mandated to issue numerical scores (e.g., percentages) for modules. As such, when you receive your Semester 1 grades in January, *please do not ask for them to be further broken down as percentages*. Given their provisional and unofficial status, we will not be in a position to do so.

3. **Computation of end-of-year (subject) mark.** Your end-of-year mark for Psychology will be based on an average of your marks across modules, weighted according to the ECTS value for each module.
4. **Passing, Failing, and Repeating.** All component modules to a total of 60 ECTS only must be passed, or passed by compensation. A student who does not pass at the Christmas or Summer Examinations must repeat those modules in which a mark below 40% has been awarded. Where a student is repeating examinations in his/her subject(s), the results already attained in the successful completion of modules may be retained, only within the time-limit for the completion of Psychology. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

**Capping of Examination Marks:** With effect from the academic year 2016-17 for Final Year Students the maximum mark which may be awarded at a repeat examination of a module will be 40%. Capping will apply in all cases unless an official deferral has been granted.

**Compensation:** Compensation will only be applied in cases where it enables the student to pass the examination as a whole. The pass mark for a module is 40%. However a student with marks of less than 40% in one or more modules will be deemed to have passed the stage provided:

- the aggregate mark for all modules of the stage is at least 40%
- the mark in every module is 35% or more
- the module(s) with marks in the range 35-39% total 15 ECTS or less (out of a total of 60 ECTS)

Where a module has been passed by compensation the mark for the module will appear on transcripts with a grade of Pass by Compensation

**Exemption.** A student will be exempted from further examination in a subject in which at least 40 per cent has been obtained, provided all component modules have been passed or passed by compensation.

**Failing and Carrying results forward.** Where a candidate has obtained less than 40 per cent in Psychology the mark in component modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the two-year time limit for the completion of Second Arts. Students will not be permitted to retake modules previously passed.

**Honours at the BA Examination.** The Degree of BA is awarded on successful completion of Final Arts. The Degree of BA may be awarded with First Class Honours, Second Class Honours Grade I, Second Class Honours Grade II, Third Class Honours and Pass.

**Calculation of Honours for the BA Degree:** At degree level, honours will be calculated on the basis of 30% of the aggregate mark obtained at the second/pre-final year and 70% of the aggregate mark obtained at the final year Examination. In other words, 2<sup>nd</sup> year contributes 30% to your overall degree mark

The standard will be based upon the following table:

|      |                      |
|------|----------------------|
| H1   | 70% on the aggregate |
| H2.1 | 60% on the aggregate |
| H2.2 | 50% on the aggregate |
| H3   | 40% on the aggregate |

6. **Checks and Appeals.** At the end of the year (i.e., when you receive your official University transcripts of results), some students will seek 'checks' or 'appeals' of their results. Checks and appeals are subject to formal University procedures operated through the Examinations Office. Your attention is drawn to the Examinations Office website, where you can find the regulations relating to checks and appeals.

NOTE: The information presented above is for guidance only. Students are referred to the University's *General Calendar* for information on regulations regarding University courses.

## Other Important Information

1. **Student Liaison with External Bodies.** The co-operation of schools, hospitals and other centres in the research work of the school is greatly appreciated. It is the policy of the school to seek the assistance of such outside agencies only for research work at postgraduate level. Under no circumstances should undergraduate students approach schools, hospitals, clinics or other health services in connection with their studies or assignments. Any such contact must be with the permission of an assigned lecturer/supervisor or the Head of School.
2. **Computer Facilities.** All students may register without charge with the University's Computer Services. In this way they are given access to a number of PC LAN rooms and the University's mainframe computers. The school will also provide access to experimental software in the school PC room throughout the year. Students will have access to these PCs for project and assignment work.
3. **Professional Organisations.** The Psychological Society of Ireland (PSI) is the professional body and scholarly society for psychology in Ireland. Students are entitled to apply for Student Subscribership of PSI. For a small annual fee, Student Subscribers receive PSI's monthly bulletin *The Irish Psychologist*, *The Irish Journal of Psychology* and the many notices issued by the PSI about its programme of activities. They also can avail of reduced registration fees at events organised by the Society. Students are strongly encouraged to become Student Subscribers of PSI. Application forms are available from the School Office, online at [www.psihq.ie](http://www.psihq.ie), or from:

The Psychological Society of Ireland  
CX House, 2A Corn Exchange Place, Poolbeg Street, Dublin 2  
(Telephone 01-4749160).

Students may, if they wish, apply for Student Subscribership of the British Psychological Society (BPS) and receive BPS publications at the specially reduced prices available to members.

4. **The NUI Galway Student Psychological Society.** The NUI Galway Student Psychological Society was established to promote the learning and enjoyment of psychology in the university. The Society's Staff Treasurer is Dr Jane Walsh. In order to become a member of the Society and to receive the regular updates sent out by the Society, students are requested to register at the NUI Galway Societies' Office, submitting their name, e-mail address, identification number and phone number to that office.

The success of the Psychological Society depends upon the co-operation and support of its members. Every student should play his or her part by attending the Society's meetings (including social events!). In recent years, the Society has engaged in fund-raising to enable it assist student speakers and other participants defray the cost of attending the Annual Congress of Psychology Students in Ireland. The next Congress of Psychology Students will be held in Spring 2018.

The Society's website address is: <http://socs.nuigalway.ie/~psychological/home.htm>

## Postgraduate Research Degrees in Psychology

The School of Psychology offers a variety of structured PhD degrees, completed on the basis of a research thesis and taught elements may be required. The School offers supervision in a wide range of research areas. Admission to a research degree is at the discretion of the potential Supervisor and Director of Research, and is based on a proposal from the applicant following discussion with the member of staff whose academic area of interest is most appropriate. Candidates should have obtained a degree in psychology (either single- or joint-honours) to at least upper second-class honours level (or equivalent).

