



**Trinity College Dublin**

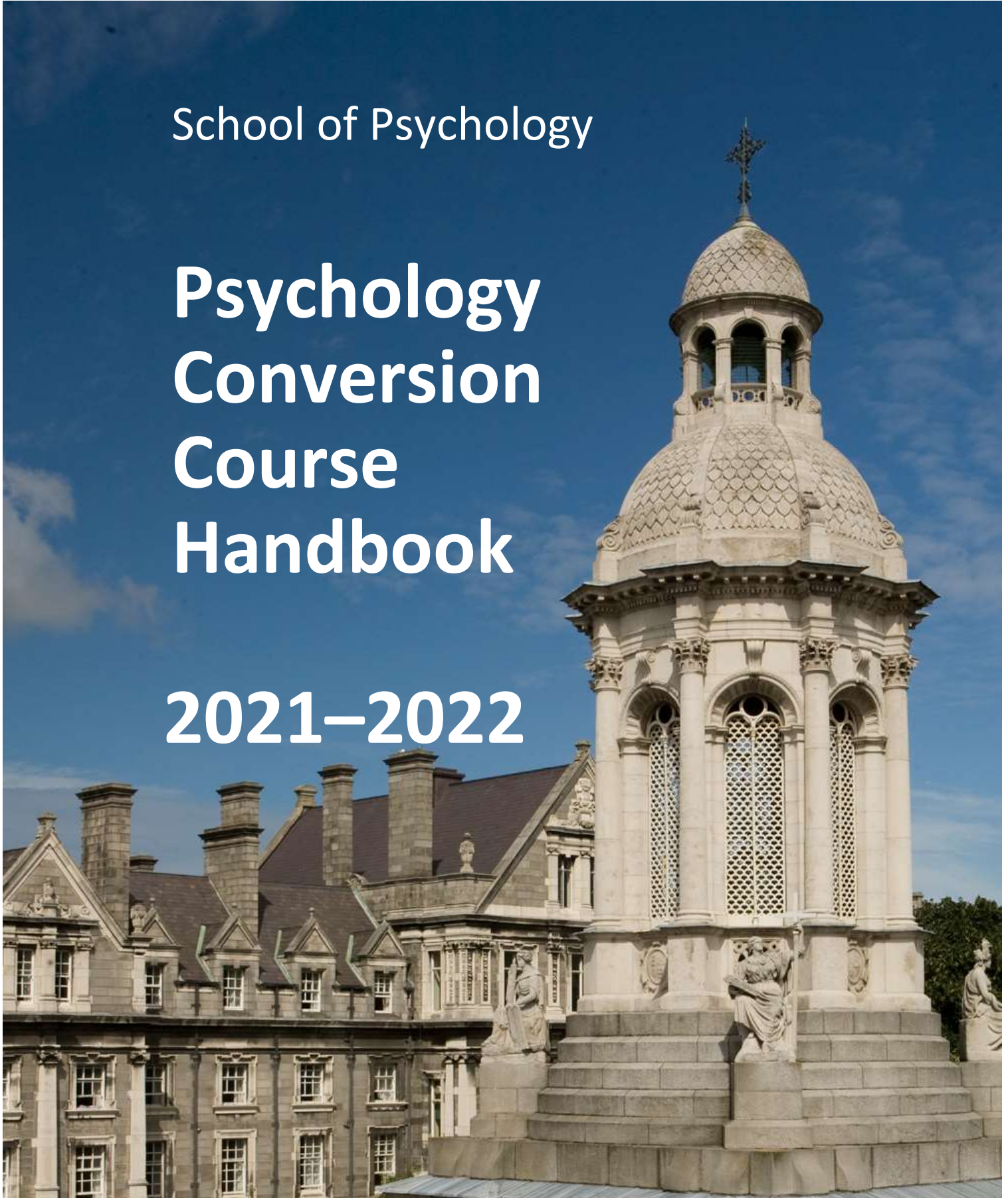
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

School of Psychology

# Psychology Conversion Course Handbook

2021–2022



# Welcome

to the 2021-2022 handbook for School of Psychology, TCD Psychology Conversion Course (PCC) students. This handbook will help you find your way around your course details and requirements and will describe the facilities and functions of the School of Psychology. Prof David Hevey is the Head of the School of Psychology and Prof Jean Quigley is the Course Director of the Psychology Conversion Course.

This handbook is intended to complement information found in the Students' Union Handbook and the University Calendar. The latter includes details of university regulations and procedures and may be consulted on the TCD website or in the Berkeley Library.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions will be notified to students via email and an amended version of the handbook will be available on the School website. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.

We would welcome any suggestions as to how to make the handbook more useful to you. Please give any comments or ideas to Professor Jean Quigley ([quigleyj@tcd.ie](mailto:quigleyj@tcd.ie)) or the course executive officer [amduffy@tcd.ie](mailto:amduffy@tcd.ie) ([psychconv@tcd.ie](mailto:psychconv@tcd.ie))

Enjoy the year!

Prof Jean Quigley, Course Director

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## Warning about Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

### **As a student it is your responsibility to:**

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> .
- (ii) Familiarize yourself with the 2019-20 Calendar entry on plagiarism, "Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32" - <http://tcd-ie.libguides.com/plagiarism/calendar> located on this website and the sanctions which are applied;
- (iii) Contact your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

### **Also, you must:**

- (iv) Complete the 'Ready, Steady, Write' online tutorial on avoiding plagiarism 'Ready, Steady, Write' at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. **Completing the tutorial is compulsory for all students.**
- (v) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>; All students **must** sign this plagiarism declaration on the cover sheet of all submitted continuous assessments.

## Aims of the Course

The **Psychology Conversion Course** (PCC) Level 8 is designed to provide a pre-professional qualification equivalent to a bachelor's degree in psychology. The course is accredited by the Psychological Society of Ireland (PSI) and allows students proceed to postgraduate education, including higher degrees by research, and to specialize in an area of professional psychology. It is a two-year full-time course based on lectures, tutorials, laboratory classes and research projects.

As graduates, you have most of the academic skills you need to succeed on the Psychology Conversion Course. Our main objective is to facilitate your entry into the profession of psychology and to train you in the discourse of a new academic discipline. We feel this transfer is best effected via active learning and discussion and to facilitate this much of your learning will take place in small groups where you are encouraged to be active and collaborative learners.

For professional work in psychology, it is usually necessary to proceed to a higher degree by research or course work in the speciality of one's choice. The School offers various taught postgraduate programmes:

- Doctorate in Clinical Psychology
- Doctorate in Counselling Psychology
- Master of Science in Applied Psychology
- Master of Science Applied Behaviour Analysis
- M.Phil./P.Grad.Dip. Psychoanalytic Studies
- Online M.Sc./Postgraduate Diploma/Certificate Managing Risk and System Change
- Master of Science/ Postgraduate Diploma in Clinical Supervision (Psychology)
- M.Sc. and Ph.D. degrees can be taken through research

## Registered Psychologist & Chartered Psychologist

In Ireland, the recipient of the award of Postgraduate Higher Diploma (PG HDip) from a two-year Psychology Conversion Course from Trinity College Dublin, the University of Dublin is accepted by the Psychological Society of Ireland as having a primary qualification for eligibility for subsequent admission to the **Register of Psychologists** (non-statutory). Four years of full-time (or equivalent) experience in work in psychology and a demonstration of professional competence are also required.

The Graduate Basis for Registration of the British Psychological Society is the first criterion you must satisfy in order to be eligible to become a Chartered Psychologist in the UK. A Chartered Psychologist is someone who is entered on the Register of Chartered Psychologists. This is a statutory register which protects the title "Chartered Psychologist" and thereby protects the public and employers of psychological services.

## The Course at a Glance

**Professor Clare Kelly** is the Director of Teaching & Learning (Undergraduate) in the School and **Professor Ladislav Timulak** is the Director of Postgraduate Teaching & Learning in the School. Professor Jean Quigley is the Course Director of the Psychology Conversion Course and should be consulted if any problems arise.

**Please note that at time of going to press Course Requirements are as described below. However, they are under continuous review and may change from those stated. You will be notified by email should there be any changes.**

The Psychology Conversion Course is a two-year full-time course based on lectures, tutorials, seminars, laboratory classes and a research project. Students will cover the following areas of psychology, up to and including advanced level, as required by the professional accreditation body: Biological basis of behaviour; Cognitive psychology; Research design, quantitative & qualitative methods; Developmental and lifespan psychology; Social psychology; Personality and individual

differences. Students will attend Statistics & Methodology and Research Skills & Methodology modules. In addition, students can attend all School Research Seminars, Research Communication Classes, and Research Stream Talks & Meetings. Students are required to attend academic tutorials throughout the year.

Students must complete six foundation modules during the two years of the course from the following set as prescribed:

- Foundations of Psychology
- Personality & Individual Differences
- Psychological Disorder
- Developmental Psychology
- Cognition
- Fundamentals of Neuroscience and Behaviour
- Introduction to Psychology of Language
- Social Psychology

Foundation modules not taken in Year 1 will be taken in Year 2. Details of the foundation modules which students are required to take in each year of the course are provided below. In addition, in both Years 1 and 2 students are required to take both the Statistics & Methodology (SaM) module and the Research Skills & Methodology (RSaM) module. Students in Year 2 are required to carry out an empirical investigation of a psychological topic or question under the supervision of a member of the academic staff in the School.

A range of advanced modules are offered throughout the course; students will take at least one module from each required area (biological, cognitive, social, developmental, personality and individual differences). Modules taken in Year 1 may not be taken in Year 2. Details of the advanced modules which students are required to take in each year of the course are provided in the Module Details section of this handbook.



## Teaching Term Dates Academic Year 2021-2022

There are two teaching terms in Trinity College:

Michaelmas Term (Semester 1) and Hilary Term (Semester 2)

**MT = Michaelmas Term:** Monday, 13<sup>th</sup> September – Friday, 17<sup>th</sup> December 2021

**\*PCC 1 – Monday, 27<sup>th</sup> September – Friday, 17<sup>th</sup> December 2021**

**\* PCC 2 – Monday, 13<sup>th</sup> September – Friday, 3<sup>rd</sup> December 2021**

**Study / Review week:** Monday, 25<sup>th</sup> October – Friday, 29<sup>th</sup> October 2021

**Revision Week:** Monday, 6<sup>th</sup> December – Friday, 10<sup>th</sup> December 2021

**HT = Hilary Term:** Monday, 24<sup>th</sup> January – Friday, 22<sup>nd</sup> April 2022

**Study / Review week:** Monday, 7<sup>th</sup> March – Friday, 11<sup>th</sup> March 2022

**Revision Week:** Monday, 18<sup>th</sup> April – Friday, 22<sup>nd</sup> April 2022

**TT = Trinity Term:** commences Monday, 25<sup>th</sup> April 2022. The examination period commences on Monday, 2<sup>nd</sup> of May 2022. Following exams there is 2 weeks allowed for marking, examiners meetings, publication of results, Courts of First Appeal and Academic Appeals.

Please see link to College Calendar [www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf](http://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf)

The external examiner for the programme is Dr. James Ainge, University of St. Andrews.

## Timetable

Your timetable is accessible online at [www.my.tcd.ie](http://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. The Business School (B) (e.g. B1.008) is in the Business School. College maps may be accessed via the Trinity website here - <https://www.tcd.ie/Maps/>

## Course Content

### PCC Year 1

Year 1 comprises of 9 modules and students are required to attend - Academic Skills Tutorials I, Statistics & Methodology I, Research Skills & Methodology I with **five** foundation modules: Foundations of Psychology, Developmental Psychology, Fundamentals of Neuroscience & Behaviour and Psychological Disorder, Thinking **AND** one of two advanced modules: Human Reasoning OR Creative Cognition.

### PCC Year 2

Year 2 students must complete a Final Year Project and are required to attend – Statistics & Methodology II, Research Skills & Methodology II, two foundation modules: Fundamentals of Neuroscience & Behaviour and Developmental Psychology and **three** advanced modules:

Applied Issues in Developmental Psychology

The Brain Throughout the Lifespan

And

One other Choice any semester

**Research Project:** Each student is required to carry out an empirical investigation of a psychological topic or question, under the supervision of a member of the academic staff, in the second year of the course. The results of this independent investigation must be written up in the prescribed format and submitted on or before **3pm**, in the second year. **NB: Year 1 students are required to secure an academic supervisor by the end of the last week of Hilary Term, 15<sup>th</sup> April 2022).** The maximum length for the project is set at 7,000 words, 2,000 of which must be allocated to the introduction. This deadline is treated the same as deadlines for a written examination and projects

submitted after the due date will not be examined. **See appendix 1 for guidelines and information.**

### **Notes**

*Modules may be given in years other than those indicated, and the modules offered (and their corresponding assessment) may be restricted by the availability of staff. Additional modules may occasionally be provided for particular years of the course and credit for participation in these modules will be given in the assessment process. Details of such modules as become available and any requirements for attendance and participation will be published at the beginning of the academic year.*

## **Module Details**

Modules are assigned a certain number of ECTS which reflect their contribution to the year's work. **One full academic year is made up of 60 ECTS (European Credit Transfer System).**

**The European Credit Transfer and Accumulation System (ECTS)** is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. The Trinity academic year is 40 weeks from the start of Michaelmas Term to the end of the annual examination period. One ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input, to include class contact time and assessments.

