



School of Psychology

Higher Diploma in Psychology (Conversion)

Student Guide

2025-2026

Message from Dr. Mark A. Elliott, Director: Higher Diploma Programmes

Dear Higher Diploma in Psychology students,

Congratulations on achieving a place on the Higher Diploma in Psychology programme! Short descriptions of modules and the overall academic calendar is provided on the following pages.

Please consult Canvas regularly for updates I am available by email if you have any concerns or queries that are not addressed on Canvas.

Mark A. Elliott



Academic Calendar 2025-2026	
Semester 1	
Teaching	8 th September 2025 - 28 th November 2025
Semester 1 Exams	8 th December 2025 – 19 th December 2025
Semester 2	
Teaching	12 th January 2026 - 2 nd April 2026
Study Week	13 th April 2026 – 17 th April 2026
Easter	3 rd April 2026 - 6 th April 2026
Semester 2 Exams	21 st April 2026 - 8 th May 2026
Autumn Repeat Exams	4 th August 2026 – 14 th August 2026

Important Dates

20th August 2025 Online Registration Opens

30th September 2025 Online Registration Closes

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

8th September 2025 HDip Orientation

The School of Psychology

Head of School	Prof. Pádraig McNeela
Higher Diploma in Psychology: Director	Dr. Mark A. Elliott
Higher Diploma in Psychology:	
Contact Person:	Dr. Mark A. Elliott (mark.elliott@universityofgalway.ie)
Administration:	Ms. Miriam Lohan (miriam.lohan@universityofgalway.ie) Ms. Sandra Hallinan (sandra.hallinan@universityofgalway.ie) Ms. Nuala Donohue (nuala.donohue@universityofgalway.ie)
Website:	www.universityofgalway.ie/psy
Email:	psychology@universityofgalway.ie

Queries

If you have any query about a ***specific module***, please arrange to discuss this with the relevant module coordinator by email. Members of the 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. In normal circumstances, a minimum of four days' notice is required to arrange a meeting. All meetings will take place online this year.

If you have any *general query* about the Higher Diploma in Psychology programme, contact Dr. Mark A Elliott by email to discuss this with him and, if necessary, you can arrange a meeting with him online (mark.elliott@universityofgalway.ie). Such meetings might take place using Zoom.

Academic References

IMPORTANT: Requests for Academic References

It is normal to request an academic reference 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.

