Welcome to the 2021-2022 handbook for undergraduate students in the Trinity College School of Psychology.

The aim of this handbook is to help you find your way around your psychology course and its 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 website (www.psychology.tcd.ie), and the University Calendar (https://www.tcd.ie/calendar/), which includes details of all university regulations and procedures.

We continue to open this handbook with a very important notice about plagiarism. It is paramount that everyone understands what plagiarism is and how to avoid it. The penalties for it are severe: claiming others' work as your own is academic fraud. 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 send any comments or ideas to the Undergrad Executive Officer psychfreshers@tcd.ie or myself - clare.kelly@tcd.ie.

This year, we find ourselves striving for a return to “normal” after the disruption cause by the pandemic. You have all been very resilient during this very challenging time - I ask for your continued patience as the College works through its two-phased approach to the return to campus. I very much hope that, as we progress through the year, we will find ourselves increasingly able to enjoy a return to College life.

Enjoy the year!

Clare Kelly

Director of Undergraduate Teaching & Learning

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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 Honours and Two-subject Honours (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 Honours 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 honours degree was awarded in both subjects. From September 2019, Psychology was only offered as a Single Honours degree at undergraduate level.

Single Honours. In Single Honours, 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). In order to be eligible for PSI graduate membership, students must achieve a pass mark (40%) in the Final Year Project and gain at least a Lower Second Class Honours degree, or its equivalent.

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 Honours. In Two-Subject Honours, 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 honours. The course is full-time over two years.

Registered Psychologist & Chartered Psychologist

In Ireland, the recipient of the honours degree in Psychology from TCD, whether single or two-subject honours (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:

<table>
<thead>
<tr>
<th>Years</th>
<th>Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF =  Junior Fresh</td>
<td>Dr Clare Kelly</td>
</tr>
<tr>
<td>SF =  Senior Fresh</td>
<td>Dr Michael Gormley</td>
</tr>
<tr>
<td>JS =  Junior Sophister</td>
<td>Dr Sam Cromie</td>
</tr>
<tr>
<td>SS =  Senior Sophister</td>
<td>Dr Kristin Hadfield</td>
</tr>
</tbody>
</table>

Courses

SH=Single honor

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

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 2021/2022

**MT** = Michaelmas Term
13\textsuperscript{th} September 2021 to 3\textsuperscript{rd} December 2021

**HT** = Hilary Term
24\textsuperscript{th} January 2022 to 14\textsuperscript{th} April 2022

**For Junior Fresh only:**
27\textsuperscript{th} September 2021 to 17\textsuperscript{th} December 2021

Reading Week:
25\textsuperscript{th} October 2021

7\textsuperscript{th} March 2022

The external examiners for the programme are Prof. James Ainge and Prof. Aidan Feeney.

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. You can also consult locations at [https://www.tcd.ie/Maps/](https://www.tcd.ie/Maps/)

ACCESSING TIMETABLES
Timetables can be accessed on-line through the Student Information System via [my.tcd.ie](https://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.
Module Resources

Lecturers will make their schedule, reading and other resources, and lecture slides available through Blackboard – please see the module resources on https://tcd.blackboard.com/webapps/login/

Fresher Modules

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 1 (RSaM1)
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 1 (SaM1)
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
Duration: 1 term (Michaelmas)
Contact hours: 2 lectures per week
Assessment: TBC (details will be posted on Blackboard)
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: JF and SF
Duration: 1 term (Michaelmas)
Contact hours: 2 lectures per week
Assessment: TBC (details will be posted on Blackboard)
Weighting: 5 ECTS
Description: This course traces change in human psychological development from the beginning to the end of life. As well as giving a chronological account of what we know about psychological change across the life span, there is a strong focus on theoretical, conceptual and methodological issues.

PSU12009  Psychological Disorder
Lecturer: Dr. Claire Gillan
Classes: JF and SF
Duration: 1 term (Hilary)
Contact hours: 2 lectures per week
Assessment: TBC (details will be posted on Blackboard)
Weighting: 5 ECTS
Description: This lecture course introduces students to a variety of approaches to conceptualising and treating a range of psychological and physical problems. This includes an overview of behavioural, humanistic, cognitive, psychoanalytic and biomedical perspectives; an outline of contemporary diagnostic principles and practice; examination of a diverse array of disorders, including depression, anxiety and schizophrenia, psychophysiological, somatoform and sexual disorders, and neurological, addiction and personality disorders.
**PSU12050  Evolutionary Psychology**

Lecturer: Prof. Richard Carson  
Classes: JF and SF  
Duration: 1 term (Hilary)  
Contact hours: 2 lectures per week  
Assessment: TBC (details will be posted on Blackboard)  
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 and SF  
Duration: 1 term (Hilary)  
Contact hours: 2 lectures per week  
Assessment: TBC (details will be posted on Blackboard)  
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)  
Contact hours: 2 lectures per week  
Assessment: TBC (details will be posted on Blackboard)  
Weighting: 5 ECTS  
Description: The aim of this module is to provide a foundation in human thinking, in particular to familiarise students with contemporary explanations from the interdisciplinary perspective of cognitive science, drawing on evidence from cognitive psychology, artificial intelligence, linguistics, philosophy and cognitive neuroscience. The module aims to provide (a) an understanding of the conceptual underpinnings of the study of higher level cognition; (b) analyses of various aspects of thinking, including creativity, reasoning, problem solving, decision making, and of some relevant aspects of long term memory; and (c) discussion of current challenges in the study of higher level cognition, including the relation of cognition and emotion, and the problem of consciousness.
PSU22011  Statistics and Methodology 2 (SaM2)
Lecturer: Prof. Robert Whelan
Classes: SF
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 SaM1 with the statistical and methodological concepts covered being at a more advanced level commensurate with the students’ increasing knowledge of and exposure to psychological research. The core aims remain enabling the student to collect, explore, analyse, interpret and present data in a clear and meaningful way. As such qualitative methodologies will also be explored during the course. There will be an emphasis on statistical reasoning and how this enables us to make inferences about the origins of variability in data. The relevance of hypothesis testing will be questioned and importance of providing additional information such as effect size will be highlighted. Important concepts such as statistical power will be explored.

