Trinity College Dublin
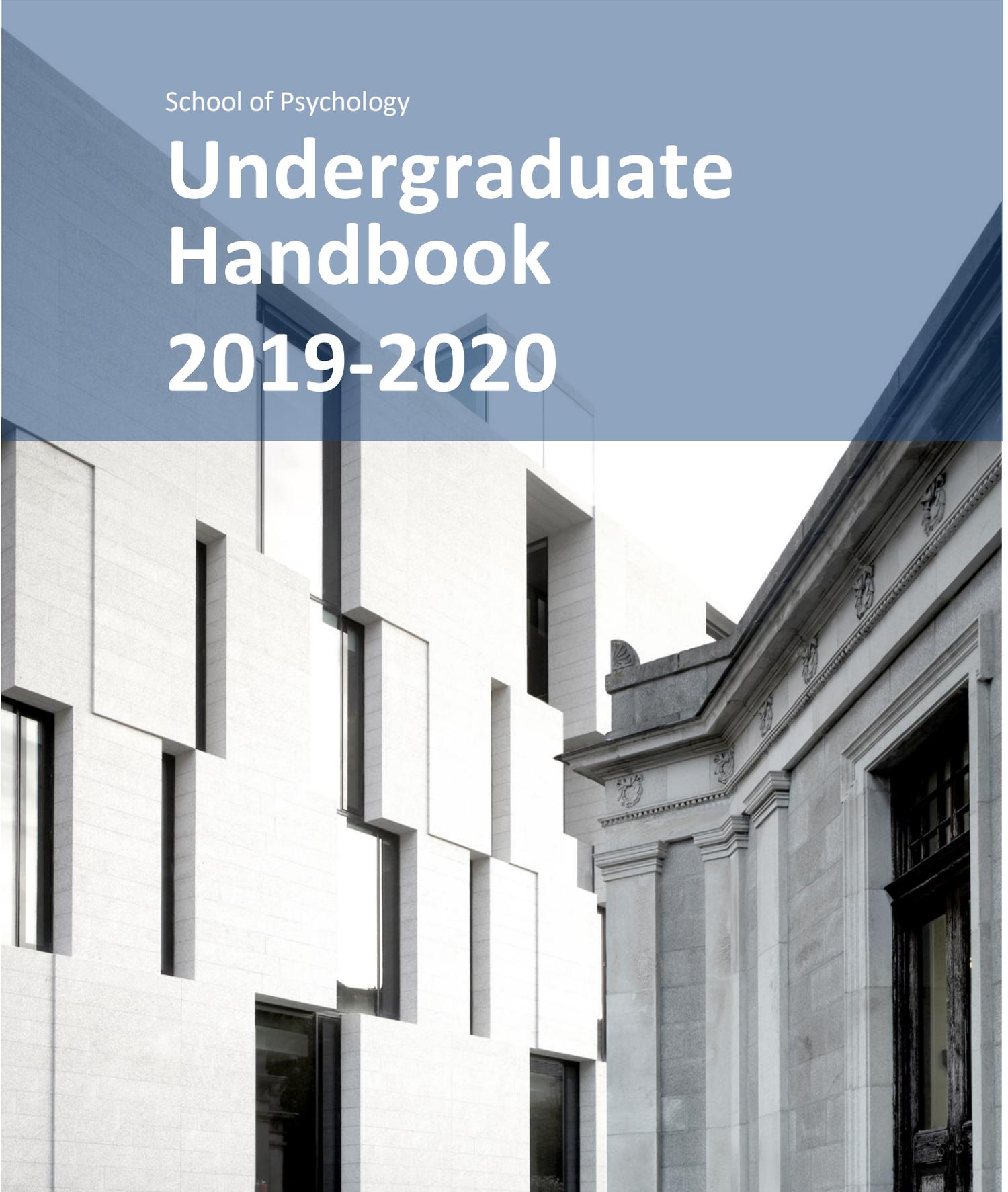Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Psychology

Undergraduate Handbook 2019-2020

Welcome

to the 2019-2020 handbook for undergraduate Trinity Psychology Students.

The aim of this handbook is to help you find your way around your psychology course details and requirements and to describe the facilities and functions of the School of Psychology. It is intended to complement information found in the Students' Union Handbook, the School's own website - www.psychology.tcd.ie and the University Calendar. The latter includes details of university regulations and procedures and may be accessed on Trinity's website.

We continue to head the handbook with a very important notice about plagiarism. It is paramount that everyone should understand what constitutes plagiarism and how to avoid it. The penalties for it are severe: it is illegal to claim others' work as your own. Plagiarism is also not an effective learning strategy.

We would welcome any suggestions as to how to make the handbook more useful to you. Please give any comments or ideas to the Undergrad Executive Officer psychfreshers@tcd.ie .

Enjoy the year!

Dr. Elizabeth Nixon

Director of Undergraduate Teaching & Learning

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Table of Contents

Aims of the course

The undergraduate course is designed to provide you with a wide knowledge of the concepts, principles, theories and research methods of contemporary psychology; to develop your skills of analysis and synthesis, research design, statistical description and evaluation, problem-solving and computer use and to provide you with practice in the design, execution, reporting and assessment of research. The course aims to provide the academic foundation from which professional training and higher research skills can be developed.

Pathways to a degree in Psychology

There were previously two entry routes to an undergraduate degree in Psychology in Trinity: Single honors and Two-subject honors (often referred to as TSM). The degree in Psychology is a Level 8 programme under the National Framework for Qualifications. TSM refers to the Two Subject Moderatorship programme in TCD which is a joint honors programme. Psychology could be combined with one other subject within the TSM programme. Both subjects were normally studied for three years with one subject studied in the fourth year. An honors degree was awarded in both subjects. From September 2019, Psychology will only be offered as a single honors degree at undergraduate level so this year for the first time, there are only SH students in the undergraduate psychology class.

Single honors. In Single honors, the Junior and Senior Fresh years (years 1 and 2) of the course provide a broad foundation on which more advanced course work is built in the Junior and Senior Sophister years (years 3 and 4). You also engage in a group project which explores applications of psychology in the community and develops your ability to work in a team. By the Senior Sophister year, you are expected to have acquired the knowledge and skills to undertake independent research, culminating in a major project, the report of which constitutes a significant proportion of the final assessment.

This preparation is designed to cultivate a high level of competence in scholarship and research, enabling the successful graduate to proceed directly to advanced postgraduate work and professional training. The single honor degree confers eligibility for Graduate Membership of the Psychological Society of Ireland (PSI).. It also meets the requirements for the Graduate Basis for Registration of the British Psychological Society (see below under **Registered Psychologist & Chartered Psychologist**).

A student who withdraws from the course after successfully completing three years may apply to graduate with an ordinary degree. The ordinary degree does not confer eligibility to proceed to postgraduate work or professional training, or for membership of PSI or the BPS.

Two-subject honors. In Two-subject honors, the course is identical with certain sections of the single honor course which are necessary to gain eligibility for graduate membership of PSI and the BPS. In the Junior and Senior Fresh years, you will follow a specified programme of modules taken from the same years of the single honor course. In the Sophister years, there is a degree of choice. Students who complete satisfactorily four years of the Two-subject honor course in Pattern Bii (dropping the second subject and reading Psychology alone in the SS year) are eligible for Graduate Membership of PSI. This TSM pattern also meets

the requirements for the Graduate Basis for Registration of the British Psychological Society (see below under **Registered Psychologist & Chartered Psychologist**).

Psychology Conversion Course. Some of your classes will be shared with students undertaking a Psychology Conversion Course, which is a two-year programme designed for students who have already attained a degree. The purpose of the PCC course is to provide a pre-professional qualification in psychology, which confers eligibility for graduate membership of the Psychological Society of Ireland (PSI), and to proceed to postgraduate training, including higher degrees by research, and to specialize in an area of professional psychology. The course is based on lectures, tutorials, laboratory classes and research projects. Applicants must be graduates of TCD or of another recognized university and must have obtained at least an upper second class honors. The course is full-time over two years.

Registered Psychologist & Chartered Psychologist

In Ireland, the recipient of the honors degree in Psychology from TCD, whether single or two-subject honors (4 year pattern) 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.

Course structure and timetables at a glance

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**. Watch the School noticeboard and the student portal **my.tcd.ie** for announcement of any changes. If you have specific queries regarding your course, please contact your year coordinator:-

Years	Coordinators
JF=Junior Fresh	**Dr. Liz Nixon**
SF=Senior Fresh	**Dr. Michael Gormley**
JS=Junior Sophister	**Dr. Sam Cromie**
SS=Senior Sophister	**Dr. Clare Kelly**

Courses

SH=Single honor

TSM=Two-subject Moderatorship /Two- subject honors.

Pattern Bi in TSM study the non- psychology subject exclusively in the final year.

Pattern Bii in TSM study psychology exclusively in the final year.

PCC = Psychology Conversion Course (**Coordinator**: Dr. Jean Quigley)

TEACHING TERM DATES: ACADEMIC YEAR 2019-20

MT=Michaelmas Term   Monday, 9th September – Friday, 29th November
HT=Hilary Term   Monday, 20th January – Friday, 10th April
The external examiner for the programme is Dr. James Ainge (and another, to be confirmed).

LOCATIONS

Room numbers with a decimal point (e.g. AP0.26) are in Áras an Phiarsaigh; four digit room numbers (e.g., 2037) are in the Arts and Social Sciences building.

ACCESSING TIMETABLES

Timetables can be accessed on-line through the Student Information System via **my.tcd.ie. Please check these regularly, as timetables may be subject to change.**

ECTS explained

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. 1 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 including 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. One full academic year is made up of 60 ECTS credits.