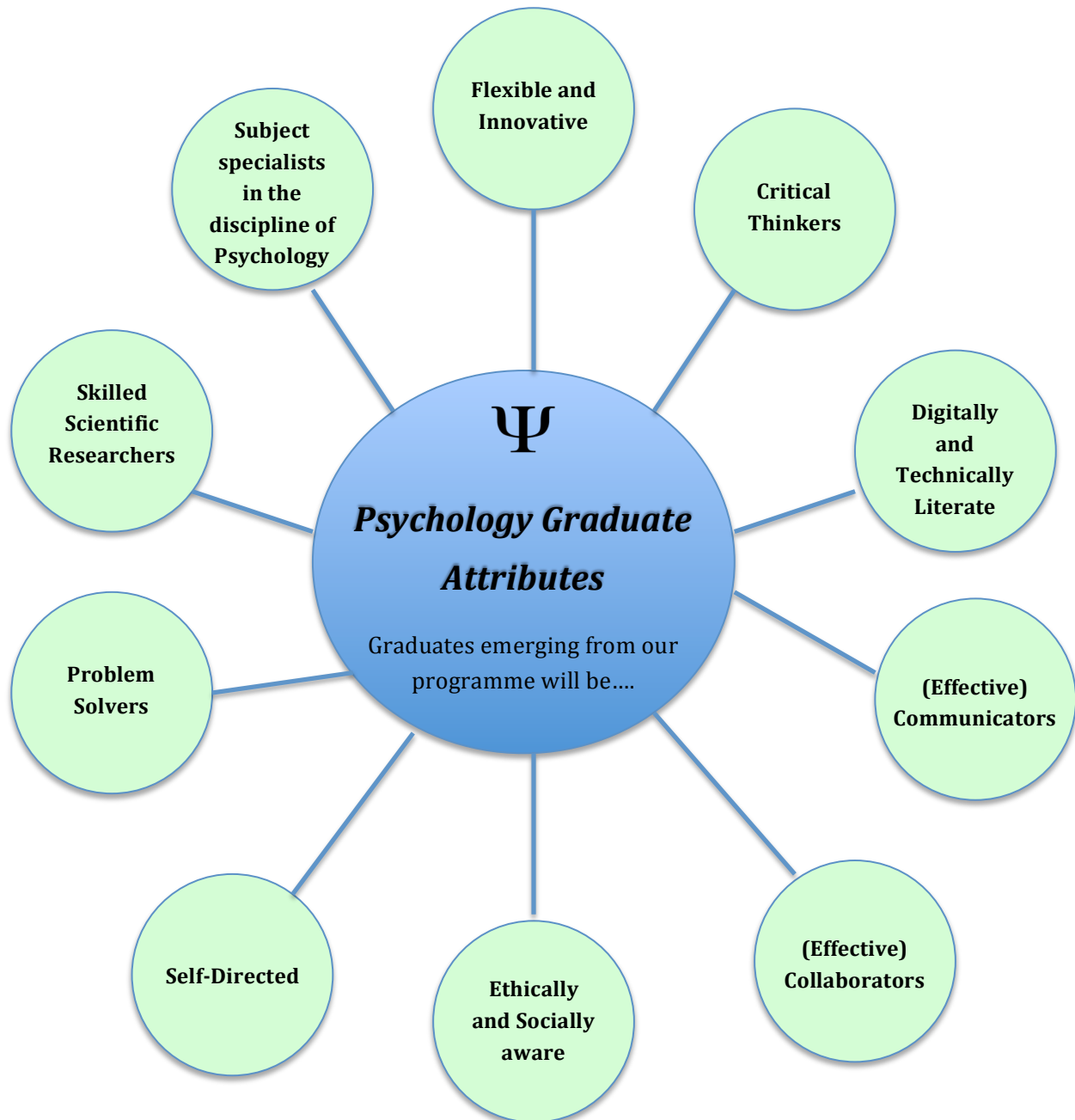
Our Culture of Inclusivity and Respect

The School of Psychology aims to embrace a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origin, gender and gender identity, sexuality, class, disability and religion. We know that we all live at the intersection of many different identities, 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.



Research Themes

The School of Psychology at 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. You can read more about our research [here](#)

Higher Diploma in Psychology (Conversion)

The following courses will be provided in the 2025-26 academic year:

Semester 1 Core Modules	PS220 Psychology of Learning PS325 Research Project 1 PS405 Advanced Research Methods PS413 Qualitative Research Methods PS415 Perception, Attention and Performance PS420 Psychological Measurement
Semester 2 Core Module	PS2100 Experimental Psychology Workshop PS3104 Professional Skills in Psychology PS327 Research Project 2
Semester 2 Optional Modules** (Choose one)	PS341 Collaborative Enquiry & Systems Science PS418 Issues in Cognitive Neuroscience PS3114 Communication Skills & Counselling PS345 Applied Developmental Psychology PS4100 Technology and Health PS3123 Exploring Routes to Well-Being LW365 Criminology (School of Law)

***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 from 15th January – 6th February 2026.

Repeat Students

Due to 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.

Please note: Lecturers and course co-ordinators will circulate more detailed information (for example, reading lists, details on assessments and examinations, etc.) as part of their course delivery.

Module Assessment/Examination

In terms of how your modules in the School of Psychology will be assessed, details will be released through course outlines and/or posted on Canvas.