PSU22013  Research Skills and Methodology 2 (RSaM2)
Lecturer: Dr. Robert Whelan
Classes: SF
Duration: Hilary term
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 RSaM1 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].
## Sophister Modules

**PSU33015  Statistics and Methodology 3**  
Lecturer: Prof. Rhodhri Cusack  
Classes: JS  
Duration: 1 term (Michaelmas)  
Contact hours: 2-hr practical per week  
Assessment: Continuous  
Weighting: 5 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  
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.
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 and SS (opt)  
Duration: 1 term (Michaelmas)  
Contact hours: 1 lecture per week  
Assessment: TBC (details will be posted on Blackboard)  
Weighting: 5 ECTS  
Description: The family represents one of the most important environments within which children develop. This course is concerned with the question of how families matter in children’s development. The course examines theory, research and applied perspectives on the family as a context for children’s development. The course aims to provide students with knowledge of research and theoretical advances on the relations between child development, and family processes, parenting, and diverse family structures. Topics such as parent-child relationships, marital conflict and divorce, single and step-parenting, and gay/lesbian parenthood will be considered, within a framework that takes account of developmental processes and broader socio-cultural contexts.

**PSU34390  Applied Issues in Developmental Psychology**

Lecturer: Dr. Elizabeth Nixon  
Classes: JS and SS (opt)  
Duration: 1 term (Michaelmas)  
Contact hours: 1 lecture per week  
Assessment: TBC (details will be posted on Blackboard)  
Weighting: 5 ECTS  
Description: This course explores the application of developmental psychology to issues pertaining to improving the well-being of children and their families. The course considers how real-world events and changing society have informed developmental theory and the path of research. Within each of the topics covered on the course, consideration is given to relevant developmental theory, applied empirical research, and implications for intervention, practice and policy. Topics to be covered include: institutional care, adoption and development, bullying and cyberbullying, poverty, body dissatisfaction, and positive youth development.
PSU34400  Psychology of Criminal Behaviour
Lecturer: Dr. Tim Trimble
Classes: JS and SS (opt)
Duration: 1 term (Michaelmas)
Contact hours: 1 lecture per week
Assessment: TBC (details will be posted on Blackboard)
Weighting: 5 ECTS
Description: This course develops an understanding of the psychology of criminal conduct. It will investigate a range of perspectives from psychological literature that seek to shed light on crime and its commission. It will provide knowledge regarding the measurement and distribution of crime in society and official responses with regard to crime prevention and investigation. The aim is to promote an understanding of crime categories, offenders, and how a psychological understanding impacts on prevention, rehabilitation, and treatment. It will give an overview of applied professional practice in Forensic and Investigative Psychology.

PSU34540  Social Neuroscience
Lecturer: Dr. Redmond O'Connell
Classes: JS and SS (opt)
Duration: 1 term (Michaelmas)
Contact hours: 1 lecture per week
Assessment: TBC (details will be posted on Blackboard)
Weighting: 5 ECTS
Description: Social Neuroscience is one of the newest fields in Psychology and explores the neural systems underlying social behaviour. Emerging from a synthesis of ideas and methods from social psychology and the neurosciences, social neuroscience seeks to broaden our understanding of human brain function beyond basic motor, perceptual and cognitive processes by elucidating the brain’s fundamental role in governing interpersonal relations. This endeavour has the potential to greatly improve our understanding of how the brain works and, at the same time, to refine theories of social processes. The course will outline the theoretical origins of the field, basic neuroanatomy and core methodologies including brain imaging techniques and behavioural paradigms. In addition, key areas that will be covered include self-awareness, emotional and motivational processes, social cognition, social interaction, person perception and neuroeconomics. In so doing, the course will highlight prominent disorders of social function, such as autism, and how limitations in seemingly ‘non-social’ cognitive abilities can greatly influence our social behaviour.
PSU34740  Policy and the Behavioural and Brain Sciences
Lecturer: Prof. Shane O'Mara
Classes: JS and SS (opt)
Duration: 1 term (Michaelmas)
Contact hours: 1 lecture per week
Assessment: TBC (details will be posted on Blackboard)
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.

PSU34580  Preclinical & Clinical Models of Neuropsychiatric & Neurological Disorders
Lecturer: Prof. Shane O'Mara
Classes: JS and SS (opt)
Duration: 1 term (Michaelmas)
Contact hours: 1 lecture per week
Assessment: TBC (details will be posted on Blackboard)
Weighting: 5 ECTS
Description: This module provides students with an understanding of neuropsychiatric and neurological disorders, particularly in terms of their interrelatedness with neurocognitive function and their modelling by preclinical animal models. A particular focus will be on current and developing neurotherapeutic strategies (from molecular to behavioural to assistive/invasive technology approaches). Advances in technologies to model, probe and support nervous system function will be a key feature too, whether from a behavioural, pharmacological and/or neural prosthetic perspective.
**PSU34640  The Brain Throughout the Lifespan**

Lecturer: Prof. Shane O’Mara  
Classes: JS and SS (opt)  
Duration: 1 term (Hilary)  
Contact hours: 1 lecture per week  
Assessment: TBC (details will be posted on Blackboard)  
Weighting: 5 ECTS

