TRINITY COLLEGE

DUBLIN

SCHOOL OF PSYCHOLOGY

MSc Applied Behaviour Analysis Year 2

STUDENT HANDBOOK 2023-2024

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Appendices

School Personnel

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School of Psychology Staff & Research Interests

Please follow the link below for Academic Staff and their Research Interests.
http://psychology.tcd.ie/research/research-people.php

***Please note that the course director Asst. Prof. Maeve Bracken is a part-time member of staff and is available on Tues, Weds and Thurs only**.**

Please note that although every effort has been made to ensure the accuracy of the contents of this Handbook, it is not a legally binding document and the School of Psychology reserves the right to modify any element, subject to the normal regulations of the university. In the event of any conflict or inconsistency between the General Regulations of the Board and this handbook, the provisions of the General Regulations shall prevail.

Overview of the MSc in Applied Behaviour Analysis (ABA)

This course adds to behaviour analytic competency acquired in Year 1, by providing more advanced knowledge and skills in the field enabling graduates to skilfully address complex educational and clinical situations. Students also secure expertise in behaviour analytic research methodologies. Graduates of the TCD MSc in ABA should become leaders in this developing field of service provision both internationally and in Ireland and gain a desire for future academic study in ABA (PhD research).

The MSc in Applied Behaviour Analysis is designed to provide professional training for graduates and professionals who desire careers in the field of behaviour analysis. It is an intensive course with formal classes which run from early September until Springtime normally held one day every week. Additionally, students meet with an appropriate supervisor (Board Certified Behaviour Analyst (BCBA© or Chartered Psychologist(PSI)) for individual fieldwork supervision from October to September in both years of the course. Students are required to gain their own placement and supervisor whilst on the course.

ABAI has approved the following course sequence as meeting the coursework requirements for eligibility to take the BCBA Exam ®. Applicants will have to meet additional requirements to qualify. During the course, students are provided with the coursework alongside the supervised fieldwork hours which they acquire themselves, and this combination prepares them to undertake the BACB's International Exam leading to the status of Board Certified Behaviour Analyst (BCBA, see www.bacb.com). It is each student's responsibility to ensure that they have the most up to date information about the international exam by continuously visiting the BACB website. Please note; the hours of supervised fieldwork which you gain whilst on the course may not provide all of the supervision hours necessary to be eligible to sit the board exam. Additionally, students are not required to take the Board Certification exam as part of the course requirement. **It is also important to note that unless you are residing in the US or Canada at the time you apply to sit the exam, you are ineligible to take the exam. The course continues teaching according to the 5th edition to enable those who will eventually reside within these countries to apply to sit the exam.**

The MSc in ABA provides training in three broad competency areas:

1) Knowledge: acquisition of knowledge of Behaviour Analytic theory, research and practice.

2) Skills Development: through the supervision of research and practice.

3) Professional Development: acquisition of self-awareness, ethical awareness and professional attitudes and behaviours in all aspects of their work.

•On successful completion of this Masters course in ABA students should demonstrate the following:

1. **Knowledge:**

   a) define and appropriately utilise the key terms, concepts and theories which are fundamental to the philosophy of ABA

   b) identify and address practical and ethical considerations in using various experimental designs

   c) use various methods of evaluating the outcomes of measurement and analytical procedures

   d) evaluate a wide variety of behaviour analytic applications across populations and in all areas of life.

2. **Skills Development:**

   a) conduct experimental evaluations of their interventions, and accurately measure, display, and interpret behavioural data; critically assess and evaluate all information from a behaviour analytic perspective

   b) list current problems and new insights within the field of ABA

   c) interpret, assess and evaluate research approaches and findings relevant to ABA

   d) employ originality and creativity in formulating and applying evidence-based arguments

   e) critique published research articles across a range of journals in the field from conceptual, methodological, and applied perspective

   f) present findings in an appropriate, ethical and professional manner to a wide variety of audiences;

g) accurately interpret appropriate literature through academic activity in order to develop and produce efficient approaches to behavioural issues.

3. **Professional Development:**

a) effectively initiate and lead behaviour analytic activity and take responsibility for the behavioural activities of individuals or groups

b) apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research, in broader or multidisciplinary areas related to the work conducted by behaviour analysts

c) act within the ethical guidelines of the accrediting professional body (Psychological Society of Ireland/Behavior Analyst Certification Board©);

d) develop the skills required to accurately assess the literature on behavioural issues

e) develop the skills required to become an effective researcher.

The Course Structure

Year 2 modules (all mandatory) and ECTS credits

Professional & Ethical Practice in ABA	10
Research Dissertation	30
Advanced Philosophical Underpinnings	10
Personnel Supervision and Management	10
	60 Credits Total

These modules involve face-to-face classes, online teaching and/or tutorials and substantial independent study and research. Theory and practice are interwoven throughout the course. Class time may include interactive lectures, small group work, online attendance, formal student presentations etc. Students prepare for the assigned topic beforehand and actively engage in the content and process through discussion and demonstration, including reference to their own work experiences to integrate theory and practice.

Supervised Fieldwork

Students will be provided with a separate book of guidelines which offers a thorough account of the expectations for this module.

Fitness to Practice

With reference to the College policy on fitness-to-practice (FTP), the course committee for the MSc in ABA considers FTP issues in all aspects of course provision. Cases raising FTP issues fall into three categories:

1) cases where a student is deemed unsuitable to participate in a placement as a result of the outcome of Garda vetting procedures;

2) disciplinary offences and;

3) all other non-disciplinary cases.

FTP (unsuitability for training) covers issues that affect a student's ability or suitability to fully participate in the MSc in ABA course and in related fieldwork and professional work whereby the requisite competencies and abilities outlined in the course learning outcomes are not or cannot be pursued and/or demonstrated.

