



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Year 3 Psychology Student Guide 2026-27

School of Psychology
University of Galway

BSc in Psychology
Year 3

Student Guide 2026-2027



Academic Calendar 2026-2027

Semester 1

Year Three Orientation	2pm Thursday 3 rd September 2026 (Online & Recorded)
Teaching	7 th September 2026 - 27 th November 2026
Exams	7th December 2026 – 18th December 2026

Semester 2

Work Placement / Research Internship	11 th January 2027 - 2 nd April 2027
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Registration

Online Registration for the 26/27 Academic Year opens at 10am on Wednesday August 19th. When you receive results from either the Summer or Autumn exams confirming you have passed the second year, you are eligible to register for third year. Students commencing year 3 with Study Abroad **MUST** register for this academic year. Although you may not be on campus you are still required to register for the year and add modules to your record.

It is vital that you follow these instructions for registering for third year carefully.

Click [here](#) to register. For those studying abroad for the whole year, you only need to select one module: **PS3560 Year Abroad**

For everyone else, when you are registering, you will first need to select your 3 core modules. These are:

- **PS3115** Community Psychology & Social Justice 5 ECTS
- **PS3113** Research Project Management: Proposals & Planning 10 ECTS
- **PS3126** Academic Writing in Psychology 5 ECTS

You can then select two elective modules from the list on the next page.



Electives – Choose Two	Notes
PS3120 Medical Psychology	Select online. Also available for credit in final year.
PS336 Psychology, Society and Human Values	Select online. Also available for credit in final year.
PS408 Human Sexuality	Select online. Also available for credit in final year.
PS342 Introduction to Positive Psychology	Select online. Also available for credit in final year.
PS3106 Language & Cognition	Select online. Also available for credit in final year.
PH2108 Scaling Big Ideas	Email Dr Gerard O'Connor to register.
PH2111 Makerspace Creative Technologies	Email Dr Gerard O'Connor to register.
PS3108 Design Thinking 5 ECTS	Email Dr Neil Ferguson to register.
BSS2103 Intro to Sustainability 5 ECTS	Email Dr Gesche Kindermann to register.

Please note that there are some elective modules that won't be visible on the registration system. To register for these modules you need to email the module coordinator. These are interdisciplinary modules kindly provided by other schools in the university. There are more details about these later in the handbook.

It is also important to note that all of the electives focused on psychology will also be available for you to choose in final year – with the difference being that the module marks in final year contribute to your overall degree grade. You can only take each module once so choose carefully.



The School of Psychology

Head of School:	Prof Molly Byrne
Year 3 Coordinators:	Dr Chris Noone & Dr Denis O'Hora
School Manager:	Nuala Donoghue (nuala.donohue@universityofgalway.ie)
Telephone Numbers:	(091) 493454 (direct) / (091) 524411, Ext. 3454
Website:	www.universityofgalway.ie/psy
Email:	psychology@universityofgalway.ie

IMPORTANT: Appointment/Queries

If you have any query about *a specific module*, then arrange to discuss this with **the relevant module coordinator**. Members of academic staff are anxious to be available to assist and advise students as much as possible. However, their availability is limited by their other responsibilities. Of course, staff will try to be flexible in the event of genuinely urgent or emergency circumstances.

If you have a general Year 3 query, contact the Year 3 Coordinators to discuss this by email (chris.noone@universityofgalway.ie / denis.ohora@universityofgalway.ie). If a meeting is necessary, this will be arranged either in person or online as deemed most convenient.

IMPORTANT: Requests for Academic References

As Year 3 students, you may require a reference for placement purposes. It is normal in these circumstances to request academic references from members of the School's staff. Students who wish to request such a reference should submit:

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

Please take note of the following:

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

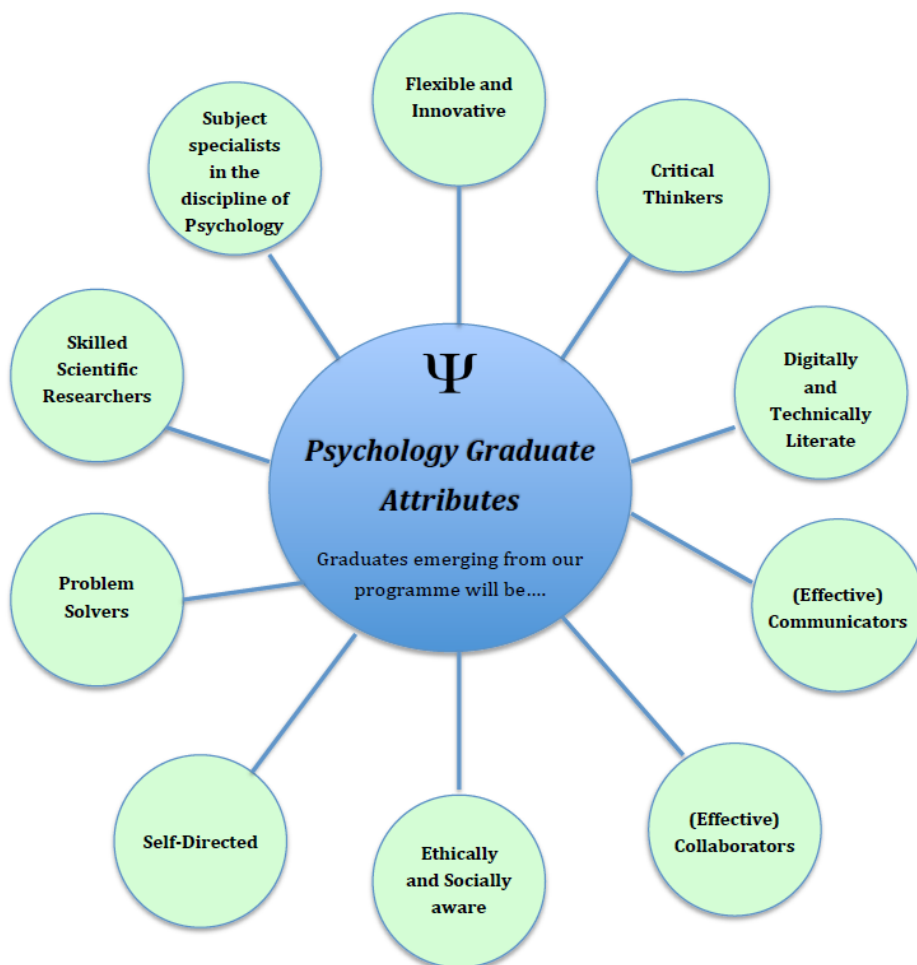


Our Culture of Inclusivity and Respect

The School of Psychology embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, disability and religion. We know that our students live at the intersection of many different privileges and marginalisations. Some of these are visible and some are not. Therefore, we must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Each of us is responsible for creating a safer, more inclusive environment. For more information on our university's commitment to equality, diversity and inclusion, see the website of the Office of the Vice-president for Equality, Diversity and Inclusion and their policies that are relevant to students including [QA152 Equal Opportunities](#) and [QA181 Gender Identity and Gender Expression](#).

Graduate Attributes

During your degree, you will develop a range of skills that will be of use to you as a professional psychologist or in a variety of other careers in the future. In the graphic below, we have provided a list of the attributes that we teach towards, so that you can track your progress in these areas.





Embedding our research themes in the undergraduate curriculum in the School of Psychology, University of Galway

The School of Psychology at University of Galway is a world-leading centre in two themes of psychological research: 'Brain & Behaviour' and 'Health & Wellbeing'. During your degree, you will cover material in your modules that directly relates to these themes. Here is a sample of modules and how they might be primarily categorised with respect to these themes.

Health and Well Being

- PS322 Health Psychology
- PS342 Introduction to Positive Psychology
- PS345 Applied Developmental Psychology
- PS408 Human Sexuality
- PS329 Service Learning
- PS3114 Communication Skills & Counselling
- PS4100 Technology and Health

Brain & Behaviour

- PS320 Memory & Cognition
- PS336 Psychology, Society, & Human Values
- PS403 Biological Psychology
- PS409 Psychology, Science, & Pseudoscience
- PS415 Perception, Attention & Performance
- PS418 Issues in Cognitive Neuroscience
- PS220 Psychology of Learning
- PS3106 Language & Cognition: A Contextual Behavioural Approach
- PS427 Forensic Clinical & Abnormal Psychology
- PS343 Paediatric Clinical Behavioural Interventions
- PS334 Applied Behavioural Analysis
- PS340 Neuropsychology
- PS428 Social Psychology
- PS338 Theories of Personality