### Application Procedure

Details of how to apply online for a postgraduate research degree is available at <http://www.nuigalway.ie/courses/how-to-apply/#postgraduates>. Also, prospective students should be aware of the available grants for postgraduate research (in Structured PhD Programmes), including the NUI Galway, College of Arts Fellowships and the Government of Ireland Scholarships in the Humanities and Social Sciences. Prior to making a formal application, prospective candidates should contact appropriate Course Directors or the Head of School to discuss their ideas.

### PhD Degrees and structured PhD degrees

Prospective postgraduate research candidates may be registered for the PhD degree if they have a primary degree with first-class honours, or an upper-second honours and Masters degree. The traditional PhD degree is awarded by thesis based on at least three years of supervised research. This degree is still available, but NUI Galway rapidly adopts a 4-year structured PhD programme involving the acquisition of a minimum 40 taught or assignment based ECTS as well as 320 ECTS of research activity.

The School of Psychology has several structured PhDs available:

- Structured PhD in Child and Youth Research is a collaboration between the Child and Family Research Centre, the School of Political Science and Sociology, and the School of Psychology at NUIG. As a structured four year programme, students will take taught modules in the first two years, and in years three and four concentrate on a dissertation begun in year one. Details may be found under <http://www.nuigalway.ie/courses/research-postgraduate-programmes/structured-phd/child-youth-research.html> and by contacting Dr. Caroline Heary.
- Structured PhD in Applied Behaviour Analysis is a structured four-year PhD programme of study. This qualification articulates with the existing Master of Science in Applied Behaviour Analysis, thereby ensuring that graduates possess high level research skills in both practice and research. Read more about the PhD in Applied Behaviour Analysis from this link <http://www.nuigalway.ie/psy/phdaba.html> or by contacting Dr Jennifer Holloway or Dr. Geraldine Leader.
- Structured PhD in Perception, Cognition and Action seeks to align research at Galway with global researchers and global research agendas with the eventual aim of producing graduates and graduate research of the highest quality and maximal impact in the broad field of experimental psychology and the cognitive neurosciences. The aims of the PhD programme are: 1. To prepare graduates from a range of disciplines to conduct research of high impact, international standards in the subject areas of perception cognition and action (behaviour). 2. To increase capacity in relation to the broad field of experimental psychology and cognitive neuroscience research in Ireland. 3. To establish Galway as a location of research excellence in these fields. Full details are available from Dr. Mark A. Elliott or can be found under <http://www.nuigalway.ie/psy/phdpca.html>

- Structured PhD in Learning Sciences is run in collaboration with the School of Education. The aim of the programme is to educate highly-skilled graduates who can draw on a range of research and development skills to conceptualise, design, deploy and evaluate information and communications technologies (ICTs) to enhance learning in different educational contexts and settings. Full details are available from Dr. Denis O'Hora.
- In addition the School of Psychology offers a DPsychSc Clinical - Doctor of Psychological Science (Clinical Psychology), which is a taught doctoral programme that provides professional training in clinical psychology. The programme involves full-time study for three calendar years, and is provided in partnership with clinical psychology services in the Health Services Executive and other health service agencies. See [http://www.nuigalway.ie/psy/d\\_clin\\_psych.htm](http://www.nuigalway.ie/psy/d_clin_psych.htm) or contact Dr. John Bogue for details.

In addition to the PhD programmes, the school of Psychology offers three Master's degrees:

- MSc in Health Psychology Health psychology is concerned with the application of psychological theory, research, and practice to the promotion and maintenance of health; identification and amelioration of psychological factors contributing to physical illness; improvement of the health care system; and formulation of health policy Details are available from the Course Director Dr. Gerry Molloy or <http://www.nuigalway.ie/psy/mhpl.html>
- MSc Applied Behaviour Analysis is a taught programme that provides professional training in Applied Behaviour Analysis. This course is accredited by the internationally-recognised Behavior Analyst Certification Board" (BACB®). Details are available from Dr. Geraldine Leader or under <http://www.nuigalway.ie/psy/mscaba.html>
- MSc in Clinical Neuroscience is a new course that will equip students with a set of core skills in the field of clinical neuroscience including in-depth understanding of neuroanatomy, neuroimaging and neuropsychiatry. Students will have opportunities to learn through practical hands-on experience. Details are available from the Course Director Prof. Gary Donohoe or <http://nuigalway.ie/clinical-neuroscience/>



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| <b>School of Psychology</b>   |  |
| <b>National University of Ireland, Galway</b>   |  |
| <b>COURSEWORK COVER SHEET</b>   |  |
| Name of Student   |  |
| Student ID Number   |  |
| Module Title  |  |
| Title of Assignment   |  |
| Name of Tutor Responsible for the Assignment<br>(or Supervisor)   |  |
| Date Assignment Is Due To Be Submitted  |  |
| Actual Date of Submission   |  |
| Exact Word Count  |  |
| <u>Checklist</u> <ul style="list-style-type: none"><li>• Pages numbered</li><li>• References inserted</li><li>• Two hard copies submitted / one electronic copy submitted to 'Turnitin'</li></ul>   |  |
| <p>I declare that this work is entirely my own and that I have acknowledged the writings, ideas and work of others.</p> <p>Furthermore I have not knowingly allowed another to copy my work.</p> <p>Signature: _____</p> <p>Date: _____</p> |  |