It includes an inability or unwillingness to uphold appropriate professional standards of behaviour and conduct in all aspects of their professional work and relationships with others (including clients, peers, tutors, supervisors or other professional or staff groups). Such unsuitability may lead to significant problems in training which by themselves have not led to repeated placement failure or failure of a re-submitted piece of work.

Where concerns over a student's suitability arise, the Course Director will consult with the student concerned and will refer the student's case to the Head of School.

After consulting with the Junior Dean, or in the case of a student with a disability, with the Disability Officer, the Head of School will decide whether to formally refer the case to the Junior Dean. The Head of School will decide whether to refer the case to the Junior Dean to be dealt with under College's disciplinary code or to have the case dealt with under the procedures for dealing

with FTP cases that do not constitute disciplinary offences. (see College Fitness-to-Practice Policy: www.tcd.ie/about/policies/fitness-to-practice-policy.php)

Assessment Methods

Assessment varies according to the requirements of the modules and each module has independent assessment (see Appendices including individual module descriptors).

Assessment and Progression

(i)   Students must observe all published deadline dates, which are final and have the status of examination dates. Course work submitted beyond the final deadline may be penalised at 5% per day, past the submission date, up to a maximum of two weeks after which the mark for the module will be calculated without the relevant element weighting. Where personal circumstances such as illness or bereavement have affected a student's ability to submit or attend an assessment element within the deadlines given, the student can apply to the Course Director on *ad misericordiam* grounds for an extension. An extension may only be applied for on the appropriate Extension Request Form which can be obtained from the Executive Officer.

(ii)   The pass mark is 50% and each module must be passed independently at a minimum of 50%. The final mark for each module will be the mark derived from a combination of the assessment elements. Students who fail to achieve a minimum of 50% in a written assessment element may resubmit with a deadline for resubmission of one month from the publication of the initial results. Those who have not taken the opportunity to resubmit any failed assessment elements, will have an opportunity to resubmit failed written elements before the meeting of the court of examiners, which will present a final opportunity to moderate the result and decide the student's progression. Only one resubmission will be allowed, and the maximum mark awarded for the resubmitted assignment is 50%.

(iii)   There is no compensation between modules. All modules must be passed independently at a minimum of 50%.

(iv)   Students must obtain credit for each academic year of their course by satisfactory participation in prescribed online activities and submission of designated assignments.

Assessment weightings

As entry is allowed to Year 2 on the basis of the applicants' approved prior learning, the assessment model for Year 2 follows the decoupled version of 40% weighting for the taught elements or course work and 60% for the research dissertation.

Qualification for the award of Masters degree

To pass Year 2 (carrying 60 ECTS) of the MSc in ABA a student must:
   (i)   achieve an aggregated overall result in Year 2 of at least 50%
   (ii)   achieve an aggregated mark of at least 50% in the taught element or course work of Year 2
   (iii)   achieve a mark of at least 50% in all taught modules in Year 2
   (iv)   pass taught modules amounting to 30 credits in Year 2
   (v)   achieve a mark of at least 50% in the research dissertation carrying 30 ECTS
   (vi)   Students failing to pass taught modules may re-submit required work within the duration of the course as provided for in the course regulations above.
   (vii)   Students who, following the re-assessment, have failed to pass taught modules will be deemed to have failed overall, and may apply to repeat the course.
   (viii) Students who have passed taught modules in Year 1, but who do not achieve a pass mark in the research dissertation in Year 2, will be deemed to have failed Year 2. Such students may apply to repeat the year or may be awarded the associated exit Postgraduate Diploma on the basis of the modules passed in Year 1 (contingent upon completion of Year 1 of the course at Trinity).
   (ix)   Students who enter with a Postgraduate Diploma from other institutions and who do not achieve a pass mark in Year 2, will exit the course without the exit award of Postgraduate Diploma in ABA from Trinity.

Assessment of Dissertation

Regulations applicable to the submission and examination of dissertation are laid down in the Calendar Part 3 for a given academic year.

Assessment will be by means of a dissertation of 10,000-12,000 words based on the empirical investigation of a topic in Applied Behaviour Analysis. The dissertation will be assessed by two independent markers, and the student may be required to participate in a viva voce examination to discuss the dissertation. The dissertation must be passed independently at at least 50% and will make 60% of the overall marks in the final evaluation of the awarding of the M.Sc. degree.

Dissertation Supervisors must be College Staff or have academic links with College (e.g., Adjunct Lecturers). Students may also be co-supervised by an external professional in the field of Applied Behaviour Analysis.

Awarding of a Masters Degree

The Court of Examiners will meet at the end of the academic year to moderate all of the results obtained by the students in order to return the final results to the Academic Registry and input them in SITS.

Awarding a distinction at MSc level

A distinction shall require at least 70% in the research dissertation and at least 70% in the aggregate mark for only the taught modules amounting to 30 credits, where one module can have an unrounded mark of at least 68% and the remaining taught modules must have an unrounded mark of at least 70% each. In order to be eligible for a distinction the student must not have failed any assessment in the course of Year 1 and 2.

Procedure for submitting and reclaiming work

- All coursework must be submitted <u>according to the submission method</u> specified by the lecturer. This may be; (1) via email to the Executive Officer at the email address msc.aba@tcd.ie no later than 4.30pm on the Wednesday of the submission week. The time of the email will be used to determine whether the coursework was submitted by the deadline. You **must** use your TCD email to submit coursework. (2) It may also be via Blackboard and the time of submission is automatically recorded.

- All coursework must include a feedback cover sheet showing student name, correct module title and code. All data sheets, background information etc which pertain to the coursework must be scanned and included as part of the original emailed assignment.

- The coursework must be in Word ™ format (or a compatible format) and must be submitted by email as **one** document. Coursework submissions containing several different documents will be returned to the student for re-submission. The re-submission must occur within the original deadline for it to be deemed as submitted on time. Please

ensure to attach your cover sheet to assignments, we don't not accept a detached coversheet.

