



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Final Arts Psychology: Student Guide 2026-27

School of Psychology
University of Galway

Final Arts Psychology

*(BA Psychological Studies, BSc Denominated Psychology, BA International,
BA Connect)*

Student Guide

2026-2027



Academic Calendar 2026-2027	
Semester 1	
Teaching	7 th September 2026 - 27 th November 2026
Semester 1 Exams	7 th December 2026 – 18 th December 2026
Semester 2	
Teaching	11 th January 2027 - 2 nd April 2027
Study Week	12 th April 2027 – 16 th April 2027
Easter	26 th March 2027 - 29 th March 2027
Semester 2 Exams	19 th April 2027 - 6 th May 2027
Autumn Repeat Exams	3 rd August 2027 – 13 th August 2027

Important Dates

19th August 2026 Online Registration Opens

30th September 2026 Online Registration Closes

See <http://www.nuigalway.ie/registration/index.html>

7th September 2026 Final Year Orientation



The School of Psychology

Head of School:	Prof. Molly Byrne
Final Year Coordinators:	Dr. Ian Stewart & *Prof. Caroline Heary (*from Jan. 2027)
Programme Manager:	Ms. Nuala Donohue
Administrators:	Ms. Miriam Lohan (miriam.lohan@universityofgalway.ie) Ms. Sandra Hallinan (sandra.hallinan@universityofgalway.ie) Ms. Gillian Davies (gillian.davies@universityofgalway.ie)
Website:	www.nuigalway.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 final year query, contact Dr. Ian Stewart, Final Year Coordinator to discuss this by email ian.stewart@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 Final Year students, it is likely that you will consider applying for further study opportunities at postgraduate level. 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 supply of a reference. Such requests take at least one week to process.

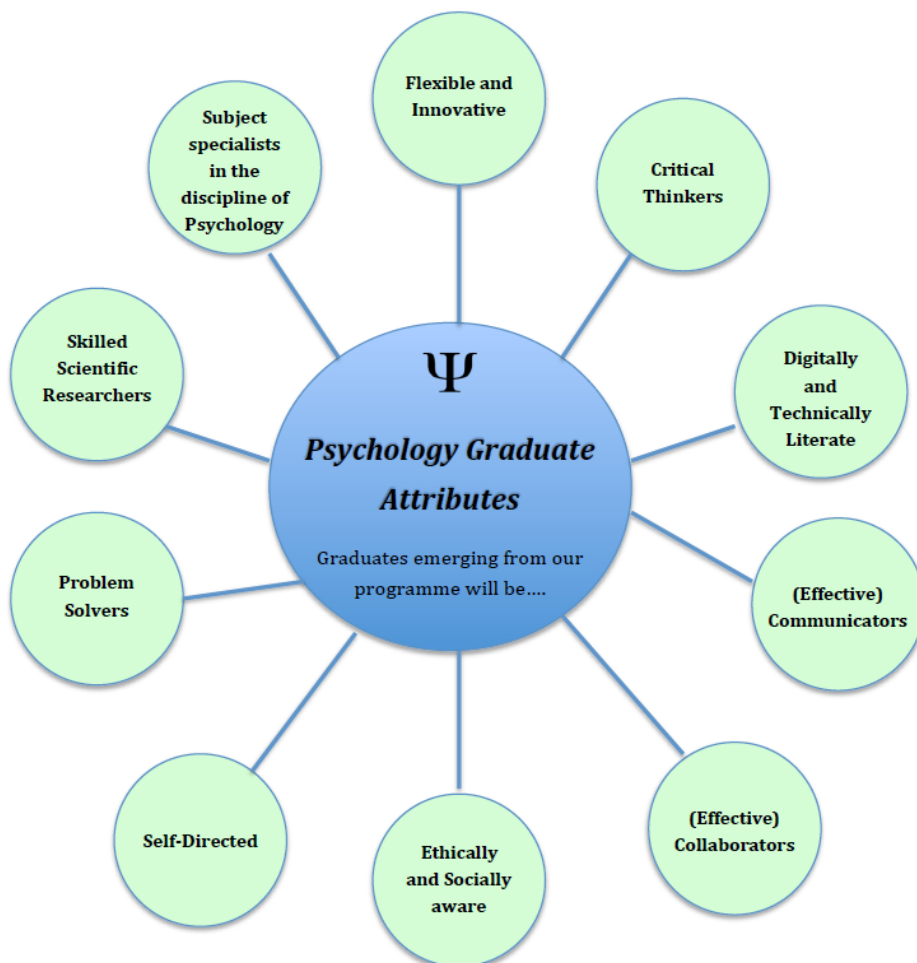


Our Culture of Inclusivity and Respect

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 the University of Galway focuses on two themes in 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 how a sample of modules and how they might be primarily categorized 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
- **PS3123** Exploring Routes to Well-Being

Brain & Behaviour

- **PS3122** Cognitive Psychology
- **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
- **PS4102** Forensic & Clinical Psychology
- **PS334** Applied Behavioural Analysis
- **PS340** Neuropsychology
- **PS428** Social Psychology
- **PS338** Theories of Personality



Course Structure and Modules

The following are the modules* for which each cohort of students will be registered:

	3BA1, 4BA4, BA Connect Psychological Studies	4BSP1 Denominated Psychology
Semester 1 Core Modules	PS322 Health Psychology PS334 Applied Behaviour Analysis	PS322 Health Psychology PS325 Research Project 1 PS334 Applied Behaviour Analysis PS405 Advanced Research Methods PS420 Psychological Measurement
Semester 1 Optional Modules (Choose one)	PS408 Human Sexuality PS336 Psychology, Society & Human Values PS342 Introduction to Positive Psychology [+ Transdisciplinary Electives; see below]	PS340 Neuropsychology PS408 Human Sexuality PS336 Psychology, Society & Human Values PS342 Introduction to Positive Psychology PS3106 Language & Cognition: A CB Approach [+ Transdisciplinary Electives; see below]
Semester 2 Core Module	PS3100 Historical & Conceptual Issues PS4102 Forensic & Clinical Psychology	PS3100 Historical & Conceptual Issues PS327 Research Project 2 PS418 Issues in Cognitive Neuroscience PS4102 Forensic & Clinical Psychology
Semester 2 Optional Modules* (Choose one)	PS3114 Communication Skills & Counselling PS345 Applied Developmental Psychology PS4100 Technology and Health PS3123 Exploring Routes to Well-Being LW365 Criminology (School of Law) [+ Transdisciplinary Electives; see below]	PS3114 Communication Skills & Counselling PS345 Applied Developmental Psychology PS4100 Technology and Health PS3123 Exploring Routes to Well-Being LW365 Criminology (School of Law) [+ Transdisciplinary Electives; see below]

***Semester 2 Optional Modules:** Please note that you register for your semester two optional module at the beginning of the academic year. There is a limited capacity for optional modules so once the capacity of students is reached online registration will close for that module. There will be a Semester 2 change of mind opportunity in January 2027.

Repeat Students

For various reasons 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.



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

PS322 HEALTH PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Oonagh Meade

Description: This course draws on a variety of subfields in psychology to impart an understanding of how psychological factors contribute to and are affected by health, illness, and health care. The course is organised into the following sections: introduction to health psychology and the key models of health and illness; the role of psychology in the perception and experience of pain, and its management; stress and its impact on health and illness, including moderators of the stress experience; health-related behaviour, the factors that influence it and the ability of health-behaviour models to predict it; the nature of the placebo effect and its possible areas of application; and the role of personality dimensions in health. The course will also refer to health psychology in the context of the planetary crisis.

Learning outcomes

On completion of this module students will be able to:

- Critically appraise the role of biological, psychological and social factors in health, illness and health care delivery contexts
- Describe and understand the role of psychological processes in the perception, experience and management of chronic pain
- Evaluate the nature of stress and its psychobiological consequences in terms of health and illness
- Describe and critically assess the ability of current theories of health-related cognition to predict behaviour
- Analyse the role of health psychology in understanding and managing chronic illness
- Describe and critically assess the relationship between personality and health
- Apply health psychology to the context of the planetary crisis

Basic Reading

Morrison, V. & Bennett, P. (2022). *An introduction to health psychology* (5th edition) Pearson.

Additional topic-related reading lists are provided during the course.

Evaluation

One two-hour examination at the end of Semester 1 (100% of final grade).

Feedback

Vexox questions provided throughout to help students gauge their own understanding.

PS325 RESEARCH PROJECT 1

[Denominated Psychology Only]

Module Coordinator: Prof. Gerry Molloy & *Prof. Caroline Heary (*from Jan. 2027)

See section on Research Project below



PS334 APPLIED BEHAVIOUR ANALYSIS (5 ECTS)

Module Coordinator: Dr. Laura Moran

This module provides an introduction to the field of applied behaviour analysis and behaviourism. The course will introduce basic behavioural principles, the history and development of the field, ethical applications of behaviour analysis for improved quality of life and skill acquisition, as well as describe the role of behaviour analysis in the management of behaviours that cause distress and poor health outcomes.

Learning Outcomes

- Understand the philosophy of behaviourism and the theoretical underpinnings of applied behaviour analysis
- Evaluate the principles and procedures of applied behaviour analysis.
- Appraise the effectiveness and social validity of behavioural interventions across populations.
- Identify ethical concerns and implications for behavioural interventions in practice.
- Describe the application and versatility of behaviour analysis as a science for the improvement of quality of life across settings and populations.

Basic Reading

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis*. Pearson UK.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2021). *Handbook of applied behavior analysis*. Guilford Publications.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. *Journal of applied behavior analysis*, 20(4), 313-327.
- Wolf, M. M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart 1. *Journal of applied behavior analysis*, 11(2), 203-214.

Evaluation

50% Midway MCQ Exam.

50% End of Term Assessment.

Feedback

Summative

PS405 ADVANCED RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)

[Denominated Psychology Only]

Module Coordinator: Prof. Jane Walsh

Description

This course focuses on methodological issues that arise in psychological research, such as demand characteristics, ethical considerations and experimental control. The application of a several advanced statistical methods to research designs is also covered (e.g., factorial analysis of variance and multiple regression). The course will also provide an advanced course in SPSS. PS405 Advanced Research Methods will be delivered on-campus every week at Thursday 9-11.

Module objectives

- To provide students with a clear understanding of advanced statistical methods used in psychological research
- To clarify the link between research methods used in psychological research and the appropriate statistical methods used to analyse data.
- To familiarise students with the APA (American Psychological Association) style of reporting the results of health research.



- To provide students with the skills needed to set up a database and analyse the data using SPSS.

Learning Outcomes

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

- Identify the pertinent questions to consider when developing the methodology for your research proposal.
- Describe the components that should be dealt with in the methodology section of your research proposal
- Identify the appropriate statistical test to analyse a given set of data/research design
- Compute a series of statistical tests on SPSS when given a set of data
- Interpret SPSS printouts
- Prepare and present a set of results APA style

Basic Reading

- Howitt, D., & Cramer, D. (2021). *Understanding Statistics in Psychology with SPSS*. 8th edition. London: Prentice-Hall.
- Howitt, D., & Cramer, D. (2020). *Research Methods in Psychology*. 6th edition. Prentice-Hall.
- Tabachnick B.G. & Fidell, L.S. (2021). *Using Multivariate Statistics: 7th Edition*. U.S.: Pearson.

Assessment

- SPSS exam assignment Week 12 (30%).
- End of year exam (70%)

Feedback

- Summative Feedback

PS420 PSYCHOLOGICAL MEASUREMENT: THEORY AND PRACTICE (5 ECTS)

[Denominated Psychology Only]

Module Coordinator: Professor Brian McGuire

Learning objectives

- Develop an understanding of the history of psychological testing, its uses and misuses.
- Demonstrate a knowledge of the fundamental characteristics of psychometric tests.
- Develop an understanding of the types of measures used in clinical settings for children and adults.
- Demonstrate an understanding of the uses and applications of a selected psychometric test.