PSU11005	**Academic Skills Tutorials 1**
Lecturer:	Various
Classes:	JF
Duration:	2 terms (Michaelmas and Hilary)
Contact hours	6 x 1 hour tutorials per term
Assessment:	Continuous
Weighting:	10 ECTS

Description: 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:	JF
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 and Methodology I**
Lecturer:	Prof. Sven Vanneste
Classes:	JF
Duration:	1 term (Hilary)
Contact hours:	22 lectures, 22 x 2hr labs
Assessment:	Continuous (tests/reports)
Weighting:	10 ECTS

Description: This module aims to give students grounding in core statistical tools and methods and provides 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.

PSU12140   **Foundations of Psychology**

Lecturer: Dr. Lorina Naci

Classes: JF SH/TSM

Duration: 1 term (Michaelmas)

Contact hours: 2 lectures per week

Assessment: 1 x 2-hr exam

Weighting: 5 ECTS

Description: To orient students to historical developments 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 analyse psychological knowledge within a wider socio-historical and intellectual context

PSU12007   **Developmental Psychology**

Lecturer: Dr. Elizabeth Nixon

Classes: SF SH/TSM

Duration: 1 term (Michaelmas)

Contact hours: 2 lectures per week

Assessment: 1 x 2-hr exam

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/Dr. Clare Kelly

Classes: JF & SF (SH)

Duration: 1 term (Hilary)

Contact hours   2 lectures per week

Assessment: 1 x 2 hour examination (multiple choice)

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.

PSU12050   **Evolutionary Psychology**

Lecturer: Prof. Richard Carson

Classes: JF; SF SH

Duration: 1 term (Hilary)

Contact hours: 2 lectures per week

Assessment: 1 x 2-hr exam

Weighting: 5 ECTS

Description: This course approaches human behaviour from a biological point of view, in the same way as a biologist might approach the behaviour of any other animal. The theory of evolution is explained, as are some basic process and principals involved in the evolution of behaviour, especially social behaviour, and particularly those associated with reproduction. Some features of the circumstances in which humans evolved are also discussed, and an attempt made to analyse human behaviour in terms of its evolutionary origins.

PSU12080   **Fundamentals of Neuroscience and Behaviour**

Lecturer: Prof. Rhodri Cusack

Classes: JF; SF SH/TSM

Duration: 1 term (Hilary)

Contact hours: 2 lectures per week

Assessment: 1 x 2-hr exam (multiple choice)

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: JF SH; SF SH/TSM

Duration: 1 term (Michaelmas)

Assessment: 1 X 2-hr exam

Contact hours: 2 lectures per week

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.

PSU22008   **Foundational Texts in Psychology**

Lecturer: Dr. Elizabeth Nixon & Prof. Shane O'Mara

Classes: SF SH/TSM

Duration: 1 term (Michaelmas)

Contact hours: 1 and online

Assessment: Continuous assessment

Weighting: 5 ECTS

Description: This module requires students to read from a self-guided selection of classic and contemporary texts within psychology and cognate disciplines. The goal is for students to become capable of reading texts across sub-disciplines of psychology, to gain an appreciation of discourses and characteristic ways of thinking within particular areas of psychology and to understand the history and evolution of ideas within the discipline.

PSU22009   **Personal and Career Development**

Lecturer: Dr. Tim Trimble

Classes: SF SH (SF TSM may optionally take this course in addition to their required courses,
timetable   permitting. Credit will be in the form of a Certificate of Completion.)

Duration: 1 term (Hilary)

Contact hours: 2 x 4-hour lecture/seminar sessions

Assessment: Continuous

Weighting: 5 ECTS

Description: The aim of the Personal and Career Development component is to increase awareness of all the student has to offer and enable the achievement of career and life goals through the development of appropriate skills.

PSU22001   **Statistics and Methodology II**

Lecturer: Prof. Robert Whelan

Classes: SF SH/TSM

Duration: (Michaelmas & Hilary terms)

Contact hours: 1 hour lecture/w, 2 hour lab every other week

Assessment: Continuous assessment examinations

Weighting: 10 ECTS

Description: This module builds upon the knowledge assimilated during Practicals, Methodology and Statistics 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.

PSU22012   **Research Skills and Methodology II**

Lecturer: Prof. Robert Whelan

Classes: SF SH

Duration: Michaelmas & Hilary terms

Contact hours: 2 hour seminar every other week

Assessment: Continuous assessment course work

Weighting: 10 ECTS

Description: This module builds upon the knowledge assimilated during Practicals, Methodology and Statistics 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. [This module has different assessment requirements from PS1010, which is for SH students].

PSU22021   **Statistics and Methodology II (TSM)**

Lecturer: Prof. Robert Whelan

Classes: SF TSM

Duration: Michaelmas

Contact hours: 1 hour lecture/w, 2 hour lab every other week

Assessment: Continuous assessment examinations

Weighting: 5 ECTS

Description: This module builds upon the knowledge from last year 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. [This module has different assessment requirements from PS2011, which is for SH students].

PSU22022 (TSM)   **Research Skills and Methodology II (TSM)**

Lecturer: Prof. Robert Whelan

Classes: SF TSM

Duration: Hilary terms

Contact hours: 2 hour seminar every other week

Assessment: Continuous assessment course work

Weighting: 5 ECTS

Description:	This module builds upon the knowledge assimilated during Practicals, Methodology and Statistics 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. [This module has different assessment requirements from PS2010, which is for SH students].

PSU33013   **Practicals, Methodology and Stats III**

Lecturer:	Prof. Rhodhri Cusack
Classes:	JS SH
Duration:	1 term (Michaelmas)
Contact hours:	2-hr practical per week
Assessment:	Continuous
Weighting:	10 ECTS

Description: The aim of this course is to provide students with practical skills for analysing research data. The course builds upon and integrates previous knowledge through the application of statistical analyses to a variety of research issues.

PSU33018   **Group Projects (A)**

Lecturer:	Dr. Siobhán Corrigan & Dr. Sam Cromie
Classes:	JS SH
Duration:	Michaelmas Term and Hilary Term
Contact hours:	2-hour seminar per week
Assessment:	Continuous assessment (Individual & Group assessment)
Weighting:	10 ECTS

Description: In this module students are required to conduct a group project in applied psychological research, addressing issues or topics of concern in "the real world". Students will develop an understanding and application of the overall applied research process focusing on understanding real-world issues in a full and ecologically valid way. This will involve drawing together multiple threads of evidence to come up with recommendations that are well founded and authoritative. Students will foster the ability to work effectively as part of a team, participate in collaborative report writing, conduct active reflective learning and further advance their skills in presenting key research findings to both academic and practitioner audiences.

PSU33019   **Group Projects (B)**

Lecturer:	Dr. Siobhán Corrigan & Dr. Sam Cromie
Classes:	JS SH
Duration:	Michaelmas Term and Hilary Term
Contact hours:	2-hour seminar per week
Assessment:	Continuous assessment (Individual & Group assessment)
Weighting:	5 ECTS

Description: In this module students are required to conduct a group project in applied psychological research, addressing issues or topics of concern in "the real world". Students will develop an

understanding and application of the overall applied research process focusing on understanding real-world issues in a full and ecologically valid way. This will involve drawing together multiple threads of evidence to come up with recommendations that are well founded and authoritative. Students will foster the ability to work effectively as part of a team, participate in collaborative report writing, conduct active reflective learning and further advance their skills in presenting key research findings to both academic and practitioner audiences (This, combined with PSU33018 is the Group Project module).

PSU34370 **Child Development in Changing Family Contexts**

Lecturer: Dr. Elizabeth Nixon

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Michaelmas)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Michaelmas)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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   **Psychology of Criminal Behaviour**

Lecturer: Dr. Tim Trimble

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Michaelmas)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Michaelmas)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Hilary)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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.

PSU34640   The Brain Throughout the Lifespan – the Life and Death of the Brain

Lecturer: Prof. Shane O'Mara

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Hilary)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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 neuroaesthetic 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).

PSU34690   *Advanced Personality and Individual Differences*

Lecturer: Dr. Cathal McCrory

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Hilary)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

Weighting: 5 ECTS

Description: The field of individual differences is primarily concerned with exploring variation between people in terms of how they think, act, and behave; and to understand how and why such variations come about. This course is designed to consolidate and build upon the freshman module in Advanced Personality and Individual Differences, but will focus more heavily on the measurement and conceptualisation of human

mental abilities, and will involve critical evaluation and appraisal of the empirical data to support the central tenets of the different theoretical models. The course will explore the structure and measurement of ability processes including factor analytic models of ability, Gardner's multiple intelligences, and Sternberg's triarchic theory of intelligence. The course will also cover the social and biological origins of ability processes and the stability of these constructs as we age, the neuroscience of ability processes, cognitive epidemiology, and the applications of ability testing in every-day life.

PSU34700   **Psychoanalysis & the Development of Personality**

Lecturer:	Dr. John O'Connor
Classes:	JS SH/TSM (opt), SS SH/TSM (opt)
Duration:	1 term (Hilary)
Contact hours:	1 lecture per week
Assessment:	1 x 3 hour exam.
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:	JS SH/TSM (opt), SS SH/TSM (opt)
Duration:	1 term (Hilary)
Contact hours:	1 lecture per week
Assessment:	1 x 3 hour exam.
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: JS SH/TSM (opt), SS SH/TSM (opt), PCC1 (opt)

Duration: 1 term (Hilary)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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.

PSU34740   **Policy and the Behavioural and Brain Sciences**

Lecturer: Prof. Shane O'Mara

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Michaelmas)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

Weighting: 5 ECTS

Description: The module focuses on how policy is developed and implemented at the interface between the behavioural and brain sciences (BBS) and policy development and implementation in the public and private spheres. There is considerable research conducted at the intersection between the BBS and other disciplines, as well as society at large. The module is therefore intended to broaden and deepen the understanding of the student how the BBS inform and shape policy formation and policy execution, as well as the place of the BBS as they interact with organisations and society at large. This module will cover a range of topics, from the origins of policy, through to how recent advances in theory and practice have shifted our thinking on outcomes for society. Major findings from behavioural economics and nudge theory, to large-scale applications of behavioural insights teams within governments, NGOs and the private sector will also be included.

