



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Year 3 Psychology Student Guide 2024-25

School of Psychology
University of Galway

BSc in Psychology
Year 3

Student Guide

2024-2025



Academic Calendar 2024-2025	
Semester 1	
Year Three Orientation	Online Video Posted to Canvas
Teaching	9 th September 2024 - 29 th November 2024
Semester 2	
Work Placement / Research Internship	13 th January 2025 - 4 th April 2025

Online Registration opens

- Registering for your course and modules

19

AUG

College of Arts Progressors
Returning / Progressing students
@ 10.00 am: 3rd / Final Year ONLY
@ 2.00 pm : 2nd years

09

SEPT

Autumn Sitting Students
Returning / Progressing students

Online Registration closes

- Registering for your course and modules

20

SEPT

All Undergraduate Progressors
• Registering for modules

See <https://www.universityofgalway.ie/registration/quick-links/registration-dates/>



The School of Psychology

Head of School:	Prof. Pádraig MacNeela
Year 3 Coordinator:	Dr. Chris Noone
School Manager:	Ms. Nuala Donoghue (nuala.donohue@universityofgalway.ie)
Telephone Numbers:	(091) 493454 (direct) / (091) 524411, Ext. 3454
Website:	www.universityofgalway.ie/psy
Email:	psychology@universityofgalway.ie

IMPORTANT: Appointment/Queries

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

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

IMPORTANT: Requests for Academic References

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

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

Please take note of the following:

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

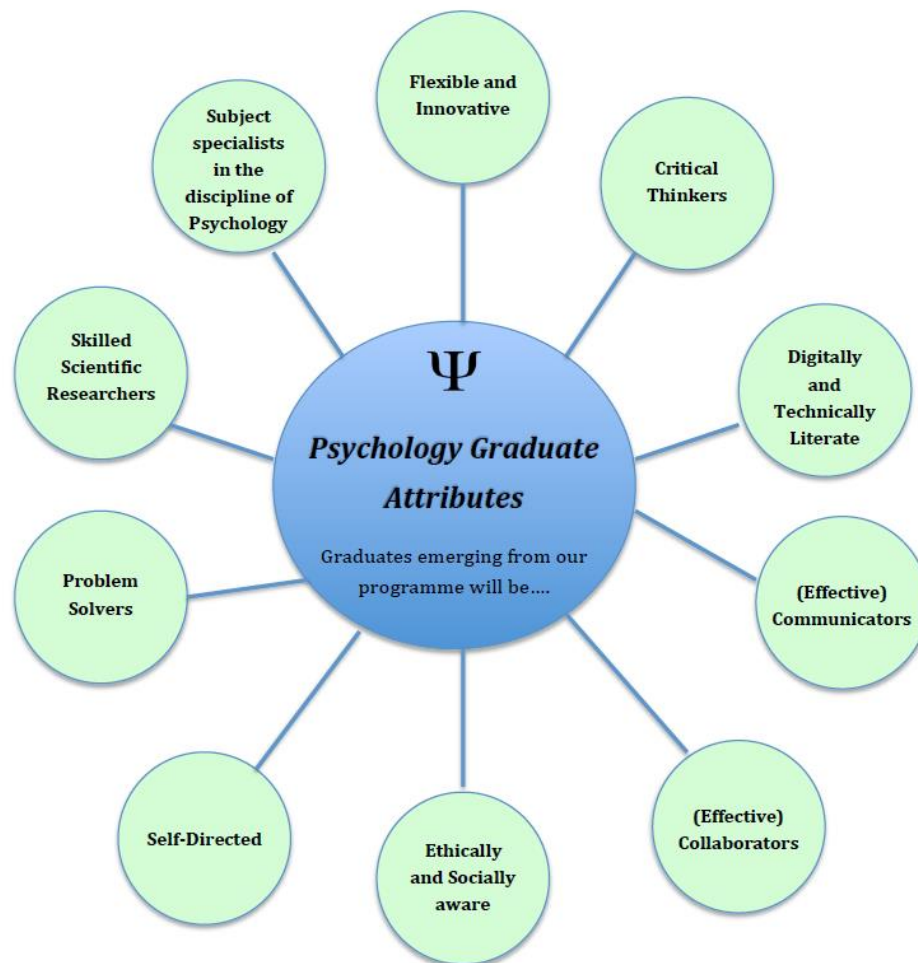


Our Culture of Inclusivity and Respect

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

Graduate Attributes

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





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

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

Health and Well Being

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

Brain & Behaviour

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



Course Structure and Modules

Year 3	
PS3560 Year Abroad – 60 ECTS – Year Long All students studying abroad for the year register for this module	
Sem 1 Core Modules – You must register for <u>all three</u> of these	Sem 2 – Register for <u>one</u> of these
PS323 Critical Essay 5 ECTS	PS3119 Placement Module 30 ECTS
PS3113 Research Project Management: Proposals & Planning 10 ECTS	PS3117 Internship Module 30 ECTS
PS3115 Community Psychology & Social Justice 5 ECTS	PS3530 Semester Abroad 30 ECTS
Electives – Choose Two of these	
PS3118 Consumer Psychology 5 ECTS	
PS3120 Medical Psychology 5 ECTS	
PS3109 Vertically Integrated Projects 5 ECTS	
PS3123 Exploring Routes to Wellbeing 5 ECTS	
PS3108 Design Thinking 5 ECTS	
MG3113 Megatrends 5 ECTS	
BSS2103 Intro to Sustainability 5 ECTS	

Repeat Students

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

Designing Futures

Designing Futures is a new educational programme that will prepare students to deal with today's complexity and uncertainty, and the future world of work.

Designing Futures has been developed to enhance the employability of University of Galway graduates by offering additional practical and creative teaching, learning and skills development alongside traditional degree studies. In Year 3, you will have the opportunity to take transdisciplinary elective modules provided through the Designing Futures programme. These are highlighted in blue above.

Transdisciplinary elective modules will offer students something new in their university learning experience through innovative coursework. These modules will enhance students' professional skills, broaden their knowledge and offer a more holistic learning experience designed by experts from across the university, with input from our enterprise, as well as local community partners.



MODULE DESCRIPTIONS

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

Module Descriptions Semester One

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

Module Coordinator: Prof. Gerry Molloy

Description

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

Learning Outcomes

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

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

Basic Reading

Will be assigned by the lecturer.

Assessment

Continuous Assessment



PS323 CRITICAL ESSAY (5 ECTS)

Module Coordinator: Prof. AnnMarie Groarke

Description

The purposes of this module are to: a) enhance students' ability to critically evaluate psychological research; b) improve students' skills in writing scientific documents; and c) familiarise students with the stylistic requirements of the American Psychological Association's publication manual.

Students are required to prepare an extended essay on an assigned topic. In the first two weeks, all students will meet with the module coordinator in a lecture setting and they will provide students with skills in critical essay preparation and in critical evaluation of psychological research. Students will then be assigned to a supervisor from academic staff who will give his or her student group an essay title particular to his or her own area of specialisation. Supervisors will subsequently meet with their students approximately twice during semester to discuss their essays. The first tutorial meeting will focus on preparing students for a specific essay title particular to that group. Each supervisor will then correct one draft of the essay during the semester and in a second meeting provide feedback to the students about ways to improve their essay. The final submitted essay will be corrected by the student's supervisor.

Learning Outcomes

At the end of the module students should:

- have improved ability to critically evaluate psychological research
- have improved skills in writing scientific documents
- have increased familiarity with the stylistic requirements of the American Psychological Association's publication manual.

Basic Reading

- Publication Manual of the American Psychological Association, Seventh Edition (2020)
- Additional readings to be assigned by the supervisor

Assessment

A 3000-word essay

Note: Lectures for this module only take place in Week 2



PS3115 COMMUNITY PSYCHOLOGY & SOCIAL JUSTICE (5 ECTS)

Module Coordinator: Dr Michael Hogan

Module objectives

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

Learning outcomes

On completion of this module students will be able to:

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

Basic reading

Will be assigned by the lecturer.