Reading

No core textbook is required. Individual lecturers will direct students towards relevant reading for their topic.

Evaluation

The assignment for the course will be comprised of two parts. (i) In the first part, students will work in groups of 4-5 people to prepare a 10-minute presentation for their class group on the uses and applications of a selected psychometric test. This will be worth 30% and the same grade will be given to all members of the group. (ii) The second component will be submission of an individual written assignment of 1500 words describing in more detail the clinical uses of the test, based on a description of how it was used in at least three studies, with a critical appraisal of the value and utility of the measure.



Semester One Optional Modules

PS336 (5 ECTS) PSYCHOLOGY, SOCIETY & HUMAN VALUES

Module Coordinator: Prof Brian Hughes

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 course 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 (100%)

Feedback

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

PS340 NEUROPSYCHOLOGY (5 ECTS)

[Denominated Psychology Only]

Module Coordinator: Dr. Aisling Flynn

Description

Cognitive neuropsychology is an approach for investigating and theorizing about cognitive processes by examining patterns of impairment following brain injury. This module reviews the ways in which neuropsychological data have been used in models and ideas about the nature of brain processes and systems involved in core cognitive (and related) processes including perception, memory, language and attention.

Aims

The purpose of this module is to introduce students to cognitive neuropsychology and build on their knowledge



from previous modules in cognitive psychology and neuroanatomy and neurophysiology.

Teaching and Learning Strategy

Strategies include a series of two-hour workshops and seminars addressing the theoretical, clinical and practical aspects of neuropsychology. Methods include directed reading and use of clinical case studies.

Module Assessment

Written Examination 2 hours (100%). Marking guidelines will be available on Canvas

Learning Outcomes

LO	(University of Galway) graduates will be able to:		In module PS340 students will:
1.	Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional	CORU SOP 1.2	<i>Describe the roles of the different professional groups represented by the students studying with them on this module at an introductory level.</i>
2.	Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user	CORU SOP 2.1	<i>Describe and understand the processes involved in memory, attention, perception and language in human beings.</i>
3.	Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	CORU SOP 2.13	<i>Describe the roles of the different professional groups represented by the students studying with them on this module at an introductory level.</i>
4.	Be able to gather all appropriate background information relevant to the service user's health and social care needs	CORU SOP 3.1	<i>Demonstrate a logical and systematic approach to problem solving and decision making.</i>
5.	Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment	CORU SOP 3.2	<i>Describe and understand the processes and relevant issues involved in the rehabilitation of an individual who has experienced a neurological or neurosurgical condition.</i>
6.	Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments	CORU SOP 3.6	<i>Describe and understand the</i>
7.	Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically	CORU SOP 3.9	<i>Describe and understand the</i>



evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews

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|----|---|------------------|--|
| 8. | Demonstrate a critical understanding of relevant biological sciences including anatomy, human development, social and behavioural sciences, occupational science and other related sciences, together with a knowledge of health and wellbeing, function, disease, disorder, and dysfunction and be able to apply this to the practice of occupational therapy with consideration to the person – environment – occupation relationship | CORU
SOP 5.2 | <i>consequences for the individual of a neurological or neurosurgical condition.
Describe and understand the processes involved in memory, attention, perception and language in human beings.
Describe and understand the consequences for the individual of a neurological or neurosurgical condition.</i> |
| 9. | Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to clinical/professional practice | CORU
SOP 5.23 | <i>Demonstrate both knowledge and understanding of the impact of neuropsychological impairment on occupation</i> |

Suggested core reading

Beaumont G (2008) Introduction to neuropsychology. Guildford Press, 2nd Ed

Elliott R, Stirling J (2008) Introducing Neuropsychology. Psychology Press

Wilson BA, Betteridge S (2019) Essentials of Neuropsychological Rehabilitation. Guildford Press

Wilson BA, Winegardner J, van Heugten, CM, Ownsworth, T. (2017) Neuropsychological Rehabilitation: The International Handbook. Routledge

Additional reading will be recommended in lectures. This will mainly be in the form of journal articles.



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.

Evaluation

20% Continuous Assessment

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

100% Continuous Assessment

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

[Denominated Psychology Only]

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 module 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.



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Evaluation

2 Hour Examination

Feedback

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



ADDITIONAL (TRANSDISCIPLINARY) ELECTIVES

While these electives are available to students to take in both semesters, if a student is interested in taking one of them, they will need to contact the module coordinator themselves to get further details.

BI3105 Career Development and Employability Skills

[Psychological Studies only]

Module Coordinators: Derek Morris, Marie Laffey

Organising Discipline: Biological and Chemical Sciences

BSS2103 Introduction to Sustainability 1

Module Coordinators: Gesche Kindermann

Organising Discipline: Geography

MG3113 Megatrends 1

Module Coordinators: Yixin Qiu

Organising Discipline: Management

PH2108 Scaling Big Ideas

Module Coordinators: Ger O'Connor

Organising Discipline: Physics

PH2111 Makerspace Creative Technologies 1

Module Coordinators: Ger O'Connor

Organising Discipline: Physics

PS3108 Design Thinking

Module Coordinators: Neil Ferguson, Denis O'Hora

Organising Discipline: Psychology



Module Descriptions Semester Two

PS3100 HISTORICAL AND CONCEPTUAL ISSUES IN PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Brian Hughes

Module Description

This module traces the main developments in the history of psychology and the influence of conceptual themes that have always been central to the study of human behaviour. Psychology's origins in philosophy, biology, sociology, linguistics, education, forensics, medicine, eugenics, religion, and other fields of concern are discussed, with specific reference to the emergence of science-based psychology in universities in the 19th century. The impact of historical context on modern psychology is explored in relation to a number of major issues that have proven notably contentious in the contemporary world, focusing particularly on how the field of psychology has historically come to address human diversity, especially in terms of race, culture, sex, and sexuality.