- ****Coursework titles must be in the following manner when making email submissions: PS7301, Systematic Lit, Studentname,Year 2 ABA) All assignments need to be filed and this is why it is imperative that you save documents as instructed above**** ⬜ Dates of assignments will be discussed during the initial Orientation session.

- Coursework feedback will be returned as per arrangement by your lecturer.

- All written work must be typewritten and of a professional standard. It **<u>must</u>** follow the latest edition of American Psychological Association Publication Manual (7th Ed).

- ***Hard Copies are not required.**

- You are strongly advised to keep a copy of all work submitted for assessment.

- Client identification must be altered to insure confidentiality and anonymity on <u>all</u> submissions.

- Guidelines for marking and procedures related to failed marks are established and are available to all students. Students are advised to read the comments of the markers on each of their submissions. No grades are final until agreed by the Course Court of Examiners meeting at the end of the year..

Ethics Applications

Ethics Applications are processed online via the Research Ethics Application Management System and information on deadlines can be found on local pages on the School of Psychology website https://psychology.tcd.ie/local/Ethics/index.php

Late submission of continuous assessment work

Late submissions are not permitted. Students may however, make a case to the Course Director for deferred submission of work **ahead of a deadline only,** unless an acceptable medical certificate, or other appropriate documentation, has been submitted covering the period subsequent to the deadline. The Coursework Extension Form is available from the Course Executive Officer. Individual lecturers are not in a position to grant extensions for coursework.

Appeals Procedure

A student may request a 2nd marking of any work. A review by the Course External Examiner may also be requested in exceptional circumstances. Requests are made in writing to the Course Director. Students who would like to follow a formal route of appeal must do so within one week of the publication of results and are advised to consult the College's Postgraduate Calendar https://www.tcd.ie/calendar/graduate-studies-higher-degrees/introduction-and-generalregulations for details of relevant procedures.

Academic Integrity and Plagiarism in Examinations and Continuous Assessment Work

To commit plagiarism means to submit or present someone else's work or words as your own. This is illegal. College procedures for evaluating a case of plagiarism have been set out in the College Calendar. The College Calendar outlines the steps for the summary procedure and describes the levels of plagiarism and the sanctions. Students are advised to examine the links below in respect to steps which they must take before submitting their coursework and assignments.

- ➢ Academic Integrity homepage: https://libguides.tcd.ie/academic-integrity
- ➢ Ready Steady Write tutorial: https://libguides.tcd.ie/academic-integrity/ready-steady-write
- ➢ Coversheet declaration: https://libguides.tcd.ie/academic-integrity/declaration
- ➢ Levels and consequences: https://libguides.tcd.ie/academic-integrity/levels-and-consequences

Course Management

Ex officio members of the course committee

Ex officio role	Name	Academic Title
Head of School	Sven Vanneste	Prof. in Psychology
Director of Teaching & Learning	Frédérique Vallieres	Prof in Psychology
Course Directors	Yr. 2: Maeve Bracken (Chair) Yr. 1: Olive Healy	Prof in Psychology Prof in Psychology
Representative of external lecturers	Devon Ramey	Lecturer in Psychology
All Module Coordinators	As appropriate	
Administrative Support	Lisa McCormick	Executive Officer

This committee will oversee the academic integrity, administration, and future development of the course, make recommendations to ensure maintenance of the standards of the course, and insure all college procedures are followed. Members will be consulted by the Course Director as needed throughout the year.

Course Evaluation by students

There are online evaluations which students may be invited to complete at the end of each semester. These are collated centrally by the College and are anonymous. When a new lecturer or topic is introduced, students may initially complete an evaluation for each class. At the end of each module, students are also encouraged to complete the module evaluation form which is on Blackboard.

Course review and external examiners

A Doctoral level Psychologist with expertise in Behaviour Analysis is appointed as External Examiner (Prof Julian Leslie Sept 2021-Sept 2024) to review the course structure and offerings, and the student evaluation procedures. College procedures will be followed in this regard.
The Court of Examiners meets to consider and recommend those students who have met course criteria.

Student Responsibilities

Students are required to attend all course offerings, meet all deadlines and conduct themselves in a professional manner. They are bound by all College Rules and Regulations published in the Trinity College Calendar, including those related to Academic Integrity.

Students must email the Executive Officer if they are absent from any timetabled session. Absence from a module requires a medical certificate and may result in referral to the Core Team and/or Course Management Committee for deliberation. Poor attendance could adversely affect advancement on the course and/or future letters of recommendation. Students should also arrange for a classmate to give their apologies to relevant lecturers, unless they have done so themselves. They are responsible to meet with a course colleague to cover any missed material. If students miss any time from a module, they may be required to complete extra coursework which will be determined by the individual lecturer. It is the responsibility of each student to ensure that

they provide copies of all course administrative requirements for their files (e.g. name of Supervisor, placement and so forth) and update these as necessary throughout the year.

All students must join and maintain membership in a professional association (e.g. PSI or ABAI). ***If you have a primary degree in Psychology and are eligible for Graduate Membership, you must join PSI.*** ***Students are bound by the Code of Ethics of their professional body.***
Due to the requirement of some supervised fieldwork, students are subject to Garda Clearance procedures. All students must sign and submit the School's Statutory Declaration form.

Students must regularly check their college e-mail accounts (at least twice weekly) as this will be the primary method by which the Course Director and core staff will pass on relevant information to them. The only email address through which students will be contacted, is that which is provided to them by IT Services at the beginning of the academic year when the registration process is complete. www.tcd.ie/itservices

Students are responsible for using and completing all forms accurately and for submitting them on time. The forms are provided at the beginning of the academic year.
Students with any type of specific learning disability or other condition or circumstance that may require accommodation should notify the Course staff so that the necessary arrangements can be made. The student must specify if they prefer this information to be kept confidential.