PSU34750   **Psychology of Religion and Spirituality**

Lecturer: Dr. Sam Cromie

Classes: JS SH/TSM (opt), SS SH/TSM (opt)

Duration: 1 term (Hilary)

Contact hours: 1 lecture per week

Assessment: 1 x 3 hour exam.

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.

PSU44003   **Theoretical Issues**

Lecturer: Various (Co-ordinator Dr. Jean Quigley)

Classes: SS SH

Duration: 1 term (Michaelmas)

Contact hours: 16 x 1 hour lectures; 6 hours of seminars

Assessment: 2 essays

Weighting: 10 ECTS

Description: This module aims to reflect psychology as a "hub science" that has considerable influence on other fields. It will introduce new ideas, new methods and new directions in each subfield that contribute insights into the broad project of understanding people. To that end, it will provide advanced coverage in the core areas of cognitive, developmental, social and biological psychology. It will present the state of the science and examine advanced topics within the specific focus of these four major subfields.

PSU44009   **Advanced Academic Skills**

Lecturer: Various (Co-ordinator Dr. Clare Kelly)

Classes: SS SH

Duration: 1 term (Michaelmas)

Contact hours: 22 lectures/seminars

Assessment: 1 x 3 hr exam and continuous assessment (final year project poster)

Weighting: 5 ECTS

Description: This course is designed to assist students to further develop their skills in the conduct, presentation and reporting of research. Topics include research ethics, the use of IT, oral presentation skills, the production of posters and the writing of research reports. This module also assists students with the intellectual process of conducting a research project by promoting their ability to read widely on a subject, to analyse various arguments and to relate them to their own work.

PSU44014   Project

Lecturer: Various

Classes: SS SH/TSM

Duration: Academic year

Contact hours: Arranged with supervisor

Assessment: Written thesis

Weighting: 20 ECTS

Description: A piece of independent research which involves the gathering of 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 a 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/

The College Calendar PART II General Regulations and Information, contains all general information regarding undergraduate programmes in College. In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

The executive officers for the undergraduate programme **are in Rooms AP1.42 and AP1.40** and should be contacted in the first instance if any problems arise: **email** psychfreshers@tcd.ie and psychsophisters@tcd.ie and **tel:** 01-896 1886.

JUNIOR & SENIOR FRESH STUDENTS

Attendance and Coursework

The regulations of the College require regular attendance at all classes on the part of Junior & Senior Fresh students. In addition, the School of Psychology requires that, in order to rise with their year, students must attend practicals, seminars and tutorials and complete any exercises that may be set in association with any module. Failure to attend practicals, seminars and tutorials or to submit required exercises may result in a non-satisfactory return to the Senior Lecturer at the end of the term, unless appropriately covered by a medical certificate. Additionally, students who fail to attend tutorials without a valid excuse for absence will be docked 3% from their overall mark for that term's essay for each tutorial missed. In accordance with the regulations laid down by the University Council, **non-satisfactory students may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year**. It should also be noted that **ALL** course work must be submitted before a student is eligible to rise with their year, regardless of overall academic performance. When course work is completed late, in order to comply with course requirements, it must be of at least an F.1 standard (35-39%).

Research credits

Each single-honors student must complete 20 hours and each TSM student 10 hours of participation in Psychology School research projects by the end of Hilary term in her or his senior fresh (SF) year. Although credit for research participation is a senior fresh requirement, credits can usually be earned over **both** fresh years. Note that this is not a requirement for visiting students.

Research participation will be measured and credited in 30 minute units with credit time rounded up to the nearest 30 minute unit. You will be given research "credit slips" detailing your participation. These slips should contain the study name, the researcher, the study date and duration and should be signed by both the researcher and yourself. In the case of senior Sophister projects, the student supervisor should also sign each slip. You satisfy the research participation requirement by presenting 20 hours (SH) or 10 hours (TSM) worth of these slips to the research credit slips box (located on 1st floor, Áras an Phiarsaigh) to confirm your participation. If these slips are not submitted by the end of Hilary term in your SF year (6th of April), then the requirement is not satisfied - it is your responsibility to ensure their safe-keeping. Note that failure to show up for a study that you have signed-up for is not acceptable. If you cannot make the appointed time, it is your responsibility to inform the researcher of this as promptly as possible. Failure to arrive on time for a scheduled study will be penalised by the **loss of one credit**. Please be aware that you are **not** compelled to participate in a study (see below) and that you are free to withdraw your participation from that study at any point (e.g., prior to the study, at the start of the study or at any point after its commencement). However, in

order to withdraw from a study, you must communicate this to the researcher.

Ethically, you cannot be compelled to participate in psychological research. Thus an alternative means to satisfy this requirement is available in the form of the completion of two essays (SH) or one essay (TSM), each being equivalent to 10 hours of work. Essays must be submitted electronically to facilitate automated plagiarism tests by 30th April 2020. Any shortfall in the number of research credits requires at least one "full" essay (e.g., 18 hours of credits requires a 10-hour equivalent essay to satisfy the 20 hour requirement - so in this condition you would probably be very keen to complete a final 2 hours research participation). Failure of the essay/s will be subject to the normal compensation rules and supplemental requirements (see below under SF SH/TSM annual assessment).

While essays are an option, you are strongly encouraged to satisfy the research requirement through research participation. Through this participation, you will learn about different research areas and will also gain experience of different types of research (e.g., questionnaires, laboratory tasks, electrical brain recording) and in the proper conduct of a research study which, in turn, may benefit your understanding of the research process and aid in the design of your own studies in the Sophister years. You should be aware that if research participant demand is unexpectedly low then the number of research credits may be limited and that you may have to accept the alternative essay requirement.

Sign-up sheets will be posted during the year to communicate what studies are currently available within the School. These sheets should contain a brief description of the study requirements and space for you to provide your name and contact details. Note that if you are obtaining research credits you cannot be paid for your participation.

Members of staff, postdoctoral, postgraduate and Senior Sophister students conducting their final-year projects may avail of your participation. Written debriefing sheets (that will not compromise the study for subsequent participants) will be provided explaining the study's aims and larger context.

The Fresher Executive Officer will oversee this system and will maintain records of student credits. Queries should be directed to Michael Gormley as Year2 Coordinator (gormlem@tcd.ie).

NB: Previously some students have been ruled out of participation in many research studies for various reasons such as age or handedness – some studies require participants to be 'young' or right hand dominant. If you find yourself ruled out, for whatever reason, you can contact the year 2 coordinator and it may be possible to fulfill the credit requirement by assisting in a research project being conducted within the School. It will be the responsibility of the student concerned to identify a suitable project and s/he should have contacted the relevant researcher to determine whether assisting with their research is a possibility. **Note that only students who are ineligible to participate in the research credit scheme can avail of this alternative.**

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

Assessment regulations

The General Academic Regulations, as set out in the University Calendar, apply to all assessments and all years. A student must take modules totaling 60 ECTS credits in each year. 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. 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.

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.

(ii)   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, 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.

JUNIOR FRESH

JF Single Honor Psychology students are required to take the following modules:

Module	ECT	Contribution to Overall Result	Assessment Method
Research Skills and Methods 1 (RSaM1)	10	16.67%	Continuous Assessment (100%)
Statistics and Methods 1 (SaM1)	10	16.67%	Continuous Assessment (100%)
Academic Skills Tutorials 1	10	16.67%	Continuous Assessment (100%)
Developmental Psychology	5	8.33%	Exam 100%
Thinking	5	8.33%	Exam 100%
Psychological Disorder	5	8.33%	Exam 100%
Evolutionary Psychology	5	8.33%	Exam 100%
Fundamentals of Neuro & Beh	5	8.33%	Exam 100%
Foundations of Psychology	5	8.33%	Exam 100%
Totals	**60**	**100%**	

Students are also required to complete research credits during their JF and SF years as outlined above in '**Research credits'**.

SENIOR FRESH

SF Single Honour Psychology students are required to take the following modules:

Module	ECT	Contribution to Overall Result	Assessment Method
Research Skills and Methods 1 (RSaM2)	10	16.67%	Continuous Assessment (100%)
Statistics and Methods 1 (SaM2)	10	16.67%	Continuous Assessment (100%)
Psychological Disorder	5	8.33%	Continuous Assessment (100%)
Evolutionary Psychology	5	8.33%	Exam 100%
Fundamentals of Neuro & Beh	5	8.33%	Exam
Thinking	5	8.33%	Exam 100%
Developmental Psychology	5	8.33%	Exam 100%
Foundational Texts in Psychology	5	8.33%	Exam 100%
Personal and Career Development	5	8.33%	Continuous Assessment (100%)
Trinity Elective (see above)	5	8.33%	Various (see specific Elective module webpage for details (100%)
Totals	**60**	**100%**	

Students are also required to complete research credits during their JF and SF years as outlined above in '**Research credits'**.

SF TSM Psychology students are required to take the following modules:

Module	ECT	Contribution to Overall Result	Assessment Method
Statistics and Methods 2 (SaM2 TSM)	5	16.67%	Continuous Assessment (100%)
Research Skills and Methods 2 (RSaM2 TSM)	5	16.67%	Continuous Assessment (100%)
Foundational Texts in Psychology	5	16.67%	Continuous Assessment (100%)
Developmental Psychology	5	16.67%	Exam 100%
Thinking	5	16.67%	Exam 100%
Fundamentals of Neuro & Beh	5	16.67%	Exam 100%
Totals	**30**	**100%**	

Students are also required to complete research credits during their JF and SF years as outlined above in '**Research credits'**

Statistics & Methodology (SaM2/SaM2 TSM) & Research Skills and Methodology (RSaM2/SaM2 TSM)

For the Statistics & Methodology 2 module, attendance at all labs and seminars (generically referred to as practicals) is compulsory and rolls are taken. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. 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 SaM2 is comprised of a continuous assessment exam at the end of each term, which are both weighted at 50%. In the event of an overall failure in this module, supplemental requirements will be based on the failed elements only. The assessment for RSAM 2 is comprised of coursework and a journal club exam.