Description: The course title ‘Life and Death of the Brain’ is intended to convey the idea that there are other ways of approaching the study of brain structure and function beyond the conventional focus of parsing cognitive, affective and others functions using standard tools (such as brain imaging). There is a very large amount of important and interesting research work being conducted at the intersection of the brain, other disciplines and society at large. These topics vary dramatically: they can include the impact of the brain sciences on the courtroom to understanding the nature of the brain’s response during aesthetic experience, or neuropsychology 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 and SS (opt)  
Duration: 1 term (Hilary)  
Contact hours: 1 lecture per week  
Assessment: TBC (details will be posted on Blackboard)  
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 and SS (opt)

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

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

**Weighting:** 5 ECTS

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

**PSU34720 Creative Cognition**

**Lecturer:** Prof. Ruth Byrne

**Classes:** JS and SS (opt)

**Duration:** 1 term (Hilary)

**Contact hours:** 1 lecture per week

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

**Weighting:** 5 ECTS

**Description:** The aim of this module is 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 and SS (opt)
Duration:  1 term (Hilary)
Contact hours:  1 lecture per week
Assessment:  TBC (details will be posted on Blackboard)
Weighting:  5 ECTS
Description: The aim of this module is to provide an advanced evaluation of psychological knowledge on human reasoning that builds on the foundation provided in the PS1234 Thinking module. It will familiarize students with the core theoretical and methodological issues in the scientific study of human reasoning and decision making. The module is designed to enable students to develop a critical assessment of experiments on human social reasoning, including moral judgment, intentional reasoning, and reasoning about social dilemmas. It will facilitate students in the formulation of rigorous evaluations of experimental studies of human hypothetical thought, including conditional reasoning, counterfactual thought, causal reasoning, and argumentation. It will foster a critical appreciation of experimental investigations of decision making, including planning and risky choices.

PSU34750  Psychology of Religion and Spirituality
Lecturer:   Dr. Sam Cromie
Classes:   JS and SS (opt)
Duration:  1 term (Hilary)
Contact hours:  1 lecture per week
Assessment:  TBC (details will be posted on Blackboard)
Weighting:  5 ECTS
Description: In this module we examine the core phenomena of religious and spiritual belief and practice – faith, guilt & forgiveness, worship - through the lenses of different psychologies. Psychoanalysis, social, cognitive, behavioural, biological, evolutionary and positive psychology have all addressed these. We explore their theoretical perspectives, methodologies and the types of empirical data they have gathered.
We also look at distinctive features of human culture that, while not specifically religious, are arguably fundamental to the experience of being human, such as art, fiction and humour.
Core to the module is consideration of multiple rationalities & the nature and status of different types and levels of knowledge – religious vs scientific, psychological vs sociological, evolutionary vs humanistic – in understanding the human condition.
PSU44007  Advanced Psychology & Theoretical Issues
Lecturer:  Various (Co-ordinator TBC)
Classes:  SS
Duration:  1 term (Michaelmas)
Contact hours:  8 x 2 hour lectures over term and 4 hours of seminars
Assessment:  TBC (details will be posted on Blackboard)
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.

PSU44014  Project
Lecturer:  Various
Classes:  SS
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.
Requirements to gain credit for the year

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. Please email psychfreshers@tcd.ie/psychsophisters@tcd.ie or 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 penalised by a 3% reduction in 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 Honours student must acquire 40 research credits (20 hours) for participation in Psychology School research projects by the end of Hilary term in her or his senior fresh (SF) year. Research participation is measured and credited in 30-minute units with credit time rounded up to the nearest 30 minute unit. Although credit for research participation is a senior fresh requirement, credits can usually be earned over both fresh years. This requirement does not apply to visiting students. Please note that for the 2021-2022 Academic Year, the requirement for SF students (not JF) has been reduced to a total of 10 hours of participation, in recognition of the impact of the pandemic on opportunities for research participation.

If the required credits are not accumulated by the end of Hilary term in your SF year (15th of April, 2022), then the requirement is not satisfied. 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 each being equivalent to 10 hours of work. Essays must be submitted electronically to facilitate automated plagiarism tests by 15th of April, 2022. 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.

The School of Psychology have established an online platform (Sona) for recruiting research participants and for administering the undergraduate research credits scheme. Members of staff, postdoctoral, postgraduate and Senior Sophister students conducting their final-year projects may avail of your participation through the Sona system. The website can be accessed here: https://tcd-psy.sona-systems.com/

This online system allows researchers to advertise their studies, recruit participants for specific time-slots and, where relevant, assign undergraduate research credits. Each student should go to the webpage above and select ‘Request an Account’ and follow the instructions on screen. Once the account request has been completed and approved you will be able to view currently available research projects and the times that are available for participation. Once you have selected a particular time, your identity will be revealed to the researcher and you will be able to contact one another using the website. **If you need to cancel a testing session, it is essential that you contact the researcher with as much advance notice as possible (a minimum of 24 hours).** If something arises at the last minute that forces you to miss a session without being able to give prior notice, it is important to relate this to the researcher. Failure to turn up to a session without an adequate excuse will result in a ‘no-show’ being recorded on your profile. Note that if you are obtaining research credits you cannot be paid for your participation.