Please note: Lecturers and course co-ordinators will circulate more detailed information (for example, reading lists, details on assessments and examinations, etc.) as part of their course delivery.

Module Descriptions: First Semester

PS220 PSYCHOLOGY OF LEARNING (5 ECTS)

Module Coordinator: Dr. Ian Stewart

Module objectives

This module examines theoretical developments in the psychology of learning from a behaviour analytic perspective. It provides definitions of the basic behavioural terminology and an overview of the emergence of the experimental analysis of behaviour. By focusing on theoretically important experiments, it traces the evolution of behaviour analytic research, starting with animal-based work utilizing simple classical and operant conditioning paradigms and finishing with an examination of modern behaviour analytic investigations into language and higher cognition in humans. The strong scientific tradition of behaviour analysis is emphasized, as evidenced by rigorous measurement of behaviour, precise specification of methods, and careful interpretation of outcomes.

Learning outcomes

Upon completion of this module students should be able to:

- Define key processes within behavioural psychology including, for example, reinforcement, punishment, extinction, habituation, operant, discrimination, generalization, discriminative stimulus, shaping, fading, etc.
- Describe a number of key experiments in the history of behavioural psychology that have contributed to the current corpus of scientific knowledge within behavioural analysis
- Evaluate the theoretical and philosophical basis of behaviour analysis as an approach to psychology
- Describe the key theoretical features of Relational Frame theory (RFT) as a modern behaviour analytic approach to language and cognition
- List and describe a number of key areas in which RFT research is currently being applied

Reading

NOTE: See Canvas Course Instance PS220 for details.

Ramnero, J. & Torneke, N. (2011). *The ABCs of Behavior*. Hove & NY: Psychology Press. ISBN 978-1-60882-434-2

Torneke, N. (2010). *Learning RFT*. Oakland CA: New Harbinger. ISBN: 978-1-57224-906-6

Baldwin, J. & Baldwin, J. (2001). *Behavior Principles in Everyday Life* (4th Edition). Pearson: Upper Saddle River, NJ. ISBN 0-13-087376-4

Catania A. C. (2013). *Learning*. 5th Edition. Sloan Publishing. ISBN: 978-1-59738-023-2

Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001). *Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition*. Plenum Press. ISBN 0-30646-600-7

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

Evaluation

One essay to be submitted online by mid-semester (25%); Double essay for online submission (in lieu of exam) at the end of the semester (60%); Web-based tutorial to be completed by the end of semester (15%)



PS325 RESEARCH PROJECT 1 (5 ECTS)

Module Coordinator: Dr. Chris Noone & Prof. Gerry Molloy

See section on Research Project, below.

PS405 ADVANCED RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Jenny Groarke

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%) Due December 7th 2024

PS413 QUALITATIVE RESEARCH METHODS (5 ECTS)

Module Coordinators: Prof. Pádraig MacNeela

Module objectives

This module introduces qualitative research methods used in psychology. Students will have the opportunity to further develop their understanding of qualitative approaches and methodological issues. They will also work with focus group and interview methods to develop an appreciation of how particular methods can be used to address research questions relevant to psychology.

Learning outcomes

Upon completion of this module, you should be able to:

- Discuss methodological approaches taken to qualitative research in psychology
- Demonstrate familiarity with particular qualitative research methods used in psychology
- Express a critical appreciation of the place of qualitative methods in psychological research

Basic Reading

Specialised reading lists will be provided. Methodology texts in NUI Galway library include:

Berg, B. (2007). *Qualitative research methods for the social sciences*. Boston: Pearson
Silverman, D. (2005). *Doing qualitative research: A practical handbook*. London: Sage.

PS415 PERCEPTION, ATTENTION AND PERFORMANCE (5 ECTS)

Module Coordinator: Dr. Mark A. Elliott

Module objectives

This mixed-learning model module aims to provide an introduction to sensory and perceptual processes, blending classical and contemporary approaches to basic information processing.