JUNIOR SOPHISTER

This year, although some modules are compulsory, you are able to choose some of your modules from a number of options. Each of these modules carries 5 ECTS units. Your choices for this year, and provisional choices for your SS year (excepting JS TSM Pattern Bi), should have been made last Trinity Term.

Your choices are limited to an extent by the requirements of the Psychological Society of Ireland, which formally accredits our undergraduate programme in order to confer eligibility on you to become a graduate member. Choices may also be limited by availability as each module is restricted by quota. The Psychological Society of Ireland restriction requires that over the two Sophister years as a whole, you must take at least one course from each of five general areas, those areas being:

- Biological
- Cognitive
- Developmental
- Personality and Individual Differences
- Social

For this reason, your module choices for this year should have taken into account what you plan to take in final year.

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

Attendance and Coursework

In general students must attend all practicals, seminars and/or tutorials and complete any exercises that may be set in association with any module. You must also satisfy the requirements of the Group Project.

In addition you will need to give some thought to the nature of your final year project. A formal project proposal will be required within the first few weeks of the Senior Sophister year (see Appendix 1), so it will be of benefit to you before the summer to discuss your ideas with appropriate members of the academic staff (see School website for staff listing and staff publications for description of research interests of staff). A research day will be held in March where staff will talk about their research interests and you will have opportunities to discuss ideas for research with potential supervisors. Agreement from a staff member to supervise your project should be made before the summer, after the research day. If you do not find a supervisor, you will be allocated to a staff member who will be your supervisor. The final allocation is made by the School. After this point it will be your responsibility to make further contact with the supervisor to whom you have been allocated.

Please note that in Trinity term you are also required to confirm to the School office your choice of courses for the Senior Sophister year.

JS SH

Annual Assessment (Mod Part I)

Module	ECT	Contribution to Overall Result	Assessment Method
Practicals, Methods and Stats III	10	16.67%	Continuous Assessment (100%)
Group Project A	10	16.67%	Continuous Assessment (100%)
Group Project B	5	8.33%	Continuous Assessment (100%)
Option 1	5	8.33%	Exam 100%
Option 2	5	8.33%	Exam 100%
Option 3	5	8.33%	Exam 100%
Option 4	5	8.33%	Exam 100%
Option 5	5	8.33%	Exam 100%
Option 6	**5**	8.33%	Exam 100%
Option 7	**5**	8.33%	Exam 100%
Totals	**60**	**100%**	

JS TSM

Attendance and Coursework

Please note that TSM Pattern Bi and Bii have different requirements. In general students must attend all practicals, seminars and/or tutorials and complete any exercises that may be set in association with any course. In addition if you are a Pattern Bii student you will need to give some thought to the nature of your final year project. A formal project proposal will be required before the end of Trinity Term (see Appendix 1), so it will be of benefit for you to discuss your ideas with appropriate members of the academic staff of the School during the year (see staff listing and staff publications for description of research interests of staff). Once your ideas are firmed up, you may ask a particular staff member to consider supervising your project. In any event, by the end of Trinity Term, you will be allocated to a staff member who will be your supervisor. The final allocation is made by the School. After this point it will be your responsibility to make further contact with the supervisor to whom you have been allocated. Please note that in Trinity term you are also required to confirm to the School office your choice of courses for the Senior Sophister year.

Annual Assessment Pattern Bi

For **Pattern Bi** students, the examination in Trinity Term will be the **Moderatorship Part I** and will consist of:

Module	ECT	Contribution to Overall Result	Assessment Method
Option 1	5	16.67%	Exam 100%
Option 2	5	16.67%	Exam 100%
Option 3	5	16.67%	Exam 100%
Option 4	5	16.67%	Exam 100%
Option 5	5	16.67%	Exam 100%
Option 6	5	16.67%	Exam 100%
Totals	**30**	**100%**	

Annual Assessment Pattern Bii (to be carried forward to final assessment for Moderatorship Part II)

For **Pattern Bii** students, the annual examination will consist of the following:

Please note that in Trinity term you are also required to confirm to the School office your choice of courses for the Senior Sophister year.

Annual Assessment (Mod Part I)

Module	ECT	Contribution to Overall Result	Assessment Method
Practicals, Methods and Stats III	10	33.33%	Continuous Assessment (100%)
Option 1	5	16.67%	Exam 100%
Option 2	5	16.67%	Exam 100%
Option 3	5	16.67%	Exam 100%
Option 4	5	16.67%	Exam 100%
Totals	**30**	**100%**	

Note: Students who choose to go on Erasmus during Michaelmas Term will be required to accrue their credits in Psychology by taking either 6 option modules (SH) or 3 option modules (TSM) in Hilary Term. Single Honor Students who go on Erasmus in Hilary Term can take PMSIII and 4 options in Michaelmas Term. TSM students (Pattern Bii) who go on Erasmus in Hilary Term can take PMSIII and 1 option in Michaelmas Term, or 3 options in MT.

SENIOR SOPHISTER

Attendance and Coursework

Students are required to attend tutorials and seminars and complete any exercises that may be set in association with any course.

Candidates for the Moderatorship examination must submit two typed copies, bound in School covers, of a practical project which has been carried out during the Senior Sophister year (see Appendix 1).

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

SS SH

Annual Assessment (Mod Part II)

Module	ECT	Contribution to Overall Result	Assessment Method
Final Year Project	20	33.33%	Continuous Assessment (100%)
Theoretical Issues	10	16.67%	Continuous Assessment (100%)
Advanced Academic Skills	5	8.33%	Exam (66.67%)/Poster (33.33%)
Option 1	5	8.33%	Exam 100%
Option 2	5	8.33%	Exam 100%
Option 3	5	8.33%	Exam 100%
Option 4	5	8.33%	Exam 100%
Option 5	5	8.33%	Exam 100%
Totals	**60**	**100%**	

Note: Results from the JS Year (Mod part 1) contribute 50% of the degree result and results from the SS Year (Mod part II) contribute 50% of the degree result.

Final year project - requirements and guidelines

All candidates for the Moderatorship in Psychology 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**, and two typed copies of the report, plus an electronic version and a raw data file on disk/USB key are to be submitted for examination **on or before the Monday of week 8 of Hilary lecture term**. **Please read Appendix 1, which provides detailed requirements, instructions and guidance regarding the final year project**.

Course work regulations

PROCEDURE FOR SUBMITTING WORK AND GETTING IT BACK

Note that you are **strongly advised to keep a copy of all work submitted for assessment.**

Fresh

For Research Skills and Methodology 1 and 2, and for Statistics and Methodology 1 and 2, only **electronic** submission of course work is required. Course work must be submitted electronically to the relevant assignment on **turnitin.com** by the deadline specified by the lecturer. All work must include the course work cover sheet, which provides all the necessary details about the work in a standardised fashion.

Sophister

All course work must be submitted no later than 3.00 p.m. on the Thursday of the last week of each semester; Students are usually 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.

LATE SUBMISSION OF CONTINUOUS ASSESSMENT WORK

Students may make a case for deferred submission of work **ahead of a deadline only,** unless an acceptable medical certificate, covering the period leading up to the submission deadline, is provided subsequent to the deadline.

Extensions should be requested from the relevant lecturer and one of the School's executive officers (psychfreshers@tcd.ie for Fresh students and psychsophisters@tcd.ie for Sophister students must be included (cced) in all correspondence with lecturers regarding extensions. This is important, since it will be the responsibility of the relevant executive officer to record at the School level whether an extension has been granted and for how long. **It is the responsibility of the student to adhere to this procedure, and the School may subsequently rescind an extension awarded by a lecturer who has not given proper notification to the School.** In the situation where the student has a valid medical certificate that documents clearly the period of time during which the student was incapacitated, the granting of an extension to cover said period of time will be routine, assuming the period of time covered does not exceed two weeks. Extensions beyond this time will be at the discretion of the Undergraduate Director (Dr. Nixon) and may require the student to engage with their tutor to act as an advocate.

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. Where only electronic submission of coursework is required, the above requirements apply to the electronic submission.

MARKING OF SAM AND RSAM COURSE WORK

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 your course.

Single honors professional course structure:

The following information about the structure of the programme relates <u>only</u> to the SH Psychology Programme, for students who commence the programme in 2019/2020 onwards.
All other cohorts will follow the traditional course structure.

Semester 1				Semester 2			
JF	30 ECTS	Subject 1 (Psychology)	Level 1	JF	30 ECTS	Subject 1 (Psychology)	Level 1
SF 30 ECTS	45 ECTS*	Subject 1 (Psychology)	Level 2/3/4	SF 30 ECTS	45 ECTS*	Subject 1 (Psychology)	Level 2/3/4
	15 ECTS	Approved Modules			15 ECTS	Approved Modules	
	5 ECTS	Trinity Electives			5 ECTS	Trinity Electives	
JS	50 ECTS	Subject 1 (Psychology)	Level 3/4	JS	50 ECTS	Subject 1 (Psychology)	Level 3/4
	5 ECTS	Approved Module			5 ECTS	Approved Module	
	5 ECTS	Trinity Elective			5 ECTS	Trinity Elective	
SS	40 ECTS	Subject 1					Level 3/4
	20 ECTS	Capstone					Level 4

Degree Award: Single Honors (Professional)
Breadth is achieved by taking Trinity Elective modules (to the value of 10 ECTS) in the SF and/or JS years, and approved modules (to the value of 20 ECTS) to be allocated across the four years of the programme (years 1 to 4), as determined by the School.
All taught modules are 5 ECTS or 10 ECTS (except the Capstone @ 20 ECTS).
All programmes are required to ensure a balanced credit-load exists across semesters.
The Capstone, weighted at 20 ECTS, is included in the final year.
* A total of 60 ECTS is required in each of the SF and JS years.