If you have any difficulties using the Sona please contact psytech@tcd.ie for assistance. The Fresher Executive Officer oversees the Research Credit system and will maintain records of student credits. Queries should be directed to Michael Gormley, who is SF 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. If you find yourself ruled out, for whatever reason, you can contact the SF coordinator and it may be possible to fulfil the credit requirement by assisting in another 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.**

**Timetable**

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

**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:

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skills and Methods 1 (RSaM1)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Statistics and Methods 1 (SaM1)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Academic Skills Tutorials 1</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Thinking</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Psychological Disorder</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Evolutionary Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Fundamentals of Neuroscience and Behaviour</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Foundations of Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students are also required to have completed the research credit requirement 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:

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skills and Methods 1 (RSaM2)</td>
<td>5</td>
<td>8.33%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Statistics and Methods 1 (SaM2)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Thinking</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Psychological Disorder</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Evolutionary Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Fundamental of Neuroscience and Behaviour</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Trinity Elective /Open modules</td>
<td>20</td>
<td></td>
<td>Various (see specific Elective module webpage for details)</td>
</tr>
</tbody>
</table>

**Totals**

| Totals | 60  | 100%  |

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

**Statistics & Methodology (SaM2) & Research Skills and Methodology (RSaM2)**

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**

During your Junior Sophister year some modules are compulsory, while others can be chosen from list of Optional Modules. Each of these Optional Modules carries 5 ECTS units. Choices for the JS year, and provisional choices for the SS year (excepting JS TSM Pattern Bi), should be made during Trinity Term of your SF year.

Your choices may be limited by availability, because each module has a quota. Your choices are also limited by the requirements of the Psychological Society of Ireland, which formally accredits our undergraduate programme to confer eligibility on you to become a graduate member. 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

Your module choices for your JS and SS year must take this requirement into account.

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

**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 Final Year Project Guidelines in 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 or similar event will be held in March where staff will inform you 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 can only be made after the research day and should be made before the summer. 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 of JS year 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)**

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics and Methodology III</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Group Project A</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Group Project B</td>
<td>5</td>
<td>8.33%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Option 1</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 2</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 3</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 4</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 5</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Options 6* and 7*</td>
<td>10</td>
<td>16.66%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>*Trinity Elective/Open modules</td>
<td>10</td>
<td></td>
<td>Various (see specific Elective module webpage for details)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 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.
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)

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Year Project</td>
<td>20</td>
<td>33.33%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Advanced Psychology &amp; Theoretical Issues</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (50%) and General Essay Paper (50%)</td>
</tr>
<tr>
<td>Option 1</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 2</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 3</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 4</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 5</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Option 6</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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 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.
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 RSaM 1 and 2, and for SaM 1 and 2, only electronic submission of course work is required, by the deadlines specified by the module coordinator. Course work must be submitted electronically to the relevant assignment on mymodule.tcd.ie 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 deadlines will be communicated by the module coordinator. Students are usually required to submit an electronic copy with appropriate cover sheet through the Blackboard site for the respective module. Coursework feedback will be returned through the Blackboard site for the module.

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 through your tutor and from the relevant lecturer, cc’ing the DUTL (clare.kelly@tcd.ie) and one of the School’s executive officers (psychfreshers@tcd.ie for Fresh students and psychsophisters@tcd.ie for Sophister students). 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 DUTL and may require the student to further 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.
### Single Honours course structure:

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

<table>
<thead>
<tr>
<th>Year</th>
<th>ECTS</th>
<th>Modules</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF</td>
<td>60</td>
<td>Psychology (Subject 1)</td>
<td>Level 1</td>
</tr>
<tr>
<td>SF</td>
<td>40</td>
<td>Psychology (Subject 1)</td>
<td>Level 2/3/4</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Combination of Approved Modules and Trinity Electives**</td>
<td>Level 2/3/4</td>
</tr>
<tr>
<td>JS</td>
<td>50</td>
<td>Psychology (Subject 1)</td>
<td>Level 3/4</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Combination of Approved Modules and Trinity Electives**</td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>40</td>
<td>Psychology (Subject 1)</td>
<td>Level 3/4</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Capstone</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

**Degree Award: Single Honours (Professional)**

**Breadth is achieved by taking Trinity Elective modules (to the TOTAL value of 10 ECTS) in the SF and/or JS years, and approved modules (to the value of 20 ECTS) in the SF and/or JS. Only one Trinity Elective can be taken per term.**

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 years.

The Single Honours programme enables students to take modules to the value of 30 ECTS outside their core programme, during their SF and JS years. 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 in the SF and/or JS years).

### Trinity Elective Modules (10 ECTS combined)

Students are required to take two 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 JF and SF 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 take place:*

- Tuesdays at 9am and 10am
- Thursday at 4pm and 5pm
- Fridays at 9am

**Approved Modules (20 ECTS combined)**

- 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 degree courses but are not in the student’s core subject area.
- 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 available for selection will be made available later in the year.

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**Learning to Learn Online at Trinity**

Learning to Learn Online at Trinity is an online module that was developed to support students manage their learning and assessment in the online environment. It was created as part of a collaboration by Centre for Academic Practice, Student Learning Development, Trinity Disability Service, the Transition to Trinity Officer and the IUA Enhancing Digital Capacity Project.

It is available on Blackboard to all registered undergraduate and postgraduate students, who can self-enrol in the module. The module is structured thematically across four blocks:

- **Block 1. Getting Started for Learning Online**
- **Block 2. Working Together Online**
- **Block 3. Becoming an Effective Online Learner**
- **Block 4. Thinking about Assessments when Learning Online**
*********** 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 (i.e., without crediting the source). 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

*********** WARNING about 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:


(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.

Plagiarism is 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. **Checks** will be made on all submitted work using the plagiarism-detection software Turnitin. You should familiarise yourself with how Turnitin works, the information it provides to your lecturers, how to interpret the similarity report, and how to remedy problematic text. There are ample resources here: [https://www.tcd.ie/CAPSL/resources/Turnitin](https://www.tcd.ie/CAPSL/resources/Turnitin). 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 (Clare Kelly) 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 generally not contribute more than **10 percent** of the body of the assignment text.