**ECTS credits are awarded to a student only upon successful completion of the course year.**

Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

### PCC Module Details for Academic Year 2021/2022

Please note that all module descriptions are available to view on [www.my.tcd.ie](http://www.my.tcd.ie) under the heading 'Courses & Modules'.

**PSU12005                      Academic Skills Tutorials I**

**Lecturer:** School of Psychology Academic Staff

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 2 terms (Michaelmas and Hilary)

**Contact per wk.:** 4 x 1-hour tutorials per lecture term.

**Assessment:** Continuous

**Weighting:** 10 ECTS

**Description:** In MT and HT students will attend a series of small group tutorials designed to develop their competence in information search, analysis and synthesis and associated essay writing skills. Students will be allocated tutors after term begins.

**PSU11010                      Research Skills and Methodology I**

**Lecturer:** Prof. Sven Vanneste

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 1 term (Michaelmas)

**Contact hours:** 11 lectures, 11 x 2hr seminars, 11x 2hr labs

**Assessment:** Continuous (tests/reports)

**Weighting:** 10 ECTS

**Description:** This module provides a hands-on introduction to the process of psychological research, and opportunity to develop and refine some of the core skills – literature searching, research design, report writing, etc. It also introduces students to the varieties of psychological data that are generated and to how these can be summarised described and presented.

**PSU11011                    Statistics & Methodology (SaM) I**

**Lecturer:** Prof. Sven Vanneste

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 1 term (Hilary)

**Contact hours:** 22 Lectures, 22 x 2 hr labs

**Assessment:** Continuous (tests/reports)

**Weighting:** 10 ECTS

**Description:** This module aims to give a grounding in core statistical tools and methods and to provide a foundation for more advanced modules in subsequent years. The module aims firstly to produce smart consumers of psychological research and secondly students competent at collecting, exploring, analysing, interpreting and presenting psychological data.

**PSU12320                    Foundations of Psychology**

**Lecturer:** Dr. Lorina Naci

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 1 term (Michaelmas Term)

**Contact hours:** 2 Lectures per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** To orient students to historical developments in the field of psychology; to understand the strengths and limitations of different levels of analysis in psychology; to synthesize different levels of explanation in psychology; to encourage critical evaluation of the methods used to acquire psychological knowledge in order to understand the relationships between theories, observations, and conclusions; and, to critically analyze psychological knowledge within a wider socio-historical and intellectual context.

**PSU12007                    Developmental Psychology**

**Lecturer(s):** Dr. Elizabeth Nixon

**Classes:** **PCC Yr 1 & 2 (Compulsory)**

**Duration:** 1 term (Michaelmas Term)

**Contact per wk:** 2 lectures per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** This course traces change in human psychological development from the beginning to the end of life. As well as giving a chronological account of what we know about psychological change across the life span, there is a strong focus on theoretical, conceptual and methodological issues.

**PSU12009                      Psychological Disorder**

**Lecturer:** Dr. Claire Gillan

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 1 term (Hilary)

**Contact hours** 2 lectures per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** This lecture course introduces students to a variety of approaches to conceptualising and treating a range of psychological and physical problems. This includes an overview of behavioural, humanistic, cognitive, psychoanalytic and biomedical perspectives; an outline of contemporary diagnostic principles and practice; examination of a diverse array of disorders, including depression, anxiety and schizophrenia, psychophysiological, somatoform and sexual disorders, and neurological, addiction and personality disorders.

**PSU12080                      Fundamentals of Neuroscience and Behaviour**

**Lecturer:** Dr. Rhodri Cusack

**Classes:** **PCC Yr 1 & 2 (Compulsory)**

**Duration:** 1 term (Hilary Term)

**Assessment:** TBC (details to be posted on Blackboard)

**Contact hours:** 2 lectures per week

**Weighting:** 5 ECTS

**Description:** An introductory level course to the topics of brain and behaviour; methods in neuroscience, conditioning and associative learning; neurons; basic neuroanatomy and neurotransmission.

**PSU12340                      Thinking**

**Lecturer:** Prof Ruth Byrne

**Classes:** **PCC Yr 1 (Compulsory)**

**Duration:** 1 term (Michaelmas)

**Contact hours:** 2 lectures per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** The aim of this module is to provide a foundation in human thinking, in particular to familiarise students with contemporary explanations from the interdisciplinary perspective of cognitive science, drawing on evidence from cognitive psychology, artificial intelligence, linguistics, philosophy and cognitive neuroscience. The module aims to provide (a) an understanding of the conceptual underpinnings of the study of higher level cognition; (b) analyses of various aspects of thinking, including creativity, reasoning, problem solving, decision making, and of some relevant aspects of long term memory;; and (c) discussion of current challenges in the study of higher level cognition, including the relation of cognition and emotion, and the problem of consciousness.

**PSU22011**                    **Statistics and Methodology (SaM) II**  
**Lecturer:**                    Dr. Robert Whelan  
**Classes:**                      **PCC Yr 2 (Compulsory)**  
**Duration:**                    2 terms (Michaelmas & Hilary)  
**Contact per wk:**            1-hour lecture / w, 2-hour seminar every other week.  
**Assessment:**                Continuous assessment examinations  
**Weighting:**                  10 ECTS  
**Description:**                This module builds upon the knowledge assimilated during Statistic and Methodology I with the statistical and methodological concepts covered being at a more advanced level commensurate with the students' increasing knowledge of, and exposure to, psychological research. The core aims remain enabling the student to collect, explore, analyse, interpret and present data in a clear and meaningful way. As such qualitative methodologies will also be explored during the course. There will be an emphasis on statistical reasoning and how this enables us to make inferences about the origins of variability in data. The relevance of hypothesis testing will be questioned and importance of providing additional information such as effect size will be highlighted. Important concepts such as statistical power will be explored.

**PSU22013**                    **Research Skills and Methodology (RSaM) II**  
**Lecturer:**                    Dr. Robert Whelan  
**Classes:**                      **PCC Yr 2 (Compulsory)**  
**Duration:**                    Hilary Term  
**Contact per wk:**            2-hour seminar every other week  
**Assessment:**                Continuous assessment course work  
**Weighting:**                  5 ECTS  
**Description:**                This module builds upon the knowledge assimilated during Research Skills & Methodology I with the concepts covered being at a more advanced level commensurate with the students' increasing knowledge of, and exposure to, psychological research. This module has two core aims. The first is the facilitation of participation in psychological research so that students will gain experience of conducting, interpreting and writing up research results. The second is developing students' critical appraisal of published psychological research.

**PSU34370**                    **Child Development in Changing Family Contexts**  
**Lecturer:**                    Dr. Elizabeth Nixon  
**Classes:**                      **PCC Year 2 (optional)**  
**Duration:**                    1 term (Michaelmas)  
**Contact hours:**            1 lecture per week  
**Assessment:**                TBC (details will be posted on Blackboard)  
**Weighting:**                  5 ECTS



**Description:** The family represents one of the most important environments within which children develop. This course is concerned with the question of how families matter in children's development. The course examines theory, research and applied perspectives on the family as a context for children's development. The course aims to provide students with knowledge of research and theoretical advances on the relations between child development, and family processes, parenting, and diverse family structures. Topics such as parent-child relationships, marital conflict and divorce, single and step-parenting, and gay/lesbian parenthood will be considered, within a framework that takes account of developmental processes and broader socio-cultural contexts.

**PSU34390 Applied Issues in Developmental Psychology**

**Lecturer:** Dr. Elizabeth Nixon

**Classes:** **PCC Year 2 (compulsory)**

**Duration:** 1 term (Michaelmas)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** This course explores the application of developmental psychology to issues pertaining to improving the well-being of children and their families. The course considers how real-world events and changing society have informed developmental theory and the path of research. Within each of the topics covered on the course, consideration is given to relevant developmental theory, applied empirical research, and implications for intervention, practice and policy. Topics to be covered include: institutional care, adoption and development, bullying and cyberbullying, poverty, body dissatisfaction, and positive youth development.

**PSU34400 The Psychology of Criminal Behaviour**

**Lecturer:** Dr. Tim Trimble

**Classes:** **PCC Year 2 (optional)**

**Duration:** 1 term (Michaelmas)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** This course develops an understanding of the psychology of criminal conduct. It will investigate a range of perspectives from psychological literature that seek to shed light on crime and its commission. It will provide knowledge regarding the measurement and distribution of crime in society and official responses with regard to crime prevention and investigation. The aim is to promote an understanding of crime categories, offenders, and how a psychological understanding impacts on prevention, rehabilitation, and treatment. It will give an overview of applied professional practice in Forensic and Investigative Psychology.

**PSU34540****Social Neuroscience****Lecturer:** Dr. Redmond O'Connell**Classes:** **PCC Year 2 (optional)****Duration:** 1 term (Michaelmas)**Contact hours:** 1 lecture per week**Assessment:** TBC (details will be posted on Blackboard)**Weighting:** 5 ECTS

**Description:** Social Neuroscience is one of the newest fields in Psychology and explores the neural systems underlying social behaviour. Emerging from a synthesis of ideas and methods from social psychology and the neurosciences, social neuroscience seeks to broaden our understanding of human brain function beyond basic motor, perceptual and cognitive processes by elucidating the brain's fundamental role in governing interpersonal relations. This endeavour has the potential to greatly improve our understanding of how the brain works and, at the same time, to refine theories of social processes. The course will outline the theoretical origins of the field, basic neuroanatomy and core methodologies including brain imaging techniques and behavioural paradigms. In addition, key areas that will be covered include self-awareness, emotional and motivational processes, social cognition, social interaction, person perception and neuroeconomics. In so doing, the course will highlight prominent disorders of social function, such as autism, and how limitations in seemingly 'non-social' cognitive abilities can greatly influence our social behaviour.

**PSU34580****Preclinical & Clinical Models of Neuropsychiatric & Neurological Disorders****Lecturer:** Prof. Shane O'Mara**Classes:** **PCC Year 2 (optional)****Duration:** 1 term (Michaelmas)**Contact hours:** 1 lecture per week**Assessment:** TBC (details will be posted on Blackboard)**Weighting:** 5 ECTS

**Description:** This module provides students with an understanding of neuropsychiatric and neurological disorders, particularly in terms of their interrelatedness with neurocognitive function and their modelling by preclinical animal models. A particular focus will be on current and developing neurotherapeutic strategies (from molecular to behavioural to assistive/invasive technology approaches). Advances in technologies to model, probe and support nervous system function will be a key feature too, whether from a behavioural, pharmacological and/or neural prosthetic perspective.

**PS3U4640            The Brain Throughout the Lifespan**

**Lecturer:** Prof. Shane O’Mara

**Classes:** **PCC Year 2 (optional)**

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** The course title ‘Life and Death of the Brain’ is intended to convey the idea that there are other ways of approaching the study of brain structure and function beyond the conventional focus of parsing cognitive, affective and others functions using standard tools (such as brain imaging). There is a very large amount of important and interesting research work being conducted at the intersection of the brain, other disciplines and society at large. These topics vary dramatically: they can include the impact of the brain sciences on the courtroom to understanding the nature of the brain’s response during aesthetic experience, or neurobiology of poverty and adversity on development. The course will be broad and deep, moving from the immediacy of the impact of the local familial environment, to the effects of poverty and adversity on brain development, structure and function, to considering the nature of the neurasthenic response, to questions of ethics and law, and finally to extreme brain states, and a consideration of principles-based counterfactual neuroscience analysis (‘impossible’ brains, such as the zombie brain).

**PSU34700            Psychoanalysis & the Development of Personality**

**Lecturer:** Dr. John O’Connor

**Classes:** **PCC Year 2 (optional)**

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details to be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** Psychoanalysis is a long-established field of thinking, with its earliest ideas put forward in the 1890s, with a continued development of ideas into the present. It is particularly concerned with the idea that mental life has its origins within the earliest years of childhood and with the idea that there are internal dynamics in our experience. Our thinking is like a conversation involving different parties – encouraging, inhibiting, distracting, etc. Highly influential in the fields of psychotherapy and counselling, as well as in clinical and counselling psychology, psychoanalytic ideas about the nature of relationships continue to be widely explored and their implications seen in clinical practice. Psychoanalytic ideas are often drawn on when the complexity of relationships is being considered as well as in the extremes of experience (such as we see in fundamentalist terror, in murder-suicide, in excesses of addiction and compulsion, etc.). In this module, we will look at certain ordinary human experiences – falling in love, feeling hurt, getting stuck, dreaming, getting sick, and how we might think of these through a psychoanalytic lens. We will explore

some of the most significant themes in psychoanalysis, surveying the ideas of a number of key authors.