Any student, who wishes to voluntarily withdraw from the course at any time, is requested to meet with a core staff member. Once finalised, the student must provide a letter to the Course Director clarifying this decision and the date from which the withdrawal is effective.

Conferences

You are encouraged to make every effort to attend conferences and to present your work at them. Conferences are an excellent means by which you can keep up with contemporary developments in your field (bear in mind that most published work has a two-year time-lag between the time it was carried out and the time it appears in print in a journal).
Presenting the results of your work at a conference keeps the wider community appraised of its (and your) existence. You will gain valuable experience, and constructive feedback. For information on forthcoming conferences, consult the Conference notice board in the Reception area, the Irish Psychologists national and international diary columns, and your

supervisor. Students are advised to attend the Division of Behaviour Analysis (Psychological Society of Ireland) conference which is held each year also.

Timetable

Your timetable is accessible online at www.my.tcd.ie using your College assigned username and password. This is the only accurate version of the timetable and must be checked regularly as timetables are subject to change.

Locations & Rooms

Room numbers with a decimal point (e.g., **AP0.09**) are in Arás an Phiarsaigh (AP); four digit room numbers (e.g., **AB2037)** are in the Arts Building (AB); **LB 11** is in the Lloyd Building (LB) at the back of College; and rooms that are prefixed with a **PX** are in Phoenix House (PX) on South Leinster Street. College maps may be accessed via the Trinity website here - https://www.tcd.ie/Maps/

Project rooms are available to Psychology students in Áras on Phiarsaigh. There are two on first floor, 1.02 and 1.37 and three on the ground floor 0.32, 0.34, 0.36. If you need to book a project room there are booking sheets on each door where you can book the slot you require. Keys for the rooms are available from room 1.42, please sign the key out when you take it and back in when you return it. Please ensure you lock the door when you have finished.

WELFARE ISSUES

Students may raise issues concerning their welfare, well-being, or ability to progress satisfactorily with their Course Director. If students have a complaint against the Course Director, they should contact the Head of School to discuss the issue.

The Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on website:

http://www.tcd.ie/Senior_Tutor/postgraduate/ **Where?**

The PAS is located on the second floor of House 27. They are open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417 Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch. All queries will be treated with confidentiality.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with PAS.

Safety and Security

You should familiarise yourself with the school's Health & Safety Regulations, and get to know the layout of the entire school as soon as possible, taking note of the various points of exit which you might use in the event of a fire. Fire drills are held from time to time and Lisa Gilroy is the School's Safety Officer (896 2289; psytech@tcd.ie).

We have had a number of security problems in the recent past, including daytime theft of personal effects. The School's access doors are locked at 5 pm. Please ensure that doors are locked after entry. In term-time (Monday to Friday) the external door of Aras an Phiarsaigh

is locked at 9.45 p.m. and out of term at 5.45 pm. On Saturday (term-time) the external doors are open at 8.30 a.m. and closed at 12.45 pm. Codes are needed after this time (and can be obtained from any member of staff). Your postgraduate ID needs to be coded to operate the swipe card entry system. Please do not leave lock on latch – this is for your own safety. If you are still in the building, please ensure that the exit door is firmly closed behind you when you leave. In general, think about safety and security and act accordingly. Do not hesitate to report anything unusual to any staff member. The College Emergency No. is: **01 8961999**.

Change of address

The College records your postal address and contact details from your application for the course. Any changes should be submitted to srecords@tcd.ie on your portal page (my.tcd.ie).

FACILITIES AVAILABLE TO POSTGRADUATE STUDENTS

Libraries

There are a number of very useful pamphlets dealing with various aspects of the library system Even if you are not new to the College, go on a conducted tour of the library (ask for information on tours in the library). Above all, do not hesitate to ask the library staff for assistance - they are very helpful. The subject librarian for the School of Psychology is Ms Geraldine Fitzgerald (896 3322).

The Library will obtain copies of journals, books and theses from other libraries on request. There is a charge for these inter-library loans. The Library will always consider requests for books which are not in stock. For a small fee it is possible to obtain photocopies of journal articles and sections of books. Finally, TCD also has an on-line database of Psychology journals. This list of available journals is not comprehensive but many of the main journals in Psychology can be found there.

Electronic journals can be accessed by the College Library website (http://www.tcd.ie/Library/Local/Einfo/).

School Reading Room

The School reading room is situated on the ground floor (room 0.24). It may be used for personal study and for consulting items from the archive of undergraduate and postgraduate theses.

School Database

This database holds electronic versions of the Handbook and other documents relevant to your course and the School of Psychology.

MSc Dissertations completed since 2009 are also held on the database and may be accessed by students. https://psychology.tcd.ie/local/

The ABA staff team also hold copies of several tests and measurements which are useful for data collection. Please speak to the individual staff member where appropriate.

Mobile phones

Mobile phones must be turned OFF during all class work such as lectures, practicals, seminars and tutorials and their use is permitted ONLY in designated areas (see notices). Please respect the fact that the School is a working environment.

Photocopying

The student photocopiers are on the ground floor and outside room 1.19 on the first floor and are operated by a card system. Cards may be purchased from the card dispenser outside the Computer Lab. The cards may also be used to operate the Laser printers in the School's computer lab. For any questions in relation to photcopying cards/photocopiers/top up please contact Lisa Gilroy, room 1.30, ext 2289, psytech@tcd.ie. The general email address for technical queries is psytech@tcd.ie

Computing Facilities

The School has a computer laboratory that contains iMacs, mono A4/A3 and colour laser printers and a scanner (text and graphics) located in room 1.34 on the first floor. The laboratory is for student use, and is booked for undergraduate and postgraduate classes at regular times during term. At other times it will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. You are advised to consult the notice-boards for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing

arrangements, and so on. The laser printers are operated by a card system, and the cards may be purchased from the card dispenser outside the Computer Lab. The cards may also be used in the photocopier on the ground floor and outside room 1.19. Advice about the use of the computers should be sought from Lisa Gilroy, room 1.30, ext 2280, psytech@tcd.ie

Notice-boards

The ABA Psychology notice-board is located opposite Room 1.06 (first floor). There are several notice-boards located on both floors of the School.