Learning Outcomes

Upon completion of this module you should be able to:

- Locate the development of academic psychology within its sociocultural, historical, colonial, and global contexts
- Critique the disparate theoretical subfields of psychology with reference to their competing assumptions, methods, and empirical outputs
- Describe some key conceptual challenges in psychology (e.g., the mind-body problem), and how they have been resolved
- Discuss, in historical context, whether academic psychology has helped humanity to address some of its major existential challenges, or whether it has in fact served to perpetuate and exacerbate those very challenges

Basic Reading

- Hughes, B. (2023). *A Conceptual History of Psychology: The Mind Through Time*. London: Bloomsbury.

Feedback

- Summative feedback.

PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS) [Denominated Psychology Only]

Module Coordinator: Dr. Mark A. Elliott

Description

Students will be encouraged to engage in critical debate of foundational concepts and methods in the cognitive neurosciences based on up-to-date literature sources. The topics that aim to be addressed may include neuroimaging and specifically EEG, MEG and MRI technologies, functional neuroanatomy, the clinical neuroscience of schizophrenia, comparative psychology, psychopharmacology and cognitive neuroscience, the cognitive neuroscience of memory and the cognitive neuroscience of language. The course thus aims to expose students to specific research issues in addition to the broader cognitive neuroscience research agenda. The module employs a number of external experts, who convene, and visit Galway to participate in the student-lead seminars.

Learning Objectives

Upon completion of this module you should be able to:

- Discuss key topical issues in the study of brain and cognition
- Critically evaluate the research techniques in the cognitive neurosciences
- Present research and encourage debate on current issues



Each week's presentation and subsequent student activity are built around specific learning objectives. These are detailed in several sections on the module Canvas site.

Readings

We do not use a core textbook in this module. See Canvas for readings appropriate to each topic.

Evaluation

100% Continuous Assessment

1. Participation (mandatory)	18%
2. Seminar Presentation (mandatory)	58%
3. Team Critique (mandatory)	16%
4. Peer-Peer Evaluation	8%

Feedback

Students receive in-person feedback/tutorial on their presentation content and style during a practical workshop ahead of class. This includes a tutorial on managing presentation nerves. A numerical rubric, related to the marks awarded, is used for feedback on presentation and critique. In addition, extensive peer-peer feedback is provided for each presentation.

PS4102 FORENSIC & CLINICAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. John Bogue

Description

The purpose of this course is to introduce students to two complementary and interrelated areas of professional psychological practice: Forensic Psychology and Clinical Psychology. The Forensic Psychology component will introduce students to key research studies and prominent areas of professional practice in forensic psychology. The Clinical Psychology component will afford students the opportunity to examine various psychological disorders considering such features as theoretical aetiology, assessment and diagnosis. Students will also be introduced to contemporary treatment approaches applied to mental health problems commonly encountered in professional clinical practice.

Module Objectives

- To familiarise students with the various theoretical aspects, research issues and professional practices which define contemporary forensic psychology.
- To provide students with a systematic framework through which selected major psychological disorders are examined in detail.
- To familiarise students with contemporary clinical approaches to mental health problems with a particular emphasis on evidence based psychiatric and psychological treatments.

Learning Outcomes

Upon completion of this course you should be able to:

- Show an awareness of the key issues and research findings which have practical relevance to prominent areas of contemporary forensic psychology.
- Distinguish between major psychological disorders using internationally recognised diagnostic systems and be familiar with the relevant assessment methods used by clinicians to inform the diagnostic process and establish a psychological formulation.
- Demonstrate an awareness of the most prominent therapeutic approaches to a variety of psychological and psychiatric disorders.

Basic Reading

- Bogue, J. (2016). *Abnormal, Forensic and Clinical Psychology*. Chichester: Wiley Custom [Main Library]
An updated version (2021) is available to purchase here as an E-Text: <https://tinyurl.com/3ydxrak>



Additional Recommended Reading

- Davey, G. (2021). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology*. London: British Psychological Society
- Davies, G. and Beech, A. (2017). *Forensic Psychology: Crime, Justice*. Chichester: Wiley [E-Text in library]
- Holmes, D. A. (2010). *Abnormal, Clinical and Forensic Psychology*. Harlow: Pearson. [E-Text in library]

Evaluation

MCQ examination at the end of Semester 2 (100% of overall mark).

Feedback

Summative (based on exam).

PS325 & PS327 RESEARCH PROJECT [Denominated Psychology Only]

Comprising both PS325 Research Project 1 (5 ECTS) and PS327 Research Project 2 (10 ECTS)

Module Coordinator: Prof. Gerry Molloy & *Prof. Caroline Heary (*from Jan. 2027)

Description

Final Year students are required to conduct and report on an original research project that addresses a significant psychological scientific question. The project may be carried out in a psychological laboratory a school or community setting.

Final year project consultations

Some staff will be available for on-campus consultations concerning your final year project. This will be arranged individually. Online discussions will be available too.

Module objectives

- To increase students' understanding of the stages involved in conducting empirical research
- To enhance students' research design and statistical skills
- To improve students' writing ability, as it pertains to preparing a research paper in the format adopted by most psychology journals

Learning Outcomes

Under supervision, students will:

- Develop a research proposal with feasible aims and testable hypotheses
- Submit an application for approval to the School Ethics Committee
- Learn to conduct a critical review of the literature,
- Devise a suitable method for testing specified aims and hypotheses,
- Collect, analyse data, report and discuss results in accordance with APA conventions.

Basic Reading

- Wood, C., Giles, D. & Percy, C. (2009). *Your Psychology Project Handbook*. Essex, England: Pearson Education Limited
- American Psychological Association (2020). *Publication Manual of the American Psychological Association*, Seventh Edition. Washington, DC: American Psychological Association

Feedback

- Ongoing feedback from supervisor on academic writing and project specific research knowledge and skills. Marker feedback *2 and mark.