**PSU34720                      Creative Cognition**

**Lecturer:** Prof. Ruth Byrne

**Classes:** **PCC 1 & PCC 2 (optional)**

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details will be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** The aim of this module to provide an advanced evaluation of psychological knowledge on creative cognition that builds on the foundation provided in the PS1234 Thinking module. It will familiarize students with the core theoretical and methodological issues in the scientific study of human creativity and imagination. It will enable students to develop a critical assessment of experimental studies of human innovation, including conceptual combination, category expansion, the creation of alternatives to reality in adulthood, and the role of pretence in childhood. It will facilitate students in the formulation of rigorous evaluations of experimental investigations of human insight, analogy, scientific discovery and imagery. It will foster a critical appreciation of the influence of contextual factors such as culture in creative endeavours.

**PSU34730                      Human Reasoning**

**Lecturer:** Prof. Ruth Byrne

**Classes:** **PCC Yr 1 & PCC Yr 2 (Optional)**

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

**Assessment:** TBC (details to be posted on Blackboard)

**Weighting:** 5 ECTS

**Description:** The aim of this module is to provide an advanced evaluation of psychological knowledge on human reasoning that builds on the foundation provided in the PS1234 Thinking module. It will familiarize students with the core theoretical and methodological issues in the scientific study of human reasoning and decision making. The module is designed to enable students to develop a critical assessment of experiments on human social reasoning, including moral judgment, intentional reasoning, and reasoning about social dilemmas. It will facilitate students in the formulation of rigorous evaluations of experimental studies of human hypothetical thought, including conditional reasoning, counterfactual thought, causal reasoning, and argumentation. It will foster a critical appreciation of experimental investigations of decision making, including planning and risky choices.

**PSU34750                    Psychology of Religion and Spirituality**

Lecturer:                    Dr. Sam Cromie

Classes:                    **PCC Year 2 (optional)**

Duration:                    1 term (Hilary)

Contact hours:            1 lecture per week

Assessment:                TBC (details to be posted on Blackboard)

Weighting:                 5 ECTS

Description:                In this module we examine the core phenomena of religious and spiritual belief and practice – faith, guilt & forgiveness, worship - through the lenses of different psychologies. Psychoanalysis, social, cognitive, behavioural, biological, evolutionary and positive psychology have all addressed these. We explore their theoretical perspectives, methodologies and the types of empirical data they have gathered.

We also look at distinctive features of human culture that, while not specifically religious, are arguably fundamental to the experience of being human, such as art, fiction and humour.

Core to the module is consideration of multiple rationalities & the nature and status of different types and levels of knowledge – religious vs scientific, psychological vs sociological, evolutionary vs humanistic – in understanding the human condition.

**PSU44014                    Project (*Please see further information on Final Year Project/FYP in this handbook*)**

Lecturer:                    Various (Co-Ordinator Clare Kelly)

Classes:                    **PCC Yr 2 (Compulsory)**

Duration:                    Full academic year

Contact per wk:            Arranged with supervisor

Assessment:                Written thesis and oral defence

Weighting:                 20 ECTS

Description:                A piece of independent research which involves gathering data on a psychological topic. The research is supervised by a member of staff who is available as a resource to be used by the student. The project is intended to test a student's ability to conceive of, plan and carry out sustained piece of research by integrating and extending previous studies. It gives the student an opportunity to develop and demonstrate skill in identifying, carrying out and writing up a discrete piece of research using academic concepts, theoretical insights and practical abilities acquired on the course. It provides further training in research methods and analysis.

Many lecturers will make their lecture slides available after their lectures – see respective module pages on <https://tcd.blackboard.com/webapps/login/>

## **[Learning to Learn Online in Trinity](#)**

The module has been developed to prepare and support students in Trinity College Dublin with the transition to hybrid learning this academic year. Developed collaboratively by Academic Practice, Student Learning Development (SLD), Trinity Disability Service, the Transition to Trinity Officer and the IUA Enhancing Digital Capacity Project.

Registered students can self-enrol on Blackboard for the module, and instructions on how to do this are detailed via [https://student-learning.tcd.ie/learning\\_to\\_learn\\_online/](https://student-learning.tcd.ie/learning_to_learn_online/)

The module is structured thematically across four blocks and three of these are now available. Resources in block four will be made available shortly.

**Block 1. Getting Started for Learning Online**

**Block 2. Working Together Online**

**Block 3. Creating your Study Routine**

**Block 4. Preparing for Assessments /Assessments**

SLD are providing a series of workshops to support students as they engage with the module. Students can find out more about these workshops on the [SLD](#) website .

## Course Requirements

### Statistics & Methodology I & Research Skills & Methodology I – PCC Yr 1

For the Statistics & Methodology I and Research Skills and Methodology I modules, attendance at all labs and seminars (generically referred to as practicals) is **compulsory** and attendance is recorded. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. If a student is recorded absent for more than 3 of the practical classes in either module they will be returned as non-satisfactory. Please note that it is the responsibility of each student to ensure that his or her presence has been recorded on the roll.

The assessment for Statistics & Methodology (SaM) I and Research Skills and Methodology (RSaM) I is made up of continuous assessment examinations and coursework. If on a continuous assessment exam a student does not achieve at least the pass mark of 40% a re-sit must be taken. The re-sit will only be eligible for a maximum mark of 40%. A student will automatically fail the Statistics & Methodology I and Research Skills and Methodology I modules if the maximum mark achieved in an exam or its re-sit is less than 35%. An average of 40% on the examination component alone of the assessment schedule is required to obtain an overall pass mark for the practical elements.

**All assessments (tests and reports) must be completed, otherwise the student will be returned as non-satisfactory and will not be permitted to progress/rise with their year.**

### Statistics & Methodology II & Research Skill & Methodology II - PCC Yr 2

For both of the above-named modules attendance at all labs and seminars (generically referred to as practicals) is **compulsory** and will be recorded. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. If a student is absent for more than 2 of the 11 practical classes which run in both Michaelmas and Hilary term s/he will be returned as non-satisfactory. Please note that it is the responsibility of each student to ensure that his or her presence has been recorded on the roll.

The assessment for SaM II is comprised solely of continuous assessment examinations. If on any one of these exams a student does not achieve at least the pass mark of 40% a re-sit must be taken. The re-sit will be the same paper taken early in Hilary term or during the supplemental session and will be eligible for a maximum mark of 40%. A student will automatically fail the SaM II course if the maximum mark achieved in an exam or its re-sit is less than 35%. The assessment for RSaM II is comprised of coursework and the Journal Club exam.

**All assessments (tests and reports) must be completed, otherwise the student will be returned as non-satisfactory and will not be permitted to progress/rise with their year.**



## Annual Assessment Regulations

### PCC Yr 1

PCC Year 1 is comprised of 9 modules, 6 of which are weighted at 5 ECTS each, while Academic Skills Tutorials, RSaM I and SaM I are each allocated 10 ECTS. Therefore, Academic Skills Tutorials, RSaM I and SaM I each contribute 16.67% to the overall assessment total and the other 6 modules contribute 8.33% each. Please note the advanced module taken in Year 1 will contribute to the overall degree award in Year 2: PSU34720 Creative Cognitive OR PSU34730 Human Reasoning. There will be 6 examination or Assignment papers, **(TBC on Blackboard)** one for each core foundation module and one for the advanced modules. RSaMI and SaMI will be assessed by continuous assessment. Tutorial work will also be assessed by continuous assessment.

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in each year and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year. The Pass mark is 40%.

#### **Assessment during the Year**

A student must complete **all** assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc.

#### **At Annual Examinations**

A student must sit examinations in all modules that have an examination as an assessment element.

#### **Progression Regulations at Annual Assessment Stage**

- (i) In order to progress to the next year of the course, students:
  - Are required to obtain an overall pass by accumulating 60 ECTS and achieving an overall pass mark (i.e. 40 or above)

- Are required to obtain a minimum of 50 credits at grade pass or above
  - May accumulate a maximum of 10 credits at qualified pass (QP where the mark lies between 35-39).
- (ii) A student who does not pass as outlined above must complete a supplemental assessment(s) (e.g. examinations/coursework) in **all failed modules**, that is, in all modules for which a module mark of at least 40% has not been achieved. This includes failed modules that could have been passed by compensation if the overall number of failures had been less.

### **Progression Regulations at Supplemental Assessment**

- (i) Students are required to present for reassessment at the supplemental session when:
- they obtain in excess of 10 credits at qualified pass (i.e., marks between 35-39);
  - any credits at grade fail;
  - they do not obtain an overall pass.

If a student has achieved both Fail and Qualified Pass marks in the annuals, they must present in the supplemental session for reassessment in all failed components in all modules for which they obtained a Qualified Pass or Fail.

The same compensation regulations apply at the supplemental session as at the annual session.

There is no aggregation.

Supplemental assessment includes sitting supplemental examinations and/or completing other supplemental assessments, such as essays, reports, etc. The assessment element(s) for a module at the supplemental assessment will usually be the same as the annual session but can be different. Only the failed component of a module: the continuous assessment, examination or both, needs to be completed as a supplemental requirement.

### **Marks for Supplemental Assessment of Modules**

The supplemental mark for a module depends on the supplemental assessment used. The mark may be:

- a - The mark for re-assessed element(s) added to the annual mark(s) for other element(s) (if any).

b - The mark for the supplemental examination.

c- The combined marks for the new assessment elements.

### **Overall Mark at Supplemental Assessment Stage**

The marks for modules passed at the Annual Assessment Stage are considered together with the marks for modules re-assessed at the Supplemental Assessment Stage. The overall mark for a student is the weighted average of these module marks, using the ECTS credit rating for the weighting of each module.

### **Progression Regulations at Supplemental Assessment Stage**

In order to progress to the next year of the course (PCC1) or to attain their credits for the year (PCC2), a student must: Pass all modules and earn 60 credits or pass by compensation as explained above. If a student passes by compensation, he/she earns 60 credits for the year. A student who has not passed the year after either the annual or supplemental session is required to repeat the failed modules in the following academic year. The student's academic record on their transcript will show clearly the time lost through repetition of a year.

## Annual Assessment Regulations

### PCC Yr 2

PCC Year 2 is comprised of seven modules and the final year project. Marks from three advanced options examined in Year 1, (PSU34710, PSU34330, PSU34680) will contribute to the final mark in Year 2. Therefore, 11 elements in total will comprise the final mark in Year 2: All 8 elements from Year 2 and three advanced modules elements from Year 1. Hence the final mark will be derived from the weightings of 11 elements:

- Each 5 ECTS module will contribute 6.66%
- Each 10 ECTS module (S&MII) will contribute 13.33%
- Each 20 ECTS module (FYP) will contribute 26.67%

There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). SaM II and RSaM II and the academic skills tutorials will be assessed by continuous assessment. The pass mark for each assessment/examination component and each module is 40%. Modules are weighted according to their credit values. The marks from each module will be added together, and an overall pass grade (40%) must be achieved for a student to be awarded the Psychology Conversion Course.

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in the second year and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year. The Pass mark is 40%.

#### **Assessment during the Year**

A student must complete assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc. A student must complete **all** assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc. There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). Students are assessed at the end of semester one in all modules that are taught only in semester one and at the end of semester two in all year-long modules and all modules that are taught only in semester two. There is one reassessment session which is held at

the beginning of Michaelmas term. Students are assessed in all failed modules from both semesters at the reassessment session.

### **Final Examinations (Annual session)**

A student must sit examinations in all modules that have an examination as an assessment element.

### **Regulations at Final Assessment Stage**

- In order to pass at the Final Assessment Stage, a student must: a) Pass all modules and earn 60 credits OR b) Pass by compensation or pass by aggregation, as explained below. If a student passes by compensation he/she earns 60 credits for the year.
- A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale.

### **Passing by Compensation at Final Assessment Stage**

Any module(s) may be identified as “non-compensatable” – i.e., a student must pass the module, and may not fail it and pass by compensation.

In order to pass by compensation a student must: a) Have an overall mark of at least 40%, and b) Pass outright modules totaling at least 40 credits, and c) Get a minimum mark of 35 in each failed module, up to a maximum of 10 credits.

**Please note in order to rise with your year, all required coursework must be submitted.**

#### **Foundation Modules:**

Exam = 100%

OR Essay = 100%

#### **Sophister Modules:**

Exam = 100%

OR Essay = 100%

## Final Year Project - Introduction

All candidates for the Psychology Conversion Course must carry out an empirical investigation of a psychological topic or research question/s. The results of this independent investigation must be written up in an acceptable format, which is described in detail in **Appendix 1**, plus an electronic version and a raw data file on disk/USB key should be submitted for examination by **3pm, on or before Monday, 14<sup>th</sup> March 2022**. Please read **Appendix A**, which provides detailed requirements, instructions and guidance regarding the final year project.