Course Structure and Modules

Year 3	
PS3560 Year Abroad – 60 ECTS – Year Long	
Sem 1	Sem 2
PS3115 Community Psychology & Social Justice 5 ECTS	PS3119 Placement Module 30 ECTS
PS3113 Research Project Management: Proposals & Planning 10 ECTS	PS3117 Internship Module 30 ECTS
PS3126 Academic Writing in Psychology 5 ECTS	
Electives – Choose Two	
PS3120 Medical Psychology 5 ECTS	
PS336 Psychology, Society & Human Values	
PS408 Human Sexuality	
PS342 Introduction to Positive Psychology	
PS3106 Language & Cognition	
PH2108 Scaling Big Ideas	
PH2111 Makerspace Creative Technologies	
PS3108 Design Thinking 5 ECTS	
BSS2103 Intro to Sustainability 5 ECTS	

Repeat Students

Module offerings can vary each year so if you are repeating the year or are returning from a leave of absence, please contact the School at the **beginning** of the academic year to ensure you are registered for the correct modules.

Transdisciplinary Modules

In Year 3, you will have the opportunity to take transdisciplinary elective modules provided by other schools in the university. These are highlighted in blue above.

Transdisciplinary elective modules will offer students something new in their university learning experience through innovative coursework. These modules will enhance students' professional skills, broaden their knowledge and offer a more holistic learning experience designed by experts from across the university.



MODULE DESCRIPTIONS

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

Module Descriptions Semester One

PS3113 RESEARCH PROJECT MANAGEMENT: PROPOSALS AND PLANNING (10 ECTS)

Module Coordinator: Prof. Gerry Molloy

Description

In this module students will develop knowledge and skills in developing research proposals and specifying a research project management plan. This will include specifying a programme of research at the level typically seen in funded research proposals e.g. a PhD or research project proposal. Module evaluation will include a research proposal, a short video presentation and a poster presentation.

Learning Outcomes

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

- Develop a research proposal including a project management plan for a major project.
- Develop knowledge and skills in oral presentation of research proposals.
- Develop knowledge and skills in producing multi-media e.g. poster or short video, presentations of research proposals.

Basic Reading

Will be assigned by the lecturer.

Assessment

Continuous Assessment

Feedback

PS3126 ACADEMIC WRITING IN PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr Mairéad Foody

Description

This module provides students with the skills necessary for academic writing in the discipline of Psychology. It will focus on reading, thinking, writing and discussing scientific material related to psychology. The students will learn how to critically read and discuss psychological texts, blogs, articles etc., and accurately extract key theoretical arguments, methodological details, and empirical evidence, in order to support clear and evidence based academic writing.

Learning Outcomes

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

- Demonstrate professional communication skills relevant to psychology, including responding to peer feedback and engaging in collaborative review
- Conduct literature searches using psychology specific databases (e.g., PsycINFO, PubMed, Scopus) and apply advanced search strategies.
- Produce well-structured psychological essays or reports, with clear introductions, logical development, and evidence-based conclusions.
- Demonstrate understanding of APA style (7th edition) for citation, referencing, headings, tables/figures, and reporting statistics.

Reading

- Wallbank, A.J. (2018). Academic Writing and Dyslexia. A visual Guide to Writing at University. (Available in the library)
- Rupp, I. (2026). A Guide to Academic Writing: How to Tame Your Essay. (Available in the library)

Assessment

Continuous Assessment

Feedback

Feedback is provided throughout the module. A final grade and summative comments will also be provided on the final assessment.



PS3115 COMMUNITY PSYCHOLOGY & SOCIAL JUSTICE (5 ECTS)

Module Coordinators: Dr Chris Noone & Dr Michael Hogan

Module objectives

This module provides students with an introduction to community psychology through the consideration of various topics related to social justice. Students will be invited to consider how psychologists analysing and challenging oppressive ideologies such as misogyny, homophobia, transphobia, racism, classism, ableism and nationalism might benefit from understanding these issues at a community level rather than the individual level focus typical of mainstream psychology. We will expand the methodological toolkit of students by introducing methods developed to promote social justice such as participatory action research, photovoice and discourse analysis.

Students will take part in a community project and will reflect on this experience as part of the module assessment.