Semester Two Optional Modules

PS345 APPLIED DEVELOPMENTAL PSYCHOLOGY (5 ECTS)

Module Coordinator: *Dr. Anne O'Connor & Dr. Kate Moran*

Module description

As a science-based field of psychology, Applied Developmental Psychology involves the systematic synthesis of research and application to describe, explain and promote optimal developmental outcomes in individuals and families as they develop along the lifecycle (Lerner & Fisher, 1994, p.4). This module will focus on the contemporary issues relating to children's development. Students will be encouraged to evaluate the evidence relating to contemporary issues relevant to children's development and to reflect in the implications and applications of theory and research to practice, policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Examples of topics covered include infant development and mental health, the impact of divorce and parental separation on children's development, neighbourhood influence on children's development, social media, risks and resilience in childhood development, neurodevelopmental challenges, childhood obesity and positive youth development.

Learning outcomes

Following completion of this module, students will be able to:

- Identify developmental issues of relevance to real-world settings and modern society
- Describe and explain relevant developmental processes for the topics under consideration
- Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children's lives
- Identify the practical applications of developmental research and theory to real word settings
- Critically examine the application of theory and research to the health and welfare of individuals in society

General Reading

We do not have a core textbook for this module. Recommended reading given for each topic.

Evaluation: 100% Continuous Assessment

Feedback: Formative feedback during group discussion tasks (x4). Feedback will include peer feedback in group tasks alongside lecturer feedback and the use of detailed rubrics for end of module assignment. There will also be formative tasks throughout, including quizzes, preconception checks and one-minute papers, and whole class feedback will be provided alongside space for reflection and questions.

PS3114 INTRODUCTION TO COMMUNICATION SKILLS & COUNSELLING (5 ECTS)

Module Coordinator: *Dr. Stephen Richer*

Module objectives

This theoretical and experiential module introduces students to the communication and counselling skills that support effective helping relationships across personal, clinical and professional settings.

The module covers core communication and counselling skills including active listening, reflection, questioning, empathy, therapeutic silence and non-verbal communication. Students will also explore the helping relationship, including boundaries, the therapeutic alliance, transference, defence mechanisms, conflict, challenge, and rupture



and repair. Attention will be given to the differences between everyday communication, supportive communication, problem solving and counselling.

A lived-experience session will give students the opportunity to hear directly from people with experience of counselling or therapy and consider communication from the perspective of the person receiving support.

Teaching will combine theoretical input with discussion, experiential activities and group work. A substantial part of the module involves students working collaboratively to develop an applied communication and counselling-skills project..

Learning outcomes

Upon completion of this course you should be able to:

1. Critically discuss key approaches to counselling and psychotherapy and the qualities associated with effective helping relationships.
2. Distinguish between everyday communication, supportive communication, problem solving and core counselling skills.
3. Explain key processes within helping and counselling relationships, including boundaries, defence mechanisms, transference and interpersonal dynamics.
4. Explain the therapeutic alliance and its role in developing trust and supporting change.
5. Apply communication and counselling theory to practical helping and interpersonal contexts.
6. Reflect on your own communication and assumptions, drawing on group work and lived-experience perspectives.

Basic Reading

References for book chapters and journal articles will be provided during the module.

Suggested texts (available from James Hardiman Library)

- Woolfe, R. et al. (2016). *The handbook of counselling psychology*. London: Sage.
- Finlay, L. (2015). *Relational integrative psychotherapy: Engaging process and theory in practice*. Washington, DC: APA.
- Belbin, R. M. (2010). *Team Roles at Work* (2nd ed.). Oxford: Butterworth-Heinemann.
- O'Toole, G. (2024/2025). *Communication: Core Interpersonal Skills for Healthcare Professionals* (5th ed.). Elsevier.
- Additional readings on teamwork, reflective practice and lived-experience perspectives will be provided through Canvas.

Feedback

Students will receive formative feedback during class activities and while developing the group project. Feedback will also be provided on the group project and individual reflective assignment.

Evaluation

100% Continuous Assessment.

- Group project and presentation: 75%
- Individual reflective assignment: 25%

Students will work in groups of no more than five to develop and present an evidence-informed resource focused on a communication or helping context. The brief individual reflection (1,000 words) will draw on learning from the group project, the module and the lived-experience session.



PS4100 TECHNOLOGY AND HEALTH (5 ECTS)

Module Coordinator: Prof. Jane Walsh

Module Description

This module will explore cutting-edge developments in technology and their impact on health and wellbeing. The module will cover topics such as: wearable technology, sensors and wireless technology for smart living, smart cities, data privacy and security. The module will focus on the role of behavioural science in terms of user-centred design, user engagement and experience, using behaviour change techniques to effect health behaviour change, promoting stakeholder engagement in intervention design and other methodological approaches to mHealth research. The module will have multidisciplinary input from Computer science, engineering and medicine as well as psychology.

Learning Outcomes

Upon completion of this course students should be able to:

- Describe existing health technologies available on the market and their use to promote health and wellbeing
- Demonstrate an understanding of user-centred design in the development phases of technology and intervention design
- Describe the different methodologies used to capture stakeholder input in the development of health technology interventions for behaviour change.
- Explain methods used to integrate state-of-the-art behaviour change techniques into novel technologies designed to change health behaviour
- Design an intervention for health behaviour change using technology including all methodological phases from qualitative work to pilot trial work and analysis.