Single Honors programmes enable students to take modules to the value of 30 ECTS outside their core programme. Of the 30 ECTS:
- 10 ECTS must be Trinity electives (taken in the SF and/or JS years);
- 20 ECTS must be approved modules (taken across the four years of the programme).

Trinity Elective Modules (10 ECTS combined)

Students are required to take 2, 5 ECTS modules in either Senior Freshman and/or Junior Sophister years. No more than one module can be taken in a semester.

Trinity Electives add breadth to student learning through engaging students in learning opportunities outside of their core subject area/s. They are stand-alone, institution-wide modules, weighted at 5 ECTS credits, available to students across the university

How to apply:

To apply for Trinity Electives, go to my.tcd.ie and select the menu option 'My Trinity Electives' in April of your first and second years.

Academic Registry will contact you directly with further details.

You will be notified of which Trinity Elective(s) you have been allocated to in August.

Trinity Elective modules will take place:

Tuesdays at 9am and 10am

Thursday at 4pm and 5pm

Fridays at 9am

This year, SF students, under the 'old' course structure are taking one TE in lieu of a Broad Curriculum modules.

Approved Modules (20 ECTS combined; taken across the four years of the programme)

- They are new or existing modules in fields related or complementary to the student's core subject area.

- They are modules that may be core modules for other subject/s, but are not in the student's core subject/s.

- Weighted at 5 ECTS or 10 ECTS; approved modules of 5 ECTS credits are taught and assessed within one semester; approved modules of 10 ECTS credits can be taught and assessed over one or two semesters.

- Details of approved modules will be made available later in the year.

Plagiarism

************* 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 2016-17 Calendar entry on plagiarism, "Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91" - 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.

Opportunities for the electronic transfer of material have made plagiarism a growing problem. The university takes a very firm and serious view of this. Here are some guidelines to help you avoid it:

1. **Never** copy down even quite short strings of words from another source, and transcribe into your essay or project. **Always** recast the ideas in your own mind and words before writing down. Minor changes to the words or their order **is still** plagiarism.

2. **All** continuous assessment work **must** be submitted electronically as well as on paper. **Checks** will be made on all submitted work using plagiarism-detection software. **Any instances of suspected plagiarism detected will be investigated and may result in a loss of marks or other more serious consequences in line with the College policy on plagiarism.**

3. If **any** plagiarism is suspected in a student's work, the Director of Undergraduate Teaching and Learning will arrange an informal meeting with the student, the student's tutor (or SU representative) and the lecturer concerned to put their suspicions to the student and give him/her the opportunity to respond. If the Director of Undergraduate Teaching and Learning forms the view that plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case and suggested remedies. The Senior Lecturer will then advise the Junior Dean. The Junior Dean will interview the student if the facts of the case are in dispute, or if the Director of Undergraduate Teaching and Learning feels the penalty advised in the University Calendar is inappropriate given the circumstances of the case. The Director of Undergraduate Teaching and Learning may recommend that the work in question receives a reduced mark or mark of zero.

4. If a student is found guilty of plagiarism **of any kind** on a second occasion, then the case will be dealt with under the College's conduct regulations through the auspices of the Junior Dean.

Finally, putting text in quotations and citing the author, year, pages and publication is occasionally appropriate and acceptable, but such quotations should not contribute more than **10 percent** of the body of the assignment text.

Please take time to read the section in this handbook **'Plagiarism in Examinations and Continuous Assessment Work'** for a more extensive discussion of plagiarism. Please note that students are required to submit all coursework electronically and this work will be subject to screening for plagiarism using turnitin.com.

Students and graduates are entitled to request copies of their academic transcript from the Academic Registry.

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.

FAIL	0	**No attempt**. Fails to meet any requirements	• No attempt made.
	10	**Very poor.** Meets only the most basic requirement (providing an answer) but has major errors or omissions.	• No reasonable attempt made to answer question • Answer displays no understanding of concept (contains multiple or major errors) • Contains idiosyncratic opinion with no appropriate sources cited or acknowledged
	20	Poor. Does not meet requirements, contains omissions or errors.	• Very limited understanding of concept or topic • Contains errors or confusion of concepts • An answer to a different question has been offered • No appropriate sources
	30	**Inadequate**. Some attempt made but not sufficient to pass.	• Represents an attempt to answer the question, but very limited understanding of concept or topic • Significant omissions or confusion • No structure or argument offered • Very few relevant ideas • Shows insufficient evidence of relevant reading or research • Poorly written (lacks clarity, contains typos)
THIRD	42 45	**Very limited, only just meets requirements.** Significant omissions and lack of critical analysis.	• Modest or superficial understanding or knowledge of the topic – a basic awareness that lacks breadth or depth • Some errors, omissions, or confusion • Some relevant ideas, but parts of the question have not been sufficiently addressed

1	**48**		• Argument offered but is poorly structured • Modest evidence of relevant reading and research, but draws on limited resources, or statements are unsupported by references • Lacks critical analysis • Irrelevant material discussed • Poorly written (lacks clarity, contains typos) • Much too long or much too short
2.2	**52** **55** **58**	**Adequate**. Meets requirements but contains some omissions and lacks sufficient critical analysis	• Answer demonstrates adequate breadth and depth of understanding, but may include some omissions or minor errors • Includes relevant ideas and examples, but part of the question is not adequately addressed • Structured argument is present but lacks clarity, is inconsistent, or under-developed • Points are supported by references, and there is some evidence of relevant reading and research, but primarily restricted to course material or otherwise limited. • Some critical analysis but superficial and lacking originality • Reasonably well-written (lacks typos) but may be formulaic (lacks originality or flair)
2.1	**62** **65** **68**	**Good**. Meets all requirements and answers the question comprehensively with few flaws or omissions. Contains critical analysis.	• Demonstrates good breadth and depth of understanding and command of relevant theories and evidence. • Addresses all parts of the question in full, although some omissions are possible • Draws on a breadth of resources, appropriately referenced, with some evidence of reading beyond the course material. • Expresses highly relevant ideas and provides examples, though some may not be appropriate or illustrative • Argument is well structured, clear, and comes to a logical conclusion. • Good critical analysis and evaluation, though may lack depth or original insights • Evidence of integration and synthesis of ideas, which may be limited or incomplete • Well-written, though could be more concise
1	**74**	**Excellent**. Goes beyond requirements in some way, features a depth of critical analysis, insight, and originality.	• Demonstrates very good breadth and depth of understanding and fluency with relevant concepts, theories, and evidence. • Answers the question clearly and comprehensively.

	80		• Draws on a breadth of resources, with good evidence of reading beyond the course material, particularly of more recent/up-to-date material. • Appropriately referenced throughout. • Expresses highly relevant ideas and provides germane examples. • Argument is well structured, clear, and compelling, with some appreciation of nuance and complexity. • Very good critical analysis and evaluation, with original insights. • Good integration and synthesis of ideas. • Some appreciation of wider context and alternative perspectives. • Clear, concise, and engaging writing, with some evidence of originality and creativity.
	87 93 100	**Outstanding/exceptional.** Goes significantly beyond requirements, features unique and original insights and critiques, as well as creativity and flair.	*In addition to 70-80 criteria:* • Draws on a wide breadth of resources, with extensive evidence of reading beyond the course material. • Offers unique and novel insights, with considerable independence of thought • Argument is logical and compelling argument, with an appreciation and expression of complexity and nuance. • High-level integration and synthesis of ideas. • Deep appreciation of wider context and alternative perspectives. • Highly creative and original, flawlessly expressed with flair

Further information regarding the educational objectives of the Moderatorship degree may be found in the University Calendar (Two-Subject Moderatorship Courses & Faculty of Arts, Humanities and Social Sciences).

Award of degree class

Degree classification is determined on the basis of the mean mark when appropriate weightings having been applied. Final marks are rounded up to a whole number such that, for example, a mark of 69.5 will be rounded up to 70% and a first. Borderline marks just below 69.5% are assessed more qualitatively to see if the student's overall profile is that of a first class student.

Examination results

Results of examinations for each year of the course are made available at 'My Student Record' on www.my.tcd.ie

Student evaluation of modules

All modules are evaluated by students by means of a survey (online and/or in-class) requested by the School and all feedback is noted and incorporated in module design where appropriate for delivery of the module in subsequent years.

Feedback is also delivered via student representatives at the School's once a term staff-student meetings, at School Committee meetings and at the Committee for Undergraduate Teaching & Learning meetings.

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 the marker cannot read a script 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.

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. Note such requests are

usually made after the annual examination period. When such requests are made outside of this time period, for various practical reasons, it may not be possible to accommodate them.

Scholarship examination

The examination for Scholarship is a College institution with a long history and high prestige. The examination is set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Fresh year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; to demonstrate rigorous and informed critical thought; and, in appropriate disciplines, to demonstrate a highly-developed ability to solve problems and apply knowledge.

The scholarship examination is held in the week before the start of Hilary term. Senior Fresh students may present for this examination which covers the subjects studied up to the end of the Michaelmas term of the Senior Fresh year (excluding broad curriculum modules) together with such additional reading as may be required by the Head of School. Candidates who attain a first class honor grade (70% or above) are recommended for the award of a Scholarship which entitles the recipient to free rooms, free Commons, fee remission (e.g., if you go on to do an M.Sc. or Ph.D.) and a small stipend for five years. The non-EU fee level will be reduced by an amount corresponding to the appropriate fee level of an E.U. fee paying student. Candidates must give notice of their intention to take the examination on the prescribed form. Check the Academic Registry website for more information.