Email

If you do not retain your email address from Yr 1, you will automatically be given an email account, user name and password when you register. Your e-mail address will be: username@tcd.ie. However, you will need a different user name and password to access the School's computers - available from Lisa Gilroy, room 1.30, extension 2289, psytech@tcd.ie

In all email communications with the School (or College) you must use your *tcd.ie* email address and include your student number with your signature.

Tips on using using email

Email is a tool that we now almost take as much for granted as we do the telephone. Accordingly, official University and School correspondence is often sent to your TCD email address. You may also send email to staff in the school where appropriate and necessary. Remember to check your email regularly and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool.

- Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.

- Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, the school web-pages, school notice-boards, your classmates.

- Specify the topic of the email in the "subject" field so that your recipient will know what the email is about.

- E-mail is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.

- Always include your full name, student number, when communicating with a lecturer, preferably at the end of the message.   If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.

- As a rule, use the title or form of address that you would use in verbal   communication.

- Allow time for a reply. It is often not possible due to time constraints to respond immediately, but most will try and respond promptly where possible. If your enquiry is urgent and you do not get a response within a reasonable timeframe, check with one of the School's Administrative Officers as the individual may for instance be abroad.

- It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to attend a lecturer's office hours to discuss those questions.

- Please do not send or forward chain email.

- Be careful how you express yourself using email and always re-read your messages before sending.

- E-mail is not private, even though it is treated confidentially, it is monitored and logged

Postgraduate Supports for Students with Disabilities

Reasonable accommodations are routinely made for students with documented disabilities and students are encouraged to register with the College Disability Service www.tcd.ie/disability/

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

https://www.tcd.ie/disability/contact/

https://www.tcd.ie/disability/current/Postgrad.php

School and College Resources and Policies

Please see useful links to University regulations, policies and procedures:
http://www.tcd.ie/teaching-learning/academic-policies/ https://www.tcd.ie/about/policies
https://www.tcd.ie/equality/policy/dignity-respect-policy/

Blackboard

Lecture notes, schedules and assignment information for each module will be made available via Blackboard; College's Virtual Learning Environment (VLE) at https://tcd.blackboard.com

Student Health, Support and Counselling in College

The Student Health Centre is located on campus. Student Counselling Service (SCS) and other support services, such as the Careers Advisory Service are located very close to the main TCD campus at 7-9 South Leinster Street, Dublin 2. Please see http://www.tcd.ie/Student_Counselling/ for information on supports, facilities and services.

For student services please see http://www.tcd.ie/students/supports-services/ please also see student services handbook

http://www.tcd.ie/stdents/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf

For queries concerning application, admission, registration, record management, fees and payments please contact Academic Registry: https://www.tcd.ie/academicregistry/

Postgraduate Taught Programmes students can find information on Fees and Registration, Exams, the University Calendar and Thesis Submission www.tcd.ie/graduatestudies/students/taught/

Dublin University Central Athletic Club – DUCAC

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other

sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the

University and supplements its income with a percentage of profits from the Pavilion Bar.

For more information on the DUCAC committees please follow the relevant links below: http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

Graduate Studies

The Dean of Graduate Studies is the academic officer responsible for the admission, progression and examination of all postgraduate students in College.

As chair of the Graduate Studies Committee the Dean plays a central role in the approval of new courses of postgraduate study, and in setting regulations governing the award of degrees.

Further information can be found via http://www.tcd.ie/graduatestudies/about/roles/

Societies

Current TCD Students can join TCD Societies. Presentation of a student card and registration with a valid TCD email address is necessary for registration. More information can be found on the webpage http://trinitysocieties.ie/

Graduate Students' Union/ Aontas Na N-Iachéimithe

Trinity's Graduate Students' Union (GSU) established in 1973 is the representative body for all postgraduate students in Trinity College Dublin, the University of Dublin. The two sabbatical officers of the GSU work full-time and represent postgraduate students on all major committees including Board, Council, Student Life, Graduate Studies committee and Research Committee. The Union's executive committee which includes representatives from all faculties convene on a monthly basis and more often when required. The objective of the Union is to effectively represent postgraduate students within the University, advocate on behalf of Union members on issues that impact your education internally and nationally; and to protect the interests of our union members during their studies.

Activities of the Union include: providing social and recreational facilities for postgraduate students; monitoring and developing the study and recreational facilities of the 1937 Postgraduate Reading Room; providing a Graduate common room for postgraduate students (located in house 7) and to provide and manage lockers for students in the 1937 Reading Room (rental is organised through the front office in house 6).

The GSU produces an academic and peer reviewed journal on an annual basis, the Trinity Postgraduate Review (http://trinitypostgradrev.wixsite.com/tcd-ie), and a literary magazine, College Green (www.collegegreenmagazine.com/). It also produces a postgraduate handbook for students with information on supports and services available to postgraduate students.

The GSU President works in the area of policy and strategy. The GSU Vice-President acts as the Welfare and Education Officer for postgraduates in TCD and provides confidential one-to-one advice, advocacy and support in areas such as student supervisor relationships and financial hardship. The GSU Communications Officer informs you on a weekly basis of information, postgrad events and updates from the university and the wider metropolitan community through the medium of a digital newsletter titled Postgrad News.

The GSU website www.tcdgsu.ie provides the latest updates from the Union, information on elections, campaigns and connections to the Union's social media platforms. Students can arrange meetings with the sabbatical officers via emailing either the GSU president@tcdgsu.ie or the GSU Vice-President at vicepresident@tcdgsu.ie or by contacting the office landline at (01) 896 1169.