The course uses a flipped-classroom approach with the explicit aim of combining Information Transfer Teacher Focused (ITTF) and Conceptual Change Student Focused (CCSF) approaches. In the first case, and mainly via readings¹ as well as pre-recorded lectures, students will learn 'facts' related to perception; in the latter case, via both class **Buzz-Group** activity as well as a theoretically-oriented **Capstone Project**, students will learn that perception is a complex multidimensional topic that is not completely understood. In buzz groups, students will present and discuss some of the key theoretical issues and methodological contributions in perception science. The module will also touch areas in which the application of knowledge of sensory and perceptual processes is applied to other areas of cognitive psychology and neuroscience.

Learning outcomes

Broadly, upon completion of this course students should be conversant with:

- Physiological and psychological models of sensory and perceptual function
- Theories of perception
- Theories of attention
- The anatomy and physiology of sensory systems in vision and audition

Basic Reading

Goldstein, E.B. (2007). *Sensation and Perception. (7th Edition)*. New York: Brooks/Cole.

Other journal article readings are required.

Evaluation

100% Continuous assessment

1. Participation (mandatory)	18%
2. MCQ (weekly over 9 weeks)	36%
3. Capstone Project: Poster	26%
4. Capstone Project: Precis	20%

PS420 PSYCHOLOGICAL MEASUREMENT: THEORY AND PRACTICE (5 ECTS)

Module Coordinator: Prof. Brian McGuire

Description

This module will be presented in two sections, each of which is taught across six weeks in the semester. Attendance is essential as many of the relevant test will be administered or demonstrated in class. The module provides basic skills in the administration of psychometric instruments and the interpretation and reporting of their scores.

Students will be randomly assigned to either the assignment associated with Section A or Section B. Students can attend all classes from Section A and Section B.

Module objective

To provide basic skills in the administration of psychometric instruments and the interpretation and reporting of their scores.

Learning Outcomes

Section 1

- Demonstrate an understanding of the trait, type and needs approach to personality assessment
- Demonstrate skills in the administration and scoring of selected personality, aptitude and vocational interest inventories.
- Prepare a personality and vocational report which involves interpreting integrating and reporting test scores on these psychometric measures

Section 2

- Demonstrate an understanding of the history of psychological testing.
- Select assessment tools based on hypothetical case study, identifying a clear rationale for the selection of assessment tools
- Prepare a Psychological Assessment report containing the relevant sections
- Demonstrate a knowledge of the utility of assessment tools: WISC-IV, ADOS-2, Functional Assessment, Vineland.
- Display knowledge of assessment tools: scoring, interpreting and summarising results.

Basic Reading

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

Evaluation

Continuous Assessment: Students will be randomly assigned to either the assignment associated with Section A or Section B. Section A assignment (100%) or Section B assignment (100%). Both assignments have a word Limit of 3000 words.

Module Descriptions: Second Semester

PS3104 PROFESSIONAL SKILLS IN PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Pádraig MacNeela

Module objectives

This module supports students to engage with the task of transitioning into a professional mind set and outlook appropriate to the discipline of psychology. Further to this, the module enables students to rehearse the key skills needed to project a professional identity in the world of work and further training. In particular, the module emphasizes non-technical Graduate Attributes involving team work and communication.

Learning outcomes

- Describe the competencies and skills that underpin teamwork and communication Graduate Attributes
- Reflect critically on personal and professional development as applied to their experience of being a psychologist in training
- Demonstrate effective oral/written communication skills
- Demonstrate key employability skills such as CV development and preparing for interviews
- Differentiate between applied professional domains in Psychology (e.g., educational, clinical, behavioural)

Basic Reading

- Zubizaretta, J. (2009). The learning portfolio: Reflective practice for improving student learning. Jossey-Bass.
- Van Emden, J., & Becker, L. (2010). Presentation skills for students, 2nd Ed., Palgrave MacMillan.
- Young, K. S., & Travis, H. P. (2011). Oral communication: Skills, choices, and consequences. Waveland Press.
- Young, K.S. & Travis, H.P. (2011). Communicating Nonverbally, Waveland Press Inc.