Full details of the scholarship examination requirements will be published by the School of Psychology early in Michaelmas term each year. College regulations governing the award of Scholarship are available in the College Calendar (Foundation and Non-Foundation Scholarships) and online at http://www.tcd.ie/study/eu/undergraduate/scholarships/

Noticeboards

There are several noticeboards located on both floors of the School. These should be checked regularly by students for updates. Single Honor students' exam results are also posted on the School's noticeboards on the publication date. You are advised to regularly logon to **my.tcd.ie** for College and School emails, lecture schedules, examination timetables.

Erasmus and Visiting Students

The Erasmus Programme is a European Commission programme that enables and encourages students across Europe to study at another university as part of their university degree programme. Students may apply to study for one or more terms. However, students usually go for a full academic year.

The School of Psychology currently has Erasmus exchange agreements with the following Universities:

Finland	University of Helsinki
France	Université Victor Segalen Bordeaux II Université of Paris V: René Descartes
Germany	Freie Universitat Berlin
Wales, U.K.	Swansea University
The Netherlands	University of Groningen Erasmus University Rotterdam

It may be possible to study Psychology at other universities where Trinity has a formal exchange agreement coordinated by one of the other Departments/Schools in the College. In such instances the intending student will need to obtain the host university Psychology prospectus so that the School's Erasmus Coordinator can ascertain the appropriateness of available courses.

HOW TO APPLY

Outgoing Visiting Students: Please contact the School Visiting Student Coordinator (for outgoing students), Prof. Michael Gormley (gormlem@tcd.ie) in the first instance if you are interested in participating in an Erasmus exchange. Applications need to be submitted to the College International Office (www.tcd.ie/international) in the Hilary Term preceding the academic year in which you would like to study abroad.

Further information about how to apply and the deadline for applications is available on the College International Office website: www.tcd.ie/international/outgoing-trinity/eu-erasmus/apply/.

ELIGIBILITY AND ACADEMIC REQUIREMENTS

The Erasmus Programme is open to all registered students of Trinity College, who are nationals of the EU member states, the European Economic Area countries (Iceland, Liechtenstein and Norway), or the candidate country, Turkey. All undergraduate students are eligible to participate, but must have completed at least one year of their undergraduate programme. Where the language of tuition at the host institution is not English, you will of course need some local language knowledge.

Both Single Honor and TSM Psychology students are permitted to participate in an Erasmus exchange.

Single Honor Psychology students participating in a full-year Erasmus exchange are required to complete modules in psychology equivalent to at least 45 ECTS (European Credit Transfer System) credits. Students may wish to take additional modules up to a maximum of 60 ECTS which could include modules in psychology or, for example, language skills. On half-year exchange, students must obtain a minimum of 22.5 credits but may wish to take a maximum of 30 ECTs.   The School's Erasmus Coordinator must approve the particular package of modules to be taken by students at the host University. The credit requirement will be reduced for students going abroad for less than one academic year.

TSM students need permission from both of their Departments/Schools to participate in an exchange. The modules and minimum number of ECTS credits required for TSM students should be discussed with the School's Erasmus Coordinator in the first instance.

Full Year Exchanges: TSM students participating in a full year exchange must obtain a minimum 22.5 credits in each subject in order to rise with their year. Students are advised to take more than the minimum 45 credits in case of failure in some elements.

Half Year Exchanges: TSM students must obtain 15 credits in each subject in the semester they are in Trinity. While abroad students must obtain a minimum of 10 credits in each subject. Students will then have a minimum of 50 credits for the full year.

Except for TSM students whose other subject may require a period of study abroad during the Senior Fresh year, the School of Psychology normally permits students to study abroad during their Junior Sophister (3rd) year only.

Incoming Visiting Students

Incoming Erasmus and Non-EU Visiting Students should contact Erin Paullin, Global Officer (School main office, Room AP1.42) in order to discuss module choices and for information on module registration sessions at the beginning of each term. Erasmus students should contact Prof. Paul Dockree in regard to learning agreements. All visiting students (Non-EU and Erasmus) taking Freshman and Sophister modules will be assessed by an examination essay (2500-3000 words in length). If your home university requires an alternative form of assessment you must inform Prof. Paul Dockree at the outset what these requirements are. You should also e-mail a statement of these requirements to the relevant lecturer(s). Addresses can be found in the Directory of all Staff of the School in this booklet. Queries about visiting student transcripts can be directed to Mrs. June Carpenter (Room AP1.40).

GOLD MEDALS are awarded by the College Board to candidates of the first class who have shown exceptional merit at the annual degree examinations. (see: http://www.tcd.ie/vpcao/administration/examinations/award-of-goldmedals.php)

UNA BURKE MEMORIAL PRIZE IN CHILD PSYCHOLOGY

This prize was founded in 2004 by the friends, colleagues and family of the late Una Burke, a doctoral student in psychology. It is awarded annually to the Senior Sophister or Psychology Conversion Course in Psychology student who gains the highest mark in their final year dissertation in the area of child psychology (covering ages 0-18). Value, €100*.

DEREK FORREST PRIZE IN PSYCHOLOGY

This prize was founded in 1991 by a gift from Professor D.W. Forrest. It is awarded annually to the Senior Sophister or Psychology Conversion Course student who presents the best final year dissertation, provided that a grade of first class honors is attained. Value, €77*.

RAY FULLER PRIZE IN PSYCHOLOGY

This prize was founded in 2003 by a gift from Dr R.G.C. Fuller. It is awarded annually to the group of Junior Sophister psychology students who receive the highest mark in the group project assessment. Value, €160*.

THE GRADUATES' PRIZE IN PSYCHOLOGY

This prize was founded in 1985 from donations received by the Department 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 Psychology 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 Psychology Conversion Course 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*.

*exact value depends on investment return to prize fund. Prizes are awarded at the discretion of the Court of Examiners.

Postgraduate Courses in the School

The School offers a range of postgraduate courses:

Postgraduate Course	Course Director	Email
Doctorate in Clinical Psychology	Dr. Kevin Tierney	dclinpsych@tcd.ie
Doctorate in Counselling Psychology	Dr. Ladislav Timulak	dcounspsych@tcd.ie
MSc in Applied Psychology	Dr. TimTrimble	msc.appliedpsych@tcd.ie
MSc/P.Grad Dip. in Clinical Supervision	Dr. Mary Creaner	clinicalsupervision@tcd.ie
M.Sc. Psychology (Applied Behaviour Analysis)	Asst. Prof. Olive Healy (Year 1), Asst. Prof. Maeve Bracken (Year 2)	msc.aba@tcd.ie
M.Phil./P.Grad.Dip Psychoanalytic Studies	Dr. John O'Connor	psychoanalysis@tcd.ie
Online Postgraduate Certificate / Diploma and M.Sc. in Managing Risk and System Change	Dr. Siobhán Corrigan	ManagingRisk@tcd.ie

Higher Degrees by Research

The School is keen to take on good Psychology graduates to pursue a higher degree by research (M.Sc. or Ph.D.). Requirements are a good undergraduate degree (first or upper second class honor), competence in, and motivation for, research, identifying a supervisor on the academic staff who is prepared to take you on and available resources in the School to support your research goals (this includes available space). Applications should be submitted to the Graduate Admissions Office on the prescribed form, accompanied by the prescribed application fee and references. This process is usually undertaken by April 1st of year of entry (i.e. before you have your final degree grade) but a provisional place can be offered subject to your degree outcome. It is useful to think in terms of this timescale because of the deadlines for application for financial support. Further information about funding opportunities for postgraduate research is available on the School of Psychology website: http://www.tcd.ie/Psychology/postgraduate/programme-by-research/

Undergraduate and Postgraduate Theses

Electronic versions of final year projects completed by recent graduates are available to access via the local pages on the School of Psychology website. https://www.tcd.ie/psychology/local.

PHOTOCOPYING

The undergraduate 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 laboratories on the first floor. At €3 (250 units) or €6 (520 units) each. The current charge is 3 units (4 cent) per A4 copy. The cards may also be used to operate the School's Laser printers. Please note that these cards will only work in the School of Psychology.

Libraries

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 for psychology books and journal articles 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 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). The two main Psychology data bases (psychINFO and psychARTICLES) can also be accessed via the following Library website: http://www.tcd.ie/Library/collections/databases.php.

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. 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

SCHOOL COMPUTERS

The School has two computer laboratories on the first floor; room 1.34 contains 40 iMacs and room 1.32 contains 14 iMacs. The laboratories are for student use and are booked for undergraduate and postgraduate classes at regular times during term. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. You are advised to consult the notice boards 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 units) or €6 (520 units) each. Monochrome laser printer charge: A4 – 3 units, colour printer charges: A4 – 15 units. 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 and scanning should be sought from Lisa Gilroy or Ensar Hadziselimovic (room1.30).

COLLEGE COMPUTERS

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

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 and 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 and Lisa Gilroy is the School's Safety Officer. Please inform 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 5pm, 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).

In the event of an emergency, dial Security Services on extension 1999. 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. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

Student 2 Student & Other Support Services

From the moment you arrive in College right the way through to your end of year exams Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Freshers' Week and they'll make sure you know other people in your course before your classes even start. They'll keep in regular touch with you throughout your first year and invite you to events on and off campus. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat.

S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

http://student2student.tcd.ie, E-mail: student2student@tcd.ie, Phone: + 353 1 896 2438

The student's union website is www.tcdsu.org

Information regarding broader College social and sport activities are available at: www.tcd.ie/Sport/student-sport/ducac/ and http://trinitysocieties.ie/.

All students will also be allocated a College Tutor, and can contact Academic Registry with queries regarding fees, registration, examinations - www.tcd.ie/academicregistry/ . All information regarding student support is collated at: http://www.tcd.ie/students/supports-services/

Details on Student Complaints Procedure can be found at:
https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

And the Dignity and Respect Policy at: https://www.tcd.ie/equality/policy/dignity-respect-policy/

Recognition of Disability

Reasonable accommodations are routinely made for students with documented disabilities and students are encouraged to register with the College Disability Service at www.tcd.ie/disability/. An online academic skills resource **ACADEMIC SKILLS FOR SUCCESSFUL LEARNING**, designed by Student Learning Development, is available to all students at http://mymodule.tcd.ie/.