Quality Office
The role of the Quality Office is to ensure that Trinity is aligned to national and international standards and regulations for quality, and supports the engagement of staff, students and stakeholders in quality assurance and quality enhancement activity
https://www.tcd.ie/teachinglearning/quality/quality-assurance/evaluation.php

National Framework Qualifications Guidelines
The *Qualifications Frameworks - A European View* tab provides you with information on the relationship between the Irish NFQ and the EQF and QF-EHEA http://www.nfq-qqi.com/index.html

Graduation / Commencement

After the results have been published, students can contact the Academic Registry to obtain details of graduation ceremonies.

Please go to http://www.tcd.ie/academicregistry/graduation/ for more information.

Transcripts

Students and graduates are entitled to request copies of their academic transcript from the course executive officer. Requests must be made in writing via email. A **minimum** of 7 working days' notice is required for all requests.

GDPR

Information on IT Security in Trinity, including IT Security policy, GDPR Information, Awareness and Education Programmes, Recent Events and Useful Resources is detailed at http://www.tcd.ie/ITSecurity/. Information regarding GDPR policies and procedures is available on the following website: https://www.tcd.ie/info_compliance/data-protection/gdpr/

Appendix 1: A tabular analysis of student workload across the module spectrum

Modules Year 2	Class Hours	Self-study & Practical Application Hours	Written Assignment Hours	Total Student Effort Hours	Assessment	ECTS
Research Dissertation	30	250	320	600	Dissertation 100%	30
Professional & Ethical Practice in ABA	45	140	35	220	Behaviour Support Plan 65% Presentation 20% Exam 15% Supervised Practice Assessment Matrix (Pass/Fail) comprising; -Intermediate & End of Year Facilitator Feedback -Supervision Tracking Log -Fieldwork Experience Log	10
Personnel Supervision and Management	30	130	40	200	Project 100%	10
Advanced Philosophical Underpinnings	37.5	130	40	207.5	Essay 100%	10
Total	142.5	650	415	1227.5		60

Appendix 2: Module Descriptor 1

Module 9 PS7084	**Research Dissertation**
ECTS weighting	30
Semester/term taught	Michaelmas, Hilary & Trinity terms.
Contact Hours	30
Module Co-Ordinator	Asst. Prof Maeve Bracken
Module Instructor	Asst. Prof Maeve Bracken
	Dr Devon Ramey

Module Aims:

To conduct an independent and rigorous research investigation into applied behaviour analysis whilst demonstrating:

1. an analysis of psychological and behavioural research methodologies
2. the ability to select and use methods of data collection and analysis appropriate to the enquiry
3. familiarity with key theoretical and practical issues involved in the selected area of investigation and be able to delineate and define the key concepts
4. the ability to use research skills and competencies appropriately in the design, execution and interpretation of the investigation or enquiry undertaken
5. a level of presentation of the components and findings of the study to publishable standards, and
6. the ability to self-evaluate and critically reflect on their own practical and academic work

Learning Outcomes

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

		BCBA Task List (5th ed)
1.	Provide a clear rationale for the selection of a problem or issue to be studied	F-1, F-2
2.	Demonstrate good search skills in carrying out an appropriate review of the relevant literature and consideration of the implications for the proposed study	*
3.	Give a detailed account of the chosen area of investigation based on a wide reading of relevant literature in the area	*
4.	Develop a research plan based upon that reading	*
5.	Select and employ suitable methods and procedures for the collection and analysis of relevant data	F-5, F-8
6.	Discuss the results in terms of their implications for the hypotheses and the production of well-reasoned conclusions in terms of their significance and implications	F-9
7.	Produce a dissertation in the appropriate academic manner and in accordance with academic and professional guidelines	*

Teaching Mode: Lectures, In-class experiential exercises, online activities on Blackboard

Assessment: A dissertation based on the principles and practices of ABA

Core Reading:
- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4th ed).* NY. Sloan Publishing
- Publication Manual of the American Psychological Association, 7th Ed (2020).

Module 10 PS7301:	**Professional & Ethical Practice in ABA**
ECTS Weighting:	10 credits
Semester:	Michaelmas
Lecture Hours:	45
Module Co-ordinator:	Asst. Prof Maeve Bracken
Module Instructor:	Asst. Prof Maeve Bracken

Module Aims:

This module aims;

1. To introduce students to ethical and professional conduct within the field of Applied Behaviour Analysis.
2. To increase students knowledge of the professional and ethical requirements of behaviour analysts who may find themselves in a supervisory or leadership position.
3. To enable students to be aware of the complexities of working in a multidisciplinary team and how to make ethical decisions within that team.
4. To provide students with the practical knowledge of how to ethically design, conduct and manage research.
5. To ensure that students are equipped to behave ethically according to the relevant professional body.
   .

Learning Outcomes:

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

Objective	BCBA Task List (5th ed)
1. Describe and demonstrate responsible conduct of behavior analysts	E-1
2. Describe behavior analysts' ethical responsibility to clients	E-2
3. Describe how to ethically assess behavior	E-3
4. Describe the ethical issues for behavior analysts and the behavior-change program	E-4
5. Describe best practice for behavior analysts as supervisors	E-5
6. Describe behavior analysts 'ethical responsibility to the profession of behavior analysis	E-6
7. Describe behavior analysts' ethical responsibility to colleagues	E-7
8. Describe best practice when making public statements about their role and profession	E-8
9. Describe best practice for behavior analysts when conducting research	E-9
10. Describe behavior analysts' ethical responsibility to the BACB	E-10

11. Describe and discuss the ethical standards with regard to key issues of practice based on the Psychological Society of Ireland code of professional ethics

Teaching Mode: Lectures, In-class experiential exercises, online activities on Blackboard

Assessment: Behaviour Support Plan 65%, Presentation 20%, MCQ 15%

Core Reading:

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behaviour Analysis for Lasting Change (4th ed).* New York. Sloan Publishing

Recommended Readings:

- Bailey, J. & Burch, M. (2016). *Ethics for Behaviour Analysis (3rd ed)* London. Taylor & Frances Ltd
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis (3rd ed)*. NJ. Pearson.
- APA – Ethical Principles of Psychologists and Code of Conduct including amendments (2002)
- BACB - Disciplinary Standards and Procedures for Appeal
- BACB. Professional And Ethical Compliance Code.
- Psychological Society of Ireland - Code of Professional Ethics (1999)

Appendix 4: Module Descriptor 3

Module XXXX	**Advanced Philosophical Underpinnings**
ECTS Weighting:	10 credits
Semester:	Hilary
Lecture Hours:	37.5
Module Co-ordinator:	Asst. Prof. Maeve Bracken
Module Instructor:	Dr Ian Stewart, Gillian Martin, Padraig Walsh, Amy O Keefe
Module Aims:	

The aim of this module is;

1. To expand students understanding of the origins of Behaviour Analysis
2. To explore how the practical applications and research in behaviour analysis reflect its scientific basis.
3. To examine these origins with respect to various applications which may include; the development of verbal repertoires, the use of PBS, Precision Teaching and derived behaviour amongst others.

Learning Outcomes:

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

	BACB Task List 5th ed
Demonstrate how the goals of behaviour analysis as a science (i.e., description, prediction, control) are reflected in various practices and applications.	A-1, E-1
Describe how behaviour analysis has developed into a 21st century science of human behavior	A-5, E-6
Distinguish among behaviourism, the experimental analysis of behaviour, applied behaviour analysis, and professional practice guided by the science of behaviour analysis.	A-4, E-1
Demonstrate how the dimensions of applied behaviour analysis as defined by Baer, Wolf, & Risley, (1968), are reflected in various practices and applications	A-5, E-1

Teaching mode: Lectures, online activities on Blackboard

Assessment Details: Essay 100%

Core Reading:
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis (3rd ed).* NJ. Pearson.

Recommended Readings:
- Kubina, R. & Yurich, K. (2012). *The Precision Teaching Book*. Greece. Greatness Achieved Publishing.
- Rehfeldt, R. and Barnes-Holmes, Y. (Eds.), (2010) *Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities*. USA. New Harbinger.
- Journals reflecting applied behavior analysis

Appendix 5: Module Descriptor 4

Module XXXX:	**Personnel Supervision and Management**
ECTS Weighting:	10 credits
Semester:	Hilary
Lecture Hours:	30 hours
Module Co-Ordinator:	Asst. Prof Maeve Bracken
Module Instructor*:*	Gillian Martin, Dr Jennifer Holloway

Module aims:

The module

1. Examines the importance of using behaviour analytic principles for an effective supervision
2. Enables students how to determine expectations and supervision goals
3. Demonstrates how to train personnel using monitoring, feedback and reinforcing systems
4. Examines how to identify variables affecting personnel performance
5. Explores how to use function-based strategies to improve personnel performance and to evaluate supervision.

Learning Outcomes

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

	BCBA Task List (5th ed)
1. State the reasons for using behaviour analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance)	I-1
2. Establish clear performance expectations for the supervisor and supervisee	I-2
3. Select supervision goals based on assessment of the supervisee's skills	I-3
4. Train personnel to competently perform assessment and intervention procedures	I-4
5. Use performance monitoring, feedback, and reinforcement systems	I-5
6. Use a functional assessment approach (e.g., performance diagnosis) to identify variables affecting personnel performance	I-6
7. Use function-based strategies to improve personnel performance	I-7
8. Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires)	I-8

Teaching methods: Lectures, In-class experiential exercises, online activities on Blackboard

Assessment: Reflective Project 100%

Core Reading

- Mayer; Sulzer-Azaroff; Wallace (2018). *Behavior Analysis for Lasting Change (4th ed).* NY. Sloan Publishing

Recommended Readings:

- Alvero, A. M., Bucklin, B. R., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings (1985-1998). *Journal of Organizational Behavior Management*, *21*(1), 3-29.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). *Applied Behavior Analysis (3rd ed).* NJ. Pearson

- Fienup, D. M., Luiselli, J. K., Joy, M., Smyth, D., & Stein, R. (2013). Functional Assessment and Intervention for Organizational Behavior Change: Improving the Timeliness of Staff Meetings at a Human Services Organization. *Journal of Organizational Behavior Management,33(4),* 252- 264. doi:10.1080/01608061.2013.843435
- Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior analysis in practice*, *5*(2), 2-11.
- Shunk, B. (1995). Meetings: Making Them Worth Your While*. Performance Management, 13(3),* 3-5.

Appendix 6: Coursework Extension Form

MSc ABA Request for Extension of Submission Deadline

Please note that students may make a case for deferred submission of coursework **ahead of a deadline only,** unless a Medical Certificate or supporting documentation has been submitted covering the period subsequent to the deadline.

THIS FORM MUST BE COMPLETED AND RETURNED TO THE RELEVANT COURSE EXECUTIVE OFFICER Lisa McCormick or by email msc.aba@tcd.ie **ahead of the deadline. <u>Do NOT request an extension from your Lecturer.</u>**

Student Name & Year	
Student Number & Email	
Date of application	
Module Title (for which extension is being sought)	
Date Coursework Due	
Length of extension being applied for	
Intended date of submission	
Reason for extension request	
Lecturer's Name	
For Executive Officer use only	
Lecturer's Signature (if extension granted)	
Date extension granted	

Appendix 7: Postgraduate Assessment Feedback Sheet

Name & Student ID: _____

Course Title: **MSc ABA**_____

Module Title: _____

Date: _____   Lecturer: _____

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar. I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at https://libguides.tcd.ie/academic-integrity/ready-steady-write.