The co-ordinator of Final Year Projects is Prof. Clare Kelly. Any general queries relating to the FYP which have not been addressed in the following sections may be directed to the co-ordinator.

## Criteria for degree classes

Brief descriptions are provided below of the qualities of work typical of each of the various classes of honors that can be awarded. These descriptions are not specific to any particular level of examination: they can be applied equally to students in their first and final year, and to students who are taking a course as a minor component of their degree, outside their main area of study. Examiners take these factors into account when evaluating work, and will normally have different expectations of the absolute level of performance of different groups of students. Nevertheless, these descriptions provide a basis for making relative judgements between students within any particular group. These descriptions should be taken as indicative rather than prescriptive: assessment of degree classes is multi-dimensional and excellence in one dimension can compensate for weakness in another.

<b>FAIL</b>	<b>0</b>	<b>No attempt.</b> Fails to meet any requirements	<ul style="list-style-type: none"> <li>• No attempt made.</li> </ul>
	<b>10</b>	<b>Very poor.</b> Meets only the most basic requirement (providing an answer) but has major errors or omissions.	<ul style="list-style-type: none"> <li>• No reasonable attempt made to answer question</li> <li>• Answer displays no understanding of concept (contains multiple or major errors)</li> <li>• Contains idiosyncratic opinion with no appropriate sources cited or acknowledged</li> </ul>
	<b>20</b>	<b>Poor.</b> Does not meet requirements, contains omissions or errors.	<ul style="list-style-type: none"> <li>• Very limited understanding of concept or topic</li> <li>• Contains errors or confusion of concepts</li> <li>• An answer to a different question has been offered</li> <li>• No appropriate sources</li> </ul>
	<b>30</b>	<b>Inadequate.</b> Some attempt made but not sufficient to pass.	<ul style="list-style-type: none"> <li>• Represents an attempt to answer the question, but very limited understanding of concept or topic</li> <li>• Significant omissions or confusion</li> <li>• No structure or argument offered</li> <li>• Very few relevant ideas</li> <li>• Shows insufficient evidence of relevant reading or research</li> <li>• Poorly written (lacks clarity, contains typos)</li> </ul>
	<b>42</b>	<b>Very limited, only just meets requirements.</b>	<ul style="list-style-type: none"> <li>• Modest or superficial understanding or knowledge of the topic – a basic awareness that lacks breadth or depth</li> </ul>

<b>THIRD</b>	45	Significant omissions and lack of critical analysis.	<ul style="list-style-type: none"> <li>• Some errors, omissions, or confusion</li> <li>• Some relevant ideas, but parts of the question have not been sufficiently addressed</li> <li>• Argument offered but is poorly structured</li> <li>• Modest evidence of relevant reading and research, but draws on limited resources, or statements are unsupported by references</li> <li>• Lacks critical analysis</li> <li>• Irrelevant material discussed</li> <li>• Poorly written (lacks clarity, contains typos)</li> <li>• Much too long or much too short</li> </ul>
	48		
<b>2.2</b>	52	<b>Adequate.</b> Meets requirements but contains some omissions and lacks sufficient critical analysis	<ul style="list-style-type: none"> <li>• Answer demonstrates adequate breadth and depth of understanding, but may include some omissions or minor errors</li> <li>• Includes relevant ideas and examples, but part of the question is not adequately addressed</li> <li>• Structured argument is present but lacks clarity, is inconsistent, or under-developed</li> <li>• Points are supported by references, and there is some evidence of relevant reading and research, but primarily restricted to course material or otherwise limited.</li> <li>• Some critical analysis but superficial and lacking originality</li> <li>• Reasonably well-written (lacks typos) but may be formulaic (lacks originality or flair)</li> </ul>
	55		
<b>2.1</b>	58	<b>Good.</b> Meets all requirements and answers the question comprehensively with few flaws or omissions. Contains critical analysis.	<ul style="list-style-type: none"> <li>• Demonstrates good breadth and depth of understanding and command of relevant theories and evidence.</li> <li>• Addresses all parts of the question in full, although some omissions are possible</li> <li>• Draws on a breadth of resources, appropriately referenced, with some evidence of reading beyond the course material.</li> <li>• Expresses highly relevant ideas and provides examples, though some may not be appropriate or illustrative</li> <li>• Argument is well structured, clear, and comes to a logical conclusion.</li> <li>• Good critical analysis and evaluation, though may lack depth or original insights</li> </ul>
	62		
	65		



	68		<ul style="list-style-type: none"> <li>• Evidence of integration and synthesis of ideas, which may be limited or incomplete</li> <li>• Well-written, though could be more concise</li> </ul>
1 (FIRST)	74	<b>Excellent.</b> Goes beyond requirements in some way, features a depth of critical analysis, insight, and originality.	<ul style="list-style-type: none"> <li>• Demonstrates very good breadth and depth of understanding and fluency with relevant concepts, theories, and evidence.</li> <li>• Answers the question clearly and comprehensively.</li> <li>• Draws on a breadth of resources, with good evidence of reading beyond the course material, particularly of more recent/up-to-date material.</li> <li>• Appropriately referenced throughout.</li> <li>• Expresses highly relevant ideas and provides germane examples.</li> <li>• Argument is well structured, clear, and compelling, with some appreciation of nuance and complexity.</li> <li>• Very good critical analysis and evaluation, with original insights.</li> <li>• Good integration and synthesis of ideas.</li> <li>• Some appreciation of wider context and alternative perspectives.</li> <li>• Clear, concise, and engaging writing, with some evidence of originality and creativity.</li> </ul>
	80		
	87	<b>Outstanding/exceptional.</b> Goes significantly beyond requirements, features unique and original insights and critiques, as well as creativity and flair.	<i>In addition to 70-80 criteria:</i> <ul style="list-style-type: none"> <li>• Draws on a wide breadth of resources, with extensive evidence of reading beyond the course material.</li> <li>• Offers unique and novel insights, with considerable independence of thought</li> <li>• Argument is logical and compelling argument, with an appreciation and expression of complexity and nuance.</li> <li>• High-level integration and synthesis of ideas.</li> <li>• Deep appreciation of wider context and alternative perspectives.</li> <li>• Highly creative and original, flawlessly expressed with flair</li> </ul>
	93		
	100		

## Illegible Exam Scripts

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your exam grade and you may be required to return to the School in order to transcribe the script. Where poor handwriting renders a script very difficult and onerous to read, this may impact on the marks awarded. If you think you may have an issue in this respect, please consult with the Disability Office and make alternative arrangements to write your exams.

## Examination results

A detailed breakdown of individual results will be posted on my.tcd.ie. On written request via email to the course Executive Officer, [psychonv@tcd.ie](mailto:psychonv@tcd.ie), a transcript can be emailed to you. Transcripts can take up to seven days to process.

## Common examination errors

- Not answering the required number of questions. Thus, if asked for four answers (e.g., two from each section of a paper) and you only attempt 3 in total, you effectively limit your mark range to 75%. If you are achieving a 50% grade level, you will consequently fail the paper (37.5%). To have passed in this instance, you only needed 10 marks for your fourth question. So even if you think you have little to contribute, **it is worth attempting the question.**
- Not answering the actual question set.
- Writing illegibly. Markers can and will only assess what they can read.
- Putting answers in note form when an essay answer is required. Resort to notes only if you have run out of time (unless notes are requested, of course).
- Writing using texting language. Material in this form will be ignored by examiners.

## Access to examination scripts

You have a right of access to your examination scripts and this right may be usefully used for constructive feedback if you experience a discrepancy between your obtained and expected grade. In the first instance, please make your request known to the staff member responsible for the course or paper in question. It should normally be possible to arrange a discussion of your paper after a few days; please consult the College Calendar, Part 1, Section 1.31 for further details.

## Transcript Requests

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.

## Prizes in Psychology

### **The Graduates' Prize in Psychology**

This prize was founded in 1985 from donations received by the School of Psychology from graduates who were subscribed to a prize in conjunction with the celebration of the twenty-first anniversary of the founding of the department. It is awarded annually to the best Sophister or Conversion Course year 2 student in psychology. Value, €127.

### **Alice McAvoy Memorial Prize**

This prize was established in 1998 to honour the memory of Alice McAvoy, a postgraduate student of psychology, who died in September 1997. The prize was founded by the family, friends and colleagues of Alice. It is awarded annually to the Senior Sophister or Conversion Course psychology student who makes the best poster presentation of his/her final year project. Value, €51.

## George White Memorial Prize

This prize was founded in 1999 in memory of Captain George White, aviator and psychologist, by a gift from his wife, Maeve. It is awarded annually to a psychology student in Trinity College for a research-based paper, which has been accepted for publication. Value, €127.

## Photocopying

The postgraduate 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. At €3 (250 ECTS) or €6 (520 ECTS) each. The current charge is 3 ECTS (4 cent) per A4 copy. The cards may also be used to operate the Laser printers in the School's computer lab.

Advice about the use of the photocopiers/ photocopying cards should be sought from Lisa Gilroy, AP1.28, ext. 1091, [lmcullen@tcd.ie](mailto:lmcullen@tcd.ie)

## Berkeley Library

The main psychology collection of books and journals is housed in the **Berkeley library** on the second floor and recent issues of Journals are to be found in the **Periodicals Room** in the basement of the Ussher library, where there is also a photocopying facility. General reference books, various indexes and a computer-based CD ROM database for psychology books and journal articles (called **PSYCHLIT**) are to be found on the ground floor of the Berkeley. Materials that have been specifically reserved for your use by course staff are held "on reserve" and may be requested from the counter on the ground floor. **Some of these arrangements are subject to change. See School noticeboards for updated information**

**Please note:** A set of textbooks for all the foundation courses and for the advanced options taken by Conversion Course students are held for your use only in the reserve section in the Berkeley library.

Please note that most Journals are not on open shelves but have to be requested from the "stacks". Journals may be accessed on the Library website <http://library.catalogue.tcd.ie/search> .

Less frequently used materials have to be brought on request from the library depository in Santry. Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. The **Student Lending** collection is currently housed in the **1937 Reading Room**. It tends to contain books specifically recommended by staff for student borrowing. It may also be worth checking out the **Hamilton Library** where an increasing number of psychology books can be found. The librarian with special responsibility for Psychology is Ms. Geraldine Fitzgerald - but all library staff will assist you with any problems or enquiries you may have. This is the link to the psychology subject page <http://www.tcd.ie/Library/support/subjects/psychology/>.

## Computing Facilities

The School has two computer laboratories; one (room 1.34) that contains 40 iMacs and a scanner (text and graphics) and the other (room 1.32) contains 16 iMacs on the first floor. The laboratories are for Psychology student use, and are booked for undergraduate and postgraduate classes at regular times during teaching terms. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. **Postgraduate students have 24 hour access**. You are advised to consult the notice boards and the “Rules and Regulations” file in the shared folder on each computer for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing arrangements, and so on. A mono laser printer (PSYLAB) is located outside the laboratories and a colour laser printer (PSYFIRST) is located outside room 1.19. The laser printers are operated by a card system, and the cards may be purchased from the card dispenser, located outside the laboratories, at €3 (250 ECTS) or €6 (520 ECTS) each. Monochrome laser printer charges: A4-3 ECTS, A4 double-sided-6 ECTS. Colour printer charges: A4-16 ECTS. 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, Mark Jordan or Maria Foster (Room1.30).

## College Computers

You are advised to read the **Guide to Computing in College**, available from the IT Services homepage, for information on the many and varied computers available and for access to an e-mail account.

## **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>

## **Psychometric Tests and Testing**

All test materials in the School are listed in a database file on the Psychology Local web pages. To borrow material, you should consult with and obtain permission from your supervisor. No test manuals may be taken out of the School. No testing procedures or distribution of questionnaires should be undertaken without prior permission from your supervisor. Testing material is usually copyright and should not be duplicated. You will need to let your supervisor know well in advance if you require additional test materials to be ordered from the suppliers - it can take several months. You should also consult with your supervisor to establish whether the test you require is held by any other member of the School. You are advised to restrict your research requirements to tests currently available in the School as, apart from supply delays, new tests can be very expensive to purchase.

## **Laboratory Space**

If you require laboratory space for carrying out experiments, interviews, tests or using equipment, special arrangements can often be made through your supervisor.

## **Safety & Security**

You should familiarise yourself with the School Safety Statement available on the Psychology Local web pages 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. Lisa Gilroy, Mark Jordan and Anne-Marie Duffy are our Fire Wardens. Please inform any of them of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the past, from full-scale burglaries to daytime theft of personal effects. To comply with regulations, by order of the Board, during lecture terms the School is closed to undergraduates from 5.45 pm, including the School computer lab, except when there is scheduled teaching or where special arrangements have been made. Please note that it is **against the law to smoke in a public building such as the School. Eating and drinking are also not allowed in the School** (excepting designated areas and official receptions).