Learning outcomes

On completion of this module students will be able to:

- Explain the difference between individual and community-level approaches to psychology, and describe the benefits of the latter.
- Identify key theories and principles of community psychology and explain how they relate to social justice.
- Analyse the role of power and privilege in perpetuating systemic oppression, and identify ways to challenge these systems.
- Interpret the connections between various forms of oppression, such as how racism and classism intersect.
- Evaluate the ethical implications of conducting research and interventions related to social justice, and consider the potential risks and benefits for different stakeholders.

Basic reading

Kagan, C., Burton, M., Duckett, P., Lawthom, R., & Siddiquee, A. (2019). Critical Community Psychology: Critical Action and Social Change (2nd ed.). Routledge. <https://doi.org/10.4324/9780429431500>

Assessment

Continuous Assessment

Feedback

Summative



Semester One Optional Modules

PS3120 MEDICAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Brian McGuire

Module Description

This module will elucidate the role of applied psychologists who work in medical settings through a series of topic-focused lectures. The lectures will outline the psychological impact of several common health conditions such as chronic pain, cancer and diabetes as well as medical ailments occurring at certain stages of life such as childhood and in later life. The lectures will also describe, with case material and a focus on evidence-based practice, how psychological interventions are used to alleviate the impact of medical ill-health.

Learning Outcomes

Upon completion of this module you should be able to:

- Understand the impact of physical ill-health on psychological well-being
- Understand the role of psychological factors in the onset, maintenance and trajectory of medical conditions
- Understand the role of psychological interventions in managing medical ill-health

Basic Reading

Topic focused readings will be signposted by the lecturers.

Assessment

Continuous Assessment

Feedback

Summative



PS342 INTRODUCTION TO POSITIVE PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Michael Hogan

Module objectives

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

Learning outcomes

Upon completion of this course you should be able to:

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

Basic Reading

Compton, W. C. & Hoffman, E. (2019). *Positive Psychology: The Science of Happiness and Flourishing*. SAGE Publications.

[Link to Textbook in the Library](#)

Evaluation

20% Continuous Assessment (CA)

80% Final Exam

Feedback

Formative Feedback will be delivered in two ways: (1) written feedback on one short CA essay assignment that is useful for the final exam; (2) deliberation and dialogical feedback during Friday morning seminars, which helps to build knowledge and perspective relevant for the final exam. The final exam is a 2hr written exam where students are asked to write 2 essays.



PS408 HUMAN SEXUALITY (5 ECTS)

Module Coordinator: Prof. Pádraig MacNeela

Module objectives

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

Learning outcomes

Upon completion of this course you should be able to:

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

Basic Reading

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

Suggested texts (available from James Hardiman Library)

- Bogle, K. A. (2008). *Hooking up: Sex, dating, and relationships on campus*. New York, NY: New York University Press. [ISBN: 9780814799697]
- Ferriter, D. (2009). *Occasions of Sin: Sex and Society in Modern Ireland*. London: Profile Books. [ISBN: 978186197949]
- Inglis, T. (1998). *Lessons in Irish sexuality (1st ed.)*. Dublin: University College Dublin Press [ISBN: 9781900621168]

Evaluation

Continuous Assessment

Feedback

Summative



PS336 PSYCHOLOGY, SOCIETY & HUMAN VALUES (5 ECTS)

Module Coordinator: Prof. Brian Hughes

Module Description

In wider society, observers often look to psychology to inform debates on contentious issues. However, it is often overlooked that psychologists themselves will have views on such issues, and/or personality characteristics and ethical dispositions that affect their production and interpretation of psychological knowledge. Further, there are considerable limits on the extent to which empirical scholarship in psychology can or should be considered relevant to debates on public interest issues. This module is intended to provide an analysis of: (a) the role of personal values, including ethical values, in the production of psychological scholarship; (b) whether psychologists should aspire to be 'issue advocates' or 'pure scientists'; (c) the strengths and limitations of using empirical research in public debate; and (d) whether psychology itself is a good or bad thing. Throughout the module, students will be guided in considering areas of controversy where psychological expertise is often thought of as likely to be helpful.