Overall Mark ☐

General comments and advice from lecturer on how to improve your work in the future

Positive Points About Your Assignment:
Suggestions for Improvements:

- *This is to be attached by the student to the front of their work before they submit it for marking. Students MUST fill in their name, module details etc.*
- *Grades are arrived at through marker's holistic judgment, informed by the marking criteria.*
- *The feedback you receive should help you to understand your overall level of performance for the assessment. Feedback should help you plan and execute work as well as understand how your grade was arrived at.*
- *Grades are provisional until the External Examiner has completed their review and all marks have been ratified at the Examination Board Meeting.*

Appendix 8: School of Psychology Exam/Essay Marking Template (Adopted Jan. 2004)

In order to achieve a particular class, a substantial number of the positive qualities of that class need to be present (the positive qualities associated with lower classes will necessarily be present). The specific mark awarded within the class will depend upon the number of positive and negative qualities associated with that class that are present, and the balance between them.

The appropriate way to use this form is to circle the chosen mark and to tick off the relevant positive and negative qualities that led to the choice of that mark.

Positive characteristics that may be present:	Negative characteristics that may be present:		
• Represents an attempt to answer the question • Shows some evidence of understanding of the topic • Shows some evidence of relevant reading or research • Includes one or more relevant ideas • Includes one or more relevant examples	• The attempt to answer the question is not successful • An answer to a different question has been offered • Shows no or insufficient evidence of understanding of the topic • Shows no or insufficient evidence of relevant reading or research • Includes no or very few relevant ideas • Does not contain a sufficiently well-structured argument • Does not offer sufficient evidence to justify assertions • Does not include sufficient relevant examples • Lacks lucidity (is not adequately well-written) • Contains multiple or major errors	**Fail**	**0** **10** **20** **32** **38**
Positive characteristics that may be present: • Represents an attempt to answer to the question • Shows modest evidence of understanding of the topic • Shows modest evidence of relevant reading or research • Includes a small number of relevant ideas • Includes a small number of relevant examples	Negative characteristics that may be present: • The answer to the question offered is not very successful, or is incomplete • One or more parts of the question have not been sufficiently addressed • Displays only a barely adequate knowledge of the material • Contains only just sufficient relevant information • Displays barely sufficient understanding of the material • Does not contain a sufficiently well-structured argument • Important omissions • Poor judgment as to relative importance or relevance of included material • Is insufficiently concise • Does not offer sufficient evidence to justify assertions • Does not include sufficient relevant examples ☐ Lacks lucidity (weaknesses in writing style) • Poor or confused presentation of material; ideas inadequately communicated • Evidence of lack of understanding of material • Contains one or more important errors • Exceeds the prescribed word limit	**Conditional Pass**	**42** **45** **48**

Positive characteristics that may be present:	Negative characteristics that may be present:		
- Attempts to answer the question - Shows evidence of a basic to good understanding of the topic - Shows evidence of some relevant reading or research - Includes some relevant ideas - Includes some relevant examples	- A rudimentary answer to the question - Part of the question has not been sufficiently addressed - Insufficient evidence of ability to apply material to specific question - Descriptive answer based on course material alone		**52** **55**
	- Contains a poorly structured argument - Does not offer sufficient evidence to justify assertions - Does not include sufficient relevant examples - Lacking in detail and depth - Important omissions - The style of writing inadequate - Is insufficiently concise - Contains one or more minor errors - Exceeds the prescribed word limit	**Pass**	**58**
Positive characteristics that may be present: - Answers the question clearly and fully - Fully addresses all parts of the question - Has a good structure and organisation - Shows evidence of a very good understanding of the topic - Shows clear evidence of relevant reading - Clearly explains relevant theory and cites relevant evidence - Contains reasoned argument and comes to a logical conclusion - Includes highly relevant ideas - Uses relevant examples - Demonstrates the ability to apply learning to new situations and to solve problems - Is well written	Negative characteristics that may be present: - Could demonstrates more in the way of insight, imagination, originality or creativity - Does not answer the question in as fully and comprehensive a manner as would be possible - Could demonstrate more ability to integrate information - Could exhibit more critical thinking - Could exhibit more independence of thought - Could be more concise - Exceeds the prescribed word limit	**Pass**	**62** **65** **68**
Positive characteristics that may be present: - Answers the question clearly and comprehensively, in a focused way - Has an excellent structure and organisation - Demonstrates characteristics such as insight, imagination, originality and creativity - Demonstrates the ability to integrate information - Exhibits sound critical thinking - Exhibits independence of judgement - Clearly explains relevant theory and cites relevant evidence - Contains reasoned argument and comes to a logical conclusion - Gives evidence of wide relevant reading - Includes a sufficient number of appropriate examples - Demonstrates a clear comprehension of the subject - Demonstrates the ability to apply learning to new situations and to solve problems - Is lucid and well written - Lacks errors of any significant kind	Negative characteristics that may be present: - Could demonstrates more in the way of insight, imagination, originality or creativity - Could exhibit more critical thinking - Could exhibit more independence of thought - Could be somewhat more concise	**Distinction**	**74** **80** **87** **93** **100**

Appendix 9: Intellectual Property Guidelines

Undergraduate and Taught Masters Student Researchers

In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*[1], Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create.

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines;

- All research projects and projects results should be considered confidential;

- No IP (ie data, results etc) should be disclosed/presented/disseminated/published without the permission of the supervising PI;

- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);

- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;

- Supervising PIs may at their discretion, request that a Student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary; o This may be dependent on terms and conditions of the funding underpinning a project; and o This may be dependent on the commercial sensitivity of the project.

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy; o Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
  o   The assignment would be facilitated by the Technology Transfer Office

- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, "Withheld access ".

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and thesis submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation ✉ emily.vereker@tcd.ie / ☎ ext 4152

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