Directory of all staff of the School

Please send all general email to Psychology@tcd.ie. Details of staff research interests and their contact details are available on the School website

Using Email

Email is a tool that we now take for granted.   Official University and School correspondence is sent to your TCD email address.   You may also send email to staff in the school, where appropriate and necessary. Remember to check your TCD email regularly at **my.tcd.ie** 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 noticeboards, 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 (JF, SF, JS, SS,) and course (SH, TSM, Psych Conv)** when communicating with a lecturer, preferably at the end of the message. If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.

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

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

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

- Please do not send or forward chain email.

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

- 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 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 2008."

- 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. College automatically blocks all emails with attachments greater that 10Mb.

- 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/usage.php

Mobile phones

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

Plagiarism in Examinations and Continuous Assessment Work

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 that 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 **Warning about Plagiarism on** page 1 of this handbook **and the text immediately below,** which is from the **University Calendar (General regulations and information).** The current calendar can be consulted for a more extensive discussion of 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.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:

(a) copying another student's work;

(b) enlisting another person or persons to complete an assignment on the student's behalf;

(c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;

(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive. Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner,

and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one's own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. See tcd-ie.libguides.com/plagiarism/calendar

Functions of Part-time lecturers and 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 class-work 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 address / contact details

The College records your address and contact details on entry. It is important that you use the student portal at **my.tcd.ie** (My Student Record) to inform us of any change so that we can contact you when necessary.

Ethical requirements for research with vulnerable participants

Students who choose to conduct a final year research project that involves CHILD participants (i.e., persons aged under 18 years) must acquaint themselves with the School's **Guidelines for Research with Children and Young People** (see 'Ethics Webpages' on the 'Local' section of the School website). All students working with persons aged under 18 years are also required to (1) obtain Garda Vetting (see https://www.tcd.ie/hr/our-services/resourcing/vetting for details of the process). Guidelines for the testing of ADULTS are also published on the School website and you must adhere to them.

For full details of the code consult http://www.psychologicalsociety.ie/find-a-psychologist/PSI%202011-12%20Code%20of%20Ethics.pdf

(The British Psychological Society's published Code of Ethics is available for consultation in the Ethics File in the School Library and is particularly useful in the area of research ethics.)

SUMMARY OF THE CODE

The PSI Code of Professional Ethics is based on the structure of the Meta-Code of Ethics of the European Federation of Professional Psychologists' Associations (1995). The MetaCode proposes four overall Ethical Principles with a number of subheadings for each one. The clauses identifying the various Ethical Standards in the Society's Code of Professional Ethics are classified under these subheadings.

The Code consists of four overall ethical principles, which subsume a large number of specific ethical standards.

Principle 1: Respect for the rights and dignity of the person

This principle requires of psychologists that they treat their clients as persons of intrinsic worth with a right to determine their own priorities, that they respect clients' dignity and give due regard to their moral and cultural values. Psychologists shall take care not to intrude inappropriately on clients' privacy. They shall treat as confidential all information (including oral, verbal, written and electronic) obtained in the course of their work, except where the law requires disclosure. As far as possible, they ensure that clients understand and consent to whatever professional action they propose.

Principle 2: Competence

Psychologists must constantly maintain and update their professional skills and ethical awareness. They shall recognise that psychological knowledge and their own expertise and capacity for work are limited, and take care not to exceed the limits.

Principle 3: Responsibility

In their professional and scientific activities, psychologists are required to act in a trustworthy, reputable and accountable manner towards clients and the community. They shall avoid doing harm to clients and research participants, and act to prevent harm caused by others. They co-operate with colleagues and other professionals to ensure the best service to clients, and act positively to resolve ethical dilemmas. They ensure that those whom they supervise act ethically. In research with animals, they shall take care to treat the animals humanely.

Principle 4: Integrity

Psychologists are obliged to be honest and accurate about their qualifications, the effectiveness of the services which they offer, and their research findings. They shall take steps to manage personal stress and maintain their own mental health. They shall treat others in a fair, open and straightforward manner, honor professional commitments, and act to clarify any confusion about their role or responsibilities. Where possible, they avoid the use of deception with research participants. They shall not use the professional relationship to exploit clients, sexually or otherwise, and they shall deal actively with conflicts of interest. They take action against harmful or unethical behaviour in colleagues or members of other professions.

Student representation

Each year-class elects a representative who coordinates discussion and feedback about issues pertaining to the course. A representative (possibly from amongst the four year-class reps) is elected to represent undergraduate issues at School Executive Committee Meetings and there is also undergraduate student representation on the School Committee. The Head of School, year coordinators and the Director of Teaching and Learning (Undergraduate) normally meet all 4 reps at least once in MT and HT.

DU Psychological Society

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; we are also committed to providing a social outlet for members. As well as the receptions following the talks, we 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 we especially encourage all members of the School to join. Members can join in Freshers Week or any time throughout the year by contacting us at psychsoc@csc.tcd.ie. Our website can be viewed at psychsoc.csc.tcdlife.ie.

Please Note: The School of Psychology does not necessarily endorse all of the speakers invited to talk by the Society.

Psychology of study

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, ask. 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).

Study. Study is primarily a skill, which takes time to learn and it takes perseverance; it improves with practice. At least thirty hours of productive study per week (over and above attending lectures, practicals, seminars etc.,) is what you should be aiming at.

Organisation is at the heart of effective study, whence the need to **manage your time**.

An ideal study plan would encompass an academic year or term. But at the very least it should cover each week, day and separate study period. Each separate study period should be around 45-90 minutes but there are individual differences and it sometimes depends on the material being studied.

Principles for managing your study

- Set goals for each study period.
- Allocate time for each goal.
- Include leisure.
- Be flexible - keep "empty" study hours for catching up.

Advantages of planning

- You are able to cover the material.
- Decrease in exam anxiety.
- Leisure time is guilt free.
- Progress made during year is obvious/explicit.
- Sense of being in control.

Tips for learning

1. Space out periods of learning (i.e. have breaks) thus avoiding cramming. This is more efficient and helps you to avoid losing material you have already learned.

2. Organise material by identifying its conceptual structure. Rewriting lecture or textbook notes is one time to do this. Where there is no obvious structure, a technique such as the method of loci may help. In this method, lists of unrelated facts are attached to an already existing conceptual structure in your memory, such as a place you know well.

3. Don't learn by heart material which you do not understand. Understood material is both easier to learn and recall. Therefore if you are having difficulties, get assistance to understand it. Ask questions as they arise in lectures. Lectures should be interactive between lecturers and students.

4. As you study recall material in your **own** words, this will signal that you are awake and that you are understanding what you are studying.

5. Learn beyond the point of "bare recall" (i.e. the first time you manage to remember it). This will help long-term recall. Use the process of **overlearning** materials by giving up to 50% more time than the first actual learning process.

6. Make material interesting, satisfying, rewarding, then it is more easily learnt (e.g. find texts which suit you, ask questions of material you are learning, talk to people who find the material interesting).

7. Get feedback on performance immediately after recall - after you have recalled, check as soon as possible that you have it right. Feedback has both corrective and motivating properties.

8. If motivation is flagging:

    i.   Arrange to reward yourself **after** study.

    ii.   Stop at a point where restarting will be **easy.**

     iii.   Question whether your level of arousal is up to the task - there are lows and highs during every day. Elect to study when it suits you best.

Self-help books

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

Open University Press series, published by Open University Press, Buckingham (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
- 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.

MyCareer from the Careers Service

MyCareer is an online service that students can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities- postgraduate courses and funding
- View and book onto employer and Careers Services events
- Submit your career queries to the Careers Services team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

Careers Service

Trinity College Dublin, 7-9 South Leinster Street, Dublin 2

01 896 1705/1721 | Submit a career query through MyCareer

MyCareer:
mycareerconnect.tcd.ie

www.tcd.ie/
Careers/students/postgraduate/

TCD.Careers.Service

@TCDCareers

TCDCareers

tinyurl.com/LinkedIn-
TCD-Connecting

Opening Hours

During term: 9.30am - 5.00pm, Monday - Friday

Out of Term: 9.30am - 12.30pm & 2.15 - 5.00pm, Monday - Friday

Essay writing tips

Before you begin, think about what you are being asked to do, so you know roughly what your answer will be. Then decide where to go for your research and evidence. When you have enough material start drafting your essay in rough. It can help to write your conclusion(s) first and then organise the points which lead up to it. When writing concentrate on the ideas and the argument. Read it through to correct the style, grammar and spelling and finally add a bibliography of the sources you have consulted.

1. Verbs HAS to agree with their subjects.

2. Prepositions are not words to end sentences with.

3. And don't start a sentence with a conjunction.

4. It is wrong to ever split an infinitive.

5. Avoid clichés like the plague. (They're old hat)

6. Also, always avoid annoying alliteration.

7. Be more or less specific.

8. Parenthetical remarks (however relevant) are (usually) unnecessary.

9. Also too, never, ever use repetitive redundancies.

10. No sentence fragments.

11. Contractions aren't necessary and shouldn't be used.

12. Foreign words and phrases are not apropos.

13. Do not be redundant; do not use more words than necessary; it's highly superfluous.

14. One should NEVER generalize.

15. Comparisons are as bad as clichés.

16. Don't use no double negatives.

17. Eschew ampersands & abbreviations, etc.

18. One-word sentences? Eliminate.

19. Analogies in writing are like feathers on a snake.

20. The passive voice is to be ignored.

21. Eliminate commas, that are, not necessary. Parenthetical words however should be

    enclosed in commas.