Learning Outcomes

Upon completion of this module you should be able to:

- Critique the role of empirical psychology in shedding light on issues of popular concern to society at large.
- Discuss the impact of cultural and personal values on the science and practice of psychology.
- Evaluate the assertions of public and academic commentators on social issues that fall under the purview of psychology.
- Consider how psychology can or should be used as a basis to advocate for a better world.

Basic Reading

- Hughes, B. M. (2025). *Psychology's quiet conservatism*. Palgrave Macmillan.
- *Journal articles and online resources will be recommended throughout.*

Evaluation

Continuous Assessment

Feedback

Scholarly feedback will be offered on an otherwise ungraded assignment submitted during term.



PS3106 LANGUAGE AND COGNITION: A CONTEXTUAL BEHAVIOURAL APPROACH (5 ECTS)

Module Coordinator: Dr. Ian Stewart

Module Description

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

rule governed behaviour, the self, psychopathology, psychotherapy, mindfulness and spirituality. The course will combine lecture based didactic teaching with active student participation in seminar discussion.

Learning Outcomes

Upon completion of this course you should be able to:

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

Readings

- Torneke, N. (2010). *Learning RFT*. Oakland, CA: New Harbinger.
- Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001) *Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition*. Plenum Press.

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

Evaluation

2 Hour Examination

Feedback

Feedback on drafts of exam questions is available at end of semester.



PS3108 DESIGN THINKING (5 ECTS)

Module Coordinators: Dr Neil Ferguson & Dr Denis O'Hora

Module Description

Design Thinking is the process of creating products and services that provide meaningful and relevant experiences to users. This involves the design of the entire process of acquiring and integrating the product/services, including aspects of design, usability, and function. Solutions that provide great user experience (e.g., the iPhone) are designed with not only the product's consumption or use in mind but also the entire process of acquiring, owning, and troubleshooting it.

Learning Outcomes

Upon completion of this module you should be able to:

- Frame a question that inspires the search for creative solutions
- Gather inspiration by discovering what people really need through empathy, observation and interviewing
- Critically discuss empirical research in the area in which the problem has been identified (e.g., sustainability)
- Build prototypes to test and validate solutions and make them more tangible
- Test and refine ideas through experimenting forward
- Craft and share their human story to inspire others toward action
- Get breakthrough ideas through ideation, creativity and curiosity

Basic Reading

Will be assigned by the coordinators/lecturers.

Assessment

Continuous Assessment



BSS2103 INTRO TO SUSTAINABILITY (5 ECTS)

Module Coordinator: Dr. Gesche Kindermann

Module Description

Climate is in crisis so what can we do? This module will help students understand and engage with the concept of sustainability and the United Nations (UN) Sustainable Development Goals (SDGs). You will learn about sustainability from multiple perspectives, with lecturers from 11 different disciplines as well as University of Galway's sustainability officer. As a transdisciplinary module we will share tips on how we can all learn, live and lead sustainability at Galway University and beyond.

Learning Outcomes

- Define and explain key aspects of sustainability
- Critically assess existing evidence in relation to how sustainability can best be promoted, in particular in the face of global change and uncertainty
- Evaluate approaches employed to lead on environmental issues and the impacts they have
- Apply and appraise sustainable approaches that are used to help reduce environmental pressures and promote sustainability
- Recommend appropriate practices to create a sustainable environment

Assessment

- Continuous Assessment



PH211 MAKERSPACE CREATIVE TECHNOLOGIES (5 ECTS)

Module Coordinator: Dr. Gerard O'Connor

Module Description

In this module students learn to use from a selection of the Makerspace equipment, which are available on campus, (e.g. 3D printers, Laser Cutters, advanced digital microscope, advance thermal imaging, cameras, drones, various digital/audio/visual equipment etc.). Students will be tasked to address a challenge, and will learn how to not only prototype their ideas, but to animate their creativity as well, using the resources in our Makerspaces. This module gives students a practical experience of making, measuring, and monitoring using a range of tools relevant to the future digitalization of work. The module provides students with hands on experience and will allow them to actively pursue their creativity by learning how to use Makerspace technologies to prototype innovative ideas and bring them to life.

Learning Outcomes

- Prepare a safety and ethical assessment to each and every Makerspace activity
- Apply state of the art metrology tools.
- Employ subtractive (laser) tools to create a structure.
- Create structure using additive processes in 2D and 3D.
- Synthesize the processes of design, materials selection, prototyping and evaluation for the purpose of developing a case study relevant to the ethos of improving lives and or making places better.