Evaluation

100% Continuous Assessment

PS327 RESEARCH PROJECT 2 (10 ECTS)

Module Coordinator: Dr. Chris Noone & Prof. Gerry Molloy

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 a 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

Forshaw, M. (2013). *Your undergraduate psychology project: A BPS guide*. 2nd ed. BPS: Blackwell.

American Psychological Association (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

PS2100 Experimental Psychology Workshop (10 ECTS)

Module Co-ordinator: Dr. Chris Noone

Description

The overall objective of this course is to acquaint students with the rudimentary principles and practices of scientific experimentation as applied to psychology; facilitate students in reporting the findings of elementary research exercises; and give students a knowledge base that will assist them in designing their own research studies.

The module aims are to introduce students to the practice of empirical research as it is employed in psychology by providing the opportunity of taking part in and reporting on a series of experimental studies throughout the semester; familiarise students with laboratory equipment as research tools for the collection and analysis of data in experimental psychology; and to develop students' research, critical thinking and report-writing skills.

Module objectives

The overall objective of this module is to enhance your appreciation of empirical research as it is conducted in psychology by providing you with (a) tuition in aspects of the research process, including its production and dissemination, and (b) the opportunity of taking part in, discussing, and reporting on practical experimental work. By involving you in exercises throughout term - including tasks focused on how research is evaluated and disseminated, as well as a series of laboratory-based, experimental practicals - it is hoped to familiarise you with a range of aspects of experimental psychology including the design of experiments, the appropriate use of equipment, what makes a "good" or "bad" study, and the dissemination of findings. The module will involve three components – (a) interactive lectures (b) Practical lab sessions, and (c) Journal discussion groups. Class time will be used for formal classes, class-led discussions, practical work and self-directed work.

Learning outcomes

Upon completion of this module you should be able to:

- To design and conduct simple experimental psychological studies that test specified hypotheses derived from theory and evidence
- To conduct basic quantitative analyses to interpret the results from simple experimental psychological studies
- To share research materials experimental psychological studies (e.g. protocols, measures and data) following the principles of Open Science
- To write up the findings of experimental psychological studies in a structured scientific report
- To identify, manage, cite and critique scientific literature in psychology appropriately

Basic Reading

Frank, M. C., Braginsky, M., Cachia, J., Coles, N., Hardwicke, T., Hawkins, R., ... & Williams, R. (2023). Experimentology: an open science approach to experimental psychology methods. Available at <https://experimentology.io/>

Elective Modules (Choose One):

PS341 INTRODUCTION TO COLLABORATIVE ENQUIRY AND APPLIED SYSTEMS SCIENCE (5 ECTS)

Coordinator: Dr Mike Hogan

Module objectives

The overall objective of this course is to introduce students to key concepts in the study of collaborative enquiry and applied systems science, with particular applications in the fields of education, business, and community settings. The course will be a combination of traditional lectures, class exercises, class discussions, and collaborative enquiry exercises. Students will be given the opportunity to work under the supervision of the course coordinator on an applied research problem

Learning outcomes

Upon completion of this course you should be able to:

- Describe the role of collaborative enquiry in education, business, community, and applied science settings
- Discuss the role of dialogue, creativity and personality in collaborative enquiry dynamics
- Distinguish collaborative enquiry from cooperative learning
- Evaluate computer-supported collaborative learning tools
- Apply Interactive Management to an applied collaborative problem

Basic Reading

- Broome, B. J. (2009). Dialogue Theories. In S. Littlejohn & K. Foss (Eds.), *Encyclopedia of Communication Theory* (pp. 302-307). Thousand Oaks, CA: SAGE Publications.
- Dwyer, C. P., Hogan, M. J., Harney, O. M., & Kavanagh, C. (2017). Facilitating a student-educator conceptual model of dispositions towards critical thinking through interactive management. *Educational Technology Research and Development*, 65(1), 47-73.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. doi: 10.3102/003465430298487.
- Hogan, M.J., Harney, O. M., & Broome, B. (2015). Catalyzing Collaborative Learning and Collective Action for Positive Social Change through Systems Science Education. In, R.Wegerif, J. Kaufman, & L. Li (Eds.), *The Routledge International Handbook of Research on Teaching Thinking* (pp. 441-456). Oxford: Routledge.