22. Never use a big word when a diminutive one would suffice.

23. Kill all exclamation points!!!

24. Use words correctly, irregardless of how others use them.

25. Understatement is always the absolute best way to put forth earth shaking ideas.

26. Use the apostrophe in it's proper place and omit it when its not needed.

27. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."

28. If you've heard it once, you've heard it a thousand times: Resist hyperbole; not one writer

     in a million can use it correctly.

29. Puns are for children, not groan readers.

30. Go around the barn at high noon to avoid colloquialisms.

31. Even IF a mixed metaphor sings, it should be derailed.

32. Who needs rhetorical questions?

33. Exaggeration is a billion times worse than understatement.

And finally...

34. Proofread carefully to see if you any words out.

Staff and Postgraduate Students' Research

On the School website, you will find details about the research of all academic and postdoctoral research staff and their postgraduate students. This information should give you a good idea of the research activities of the staff concerned and may be useful in helping you think about your group project and final year project. Check out: https://psychology.tcd.ie/staff/.

Intellectual Property Guidelines

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

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

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

- All research projects and projects results should be considered confidential;
- No IP (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 Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation

APPENDIX 1 - Final Year Project: Requirements and Guidelines

All candidates for the Moderatorship in Psychology must carry out a "Final Year Project" - an empirical investigation of a psychological topic or question(s). **All projects should involve the collection of data.** Assessment of the Final Year Project is via a written report describing this independent investigation. Two typed hard copies of the report, an electronic version of the report, and the electronic data files for the project (on USB key), must be submitted for examination by 3pm on the Monday of week 8 of Hilary Term. The project contributes 30% to the overall annual assessment.

The write-up of the Final Year Project should demonstrate achievement of the following **learning outcomes**:

- An integrative understanding of the background literature and an appreciation for the context and framing of the project.

- 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 to tackle the research question.

- An awareness of the ethical issues entailed by the project and an ability to apply for and obtain ethical approval, as required.

- An ability to implement the research design and collect the data as planned.

- An ability to take responsibility for the project as a whole and ensure that the research is conducted in line with principles of integrity and reproducibility.

- Knowledge of the appropriate analytical or statistical procedures required for the project, and an ability to implement those procedures successfully.

- The ability to clearly and concisely describe the results of analyses, using figures and tables where appropriate.

- An ability to interpret and critically evaluate empirical findings and to justify conclusions drawn.

- An ability to relate the findings to the original research question, to place the findings in the context of the wider literature, and to discuss the impact and implications of the work.

- An ability to critically evaluate the study, 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 write up and present the project and findings to a scholarly standard appropriate for submission for publication in a peer-reviewed academic journal.

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).

Securing A Supervisor – Junior Sophister

In JS year, students are required to attend a series of short research presentations given by members of academic staff of the School outlining their research interests and the type of final year projects they will supervise. These presentations will give students information about potential supervisors' expertise and interests to aid the identification of a potential project supervisor.

It is your responsibility to approach the member of staff that you would like to supervise your project. Staff will only enter into a supervision agreement with students *after these research presentations have taken place*. You must secure agreement from a member of academic staff in the School to supervise your final year project **by the end of the last week of Hilary Term (April 10th 2020)**. Upon securing a supervisor, you should send email confirming your supervisor to the project co-ordinator (Prof. Clare Kelly – 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 your final year is highly unlikely to result in you being assigned to another supervisor.

Supervisors' and students' responsibilities

Supervisor's responsibilities are to:

1. Advise on the choice of a suitable topic and research question.

2. 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.

3. 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).

4. Review and sign off on your application for ethical approval.

5. Meet to review the plan for appropriate analysis of the data and advise on the technical approach. A subsequent meeting to review results and interpretations is also advisable.

6. Discuss and advise on plans for project write-up.

7. 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 any data collection. 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 collected data, participant information, and relevant materials per ethical guidelines on data storage and management (i.e., for 10 years, in line with Trinity's data storage policy).

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) 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 (Friday, 4th October 2019)**. 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. **All projects should involve the collection of data**.

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 or data (including justification for sample size where appropriate (e.g., power analysis), 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 analytical approach and/or 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: Kathryn Walsh, WALSHK12@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 Guideines 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

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.

Project

You should write your project report as for a journal publication. For guidelines on structure and style, refer to a relevant journal or the APA Publications Manual (American Psychological Association (2010), Publication Manual of the American Psychological Association., 6th ed. Washington D.C: APA.). You can obtain guidance from your supervisor on appropriate journals in the area that it would be helpful to consult. All references should adhere to the APA 5th or 6th edition format. Copies of the Manual are available in the Berkeley Library at LEN 150 L492*5. 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 one of the following fonts: Arial, Verdana, Trebuchet or Tahoma. The font size should be 12 point and the font style should be plain (bold or italics may be used for headings, emphasis, etc.). Spacing should be 1.5 and the document should contain margins of at least 1 inch 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)
- 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

- 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

Two typed copies of your project report must be bound in School covers (obtainable from the Resources Room in the School) and submitted to AP 1.40 **by 3pm on the Monday of week 8 in Hilary lecture term (Monday, 9th March 2020). 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 an **exact replica of the printed hardcopy in one MS Word document (i.e. do not save title page, introduction etc. as separate files) on a USB key/CD disk. An electronic version of the project's raw data must also be saved onto the USB key/disk (**i.e., data in its original form, not summarised or analysed in any way; 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, seek guidance from your supervisor about the appropriate means of storing them.

The project will not be marked if raw 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 June Carpenter (psychsophisters@tcd.ie)

Hard/paper copies of your raw data (questionnaires, interview transcripts, etc.,) should be retained by you for 12 months following the submission of your project for examination. If you or your supervisor intend to publish the findings from your project (note that College policy states that raw data are to be kept for 10 years), the paper copies of your raw data should be lodged with your supervisor.

Project presentation

As an assignment for the Advanced Academic Skills module (PSU44009), you are required to give a poster presentation based on your research project at the end of Hilary Term (approximately two weeks after the submission of the project). Prof. Nixon will give a lecture early in December to provide you with more information about poster preparation and presentation. The Alice McEvoy Prize is also awarded for the best poster presentation.

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. In the JS year, attend a lecture series for ideas about topics, approaches and methods. 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 JS year, you must have submitted a form, which states your project topic and is signed by your preferred supervisor, to the final year project coordinator, Prof. Clare Kelly.

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, naturally occurring talk as in broadcast or social media, new or previously generated texts or images and so on.

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 Denzin and Lincoln's Handbook of Qualitative Research, 1994 and Levitt et al (2018) on the APA Publications and Communications Board Task Force). It is highly desirable that some recognised method of qualitative analysis (e.g., content 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 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 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.

Informed, written consent should be obtained from participants and from the parents or guardians of participants aged younger than 18 years at the time of participation. Actual consent forms should be kept in a file until the examination period is over and made available to your supervisor or the Head of School upon request. 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 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 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, organised by subject, is also available on 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 a 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 6,000 words of which a maximum of 2,000 words is permitted for the introduction. **No exceptions to this apply and requests for word count extensions will not be entertained.**

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

Proven plagiarism and falsification of data will have very serious consequences. **Text and data will be randomly checked using both manual and computerised methods.** 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

6,000 words

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

Deadline: 3pm, Monday of Week 29, Monday, 9th March 2020.

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

Introduction:

(up to 2,000 words maximum - please specify word count at the end of the Introduction section)

Comprising:

Appropriate selection and critical review of relevant literature, key information and questions.

Specification of research questions/hypotheses being tested in study.

Method

Comprising:

Participants: appropriate selection for the research questions, appropriate numbers for the design, appropriate description and characterisation on key demographic, psychological and (where appropriate) other variables.

Materials: where applicable, appropriate description of research materials; report of reliability and validity of measures used; appropriate selection of materials for the research questions posited; in case of qualitative research, accurate use of a particular stated method of analysis with appropriate cross checks for reliability and validity of ratings/analysis.

Procedure: procedure appropriate to the research question, with appropriate control/comparison groups and appropriate consideration of possible confounding variables. Clarity of exposition of procedure to a level of detail that would allow replication by an independent investigator.

Results and Analysis

Comprising:

Analysis: appropriateness of statistical or other method of analysis; understanding of the method used and its limitations.

Presentation: clarity and conciseness of presentation in both text and tables/figures; degree to which report matches the presentation of a published journal article.

Conceptual approach to analysis: for quantitative projects, setting aside appropriateness of statistical method, how intelligently are the available data analysed? Are the appropriate range of questions that could be addressed by this data set actually addressed? Does the student anticipate possible confounding or moderating issues 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

Comprising:

Relating results to original research question. How well the student relates the findings to the original research question and to the literature reviewed in the Introduction.

Critical appraisal. How well the student critically appraised their own findings from both a conceptual and methodological point of view? How well the student critically appraises previous literature on the basis of their own findings?

Originality and generation of new hypotheses/research questions. How well the student draws implications from the data for the generation of new hypotheses, research questions and recommendations?

Publication of your 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 encouraged to present your final year project work at the 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* (3rd ed). London: Sage. (geared to undergraduates)

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.

Race, P. (2000) *How to win as a final year student*. Milton Keynes: Open University Press

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

Summary of deadlines regarding the Final year Project (FYP)

Junior Sophister

Trinity term

End of June 2020

Submit to FYP Coordinator a form/email stating your research topic and preferred supervisor

Senior Sophister

Michaelmas term

End of Week 3 (Teaching Week 1, 13th September 2019)

Submit research proposal to supervisor

By either **Monday Week 8 (14th October), 2019 or Monday Week 11 (4th November), 2019**

Submit Ethics Approval form to the Ethics Committee.

Hilary term

Monday of week 29 (9th March 2020)

Submit to the main office AP 1.40:

- Two typed copies of your FYP report

- An electronic version on disk/USB key (project to be contained in one single MS Word document) which also includes your raw data files separately

- Appendices as required (see Final Year Project Requirements and Guidelines above)

Disclaimer

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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