### 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 **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.

The text immediately below is drawn from the University Calendar (General regulations and information). The current Calendar can be consulted for a more extensive discussion of plagiarism ([https://www.tcd.ie/calendar/undergraduate-studies/](https://www.tcd.ie/calendar/undergraduate-studies/)).

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

Transcripts

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

Criteria for degree classes

Brief descriptions are provided on the next page of the qualities of work typical of each of the various classes of honours 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.

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.
<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>No attempt. Fails to meet any requirements</td>
<td>No attempt made.</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Very poor. Meets only the most basic requirement (gives an answer) but has major errors or omissions.</td>
<td>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.</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>Poor. Does not meet requirements, contains omissions or errors.</td>
<td>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 cited.</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>Inadequate. Some attempt made but not sufficient to pass.</td>
<td>Represents an attempt to answer the question, but demonstrates very limited understanding of concept or topic. Very few relevant ideas and/or significant omissions or confusion. No structure or argument offered. Citations (or lack thereof) show insufficient evidence of relevant reading or research. Poorly written (lacks clarity/contains typos/citations incorrectly formatted).</td>
</tr>
<tr>
<td>42</td>
<td>4</td>
<td>Satisfactory but limited; only just meets requirements. Significant omissions and lack of critical analysis.</td>
<td>Modest or superficial understanding or knowledge of the topic – a basic awareness that lacks breadth or depth and includes some errors, omissions, or confusion. Some relevant ideas, but parts of the question have not been sufficiently addressed. Argument offered but may be poorly structured. Modest evidence of relevant reading and research, but draws on limited resources, or some statements are unsupported by citations. Irrelevant material may be discussed. Lacks critical analysis. Poorly written (lacks clarity/contains typos/citations may be incorrectly formatted), or much too long/short.</td>
</tr>
<tr>
<td>52</td>
<td>5</td>
<td>Good. Meets requirements but contains some omissions and lacks sufficient critical analysis</td>
<td>Answer demonstrates good breadth and depth of understanding, but may include some omissions or minor errors. Relevant ideas and examples, but part of the question may not be adequately addressed. Structured argument is present but lacks clarity, is inconsistent, or under-developed. Points are supported by references, and there is evidence of relevant reading and research, but this may be restricted to course material or limited to a small number of sources. Some critical analysis but superficial and lacking originality. Reasonably well-written (lacks typos) but may be formulaic (lacks originality or flair); citations/references correctly formatted.</td>
</tr>
<tr>
<td>62</td>
<td>6</td>
<td>Very good. Meets all requirements and answers the question comprehensively with few flaws or omissions. Contains critical analysis.</td>
<td>Demonstrates very 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. Expresses highly relevant ideas and provides examples, though some may not be illustrative. Argument is well structured, clear, and comes to a logical conclusion. Draws on a breadth of resources, appropriately referenced, with evidence of reading beyond the course material. Very good critical analysis and evaluation, though this 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; citations/references correctly formatted.</td>
</tr>
<tr>
<td>74</td>
<td>7</td>
<td>Excellent. Goes beyond requirements in some way, features a depth of critical analysis, insight, and originality.</td>
<td>Demonstrates excellent breadth and depth of understanding and fluency with relevant concepts, theories, and evidence. Answers the question clearly and comprehensively. Draws on a wide breadth of resources, with strong evidence of reading beyond the course material, particularly of more recent/up-to-date material. Expresses highly relevant ideas and provides germane examples. Argument is well structured and compelling, with some appreciation of nuance/complexity. High-level 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; citations/references correctly formatted.</td>
</tr>
<tr>
<td>87</td>
<td>8</td>
<td>Outstanding/exceptional. Goes significantly beyond requirements, features unique and original insights and critiques, as well as creativity and flair.</td>
<td>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, 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.</td>
</tr>
<tr>
<td>93</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/

In light of COVID-19, decisions are still being taken about when and how the Foundational Scholarship examinations will run.

**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:

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>University of Helsinki</td>
</tr>
<tr>
<td>France</td>
<td>Université Victor Segalen Bordeaux II</td>
</tr>
<tr>
<td></td>
<td>Université of Paris V: René Descartes</td>
</tr>
<tr>
<td>Germany</td>
<td>Freie Universitat Berlin</td>
</tr>
<tr>
<td>Wales, U.K.</td>
<td>Swansea University</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>University of Groningen</td>
</tr>
<tr>
<td></td>
<td>Erasmus University Rotterdam</td>
</tr>
</tbody>
</table>

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 Honour and TSM Psychology students are permitted to participate in an Erasmus exchange.

Single Honour 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 Erasmus and Non-EU 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 Dr. Paul Dockree with 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 Dr. Paul Dockree at the outset what these requirements are. You should also e-mail a statement of these requirements to the relevant lecturer(s). 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*.