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

### Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) 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.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on their website: [http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/). The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm. Phone: 8961417; Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie).

### Student Counselling Service

The Student Counselling Service offers a range of services to help students to improve their study and learning skills, and to achieve academically their fullest potential. More information on the service can be found at [www.tcd.ie/Student\\_Counselling](http://www.tcd.ie/Student_Counselling), or by phoning +353 -1-8961607.

### Disability Service

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

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](http://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](mailto:askds@tcd.ie) or visit the Disability Service [Contact page](#).

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

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

<https://www.tcd.ie/disability/services/placement-planning.php>

## Resources and Support Services in the College

Student services are available in College, including those related to academic and personal supports. [www.tcd.ie/students/supports-services/](http://www.tcd.ie/students/supports-services/) will help you take advantage of everything Trinity has to offer for students. The student services handbook is also available on the website.

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

There are a wide number of supports and services available to students. The information on the [website http://www.tcd.ie/students/](http://www.tcd.ie/students/) will help you take advantage of what Trinity College has to offer.



[The Student Services handbook can be downloaded via  
http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20\(web%20version\).pdf](http://www.tcd.ie/students/assets/pdf/Student%20Services%20Booklet%20(web%20version).pdf)  
<http://www.tcd.ie/graduatestudies/>

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

## Project Rooms

Project rooms are available to Psychology students in Áras on Phiarsaigh. There are two on first floor, 1.02 and 1.39 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.

## Social and Sports Activities

Current TCD Students join TCD Societies. Presentation of a current student card and registration with a valid TCD email address is necessary for registration. <http://trinitysocieties.ie/>

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 [www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports\\_Clubs](http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs)

## International Students

Erin Paullin is the Global Officer for the School of Psychology and the School of Social Work and Social Policy. Erin can be contacted at [Erin.Paullin@tcd.ie](mailto:Erin.Paullin@tcd.ie) and is based in the School of Psychology on a part-time basis.

## Noticeboards

There are several noticeboards located on both floors of the School.

## Links for University Regulations, Policies and Procedures

<http://www.tcd.ie/teaching-learning/academic-policies/>

[https://www.tcd.ie/about/policies/160722\\_Student%20Complaints%20Procedure\\_PUB.pdf](https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf)

<https://www.tcd.ie/equality/policy/dignity-respect-policy/>

<http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

## 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/teaching-learning/quality/>

## School of Psychology Staff and Research Student - Research Interests

A full staff directory is available on the School's webpages at <http://www.psychology.tcd.ie/> This includes their work contact details and research interests. Similarly, the research topics of those students currently registered on the research programme are also available to view.

## Qualifications Framework

To learn about the Irish NFQ please see webpage <https://nfq.qqi.ie/qualifications-frameworks.html>

## Intellectual Property Guidelines

In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*<sup>1</sup>, 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 (i.e., 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;
  - This may be dependent on terms and conditions of the funding underpinning a project; and
  - 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;
  - Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and

- 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](mailto:emily.vereker@tcd.ie) / ☎ ext 4152

### Submitting Coursework & getting it back

**Please note, in order to rise with your year, all required coursework must be submitted as scheduled, and no later than the beginning of the supplemental session in the same academic year.**

All course work must be submitted no later than 3pm on the Thursday of the last week of each semester. All work must be signed in and dated on the sheet provided. Students are required to submit an electronic copy with appropriate cover sheet through the Blackboard site for the respective module. Coursework feedback will be returned through the Blackboard site for the module. **You are required to keep a copy of all work submitted for assessment.**

#### **Submission of Coursework for SaM I & II and RSaM I & II**

For Statistics and Methodology I and Research Skills and Methodology I ONLY electronic submission of coursework is required. Coursework must be submitted electronically to the relevant assignment depot on [www.turnitin.com](http://www.turnitin.com) by the deadline specified by the lecturer. All work must include the electronic coursework coversheet which provides all the necessary details about the assignment in a standardized fashion.

### **Late submission of continuous assessment work**

Students may make a case for deferred submission of work **in advance of a deadline only**, unless an acceptable medical certificate has been submitted covering the period subsequent to the deadline. Continuous assessment work that is submitted after the specified deadline will be subject to the following penalties. For the first week, late course work submitted without medical certification or equivalent explanation will be subject to a 3% deduction for every day that it is late for a period of 5 working days. If received during the next 5 working days the work will continue to be penalized at 3% per day but is eligible only for a maximum mark of 40%. Work submitted more than 10 working days after the deadline will be awarded no mark and recorded as zero percent. However, if a reasonable attempt has been made at it, the student concerned will not be returned non-satisfactory for the term in question on foot of the delay. Staff may give feedback on submitted late work at their own discretion.

For sophister modules, please contact the course executive officer who will liaise with the relevant lecturer to discuss the possibility of granting an extension. For Foundation modules, extensions will be awarded through the Statistics and Methodology and Research Skills and Methodology modules and more details will be provided via those modules.

### **Soft copy (electronic) submission of coursework**

All coursework must be submitted in soft copy through [turnitin.com](https://www.turnitin.com) to facilitate the detection of plagiarism. Where hardcopy submission is required, the deadline for electronic submission will always be 10 calendar days after the hard copy deadline regardless of when this date falls. If you do not meet this deadline then there will be a single penalty of 16% (equivalent to the penalty for being one week late with the hard copy submission) regardless of how late you are. Before coursework feedback is returned to a student there will be a check made as to whether the electronic copy has been submitted. If the electronic submission has not been made, then the mark the work achieved will be noted but will be returned as zero. This zero mark will only be reversed when the electronic submission has been completed AND the lecturer concerned has been emailed to alert them of the submission. Every effort will be made to ensure that the double application of hard and electronic penalties will not take place. In the case of late hard copy submission, the 10 day period for electronic

submission will start on the day after the hard copy submission has been completed. Note that an electronic copy will not be accepted either in lieu of the hard copy or as a way to meet the hard copy deadline.

### **Marking of SaM and RSaM coursework**

The name of the marker will be listed on the top of the feedback sheet. If you are unclear as to why you received the mark awarded you are entitled to have this explained to you by the marker. If after this meeting you are still unclear as to why the mark was awarded you can discuss it with the lecturer responsible for the module.

## **Email and Social Media Usage Policy at TCD**

Official University and School correspondence will be sent to **your TCD email address**. Please note that College will use only your official TCD email account and you must use that account, rather than a personal email account, when communicating with College. You may also send email to staff in the school where appropriate and necessary. Remember to check your email daily 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 webpages, 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.
- Email 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, year (1 or 2) and course 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 Executive 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.
- Email is not private, even though it is treated confidentially, it is monitored and logged

### **Attachments**

- Title the attachment in such a way that the recipient can identify it easily once it has been downloaded. **For instance, include your name, the name of the lecturer, the piece of work, the module code & title.**
- In the body of your email, tell your recipient the title of the attachment, what type of software was used to create the document, and the year/version of the software. For example: "The attached file is titled 'libraryopenhours.doc' and it is in MSWord".
- Make sure that you do not send very large attachments unless you are sure that your recipient's Internet connection and email client can handle them.
- Do not send unnecessary attachments. If you have presented all of the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

**Please remember that just as with any form of communication the recipient of your message expects your email to be thoughtfully written, clearly focused and respectful.**

For further information, please consult College policy on email at: <http://isservices.tcd.ie/email/>

## 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/](https://www.tcd.ie/info_compliance/data-protection/gdpr/)

## Mobile Phone Use in the School & College

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.

## Plagiarism in Examination & Assignment/Continuous Assessment Coursework

Candidates for examinations are forbidden to bring books or notes with them into an examination hall, to copy from or exchange information with other candidates or in any way make use of information improperly obtained. Such actions are regarded as serious offences for which students may be expelled from the university. Students must not leave the hall before the time specified for the examination has elapsed, except by permission of the invigilator.

Examinations, assessments and other exercises which are part of continuous assessment are subject to the same rules as other college examinations. Where any written work is part of a procedure of assessment, **plagiarism** (the copying and presentation of others' work without crediting the source) **is regarded as a very serious offence. It is equivalent to copying in an examination and is liable to similar penalties.** Plagiarism includes presenting work which has been written jointly with one or more other people and presenting material from the work of others, including published material, without due acknowledgement.



**Please take time to read the guidelines for eliminating plagiarism at the front of this handbook for a more extensive discussion of plagiarism.**

### **Part-time Lecturers & Teaching Assistants**

Part-time lecturers and teaching assistants are appointed with specific teaching duties which may include lecturing, demonstrating, taking practical classes, tutorials and seminars and the marking of classwork and examination assessments. They are not formally available for detailed advice on experimental design, statistics or other matters to do with project research supervision. Questions relating to these issues should be addressed to full-time staff only.

### **Change of Contact Details**

The School records your first address on entry. It is important that you inform us of any change so that we can contact you when necessary. Please access a 'change of address form from the College website <http://www.tcd.ie/vpcao/administration/records-awards/change-details.php> and return to the Student Records Office. There is a charge of €32 if the Student Records Office is not notified of a change of address

### **Ethical Guidelines**

**Please note that students who choose to conduct a final year research project that involves CHILD participants (minors under the age of 18 years) are required to sign a Statutory Declaration witnessed by a Notary Public, that they do not have any previous convictions, or any pending prosecutions in Ireland or elsewhere, for offences against children or offences against the person. Guidelines for conducting research with adult and child participants are published on the School website and you must adhere to them.**

For more information, please view the information on the School's Ethics webpage at <https://psychology.tcd.ie/local/undergraduate/Ethics/index.php>

Every applicant is required to read the ethics guidelines from the Psychological Society of Ireland (PSI) (<http://www.psychologicalsociety.ie/>) and/or the British Psychological Society (BPS). The British Psychological Society's published Code of Ethics & Conduct is available for consultation at [www.bps.org.uk](http://www.bps.org.uk)

It is now a requirement that in all applications submitted to the School of Psychology Ethics Committee, and in all requests for amendments to projects approved previously, applicants demonstrate that the proposed research activity will conform to the General Data Protection Regulation (GDPR). More information is at [http://www.tcd.ie/info\\_compliance/data-protection/gdpr/](http://www.tcd.ie/info_compliance/data-protection/gdpr/)

### Student Representation

Each year-class elects a representative who coordinates discussion and feedback about issues pertaining to the course. A representative (one from amongst all year-class reps) is elected to represent postgraduate/Conversion Course issues at School Executive Committee Meetings and there is also part postgraduate/Conversion Course student representation on the School Committee. The Head of School, year coordinators and another academic staff member normally meet all reps at least once in MT and HT.

### The Psychological Society TCD

The Psychological Society aims to promote the field of psychology within College and to demonstrate the subject's relevance and importance to everyday life. Talks are provided throughout the year by guest speakers, covering a broad range of issues relevant to contemporary psychology. They are accessible to students at all levels, as well as students from outside the school. In its founding year, the society hosted a talk from B.F Skinner and has continued this tradition of attracting distinguished

figures for over 40 years, recently hosting a talk from Dylan Evans on the evolutionary roots of religious beliefs.

These talks are just one aspect of what the society does; they are also committed to providing a social outlet for members. As well as the receptions following the talks, they have a range of other events throughout the year, such as film screenings and table quizzes. The annual ball in spring is a highlight and continues to grow each year.

The society is open to all, but especially encourages all members of the school to join. Members can join in Freshers' Week or any time throughout the year by contacting them by email [psychsoc@csc.tcd.ie](mailto:psychsoc@csc.tcd.ie)

## Graduate Students' Union (GSU)

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 College 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 post graduate students; monitoring and development the study and recreational facilities of the 1937 Postgraduate Reading Room; providing 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 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/](http://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 up-dates from the university and the wider metropolitan community through the medium of a digital newsletter titled Postgrad News.

The GSU website <http://www.tcdgsu.ie> provides the latest updates from the GSU, 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, Shane Collins at [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie) or the GSU Vice-President, Madhav Bhargav at [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie) or by contacting the office landline at (01) 896 1169.

The GSU student representative overview can be found on <https://www.tcdgsu.ie/becomearep/>

Together with the Graduate Students' Union, the Dean acts as a voice representing the graduate students on various fora in College, including the University Council, Heads' of School Committee, The Deans' Committee, and the Research Committee. More information is available via <http://www.tcd.ie/graduatestudies/>

## Study Methods

### Advice to new students

Your role as a student is to be an active learner. The lecturer's role is to guide, advise and to stimulate learning. You will need to work through material presented in lectures so you understand it, to seek out relevant evidence and evaluate it in the light of questions posed, and to carry out tasks and assignments independently, setting your own schedule for completing them. You will be expected to be responsible for organising your own learning around lectures, practicals, seminars and tutorials. If you need advice, draw up a timetable of what you are required to do and by when. Make notes during lectures for reference later on, but be careful to select the main points, not to jot everything down verbatim. After the lecture go through your notes to check you can understand them and mark them

out for easy reading. Date and file them systematically. The most important part of your academic work will be reading and thinking (based on Wyatt, 1998).