Readings

- L. van Gemert, Robert Sanderma, *E-Health Technology*, 1 Ed. [ISBN: 9781138230439]
- Walsh, J.C. & Groarke, J. (2018) Integrating behavioural science with mobile (mHealth) technology to develop optimum interventions for health behaviour change, *European Psychologist* (In press)
- Morrissey, E., Glynn, L, Casey, M, Walsh, JC & Molloy, G. 2018, (2018) Smartphone apps for improving medication adherence in hypertension: patients' perspectives. *Patient Preference and Adherence*, 12 10.2147/PPA.S145647

Evaluation

- Assignment one: Blog (week 4) (15%)
- Group Video Assignment (week 10) (25%)
- Final report (week 12) (60%)

Feedback

- Formative and Summative Feedback

PS3123 EXPLORING ROUTES TO WELL-BEING (5 ECTS)

Module Coordinator: Dr. Oonagh Meade

This module will introduce students to the concept of well-being and develop their understanding of routes to well-being. Students will learn about the interconnectedness of physical, social and psychological aspects of well-being. The important role of health behaviours (e.g. physical activity, smoking, alcohol and drug use, and healthy eating) in the promotion and maintenance of physical and psychological well-being will be highlighted. Students will be taught about tools and methods to support creating healthy goals and habits. Evidence will be shared about current well-being challenges faced by student populations and students will learn about university, community and



national supports for well-being. Students will learn about key psychological well-being topics including building healthy relationships, managing stress, and building resilience. They will be supported to identify their personal strengths in a workshop with the Designing Futures Student Success Coaches.

Learning Outcomes

- Understand what is meant by the concept of well-being.
- Demonstrate an awareness of how health behaviours influence well-being.
- Understand the interconnectedness between psychological, social and physical aspects of well-being.
- Demonstrate knowledge of university-level, community-level and national supports to support well-being.
- Engage with tools to enhance awareness of personal strengths and to support the development and maintenance of well-being goals.

Evaluation

Group project (30%) and 2000-word individual reflection (70%). Detailed information on assessments and marking rubrics will be posted in the assignments section on Canvas.

Feedback

Students get an opportunity to submit a section of their reflection assignment for feedback before they submit this final assignment. Students receive written feedback on their poster presentation and their reflection. A numerical rubric is also used for the reflection.

NON-PSYCHOLOGY ELECTIVES

LW365 CRIMINOLOGY (5 ECTS)

SCHOOL OF LAW

Module Coordinator: Dr. Diarmuid Griffin

Module Description

Criminology in its modern form includes a wide variety of topics. It first emerged as a distinct discipline in the late nineteenth century with the aim of discovering the cause or causes of crime and that continues to be one of its main preoccupations. Modern criminologists, however, concern themselves with many other related issues such as punishment theory, sentencing policies, penal practices and institutions (such as imprisonment and probation), policing and crime control.

Why study criminology? It deals with one of the major social issues of our time- crime and punishment. The study of criminology introduces students to some key elements and thinkers of the Western intellectual tradition. Philosophers and sociologists have informed the development of various theories on criminology and why people commit crime. Familiarity with such theories and thinkers is an important part of one's general legal education.

The materials for the course will be mainly sociological in nature. There are no cases or statutes to be studied or analysed. However, the criminological theories that will be examined will be related back to the Irish criminal justice system to determine the relevance of these theories to crime in Ireland.

Learning Outcomes

Upon completion of this course students should be able to:

- Understand the foundations of criminology.
- Find and refer to a range of criminological sources including legal sociological and psychological sources
- Apply principles of criminology to hypothetical fact scenarios.
- Compare and contrast different criminological theories.
- Critically analyse the causes of crime



- Newburn, T. (2017) *Criminology* (3rd ed). Routledge: London [This book is available as an e-book on the University of Galway Library].

Supplementary Texts

- Kilcommins *et al*, *Crime, Punishment and the Search for Order in Ireland*, IPA (2004)
- Beirne & Messerschmidt, *Criminology*, (1991)
- Vold, Bernard and Snipes, *Theoretical Criminology*, 5th ed. (Oxford, 2002)
- Lilly, Cullen and Ball, *Criminological theory: Context and Consequences*, 2nd ed. (Sage Publications, London, 1995)
- White and Hairnes, *Crime and Criminology: An Introduction*, 2nd ed. (Oxford, 2000)
- Burke, *An Introduction to Criminological Theory* (Willan Publishing, 2002)

Evaluation

Two Hour Examination

Feedback

Summative Feedback

ADDITIONAL (TRANSDISCIPLINARY) ELECTIVES

BI3106 Career Development and Employability Skills

[Psychological Studies only]

Module Coordinators: Derek Morris, Marie Laffey

Organising Discipline: Biological and Chemical Sciences

BSS2104 Introduction to Sustainability 2

Module Coordinators: Gesche Kindermann

Organising Discipline: Geography

MG3115 Megatrends 2

Module Coordinators: Yixin Qiu

Organising Discipline: Management

MG3117 Intercultural Encounters

Module Coordinators: Josephine Igoe

Organising Discipline: Management

PH2112 Makerspace Creative Technologies 2

Module Coordinators: Ger O'Connor

Organising Discipline: Physics

SP3211 Empathy in Action

Module Coordinators: Natalie Walsh, Michelle Miller

Organising Discipline: Sociology

ED2104 Design Your Life 2

Module Coordinators: Tony Hall, Majella Perry

Organising Discipline: Education



Important Information

Submitted Work

As well as written examinations, students will be assessed on the basis of submitted work with respect to certain courses. Submitted work will include any assignments set by lecturers. 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.

In line with the University policy on **Extenuating Circumstances**, procedures are in place in the College to manage applications from students who experience extenuating circumstances that may negatively impact the student's performance in assessment.

Students may apply centrally to the **College Extenuating Circumstances Committee** if the following conditions are met:

- The student experiences serious, unavoidable, unpredictable and exceptional circumstances outside of their control, which may negatively impact the student's performance in assessment
- The affected assessment is worth 20% or greater of the final module mark
- Supporting documentation is provided, as outlined in the attached policy
- If supporting documentation is not available, students should submit an application to the College Extenuating Circumstances Committee describing the nature of their circumstances, and they will normally be asked to meet with the Student Support Officer (Dr Rosemary Crosse) to help evaluate an appropriate course of action.

Students can access the college online form here: <https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/student-information/studentformsandlinks/>



If an assessment is worth less than 20% of the final module mark and/or a student requires an extension of 7 days or less, they should liaise with their Local Year Co-ordinator or Programme Director.