CAPSTONE PROJECT PRIZE IN PSYCHOLOGY
This prize 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 honours 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:

<table>
<thead>
<tr>
<th>Postgraduate Course</th>
<th>Course Director</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate in Clinical Psychology</td>
<td>Dr. Kevin Tierney</td>
<td><a href="mailto:dclinpsych@tcd.ie">dclinpsych@tcd.ie</a></td>
</tr>
<tr>
<td>Doctorate in Counselling Psychology</td>
<td>Dr. Ladislav Timulak</td>
<td><a href="mailto:dounspych@tcd.ie">dounspych@tcd.ie</a></td>
</tr>
<tr>
<td>MSc in Applied Psychology</td>
<td>Dr. Tim Trimble</td>
<td><a href="mailto:msc.appliedpsych@tcd.ie">msc.appliedpsych@tcd.ie</a></td>
</tr>
<tr>
<td>MSc/P.Grad Dip. in Clinical Supervision</td>
<td>Dr. Mary Creaner</td>
<td><a href="mailto:clinicalsupervision@tcd.ie">clinicalsupervision@tcd.ie</a></td>
</tr>
<tr>
<td>M.Sc. Psychology (Applied Behaviour Analysis)</td>
<td>Asst. Prof. Olive Healy (Year 1), Asst. Prof. Maeve Bracken (Year 2)</td>
<td><a href="mailto:msc.aba@tcd.ie">msc.aba@tcd.ie</a></td>
</tr>
<tr>
<td>M.Phil./P.Grad.Dip Psychoanalytic Studies</td>
<td>Dr. John O’Connor</td>
<td><a href="mailto:psychoanalysis@tcd.ie">psychoanalysis@tcd.ie</a></td>
</tr>
<tr>
<td>Online Postgraduate Certificate / Diploma and M.Sc. in Managing Risk and System Change</td>
<td>Dr. Siobhán Corrigan</td>
<td><a href="mailto:ManagingRisk@tcd.ie">ManagingRisk@tcd.ie</a></td>
</tr>
</tbody>
</table>

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/.

Gender Identity and Gender Expression

The School upholds the College’s formal commitment to recognising and supporting gender identity and gender expression, so that all members of the College community experience a positive and tolerant environment where every member is treated with dignity and respect. If appropriate, please let your lecturer know what pronouns you use, and/or if you prefer to be called a name other than what is indicated on the class roster. Further information on the College’s Gender Identity and Gender Expression policy is available here:https://www.tcd.ie/equality/policy/other-policies/#identity
Email

Important communications from your lecturers, the School, and the College are sent by email. Please make sure to check your email regularly. You are also advised to regularly logon to my.tcd.ie for lecture schedules, examination timetables, exam results, and to regularly check the Blackboard spaces for your modules for updates and module resources.

Please 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 every day.

- Make sure the information you seek is not available elsewhere first, for instance, consult this handbook, the school webpages, and 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.

- Use the appropriate title for the person you're addressing (e.g., Prof or Dr).

- 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.

- 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.

- 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 25Mb.
• 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.

**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.

**Extracts from the PSI code of professional ethics, revised version, 2010**

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 cooperate 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.

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. The website can be viewed at psychsoc.csc.tcdlife.ie.

**DU Neuroscience Society**

The Neuroscience Society, commonly known as NeuroSoc, aims to bring together students and faculty from across the broad spectrum of neuroscience to share and celebrate perspectives on how the brain works.

NeuroSoc is known for its seminar series, which features talks given by nationally and internationally renowned academics. The seminar series spans a wide range of topics, from popular science to more specialised areas of neuroscience. NeuroSoc also organises social events during the academic year to build connections between undergraduate and postgraduate students who are interested in neuroscience. Social events include the Welcome Reception, Pub Quiz, Christmas Lunch, Summer BBQ, and NeuroSoc Ball.

To access the seminar series, social events, and job opportunities, students can sign-up online at https://trinitysocietieshub.com/ or visit the NeuroSoc stand during Fresher’s Week. They can also contact the society at neuroscience@csc.tcd.ie and follow them on Twitter (@NeuroSocTCD).

**Please Note**: The School of Psychology does not necessarily endorse the speakers invited to talk by either The Psychological Society or NeuroSoc.
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**

- Open University Press series, published by Open University Press, Buckingham (www.openup.co.uk): e.g., The student's guide to exam success; How to get a good degree; A guide to learning independently
- “How to -” series, by David Acres, published by How to Books Ltd., Plymouth: e.g., How to pass exams without anxiety; Knowing your rights as students; How to survive at college

Please let the DUTL (clare.kelly@tcd.ie) know if you have any good suggestions for this list!

**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.
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-language 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.
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 Property¹, 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;
  - 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
All candidates for the Moderatorship in Psychology must carry out a Capstone Final Year Project - an empirical investigation of a psychological topic or question(s). Projects can involve the collection of data or can involve analysis of secondary or pre-existing data.

Assessment of the Final Year Project (FYP) is via a written report describing this independent investigation and an oral presentation and exam (defence). An electronic version of the report (including Appendices, which may include scanned materials), along with all data files for the project, must be submitted for examination via the PSU44014 Blackboard by 3pm on the Monday of week 8 of Hilary Term (Monday 14th March, 2022). Oral presentations and interviews will take place before the end of Hilary Term. The project contributes 30% (20 ECTS) to the overall annual assessment.

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

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

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

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

Supervisors’ and students’ responsibilities

Supervisor’s responsibilities are to:

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. These meetings may occur online. 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 Semester and 2-3 in Hilary Semester (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 collecting or accessing data. Thereafter, ensure that the project adheres to the procedures approved by the committee.

5. Take full responsibility for reviewing the literature, for developing the research question, study hypothesis, and methodology, for collecting data, and for analysing the data.

6. Take full responsibility for storing all data, participant information, and relevant materials per SPREC guidelines on data storage and management.

7. Take the initiative to contact your supervisor to discuss any problems with the project and/or its supervision so that resolution can be achieved as soon as possible.

8. Inform the project coordinator (Prof. Clare Kelly) of any difficulties arising, as soon as they arise.

9. Complete and sign a declaration describing your specific contributions to the project, obtaining the co-signature of your supervisor. This declaration is submitted with the FYP. A template is available on the School’s local webpage.

10. Submit the project and/or other items (e.g., poster, oral presentation) in the specified format, on time and according to School regulations for the project.