- Salas, E., Sims, D. E., & Burke, C. S. (2005). Is there a “big five” in teamwork? Small group research, 36(5), 555-599.

Evaluation

100% Continuous Assessment

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%

PS3114 INTRODUCTION TO COMMUNICATION SKILLS & COUNSELLING (5 ECTS)

Module Coordinator: Prof. Pádraig MacNeela

Module objectives

This module introduces students to practical communication techniques so that they can enhance their ability to engage in effective and supportive interpersonal skills. It sets these skills in context through the theory and principles of counselling. The module covers areas including: The theory and approaches associated with counselling and psychotherapy, the nature of supportive communication, and how to engage in effective communication that draws on counselling techniques.

Learning outcomes

Upon completion of this course you should be able to:

1. Critically discuss different approaches to counselling and psychotherapy, the reasons that clients attend therapy, and the personal / professionals competencies required of a therapist.
2. Critically discuss the differences between effective communication, problem solving approaches, and advanced counselling skills.
3. Describe issues related to facilitating change such as transference, defence mechanisms, and the dynamics of triangulation.
4. Define and reflect upon the therapeutic alliance and its role in facilitating psychological change.
5. Demonstrate and reflect on core communication skills related to counselling (learning to listen, reflect, observe, and probe).

Basic Reading

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

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.

PS345 APPLIED DEVELOPMENTAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Anne O'Connor

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 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 on the implications of theory and research for policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Topics covered include: the impact of divorce & parental separation on children's development, childhood obesity, positive youth development, neighbourhood influences on children's development, media, children as witnesses, and stigma & prejudice associated with disease and disability during childhood and adolescence.

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

PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS)

Module Coordinator: Dr Mark A. Elliott

Objectives

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 course 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 - generally speaking - 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%

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 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](https://doi.org/10.2147/PPA.S145647)

Evaluation

- Assignment one: Blog (week 4) (15%)
- Group Video Assignment (week 10) (25%)
- Final report (week 12) (60%)
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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. This year, our specific focus will be on: (a) emergency public health interventions, including vaccination; and (b) political conflict and polarisation, including Brexit.

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

Readings will be prescribed by the lecturer and provided on Canvas. In addition, the following text is recommended:

- Hughes, B. M. (2019). *The Psychology of Brexit: From Psychodrama to Behavioural Science*. Cham: Palgrave Macmillan.

LW365 TECHNOLOGY AND HEALTH (5 ECTS)

SCHOOL OF LAW

Module Coordinator: Dr. Grace Kennedy

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

Core Text

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

Supplementary Texts

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

Evaluation

End of Year Assignment

Important Information

Submitted Work

As well as written examinations, students will be assessed on the basis of submitted work with respect to certain modules. 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 using Turnitin.
2. **Email 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.
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.

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 Higher Diploma students, the School will require you to take a number of 'modules' throughout the academic year. The result for the course is calculated on the aggregate across modules. At the end of the year you will receive a transcript of results from the University, which will record your overall mark, as well as marks for each module.
2. **Semester 1 results.** As feedback, percentages for each of your Semester 1 modules will be available from the School towards the end of January 2025 (on a date to be announced). You will not be given an overall mark at this time. Please note that as you will have completed only half of the year's assessments, the percentages given to you in February will be PROVISIONAL and UNOFFICIAL.