Note: If an extension of more than 7 days is required or an affected assessment is worth at least 20% of the overall module mark, students must apply to the College Extenuating Circumstances Committee to request additional time. Local Year Co-ordinators or Programme Directors cannot grant extensions beyond a one-week window. One application listing all affected modules and assignments should be made to cover the student's full circumstances.

Students who have a LENS report that uses specific language about the need for 'leniency with deadlines' and who have no additional compounding circumstances are not required to apply to the College Extenuating Circumstances for additional time. Instead, they should liaise directly with their module instructor and / or relevant local Year Co-ordinator / Programme Director to agree appropriate deadline extensions. The only exception is where there are additional circumstances (e.g. a medical emergency) unrelated to those outlined in the LENS report.

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).

Evidence of plagiarism will result in the severest penalties, which will probably include a mark of zero being awarded to your work. It may also result in University disciplinary procedures beyond those administered by the School of Psychology.

6. Feedback on performance. Feedback on performance is a key way in which students can learn. There are two main types of feedback:

Formative feedback – can be used to improve your work and grades by helping you to identify your strengths, weaknesses and to clarify misunderstandings. It comes in a variety of forms, for example: responses to questions you post on Canvas forums, written advice provided for coursework/exams, verbal advice provided in the coursework and exam formative feedback lectures, conversations with your personal tutor, as well as written comments on coursework you have submitted. Using these forms of feedback is key to improving your learning and ultimately, your grades.

Summative Feedback – is an evaluation of your learning, usually at the end of a topic. It is most commonly provided in the form of a numerical mark for a piece of coursework/exam/module.

Examinations

As well as continuously assessed work, you will be required to take written examinations at the end of each Semester. Please take note of the following.

1. Format of results. As Arts students, you are taking Psychology as a 'subject' within the Arts programme. The purpose of examination is to generate a mark for you for this (single) subject. This subject mark will ultimately constitute your overall degree result. The School will require you to take a number of 'modules', which when combined produce your overall mark for the subject.

Subjects are passed where all modules in that subject are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. Modules are normally marked out of 100 and are passed where a mark of 40 or above is returned, or marks in such a proportion if the total marks available is other than 100.

2. Semester 1 results. As feedback, grades for each of your Semester 1 modules will be available from the School in February 2024 (on a date to be announced). You will not be given an overall mark for Psychology at this time. Please note that as you will have completed only half of the year's assessments, the grades given to you in February will be PROVISIONAL and UNOFFICIAL.

The grades are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the grades for all modules taken in Semester 1 are considered for a second time by the School's examiners. They are also considered by an External Examiner, an academic from another institution. Ultimately, they are then also considered by the College of Arts. As such, the grades presented to you in February have been considered only once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The February grades are UNOFFICIAL in the sense that they are issued by the School and not by the University. Please note that the University does not issue results until students have completed a full year of assessment. If you are applying for entry to postgraduate courses, or if you have some other reason for informing parties outside the University of your Semester 1 grades, you must make it clear that they are PROVISIONAL and UNOFFICIAL.

3. Computation of end-of-year (subject) mark. Your end-of-year mark for Psychology will be based on an average of your marks across modules, weighted according to the ECTS value for each module.



Passing, Failing, and Repeating. All component modules to a total of 60 ECTS only must be passed or passed by compensation. A student who does not pass at the January or Summer Examinations must repeat those modules in which a mark below 40% has been awarded. Where a student is repeating examinations in their subject(s), the results already attained in the successful completion of modules may be retained, only within the time-limit for the completion of Psychology. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

Capping of Examination Marks: For Final Year Students the maximum mark that may be awarded at a repeat examination of a module is 40%. Capping will apply in all cases unless an official deferral has been granted.

Compensation: Compensation will only be applied in cases where it enables the student to pass the examination as a whole. The pass mark for a module is 40%. However, a student with marks of less than 40% in one or more modules will be deemed to have passed the stage provided:

- the aggregate mark for all modules of the stage is at least 40%
- the mark in every module is 35% or more
- the module(s) with marks in the range 35-39% total 15 ECTS or less (out of a total of 60 ECTS)

Where a module has been passed by compensation the mark for the module will appear on transcripts with a grade of Pass by Compensation.

Exemption. A student will be exempted from further examination in a subject in which at least 40 per cent has been obtained, provided all component modules have been passed or passed by compensation.

Failing and Carrying results forward. Where a candidate has obtained less than 40 per cent in Psychology the mark in component modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the two-year time limit for the completion of Second Arts. Students will not be permitted to retake modules previously passed.

Honours at the BA Examination. The Degree of BA is awarded on successful completion of Final Arts. The Degree of BA may be awarded with First Class Honours, Second Class Honours Grade I, Second Class Honours Grade II, Third Class Honours and Pass.

Calculation of Honours for the BA Degree: At degree level, honours will be calculated on the basis of 30% of the aggregate mark obtained at the second/pre-final year and 70% of the aggregate mark obtained at the final year Examination. In other words, 2nd year contributes 30% to your overall degree mark

The standard will be based upon the following table:

H1 70% on the aggregate
H2.1 60% on the aggregate
H2.2 50% on the aggregate
H3 40% on the aggregate

6. **Checks and Appeals.** At the end of the year (i.e., when you receive your official University transcripts of results), some students will seek 'checks' or 'appeals' of their results. Checks and appeals are subject to formal University procedures operated through the Examinations Office. Your attention is drawn to the Examinations Office website, where you can find the regulations relating to checks and appeals.

NOTE: The information presented above is for guidance only. Students are referred to the University's *General Calendar* for information on regulations regarding University courses

7. **Eligibility for PSI Graduate Membership.** In order to be eligible for Psychological Society of Ireland (PSI) graduate membership, students must pass the independent research project (PS325/PS327) and gain at least a Lower Second Class Honours degree (2:2), or its equivalent (i.e. an overall pass mark of at least 50% for conversion programmes).