## Self Help Books

Managing your own learning at University, by Aidan Moran, Dublin: UCD Press, 2000.

Learn to Study for Success at College and University with Emma Thurston & Professor Aidan

Moran (70 Mins) ISBN 978-0-9565292-0-6; Mindcool productions;

<http://www.mindcoolproductions.com/>

Open University Press series, published by Open University Press, Buckingham

([www.openup.co.uk](http://www.openup.co.uk)):

- The student's guide to exam success
- How to get a good degree
- How to win as a final-year student
- A guide to learning independently
- Reading at university
- Reading, writing and reasoning
- Returning to study
- Writing at university
- SPSS survival manual (Windows version only)
- Doing your research project
- How to research
- Interviewing: a practical guide for students and professionals
- Managing information for research

"How to -" series, by David Acres, published by How to Books Ltd., Plymouth:

- How to pass exams without anxiety
- Knowing your rights as students
- How to survive at college
- A Woman student's handbook

## Psychology Web Sources

The Social Science Information Gateway (SOSIG) has published a booklet describing some of the most useful Web sites for psychology students, researchers and lecturers. A pdf copy of this booklet can be downloaded from: [www.sosig.ac.uk/training](http://www.sosig.ac.uk/training)

## Recent Academic Staff Publications

On the School website, academic and postdoctoral research staff members have listed some of their key published work from recent years and, in some cases, work which is pending publication.

This listing should give you a good idea of the research activities of the staff concerned. Check out: [www.psychology.tcd.ie/research](http://www.psychology.tcd.ie/research). You are welcome to contact any staff member not listed there to find out about their current research work.

## APPENDIX 1: Final Year Project Requirements & Guidelines

All candidates for the Psychology Conversion Course in Psychology must carry out a “Final Year Project” - an empirical investigation of a psychological topic or question(s). **Projects can involve the collection of data or can involve analysis of secondary or pre-existing data.**

Assessment of the Final Year Project (FYP) is via a written report describing this independent investigation and an oral presentation and exam (defence). An electronic version of the report (including Appendices, which may include scanned materials), along with all data files for the project, must be submitted for examination via the PSU44014 Blackboard by 3pm on the Monday of week 8 of Hilary Term (Monday 14th March, 2022). Oral presentations and interviews will take

place before the end of Hilary Term. **The project contributes 30% (20 ECTS) to the overall annual assessment.**

The Capstone FYP represents the final summative learning and assessment experience of your degree or higher diploma. It also represents a unique opportunity to survey and integrate your knowledge, skills, and experience, to reflect on your personal growth and development, and to begin the transition from the undergraduate/postgraduate conversion experience to post-college life. Completion of the FYP demonstrates achievement of the following **learning outcomes**:

- An ability to integrate, extend, apply, and critique the cumulative knowledge, skills and experience gained throughout the degree or higher diploma programme.
- An ability to identify and formulate a research question that addresses a specific problem or gap in the literature, in a process of co-creation with the supervisor.
- An ability to identify and design an appropriate methodology and/or analytic approach to tackle a research question.
- An awareness of ethical issues and an ability to apply for and obtain ethical approval, as required.
- An ability to implement a research design and collect or access data as required.
- An ability to take responsibility for a research project and ensure that the research is conducted in line with principles of integrity and reproducibility.
- Knowledge of the appropriate analytical or statistical procedures required and an ability to implement and to describe those procedures successfully.
- The ability to clearly and concisely communicate the results of analyses, using figures and tables where appropriate.
- An ability to interpret, to critically evaluate findings, and to justify conclusions.
- An ability to relate research findings to original research questions, to place findings in the context of the wider literature, and to discuss the impact and implications of research.
- An ability to reflect and to identify limitations and potential for improvement.
- An ability to identify potential avenues for future work and to generate new hypotheses, research questions, and recommendations.
- An ability to successfully communicate the research in a written format, to a scholarly standard appropriate for submission for publication in a peer-reviewed academic journal.

- An ability to successfully communicate and defend the research through oral presentation and interview.
- An ability to demonstrate ownership of and responsibility for the work presented.

The Derek Forrest Prize (value: €76) is awarded to the student who submits the best project (see University Calendar, section U), provided that a grade of first-class honours is attained

The Una Burke Memorial Prize in Child Psychology (value: €100) is awarded to the student who gains the highest FYP mark in the area of child psychology (covering ages 0-18).

## Final Year Project - PCC Yr 2

**All projects can involve the collection of data or analysis of secondary or pre-existing data.**

A completed form seeking ethics approval should also be submitted to your supervisor for his/her approval and signature, prior to submitting the ethical approval application to the School of Psychology Ethics Committee. The deadline for applications can be found on the following link <https://psychology.tcd.ie/local/Ethics/index.php>

## Securing a Supervisor - PCC Yr 1

In Year 1, academic staff of the School will outline their research interests and the type of final year projects they will supervise to students, typically via a presentation during late Hilary Semester. It is each student's responsibility to approach the member of staff that they would like to supervise your project. Staff will only enter into a supervision agreement with students *after research interests have been shared by all staff*. You must secure agreement from a member of academic staff in the School to supervise your final year project **before the beginning of the new academic year**. Upon securing a supervisor, you should send email confirming your supervisor to the FYP Coordinator (Prof Clare Kelly – [clare.kelly@tcd.ie](mailto:clare.kelly@tcd.ie)), cc'ing your supervisor, who will be asked to confirm the agreement.



As each academic staff member has a quota of project students to supervise, it is advisable to approach potential supervisors as early as possible if you have a particular area in which you would like to work. Although the final allocation of students to supervisors is made by the School, securing agreement from a supervisor before the beginning of your final year is highly unlikely to result in you being assigned to another supervisor.

## **Supervisors' and students' responsibilities**

### **Supervisor's responsibilities are to:**

- Advise on the choice of a suitable topic and research question.
- Provide guidance on the nature of research and the standard expected, the planning of the research project, the relevant literature and sources, research techniques, data analysis, and ethical considerations.
- Agree to regular meetings with the student to discuss progress. It is reasonable for you to expect two hours of contact time every four weeks during term time, corresponding to 3-4 meetings in Michaelmas Term and 2-3 in Hilary Term (i.e., approximately 10 hours of contact time, which includes face-to-face meeting and email contact).
- Review and sign off on your application for ethical approval.
- Meet to review the plan for statistical analysis of the data and advice on the statistical approach. A subsequent meeting to review results and interpretations is also advisable.
- Discuss and advice on plans for project write-up.
- Provide adequate alternative arrangements for supervision in the event of a leave of absence.

The supervisor's role is to guide. Full responsibility for the management of the project and for the work submitted lies with you, the student.

### **The student's responsibilities are to:**

1. Make first contact with your supervisor.
2. Agree a schedule of meetings with your supervisor for reports and updates on progress, and ensure the agreed schedule is adhered to. **You cannot receive appropriate supervision if you do not keep your supervisor updated on your progress.** Supervisors can offer much valuable advice and prevent you from making costly mistakes. It is your responsibility as the student to make and attend regular appointments with your supervisor to discuss progress.

3. Meet all deadlines (e.g., for ethics, project proposal, project submission etc.).
4. Ensure that the study has received Ethical Approval from the School of Psychology Research Ethics Committee, PRIOR to collecting or accessing data. Thereafter, ensure that the project adheres to the procedures approved by the committee.
5. Take full responsibility for reviewing the literature, for developing the research question, study hypothesis, and methodology, for collecting data, and for analysing the data.
6. Take full responsibility for storing all data, participant information, and relevant materials per SPREC guidelines on data storage and management.
7. Take the initiative to contact your supervisor to discuss any problems with the project and/or its supervision so that resolution can be achieved as soon as possible.
8. Inform the project coordinator (Prof. Clare Kelly) of any difficulties arising, **as soon as they arise**.
9. Complete and sign a declaration describing your specific contributions to the project, obtaining the co-signature of your supervisor. This declaration is submitted with the FYP. A template is available on the School's local webpage.
10. Submit the project and/or other items (e.g., poster, oral presentation) in the specified format, on time and according to School regulations for the project.

## Written proposal

You must prepare and submit a research proposal for the approval of your supervisor **by the end of the fourth week of Michaelmas Term**.

The research proposal template can be downloaded from the Psychology local webpage. The research proposal should be developed through discussions with your supervisor and sets out clearly the aims of your research and the method you propose to adopt to conduct your investigation.

The proposal (see template on Psychology local webpage) includes:

- *Title of project.*
- *Brief background to the research.*
- *Study aim(s) and/or research question(s) and/or hypotheses (What do you want to find out? What question(s) will you address? What do you expect to find?).*
- *Impact statement (what contribution will the research make to, e.g., the field of psychology, society, public health, the economy, etc.).*

- *Sample (including justification for sample size, target demographics, plan for recruitment, inclusion/exclusion criteria).*
- *Research design and methodology (How will the research be carried out to answer the research question? What will the procedure be? What data will be collected? How will the data be analysed – specify the statistical tests? What are the expected outputs?)*
- *Ethical considerations.*
- *Timeline (GANTT chart).*
- *References (key references, no more than four).*

## Ethical approval

Ethical considerations should be central when selecting your project topic and designing your study. These matters should be discussed in detail with your supervisor before submitting your research proposal and application for ethical approval. **Please note that students who plan to conduct a project that involves vulnerable populations (e.g., those with a psychiatric diagnosis) OR participants aged under 18 years of age MUST obtain Garda Clearance through Academic Registry (contact: Stephanie Mc Dermot, [mcderns9@tcd.ie](mailto:mcderns9@tcd.ie)) BEFORE they can for ethical approval for their project.**

Electronic versions of the form for applying for ethical approval from the School of Psychology Research Ethics Committee (SPREC), for obtaining participant consent, and other important documentation and guidelines relating to applying for ethical approval, including the SPREC Guidelines for Research with Children, can be found at the following website:

<https://psychology.tcd.ie/local/Ethics/index.php>

If you cannot access this page using your college login and password, please contact [psytech@tcd.ie](mailto:psytech@tcd.ie)

If the activities that will take place for your research project are already approved under your supervisor's existing ethics approval, *you do not need to submit your own application for ethical approval*. However, you will need to submit a signed "Working with Adults" form and/or obtain Garda Clearance (if working with vulnerable individuals or individuals aged <18 years, see below), to the SPREC, along with the details of your supervisor's project that you will be working on. You will also need to obtain your supervisor's letter of ethical approval to append to your submitted project.

A completed form seeking ethics approval should be submitted to your supervisor for his/her approval and signature, prior to submitting the application to the SPREC. The application should be submitted for deadlines in either Week 3 or Week 8.

If the Research Ethics Committee requests changes to your application after reviewing it, you must modify it accordingly and resubmit the application in order to secure full, unconditional approval for your project **BEFORE** data collection commences. **It is a requirement you append the letter of ethical approval to your submitted project.**

As part of this process, you are required to acquaint yourself with health and safety working practices relevant to the field of research, the ethical practices appropriate to the discipline (including Human Research and/or Animal Experimentation Ethics requirements), requirements regarding data protection under GDPR, and the University's Guidelines relating to Intellectual Property in relation to the research

### **Secondary Data FYP Guidelines**

Secondary data are data that have been collected by someone else, but which the researcher has permission to analyse. Some examples are: pre-existing data collected in the supervisor's lab; Open Science data that are publicly accessible; large-scale data sets that can be accessed with appropriate permissions (e.g., Growing Up in Ireland); publicly accessible records; websites; social media platforms; newspapers.

Unless covered by pre-existing ethical approval (e.g., obtained by the supervisor), ethical approval from SPREC *must still be obtained for secondary data analyses*. Secondary data analyses are typically subject to proportionate rather than full SPREC review - the application form is considerably shorter.