The percentages are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the percentages 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 percentages presented to you in February have only been considered once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The February percentages 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 further 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. Percentage bands. Honours are based on the following percentage bands:

<i>Percentage</i>	<i>Honours band</i>
70–100	First class honours
60–69	Second class honours, Grade One
50–59	Second class Honours, Grade Two
45–49	Third class honours
40–44	Pass
0–39	Fail

- 4. Computation of end-of-year mark.** The results of Semester 1 Examinations will be incorporated with Semester 2 Examination results to give an overall result for the year. The Final Year is passed where all modules are passed or passed by compensation.
- 5. Calculation of overall Higher Diploma result.** The programme is passed overall where all modules are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. A student who does not pass one or more modules at the Christmas (Semester 1) or summer (Semester 2) examinations must repeat those modules in which a mark below 40% has been awarded.
- 6. Passing, Failing, and Repeating.** Students who do not pass one or more modules at the Christmas (Semester 1) or summer (Semester 2) examinations must repeat those modules in which a mark below 40% has been awarded. The result for the year is calculated on the aggregate across all modules to a total of 60 ECTS only. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

Repeat Examinations Repeat examinations will be held in August for modules examined at the end of Semester 1 and Semester 2.

Compensation. Compensation will only be applied in cases where its application enables the student to successfully complete the programme as a whole. Component module(s) to a total of 10 ECTS in the one-year HDip Psychology (Conversion) may be passed by compensation at 35% or above, provided that excess marks equal to the deficiency are available in the remaining component modules successfully completed. Component modules to a total of 60 ECTS must be passed, or passed by compensation.

Exemption. A student will be exempted from further examination if at least 40 per cent has been obtained overall and provided all component modules have been passed or passed by compensation.

Failing and carrying results forward. Where a candidate has failed the examination as a whole, the mark in modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the following time limit: two years from the date of entering the programme. Students will not be permitted to retake modules previously passed. Modules previously passed may not be re-taken.

Capping of Examination Marks. The maximum mark which may be awarded at a repeat examination of a module will be the pass mark for the module, viz. 40%. Capping will apply in all cases, unless a deferral has been granted. Application for permission to defer taking a module or modules to a subsequent examination session must be made in accordance with the Deferral Application Procedures of the University.

7. **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.

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. Computer Facilities.** All students may register without charge with the University's Computer Services. In this way they are given access to a number of PC LAN rooms and the University's mainframe computers. The school will also provide access to experimental software in the school PC room throughout the year. Students will have access to these PCs for project and assignment work.
- 3. 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 online at www.psihq.ie or from:

The Psychological Society of Ireland
Grantham House, Grantham Street, Dublin 2
(Telephone 01-472 0105)

Note that, 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 an overall pass mark of at least 50% for conversion programmes.

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.

- 4. 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 next Congress of Psychology Students will be held in spring 2021.

You can keep up to date with the Society by becoming a friend -- <http://www.facebook.com/>

- Signs to indicate no entry (red signs)
- Signs to help you find rooms and services within buildings quickly (purple signs)

Postgraduate Studies in Psychology at University of Galway

Research Degrees in Psychology

The School of Psychology offers three taught Master's 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. Gerry Molloy and Dr. Jennifer McSharry <http://www.universityofgalway.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 internationally-recognised Behavior Analyst Certification Board" (BACB®). Details are available from Dr. Helena Lydon or under <http://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/psychology/postgraduate-programmes/aba/>
- **MSc in Clinical Neuroscience** is a taught programme 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. Laurena Holleran or under <http://www.universityofgalway.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. 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.universityofgalway.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 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 NUIG. 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 Dr. 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.universityofgalway.ie/psychology/phdaba.html> or by contacting Dr Helena Lydon or Dr Geraldine Leader.
- 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 please contact the DPsychSc (Clinical Psychology) Programme Administrator (clinicalpsychology@universityofgalway.ie) or the Programme Director, Dr. John Bogue.