Other Important Information

1. **Student Liaison with External Bodies.** The co-operation 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 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. **Professional Organisations.** 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 the School Office, online at www.psihq.ie, or from:

The Psychological Society of Ireland
CX House, 2A Corn Exchange Place, Poolbeg Street, Dublin 2
(Telephone 01-4749160).

Students may, if they wish, apply for Student Subscribership of the British Psychological Society (BPS) and receive BPS publications at the specially reduced prices available to members.

3. **The University of Galway Student Psychological Society.** The University of Galway Student 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 University of Galway 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.

The Society's website address is <https://nuigpsychologysociety.wordpress.com>



Further/Postgraduate Studies in Psychology

Higher Diploma in Psychology (Conversion)

Graduates in Psychological Studies are eligible to apply for places on this Higher Diploma Psychology Conversion programme <http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/psychology/postgraduate-programmes/h-dip/>

On completion of a Higher Diploma in Psychology (Conversion), students may apply to pursue the following programmes of study:

The School of Psychology offers three taught Masters degrees:

- MSc in Health Psychology. Health psychology is concerned with the application of psychological theory, research, and practice to the promotion and maintenance of health; identification and amelioration of psychological factors contributing to physical illness; improvement of the health care system; and formulation of health policy. Details are available from the Course Director Dr. Jenny McSharry or <http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/psychology/postgraduate-programmes/healthpsychology/>
- MSc Applied Behaviour Analysis is a taught programme that provides professional training in Applied Behaviour Analysis. This course is accredited by the Psychological Society of Ireland and is a Verified Course Sequence by the Association for Behavior Analysis International. Details are available from Dr. Helena Lydon or under <http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/psychology/postgraduate-programmes/aba/>
- MSc in Clinical Neuroscience is a new course that will equip students with a set of core skills in the field of clinical neuroscience including in-depth understanding of neuroanatomy, neuroimaging and neuropsychiatry. Students will have opportunities to learn through practical hands-on experience. Details are available from the Course Director Dr. Ciara Egan or <http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/psychology/postgraduate-programmes/cognitiveneuroscience/>

The School of Psychology also offers a variety of structured PhD degrees, completed on the basis of a research thesis and taught elements may be required. The School offers supervision in a wide range of research areas. Admission to a research degree is at the discretion of the potential Supervisor and Director of Research, and is based on a proposal from the applicant following discussion with the member of staff whose academic area of interest is most appropriate. Candidates should have obtained a degree in psychology (either single- or joint-honours) to at least upper second-class honours level (or equivalent).

Application Procedure

Application for postgraduate research degrees are made via the CRM Recruit system <http://www.nuigalway.ie/courses/taught-postgraduate-courses/>. Also, prospective students should be aware of the available grants for postgraduate research (in Structured PhD Programmes), including the University of Galway, College of Arts Scholarships and the Government of Ireland Scholarships in the Humanities and Social Sciences. Prior to making a formal application, prospective candidates should contact appropriate Course Directors or the Head of School to discuss their ideas.

PhD Degrees and structured PhD degrees

Prospective postgraduate research candidates may be registered for the PhD degree if they have a primary degree with first-class honours, or an upper-second honours and Master's degree. The traditional PhD degree is awarded by thesis based on at least three years of supervised research. This degree is still available, but the University of Galway has rapidly adopted a 4-year structured PhD programme involving the acquisition of a minimum 40 taught or assignment-based ECTS as well as 320 ECTS of research activity.

The School of Psychology has several structured PhDs available:

- **Structured PhD in Child and Youth Research** is a collaboration between the Child and Family Research Centre, the School of Political Science and Sociology, and the School of Psychology here at the University of Galway. As a structured four-year programme, students will take taught modules in the first two years, and in years three and four concentrate on a dissertation begun in year one. Details may be found under: http://www.childandfamilyresearch.ie/education_training.php and by contacting Prof. Caroline Heary.

- **Structured PhD in Applied Behaviour Analysis** is a structured four-year PhD programme of study. This qualification articulates with the existing Master of Science in Applied Behaviour Analysis, thereby ensuring that graduates possess high-level research skills in both practice and research. Read more about the PhD in Applied Behaviour Analysis from this link <http://www.nuigalway.ie/psychology/phdaba.html> or by contacting Dr Aoife McTiernan.

- **Structured PhD in Perception, Cognition and Action** seeks to align research at Galway with global researchers and global research agendas with the eventual aim of producing graduates and graduate research of the highest quality and maximal impact in the broad field of experimental psychology and the cognitive neurosciences. The aims of the PhD programme are: 1. To prepare graduates from a range of disciplines to conduct research of high impact, international standards in the subject areas of perception cognition and action (behaviour). 2. To increase capacity in relation to the broad field of experimental psychology and cognitive neuroscience research in Ireland. 3. To establish Galway as a location of research excellence in these fields. Full details are available from Dr. Mark A. Elliott or can be found under <http://www.nuigalway.ie/psychology/phdpca.html>

- **Structured PhD in Learning Sciences** is run in collaboration with the School of Education. The aim of the programme is to educate highly-skilled graduates who can draw on a range of research and development skills to conceptualise, design, deploy and evaluate information and communications technologies (ICTs) to enhance learning in different educational contexts and settings. Full details are available from Dr. Denis O'Hora.

- In addition, the School of Psychology offers a **DPsychSc Clinical - Doctor of Psychological Science (Clinical Psychology)**, which is a taught doctoral programme that provides professional training in clinical psychology. The programme involves full-time study for three calendar years and is provided in partnership with the Health Service Executive (HSE) and other agencies. A limited number of trainee positions are offered each year with salaries and fee contributions provided by the HSE and other agencies. Self-funded positions on the DPsychSc (Clinical Psychology) are not currently available. See <https://tinyurl.com/Clinical-Psychology> for more information. For specific queries contact the Programme Administrator (clinicalpsychology@universityofgalway.ie) or the Programme Director, Dr. John Bogue.