With the exception of data collection, all requirements for primary data projects also apply to secondary data FYPs (e.g., research questions and hypotheses should be devised in collaboration with your supervisor; project proposal to be submitted to supervisor by the fourth week of Michaelmas Semester; etc.). *Additional* considerations and requirements for FYPs conducted on secondary data are as follows:

- A limitation of secondary data is that the researcher has not had a role in designing the study materials or collecting the data, which have been selected to fulfil other researchers' objectives. This lack of direct involvement can limit the scope of the questions that can be

asked and answered using the data. Careful consideration must therefore be given to the research question, and **the data and analyses performed must be able to answer the question specified.**

- **A clear description of permission to analyse the data as well as ethical considerations must be provided.** For example, you must state whether the analysis falls under the original ethical approval, or, if it is a new analysis, that the original participants consented for their data to be used in this way.
- **A clear description of the dataset must be provided.** This includes, but is not limited to: by whom were the data collected (with reference to publications as appropriate) and for what purpose; where and how the data were accessed; if a subset of data were selected for analysis, how the subset was determined, etc.
- **A clear statement, included as an appendix, of how the current research is different from extant papers using the same data.** In designing the study, it will be important to ensure that the scholarly contribution of the project is significant, and goes beyond trivial changes to e.g., previously examined analysis parameters or analytic approaches.
- The report should include a **clear description of any quality control steps applied to the data.** This includes (1) quality control already implemented by the original owners of the data and/or (2) further quality control measures implemented as part of the current project.
- Given the absence of a data collection burden, **secondary data analysis projects will be expected to attain higher standards with respect to the approach to the data.** This may relate to the type of data analysed (e.g., neuroimaging data), data management requirements (e.g., analysis of very large datasets), and/or the kinds of analyses applied to the data. In general, there will be an expectation that secondary data analysis projects will feature more advanced (e.g., factor analysis, advanced regression, machine learning, etc.), novel, or innovative analytic approaches than projects involving primary data collection. Ideally, such analyses would be conducted and documented using sharable and reproducible code (e.g., R, python, SPSS syntax), where applicable. Importantly, while the student may be supported in such analyses, **they must be able to conduct and explain such analyses independently of that support.** An accurate description of the support provided must be included in the FYP Declaration and verified by the supervisor.

## Project Write-up

You should write your project report as for a journal publication. You can obtain guidance from your supervisor on appropriate journals in the area that it would be helpful to consult. With regard to structure and style (e.g., citations, references, format of tables, general writing style), all reports are expected to follow the guidelines laid out in the APA Publications Manual (American Psychological Association (2020), Publication Manual of the American Psychological Association., 7<sup>th</sup> ed. Washington D.C: APA). Copies of the Manual are available in the Library. Web resources are also available at <http://www.apastyle.org/>.

The online test database PsycTESTS is available to the School via the EBSCO on the Library website. This is an extensive online collection of psychological measures, scales and surveys which can be an invaluable resource for conducting research.

The project report should be typed in a standard sans serif font such as Arial or Calibri. The font size should be 12 point and the font style should be plain (bold or italics may be used for headings, emphasis, etc.). The document should be 1.5 or double-spaced with margins of at least 2cm all round. Pages should be numbered.

The following elements should be included, in this order:

- Title page (Title, name and affiliation of candidate. Title should be succinct and accurate)
- Declaration (should include statements confirming that the project: is an original piece of empirical research conducted by the student; complies with PSI ethics guidelines; has been fully-approved by the School's Research Ethics Committee - and other bodies (e.g., hospital, treatment centre) body/bodies, if applicable) A template and examples are available from the School's local webpages.
- Acknowledgements
- Abstract (should summarise aims, method and key findings)
- Contents page
- List of tables and figures (where relevant)
- Introduction (up to 2,000 words, containing a critical review of the literature, the theoretical framework and rationale for the research)
- Method (including, but not necessarily Design, Sample, Materials, Procedure)
- Results
- Discussion
- Conclusions
- References (in APA format)

- Appendix A (copy of ethics approval letter)
- Other appendices (other necessary information such as copies of questionnaires, consent forms, letters of introduction etc.)

## **Project submission**

An electronic copy of your project report must be submitted via Blackboard (a submission link will be provided) **by 3pm on the Monday of week 8 in Hilary Semester (Monday 22nd March, 2021).**

The final year project is treated exactly the same as written examinations (i.e., if you miss the deadline, you are not examined). Projects submitted after the due date will therefore automatically receive a mark of zero. Appeals against this mark must be brought forward by your College Tutor and will only be considered by the Court of Examiners on one or more of the grounds specified in the Calendar as grounds for appeal.

At the same time as submitting the project report, you must also submit **the project's raw data** (e.g., SPSS spreadsheet with clearly marked variables/columns, anonymised interview transcripts), along with relevant statistical manipulations of the data (e.g., SPSS output files). If your project's raw data do not lend themselves to storage in electronic format, or are excessively large (i.e., >1GB) seek guidance from your supervisor about the appropriate means of submitting them.

**The project will not be marked if data are not submitted with it, resulting in a zero mark for the project.**

**On the day of submission, students are also requested to email the full title of their final year project to the course executive officer, (psychonv@tcd.ie)**

Your data (including any hard copies of consent forms, questionnaires, interview transcripts, etc.,) should be transferred to your supervisor and retained in accordance with SPREC guidelines and ethical approval (usually, this is for at least 24 months following the submission of your project for examination).

## **Oral Presentation and Exam**

An informative measure of someone's understanding of a research project is their ability to verbally explain it. In addition, the ability to defend decisions taken and interpretations drawn demonstrates

ownership of and responsibility for the project. These aspects of the FYP will be assessed in the oral exam.

The oral presentation involves a 5 minute (strict maximum) slide-based presentation of your FYP. This will be followed by an oral exam lasting approximately 15 minutes, which involves a conversation between you and your two FYP examiners (your supervisor and a second examiner from the School). This will take place either face to face or by video conference before the end of Hilary Term/Semester 2.

The oral presentation should provide a brief overview of the FYP. We do not prescribe a specific format for the presentation, but it should include the research questions and hypotheses as well as a brief background to these, primary methods, and primary results, and implications and future directions. The oral exam will feature questions from the staff members who are marking your project. The goal is to allow the markers to verify that the work is yours (or how much is yours, e.g., if you worked closely with others), to ask questions and clarify issues raised by the written report, to probe the boundaries of what you know with respect to the subject area, to allow you to explain decisions or procedures not detailed in the report, and to examine the interpretations and conclusions drawn.

No separate mark is awarded for the oral presentation and exam - these are used to determine the final mark awarded by your two examiners. A session of the Advanced Academic Skills module will cover slide presentations and exams/defences.

### **Project Guidelines**

These guidelines are meant to assist you in carrying out and presenting a project that is of a high standard.

#### ***Project topic***

It is stated above that your project must be on a psychology topic. This means that the issues you address and the research questions and/or hypotheses that you derive must relate to the mental processes, experience or behaviour of people or non-human animals.



You should choose a topic that interests you. Many students look back on the project as one of the most satisfying experiences of their years of study, so do something you are likely to enjoy. You are not obliged to be original, but high quality, innovative work will be rewarded. A replication or partial replication of a published investigation is acceptable. Contact potential supervisors during your first year (see Academic staff and their research interests in the handbook). Supervisors might wish to suggest topics to you. Whether or not the topic is suggested by a member of academic staff, you will be expected to show initiative in how you approach the conduct of the study. By the end of year 1, your agreed supervisor must have emailed the final year project coordinator, indicating his/her agreement to supervise your project.

Your project will be strengthened if you embed the topic within a theoretical framework and will be weakened if you do not. Existing theory or theories should be used as a basis for developing your research questions or hypotheses. Your findings should then be discussed in the light of the relevant theory or theories, and you should identify to what extent your findings cast light on theoretical debates in the area. To allow readers to evaluate a study, you must be clear about what it is trying to find out (i.e., your research question) and what kind of knowledge you are trying to generate (i.e., your epistemological position). In addition, you must make sure that the research methods used are appropriate to the research question you have formulated and are compatible with your epistemological position. You must present your findings in a way that allows them to be evaluated appropriately. In other words, your research will be evaluated in terms of the appropriateness of the methods used, clarity of presentation of your work, and contribution to knowledge in the area of research.

Your research question can arise from theoretical questions (e.g., Does positive mood induction enhance verbal over visuo-spatial memory?), it might arise from a perceived problem related to the application or practice of psychological ideas, methods or techniques (e.g., Is the Minnesota Test of self-esteem reliable and valid in the Irish context?), or address a question of current social relevance (e.g. How does parental divorce or separation affect children's academic achievement?). It is important nonetheless that you place your question in context and the context should consist of relevant theory as well as a (constructively) critical review of previous research in the area.

You should give reasons (a rationale) why you think your hypothesis or research question is relevant, important or interesting. Ensure that the process, object or entity to be investigated is clearly identified and that the research question is well formulated. If you are conducting qualitative research, the research question should be open-ended; rather than testing a claim against empirical evidence, it calls for an answer that provides detailed description and/or explanations of a phenomenon. In this instance, make sure that the research question is well-motivated and that a detailed approach of this nature is warranted.

Since the project write-up is in a journal article format, and the School would like also to encourage you to publish your work if it reaches a high standard, it is a good idea to identify a journal (or journals) that publishes work in your chosen area and to become familiar with its style and requirements.

### ***Method***

Methodological issues should be addressed in the Introduction. Thus, as well as giving a rationale for your choice of research question (in the Introduction), you should give a rationale for your chosen method of investigation (occasionally this element might be more appropriately placed in the first part of the Method section; consult your supervisor if unsure).

In Psychology, the range of possible sources of data and methods of data analysis is very wide. For your final year project, you are required to make use of empirical data. These data could be in the form of computerised or other measures of performance, psychophysiological measures, answers to survey or interview questions, new or previously generated texts or images and so on. Many psychological tests/measures are available free of charge and some may be held in the test library in the School. In addition, the library has purchased the latest print Mental Measurements Yearbook (REF 153.9 G81.19) and Tests in Print (TIP) ([153 .9 K13.8](#)) and they are now in the Berkeley 2<sup>nd</sup> floor.

Both qualitative and quantitative approaches to data generation and analysis are acceptable. Whatever method is selected, the case should be made that it is an appropriate method for answering your research question. In some qualitative methodologies (e.g., discursive psychology or discourse

analysis), the research question is directly shaped by the methodology itself, so the methodology dictates what you can and cannot ask.

It is wise to use an established method (or combination of methods) of data collection and analysis and reference should be made to previous use of the procedures you use. In quantitative studies, and in some approaches to qualitative data collection, attention should be paid to issues of reliability, validity, sample size, representativeness and generalisability.

Rigour is equally of concern in qualitative studies and should be addressed with reference to standards of, for example, transferability, dependability, credibility, confirmability (see Willig (2013) *Introducing Qualitative Research in Psychology* (3rd ed.) and (2012) *Qualitative Interpretation and Analysis in Psychology*). It is highly desirable that some recognised method of qualitative analysis (e.g., thematic analysis, discourse analysis) is used and that students do not simply analyse qualitative data informally without attempting formally to address the issues of transferability, dependability, credibility and confirmability.

In relation to different qualitative methods in particular, questions one might ask include:

- Has the data collection method used (e.g., semi-structured interview, participant observation, textual analysis) been adequately described?
- Has an explicit account been provided of how interview questions, instances of behaviour for observation and so on were conceived?
- Have you taken into account that the words used (e.g., in an interview or a questionnaire) shape the findings and orient participants' answers?
- Have any/all changes made (e.g., to the sample of participants, to questions asked in interviews, types of data included) at any stage during the research process been identified and adequately detailed?
- What kind of knowledge does the method produce?

In relation to data collected or generated using qualitative methodologies, points to note include whether:

- Data collection techniques are sufficiently flexible;

- Data are naturalistic (i.e., data must not be coded, summarised, categorized or otherwise 'reduced' at the point of collection);
- Data have been collected in a real-life setting, where possible/appropriate;
- Sufficient data have been collected/generated;
- Participants were provided with the opportunity to inform/challenge/correct researchers' assumptions about the meanings investigated by the research, where possible/appropriate;
- Feedback from participants has been obtained, where possible/appropriate.

Overall, good practice in qualitative research calls for:

- Systematic and clear presentation of analyses, which are demonstrably grounded in the data and, particularly in the case of qualitative research, which pay attention to reflexivity issues;
- Awareness of any contextual and theoretical specificity and the limitations this imposes upon its relevance and applicability.

### ***Participants***

Although most student projects involve human participants, it is possible and acceptable to conduct a study that does not involve human participants (as stated earlier, you may focus on animals or existing texts or images). However, when using human participants, it is very important that you ensure well in advance that you will have access to participants and will be able to secure a sufficient number for your design and chosen method of analysis.

Clinical samples are often difficult to obtain since research proposals must be approved by hospital ethics committees, which meet infrequently and may well reject student proposals. You should not consider such a study except after careful discussion with a potential supervisor.

**Students should consult with their supervisor to ascertain the appropriate sample size for their research project, given the nature of the project to be undertaken and the limitations imposed by having to complete the project in a relatively short period of time. For all quantitative studies, a power analysis must be reported.**

For some studies, it is important to situate your participants historically and culturally. Participants and their life circumstances should be described in sufficient detail to allow assessment of the relevance and applicability of findings. Any relevant contextual features of the study should also be reported in full so that the reader can explore the extent to which the study may or may not have applicability beyond the specific context within which the data were generated. For example, a study on an issue such as adolescents' career aspirations would include reference to the cultural and economic context in which the young people live.