**Advanced Academic Skills sessions**
During Term 1 (Michaelmas), you are expected to attend a coordinated series of lecture sessions, delivered by School staff and designed to support the FYP process by further developing student skills in the conduct, presentation, and reporting of reproducible research. These sessions assist students with the intellectual process of conducting a research project by providing exposure to a number of related topics and skills including how to develop your research question and search the literature, methodologies and resources for data collection and analysis, and skills and strategies for research write-up and dissemination.

**Written proposal**
You should prepare and submit a research proposal for the approval of your supervisor by the end of the fourth week of Michaelmas Semester. The research proposal template can be downloaded from the Psychology local webpage. The research proposal should be developed through discussions with your supervisor and sets out clearly the aims of your research and the method you propose to adopt to conduct your investigation.

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

- **Title of project.**
- **Brief background to the research.**
- **Study aim(s) and/or research question(s) and/or hypotheses (What do you want to find out? What question(s) will you address? What do you expect to find?).**
- **Impact statement (what contribution will the research make to, e.g., the field of psychology, society, public health, the economy, etc.).**
- **Sample or data (including justification for sample size where appropriate - power analysis, for quantitative data; 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 Guidelines for Research with Children, can be found at the following website: [https://psychology.tcd.ie/local/Ethics/index.php](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. 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 or access commences. **It is a requirement you append the letter of ethical approval to your submitted project.**

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

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

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

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

● A limitation of secondary data is that the researcher has not had a role in designing the study materials or collecting the data, which have been selected to fulfil other researchers’ objectives. This lack of direct involvement can limit the scope of the questions that can be asked and answered using the data. Careful consideration must therefore be given to the research question, and the data and analyses performed must be able to answer the question specified.

● A clear description of permission to analyse the data as well as ethical considerations must be provided. For example, you must state whether the analysis falls under the original ethical approval, or, if it is a new analysis, that the original participants consented for their data to be used in this way.

● A clear description of the dataset must be provided. This includes, but is not limited to: by whom were the data collected (with reference to publications as appropriate) and for what purpose; where and how the data were accessed; if a subset of data were selected for analysis, how the subset was determined, etc.

● A clear statement, included as an appendix, of how the current research is different from extant papers using the same data. In designing the study, it will be important to ensure that the scholarly contribution of the project is significant, and goes beyond trivial changes to e.g., previously examined analysis parameters or analytic approaches.

● The report should include a clear description of any quality control steps applied to the data. This includes (1) quality control already implemented by the original owners of the data and/or (2) further quality control measures implemented as part of the current project.

● Given the absence of a data collection burden, secondary data analysis projects will be expected to attain higher standards with respect to the approach to the data. This may relate to the type of data analysed (e.g., neuroimaging data), data management requirements (e.g., analysis of very large datasets), and/or the kinds of analyses applied to the data. In general, there will be an expectation that secondary data analysis projects will feature more advanced (e.g., factor analysis, advanced regression, machine learning, etc.), novel, or innovative analytic approaches than projects involving primary data collection. Ideally, such analyses would be conducted and documented using sharable and reproducible code (e.g., R, python, SPSS syntax), where applicable. Importantly, while the student may be supported in
such analyses, they must be able to conduct and explain such analyses independently of that support. An accurate description of the support provided must be included in the FYP Declaration and verified by the supervisor.

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

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

The following elements should be included, in this order:

- Title page (Title, name and affiliation of candidate. Title should be succinct and accurate)
- Declaration (should include statements describing your specific contributions to the project and confirming that it is an original piece of empirical research, that it complies with PSI ethics guidelines and has been fully-approved by the School’s Research Ethics Committee). A template and examples are available from the School’s local webpages.
- Acknowledgements
- Abstract (should summarise aims, method and key findings)
- Contents page
- List of tables and figures (where relevant)
- Introduction (up to 2,000 words, containing a critical review of the literature, the theoretical framework and rationale for the research)
- Method (including, but not necessarily, Design, Sample, Materials, Procedure)
- Results
- Discussion
- Conclusions
- References (in APA format)
- Appendix A (copy of ethics approval letter)
- Other appendices (necessary information such as copies of questionnaires)

PROJECT SUBMISSION
An electronic copy of your project report must be submitted via Blackboard (a submission link will be provided) by 3pm on the Monday of week 8 in Hilary Semester (Monday 14th March, 2022). The final year project is treated exactly the same as written examinations (i.e., if you miss the deadline, you are not examined). Projects submitted after the due date will therefore automatically receive a mark of zero. Appeals against this mark must be brought forward by your College Tutor and will only be considered by the Court of Examiners on one or more of the grounds specified in the Calendar as grounds for appeal.
At the same time as submitting the project report, you must also submit the project’s raw data (e.g., spreadsheets with clearly marked variables/columns, data analysis scripts, anonymised interview transcripts), along with relevant statistical manipulations of the data (e.g., SPSS output files, python notebooks). If your project’s raw data do not lend themselves to storage in electronic format, or are excessively large (i.e., >1GB) seek guidance from your supervisor about the appropriate means of submitting them. **The project will not be marked if data are not submitted with it, resulting in a zero mark for the project.**

Before the due date, students are also requested to email the full title of their final year project to June Carpenter (carpentj@tcd.ie).

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

**ORAL PRESENTATION AND VIVA**

An informative measure of someone's understanding of a research project is their ability to verbally explain it. In addition, the ability to defend decisions taken and interpretations drawn demonstrates ownership of and responsibility for the project. These aspects of the FYP will be assessed in the viva.