Assessment

- Continuous Assessment



PH2108 SCALING BIG IDEAS

Module Coordinator: Dr. Gerard O'Connor

Module Description

This module introduces key insights on scalable technology-based innovations to undergraduate students. It aims to bridge gaps in understanding of the nature of technology and business innovation between students in science or technology-based subjects and students in subjects in Arts or business. Fundamentally, it helps students from any background to elicit the potential value in use of a technology. The module is divided into four parts. The first part is foundational and is centred on understanding competition, analysing value chains, and the role of geography in technological innovation. The second part is technical and is focussed on understanding technologies using the concept of a system model and patent literature. The third and fourth parts are strategic and focus first on the formulation of a business hypothesis using approaches based on customer discovery and second on identifying scalable business models. Students will work independently and in groups preparing and reporting innovative concepts relevant to their programme of study and career ambitions.

Learning Outcomes

- Interpret the five forces of competition by assessing the competitive position of a person, business, product, or process.
- Construct a technical value chain for a simple product or enterprise
- Apply learning gained from two or more published patent filings to compare technical concepts.
- Formulate and appraise the scalability in theory of an innovative concept using the system model.
- Evaluate a business hypothesis by using in-person communication skills and assess the scalability in practice of an emergent business model.

Assessment

- Written Assessment (30%)
- Continuous Assessment (40%)
- Oral, Audio Visual or Practical Assessment (30%)



Module Descriptions Semester Two

PS3119 PLACEMENT MODULE (30 ECTS)

Module Coordinator: Prof. Geraldine Leader

Module Description

The purpose of the work placement is to build the student's capacity to link theory and practice. In practical terms this involves experiencing how organisations operate and the challenges a professional can experience (e.g., need for time management, need to work as part of a team etc.). The placement involves a partnership between the University, the Placement Provider and the student.

Learning Outcomes

Upon completion of this module students should have:

- Gained experience of working in a professional context.
- Practiced professional qualities (to be competent, informed and accountable) in a professional context.
- Practiced skills important in a professional context (interpersonal, teamwork, communication, workload management and/or ethical practice).
- Given consideration to how aspects of psychology can inform professional practice (e.g. with respect to the qualities and skills listed in previous items).

Assessment

- Placement dates form & workplace learning agreement (20%)
- Fortnightly Reflective Journal (10%)
- Written [3K words] report and [15 min] presentation (50%)
- Placement evaluation and provider evaluation form (20%)



PS3117 RESEARCH INTERNSHIP (30 ECTS)

Module Coordinator: Prof. Geraldine Leader

Description

The research internship is one of a number of options available to BSc students in Semester 2 of Year 3 of the BSc. Students who complete a research internship will be assigned to one of the research teams (or a research PI) within the School of Psychology and will assist with their research for 12 weeks with a commitment of 20 hours per week.

The number of research internships available each year will be limited and depend on requirements of School of Psychology research teams. Students can express a preference for the research team that they would like to work with out of the choices available and every effort will be made to match them with their preferred research team, though this will not always be possible. Research internship places will be offered on the basis of Semester 1 results in BSc Year 2.

Learning Objectives

Upon completion of this module students should:

- Have gained experience of working within a research team
- Be able to describe the purpose and key activities of the research project on which they worked
- Be able to describe their role within the research team
- Be able to demonstrate a knowledge of the analytic methods used by the research team
- Be able to discuss ethical issues involved in the project(s) to which they were assigned
- Have practiced skills important in a research or professional context (interpersonal, teamwork, communication, workload management and/or ethical practice).

Assessment

- Learning Agreement - Should be completed by the student with input from their research supervisor. It should be completed in full and signed by the student and their supervisor prior to scanning the form and uploading the form on blackboard.
- Reflection Log - Students are required to outline the duties assigned to them and the tasks and projects that they are working on. Each reflection log should be around 500-600 words and should be submitted every second week. Reflection logs should be guided by a Reflection Model. Each reflection should discuss all stages of the chosen reflection model.
- Students will complete a 3000-word essay and give a 15 minute presentation both addressing the following:
 1. The aim and activities of the research group
 2. Description of the student's activity - how do these activities contribute to the research project
 3. Critical review of the learning outcomes and whether these were achieved (and if not, explain why)
 4. Personal statement of the learning experience
- Student Placement Evaluation and Placement Provider Evaluation Form



Important Information

Pass/Fail Nature of Year 3

Since a significant portion of Year 3 involves students being on work placement, research internship or international exchange, the marks that you get for each module during this year will not contribute to the calculation of your overall degree mark. The modules that you take in semester 1 will still be marked out of 100 and this mark will still appear on your transcript. It is helpful to think about these modules as similar to 1st year modules - an important part of your degree but not affecting calculation of the degree mark. Making the most of these modules will help you to do well in final year and secure the best possible degree mark.