You must follow SPREC requirements regarding informed, written consent and assent, as well as the storage of these. As indicated earlier, if you choose to conduct a project that involves participants who are younger than 18 years of age, you must obtain Garda vetting. If you plan to use adult participants, it is important for your own safety that you adhere to the guidelines Safety Guidelines for Testing Adults, published on the SPREC website.

If you plan to use adult participants, it is important for your own safety that you adhere to the guidelines Safety Guidelines for Testing Adults, published on the School's website ('internal' – 'ethics web-pages').

### ***Use of Statistics***

If your data are quantitative, you will need to use descriptive and inferential statistics, and some forms of qualitative data might also require some statistical analysis (e.g., establishing reliability of classification of categories in content analysis). You should be clear about the statistical measures you will use at the proposal stage and show a good understanding of their meaning and assumptions.

State which computerised statistical programme you used, if you used one. Where computer programs (e.g., NUDIST, NVIVO) have been used to analyse qualitative data, they must be adequately described.

You should not paste the computer output of analyses directly into your project report but present your results clearly by means of your own tables or figures and according to APA guidelines. The key results presented in tables and figures should be referred to in the text.

Do not worry about null results (i.e., where no statistically significant difference or association is found). Well-designed and well-executed studies can produce non-significant findings. You should discuss the possible reason for your findings carefully in the Discussion. Bear in mind that statistically significant findings need to be critically evaluated; where a large number of statistical tests are carried out, you must carry out the appropriate Bonferroni correction on the probability level. In other words, a probability value of 0.05 will not be an acceptable level of confidence if you have carried out 20 comparisons since one of these can be significant by chance alone.

### ***Coding***

Some points to consider when reporting on coding and categorization practices in qualitative research include:

- Are all coding decisions (including decisions to discount or ignore data) clearly described?
- Are explicit, clear and comprehensive accounts provided of why and how phenomena have been labelled and categorised in particular ways?
- Do the categories fit the data well?
- Are all levels of category constructed (e.g., core, sub) clearly explained?
- Are the grounds on which categories are constructed clearly described?
- Are all units of analysis and their relationships clearly explained?
- Are there sufficient examples of the data in the main body of the report to demonstrate the analytic procedures used?
- Is it clear why these particular examples (e.g., quotations from an interview) have been selected to illustrate categories and relations and what they contribute to the reader's understanding of the analysis?
- Has inter-rater reliability for observational systems, coding systems or categories generated been established and reported, where appropriate/possible?
- Are the analyses integrated (i.e., in the shape of a narrative or story, a map, a framework or an underlying structure)?

### ***A critical perspective***

In both the Introduction and Discussion of your project report, you have the opportunity to show that you have a thoughtful, critical approach to your subject matter. For example, you should not just list previous studies when reviewing the literature but should evaluate the extent to which their findings are reliable and valid.

This (constructively) critical perspective should extend to your own project. You should pinpoint the strengths and weaknesses of your study and how you might improve upon it. The following points, so-called issues of reflexivity, could be addressed where appropriate:

- How has your research question defined and limited what can be 'found'?
- How have the design of the study and the method of analysis 'constructed' the data and findings?
- [How] Could the research question have been investigated differently?
- To what extent would this have given rise to a different understanding of the phenomenon under investigation?
- To what extent have your own values, experiences, interests, beliefs, political commitments, social identities, etc. as researcher shaped the research?

Finally, consider the extent to which the study has met its own objectives.

### **Previous Final Year Projects**

You might find it useful to read projects conducted by students in previous years available at on the local pages of the School of Psychology website,

[https://psychology.tcd.ie/local/assets/Final\\_Year\\_Projects/](https://psychology.tcd.ie/local/assets/Final_Year_Projects/) . Less recent FYPs may be requested from the archival store. Please note that FYPs are the property of the School and may not be removed. A database is also available at the local pages of the School web site. Please note, however, that the requirement to present your report in a format appropriate to a journal publication is of recent origin, **and the guidelines of the thesis have recently been updated.**

### **Quality of presentation**

Over the years, many students have failed to do justice to a good study by producing a badly presented report. Your report should be carefully and logically organised and clearly written. There is no excuse for typing errors, poor grammar, missing pages and missing references. To avoid last minute panics caused by crashing computers, back up your files (including raw data files) and save your work frequently. Leave plenty of time – at the very least one week - for printing and checking drafts of your project report and for proof-reading. It may help to get someone else to proof-read the project report for you.

## Length

**The overall** project length is 7,000 words of which a maximum of 2,000 words is permitted for the introduction. **This is a hard limit, with no exceptions - requests for word count extensions will not be entertained.**

This word limit includes the title-page, abstract, table of contents, acknowledgements, in-text citations, and tables and figures, but *excludes* the declaration, appendices, and the list of references.

This word limit includes the title-page, abstract, table of contents, acknowledgements, declaration, in-text references and tables and figures, but excludes the appendices and the list of references (i.e., everything up until the end of the discussion is included in the word count).

## Plagiarism and falsification of data

All projects will be submitted through Turnitin and checked for plagiarism. Plagiarism and falsification of data will have very serious consequences. If evidence of plagiarism (including copying text from published work without placing that text in quotation marks) is established, the Project will receive a zero mark and the most serious disciplinary action taken. The College's policy on plagiarism (see **Plagiarism in Examinations and Continuous Assessment work**) applies to all aspects of the research project. **Note that this includes any evidence of the fabrication of data.**

## Main write-up of project report

7,000 words (up to 2,000 of which may be allocated to the Introduction)



**Deadline: 3pm, Monday 14th March 2022.**

Clarity of expression and presentation is paramount in all sections of the report.

### **Abstract**

- The abstract should provide a clear, concise, succinct summary of study (rationale, what was done, key findings and their implications, etc.). Markers will assess whether all necessary information (number of participants, age, etc.) has been included and clearly stated.

### **Introduction (up to 2,000 words)**

- The research question and hypotheses should be clearly stated.
- The literature review should feature key studies and provide clear rationale for the study, research question, and methodology.

### **Method (no word limit)**

- *Design*: the research design must be fully explained.
  - For quantitative studies: Was the study conducted as a between- or within- subjects experimental design, or using an observational/correlational design? For studies that involve experimental manipulations, were subjects placed into conditions and how were they assigned (randomly or another selection mechanism)? Are independent variable(s) (IV), dependent variable(s) (DV), and control variables listed, using clear meaningful names?
  - For qualitative studies: This section might not always be relevant. In cases where it is: Did the study use interview or other data collection methods? How were the participants selected and recruited? If other forms of data were collected, relevant identification of the data source(s) should be given.
- *Participants*: the participants should be clearly characterised in terms of key demographic, psychological and other relevant variables. Markers will assess whether the participants selected were appropriate for the research questions, whether they have been appropriately described, and whether the sample size was appropriate for the design, where relevant.
- *Materials*: research materials should be clearly described, with reliability and validity reported where appropriate. Markers will assess whether the materials selected were appropriate for the research questions posited. In the case of some qualitative research, markers will assess whether an appropriate method of analysis was employed with requisite

cross-checks for reliability validity of ratings/analysis. For some reports, this section might not be necessary (please consult your supervisor).

- *Procedure*: the research procedure should be described at a *sufficient and appropriate* level of detail so as to allow replication by an independent investigator. Markers will assess whether the procedure was appropriate to the research question, with appropriate control/comparison groups and consideration of possible confounding variables for quantitative projects.
- *Analytic procedure*: it is recommended that qualitative projects include this section. It must provide information about the methodology and the specific analytic technique chosen and how this was applied to the data at hand. What features of the data did the researcher focus on? Was there an interpretive element? If so, how was this carried out? How did the analyst choose to focus on specific features and parts of the data over others?

### **Results and Analysis (no word limit)**

- *Analysis*: the analyses applied must be clearly described. Markers will assess the appropriateness of the statistical/other method of analysis, as well as the understanding of the method used & its limitations.
- *Presentation*: results must be clearly and concise presented in text and/or tables/figures where appropriate. Markers will assess the degree to which the presentation matches that of a published journal article.
- *Conceptual approach to analysis*: for quantitative projects, setting aside appropriateness of the statistical method, makers will assess how intelligently the available data were analysed and whether the appropriate range of questions that could be addressed by the data were actually addressed. Markers will also consider whether possible confounding issues have been addressed through appropriate subsidiary analyses.

For qualitative projects, the markers will want to know about the rigour and consistency: were the same analytic techniques applied across all data analysed. Is there sufficient analysis for the reader to be able to follow how claims made are grounded in the data? Is the analysis going beyond mere identification of previous findings in the present data?

### **Discussion and Conclusions (no word limit)**

- *Appropriateness of interpretations*: findings from quantitative studies should be correctly interpreted and discussed with regard to their statistical significance or other appropriate measures. Findings from qualitative studies should be appropriately interpreted in relation

to the analytic techniques used (findings from discursive analyses cannot be claimed as experiential accounts).

- *Relating results to original research question.* Findings should be clearly and appropriately discussed in relation to the original research question and in the context of the literature reviewed in the introduction.
- *Critical appraisal.* The study findings should be criticised from a conceptual and methodological point of view. Markers will assess how well the previous literature is appraised on the basis of the study's findings.
- *Originality and generation of new research questions/hypotheses.* The implications of the study findings should be discussed and suggestions for future research directions (new or follow-on hypotheses or research questions) and/or other recommendations for research, practice, or policy should be made.

## **References**

References must be in APA (7th edition) format.

## **Publication of Work**

The publication of projects that reach a high standard is strongly encouraged. The School requires that you discuss co-authorship of any publication based upon your project with your supervisor (typically the supervisor would be second author if you write the paper). Your supervisor might decline to be a co-author but nevertheless must be asked. If you have not initiated the process leading to the possible publication of your work by the end of the calendar year in which you were examined, the supervisor is entitled to proceed with preparing your work for publication, using your findings and/or your raw data (your contribution will be acknowledged as second or subsequent author).

## **Student Conference**

You are strongly encouraged to present your final year project work at the PSI Annual Student Conference, which is usually held at one of the Irish universities in the Spring. Your supervisor should be consulted about the content of the required abstract at the time of application and the content of the eventual presentation.

## **Other conferences**

You must consult your supervisor regarding other conference presentations of your project's findings. The abstract and summary must be approved by the supervisor, who might also choose to be named as second author if they have approved your conference submission. You may not present papers based on undergraduate or graduate projects, dissertations and theses conducted in this School without the permission of your supervisor.

### **Useful references on conducting an undergraduate research study**

Bell, P., Staines, P. & Mitchell, J. (2001) *Evaluating, doing and writing research in Psychology: A step by step guide for students*. London: Sage.

Breakwell, G., Hammond, S., Fife-Shaw, C. & Smith, J. (2006). *Research methods in psychology* (3<sup>rd</sup> ed). London: Sage. (geared to undergraduates)

Field, A., & Hole, G. (2002). *How to design and report experiments*. Sage.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D., Josselson, R., & Suárez-Orozco, Carola. (2018). Journal article reporting standards for qualitative research in psychology: The APA Publications and Communications Board Task Force report. *American Psychologist*, 73(1), 26-46.

doi:10.1037/amp0000151

Hayes, N. (2000) *Doing psychological research: gathering and analysing data*. Milton Keynes: Open University Press.

McMillan, K. & Weyers, J. (2007). *How to write dissertations & research projects*. Harlow: Pearson.

Walliman, N. (2005). *Your research project: A step by step guide for the first-time researcher*. London: Sage.

## Access to Final Year Projects

Electronic versions of final year projects completed by recent graduates are available to students via the local pages on the School of Psychology website.

## Summary of Deadlines for FYP

### PCC Yr 1

#### Hilary – 15th April 2022

- Agreed supervisor to email FYP Coordinator indicating his/her willingness to supervise your project.

### PCC Yr 2

#### Michaelmas Term - To be arranged individually with supervisor

- Submit research proposal to supervisor, if not already done **by the end of the fourth week of Michaelmas Term.**
- Submit Ethics application to Research Ethics Committee  
<https://psychology.tcd.ie/local/Ethics/index.php>

#### Hilary Term - Monday 14<sup>th</sup> March 2022

- An electronic version of the report (including Appendices, which may include scanned materials), along with all data files for the project, must be submitted for examination via the PSU44014 Blackboard by 3pm on the Monday of week 8 of Hilary Term (Monday 14th March, 2021). Oral presentations and interviews will take place before the end of Hilary Term.

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. In particular, it should be noted that regulations relating to assessment are translated from the General Regulations and in cases where ambiguity arises you should defer to the General Regulations. Any updates or amendments to this Handbook will only be made to the online version and students will be alerted to changes by email via their college email.

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