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

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

No separate mark is awarded for the oral presentation and viva - these are used to determine the final mark awarded by your two examiners. One of the Advanced Academic Skills sessions will cover slide presentations and other modes of research communication and knowledge transfer.
PROJECT GUIDELINES
These guidelines are meant to assist you in carrying out and presenting a project that is of a high standard.

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

You should choose a topic that interests you. Many students look back on the project as one of the most satisfying experiences of their years of study, so do something you are likely to enjoy. You are not obliged to be original, but high quality, innovative work will be rewarded. A replication or partial replication of a published investigation is acceptable. 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 beginning of your final year, you must have secured a supervisor and notified 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. Analyses of secondary (pre-existing) data are permissible.

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 - clear 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. Your goal, both in the conduct and the write-up of your project, should be to maximise the reproducibility of your research – that is, you must disclose all the data and variables collected/analysed; report all experimental manipulations; transparently describe data processing steps, including outlier removal; and transparently report all analyses conducted (see e.g., Munafò et al. (2017). A manifesto for reproducible science. *Nature human behaviour, 1*(1), 1-9)

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 qualitative methods in particular, questions one might ask include:

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

In relation to data collected or generated using qualitative methodologies, points to note include whether:
• Data collection techniques are sufficiently flexible;
• Data are naturalistic (i.e., data must not be coded, summarised, categorized or otherwise ‘reduced’ at the point of collection);
• Data have been collected in a real-life setting, where possible/appropriate;
• Sufficient data have been collected/generated;
• Participants were provided with the opportunity to inform/challenge/correct researchers’ assumptions about the meanings investigated by the research, where possible/appropriate;
• Feedback from participants has been obtained, where possible/appropriate.

Overall, good practice in qualitative research calls for:

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

Participants

Although most student projects involve human participants, it is possible and acceptable to conduct a study that does not involve human participants (e.g., 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. Students should consult with their supervisor to ascertain the appropriate sample size for their research project, given the nature of the project to be undertaken and the limitations imposed by having to complete the project in a relatively short period of time. For all quantitative studies, a power analysis must be reported.

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

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

**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 statistical programme(s) 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 correction for multiple comparisons. 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. It is important to discuss such issues and your approach to them with your supervisor.

**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 requirements related to formatting and guidelines for the FYP report 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. It should be checked carefully for typing errors, poor grammar, missing pages, and missing references. Leave plenty of time – at the very least one week - for checking drafts and proof-reading. It may help to get someone else (a friend or relative, not a professional service) to proof-read the project report for you. Consult the School’s marking guidelines for further information regarding the characteristics that distinguish projects receiving different final grades.

To avoid last minute panic caused by computer issues, save your work frequently and back up your files (including raw data files) online. A simple way to do this is to regularly email a copy of your report to yourself.

LENGTH

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

This word limit includes the title-page, abstract, table of contents, acknowledgements, in-text citations, and tables and figures, but excludes the declaration, appendices, and the list of references.
PLAGIARISM AND FALSIFICATION OF DATA
All projects will be submitted through Turnitin and checked for plagiarism. Plagiarism and falsification of data will have very serious consequences. If evidence of plagiarism (including copying text from published work without placing that text in quotation marks) is established, the Project will receive a zero mark and the most serious disciplinary action taken. The College’s policy on plagiarism (see Plagiarism in Examinations and Continuous Assessment work) applies to all aspects of the research project. Note that this includes any evidence of the fabrication of data.

MAIN WRITE-UP OF PROJECT REPORT
7,000 words (no more than 2,000 of which should be allocated to the Introduction).

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

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

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

Introduction (up to 2,000 words)
• The research question and hypotheses should be clearly stated.
• The literature review should feature key studies and provide clear rationale for the study, research question, and methodology.

Method (no word limit)
• Design: the research design must be fully explained.
  o For quantitative studies: Was the study conducted as a between- or within- subjects experimental design, or using an observational/correlational design? For studies that involve experimental manipulations, were subjects placed into conditions and how were they assigned (randomly or another selection mechanism)? Are independent variable(s) (IV), dependent variable(s) (DV), and control variables listed, using clear meaningful names?
  o For qualitative studies: This section might not always be relevant. In cases where it is: Did the study use interview or other data collection methods? How were the participants selected and recruited? If other forms of data were collected, relevant identification of the data source(s) should be given.
• Participants: the participants should be clearly characterised in terms of key demographic, psychological and other relevant variables. Markers will assess whether the participants selected were appropriate for the research questions, whether they have been appropriately described, and whether the sample size was appropriate for the design, where relevant.
• Materials: research materials should be clearly described, with reliability and validity reported where appropriate. Markers will assess whether the materials selected were appropriate for the research questions posited. In the case of some qualitative research, markers will assess whether an appropriate method of analysis was employed with requisite
cross-checks for reliability validity of ratings/analysis. For some reports, this section might not be necessary (please consult your supervisor).

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

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

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

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

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

- **Appropriateness of interpretations:** findings from quantitative studies should be correctly interpreted and discussed with regard to their statistical significance or other appropriate measures. Findings from qualitative studies should be appropriately interpreted in relation to the analytic techniques used (findings from discursive analyses cannot be claimed as experiential accounts).
- **Relating results to original research question.** Findings should be clearly and appropriately discussed in relation to the original research question and in the context of the literature reviewed in the introduction.
- **Critical appraisal.** The study findings should be criticised from a conceptual and methodological point of view. Markers will assess how well the previous literature is appraised on the basis of the study’s findings.
- **Originality and generation of new research questions/hypotheses.** The implications of the study findings should be discussed and suggestions for future research directions
(new or follow-on hypotheses or research questions) and/or other recommendations for research, practice, or policy should be made.

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

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

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

USEFUL READINGS
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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