Submitted Work

Students will be assessed on the basis of submitted work with respect to certain courses. Submitted work will include any assignments set by lecturers. It is vital to be cognisant of the fact that **in order to be eligible for PSI Graduate Membership, you must pass the independent research psychology project, and gain at least a Lower Second Class Honours degree.** Please take note of the following regulations.

1. **Submission arrangements.** With regard to continuously-assessed work (e.g., essays), all materials for examination should be submitted via Canvas.
2. **Electronic submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work via Canvas, *unless you have been notified of special arrangements.*
3. **Copies.** You are requested to keep a copy of all submitted work. In the unlikely event that a submitted piece of work is misplaced or that a dispute emerges as to whether or not a piece of work was originally submitted, the *student* will be responsible for supplying the School with a copy of the submission on request.
4. **Late Submission of Course Work/Assignments.** All work submitted late will attract a reduced mark, except in particularly extenuating circumstances. The School has decided upon a uniform deduction of 10% of marks per day overdue. This system is intended to ensure that students who meet deadlines are not disadvantaged by fellow students being allowed to submit work late. Accordingly, the system is *not* intended to disadvantage students who encounter genuinely problematic circumstances that interfere with their ability to meet deadlines. Should students experience such circumstances, they are requested to notify the School at the earliest possible opportunity (e.g., *in advance* if possible) so that a fair allowance can be made. If a student is unable to meet a deadline as the result of an illness, an allowance can normally be made so long as medical certification can be produced. Extensions of more than 7 days must be sought from the college's Extenuating Circumstances committee.
5. **Plagiarism.** At university, you are provided with many opportunities for learning, of which the writing of essays and assignments are among the most important. *Plagiarism* refers to the presentation of someone else's work as your own. It can refer to the copying of someone else's work, the adaptation of it for a different purpose, or to the close paraphrasing of it. Plagiarism goes against the spirit of university education, and to a great extent defeats its purpose. Plagiarising other people's work does not entail true learning, as the information you read and transcribe is processed by you at a cognitively superficial level. Therefore, in a case of plagiarism, the offender is depriving themselves of valuable opportunities to exploit the challenges of a learning environment. Given that most learning is transferable, the offender may also find that their ability to perform well in other assignments is not helped – or indeed is somewhat undermined – by their

plagiarism. On the other hand, when an assignment is conducted honestly, it generates useful associations and thought processes that impinge positively on the student's ability to perform well across a range of areas of study, as well as in the area in which the assignment is based.

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

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

Placement

Information regarding placement is available in a separate handbook.

Student Liaison with External Bodies

1. The cooperation of schools, hospitals and other centres in the research work of the school is greatly appreciated. It is the policy of the school to seek the assistance of such outside agencies only for research work at postgraduate level. Under no circumstances should undergraduate students independently approach schools, hospitals, clinics or other health services in connection with their studies or assignments. Any such contact must be with the permission of an assigned lecturer/supervisor or the Head of School.
2. The Psychological Society of Ireland (PSI) is the professional body and scholarly society for psychology in Ireland. Students are entitled to apply for Student Subscribership of PSI. For a small annual fee, Student Subscribers receive PSI's monthly bulletin *The Irish Psychologist*, *The Irish Journal of Psychology* and the many notices issued by the PSI about its programme of activities. They also can avail of reduced registration fees at events organised by the Society. Students are strongly encouraged to become Student Subscribers of PSI. Application forms are available from online at www.psihq.ie
3. The University of Galway Psychological Society was established to promote the learning and enjoyment of psychology in the university. In order to become a member of the Society and to receive the regular updates sent out by the Society, students are requested to register at the Societies' Office, submitting their name, e-mail address, identification number and phone number to that office.

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