Assessment

Structured essay type assignment.



Semester One Optional Modules

PS3118 CONSUMER PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Denis O'Hora

Module objectives

This module introduces consumer psychology and its applications in industry and policy. Consumer psychology is the study of how we relate to the transaction of goods and services we use every day. The module provides a comprehensive overview of the major themes and trends in consumer psychology. Understanding consumers requires knowledge of consumer psychology theories, collecting and interpreting consumer data and opinions and developing meaningful interactions with consumers.

Learning outcomes

On successful completion of this module the learner will be able to:

- Understand and remember key concepts, terms, relationships in Consumer Psychology.
- Understand and remember Cialdini's "Weapon's of Influence".
- Know how to use Consumer Psychology to effect change.
- Understand the personal implications of Consumer Psychology.
- Understand the social implications of Consumer Psychology.
- Know how to learn more about Consumer Psychology

Basic Reading

- Jansson-Boyd, C. V. 2010, *Consumer Psychology*
- Cialdini, R. B. 1987, *Influence: The Psychology of Persuasion*

Assessment

Structured essay-style assignment



PS3120 MEDICAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Brian McGuire

Module Description

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

Learning Outcomes

Upon completion of this module you should be able to:

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

Basic Reading

Topic focused readings will be signposted by the lecturers.

Assessment

Continuous Assessment

Note: Lectures for this module begin in Week 2



PS3109 VERTICALLY INTEGRATED PROJECTS (5 ECTS)

Module Coordinator: Dr. Oonagh Meade / Prof Jonathan Levie

Module Description

The Vertically Integrated Projects (VIP) Program is a transformative approach to enhancing higher education by engaging undergraduate and graduate students in long-term, large-scale, multidisciplinary project teams that are led by faculty.

"Vertically Integrated" refers to VIP team compositions, which can include undergraduate, postgraduate (taught) and research students in addition to University staff. As of 2022 University of Galway became the only Irish university to join the VIP Consortium, led by Georgia Institute of Technology.

Through VIPs, students work in teams with faculty to address grand challenges. Students earn credits and can participate in multiple semesters, with returning students taking on additional leadership/project responsibilities.

See more details about the available projects [here](#).

Learning Outcomes

Upon completion of this module you should be able to:

- Describe the VIP programme and its relevance to their development.
- Plan workload in order to deliver research tasks on time and within budget.
- Interact with others to understand their research-related requirements.
- Record their work in a way that meets professional research standards.
- Present their research in a variety of forms to a professional standard.

Basic Reading

Will be assigned by supervisor.

Assessment

Continuous Assessment



PS3123 EXPLORING ROUTES TO WELLBEING (5 ECTS)

Module Coordinator: Prof. Michelle Millar

Module Description

This module will introduce students to the concept of wellbeing and develop their understanding of routes to wellbeing. 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, healthy eating) in the promotion and maintenance of physical and psychological wellbeing will be highlighted. Students will learn about key psychological wellbeing 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

Upon completion of this module you should be able to:

- 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.

Basic Reading

Will be assigned by lecturer.

Assessment

Continuous Assessment



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PS3108 DESIGN THINKING (5 ECTS)

Module Coordinator: Dr Natalie Walsh

Module Description

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

Learning Outcomes

Upon completion of this module you should be able to:

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

Basic Reading

Will be assigned by the coordinators/lecturers.

Assessment

Continuous Assessment



MG3113 MEGATRENDS (5 ECTS)

Module Coordinator: Dr. Yixin Qiu

Module Description

What are Megatrends? Do you know about: The Internet of Things, artificial intelligence, autonomous vehicles, personalized medicine, veganism, income inequality, fintech, cybersecurity. Students become proficient in understanding the pivotal Megatrends of our era, by researching the world's most significant long-term trends in technology, climate or demography. You will develop research, teamwork, and presentation skills and focus your learning on suggesting real impacts your insights may bring to today's Megatrends.

Learning Outcomes

- Conduct in depth research on a chosen complex trend (Megatrend) that is potentially highly significant for the future of business and society
- Understand the limits of prediction in Megatrends
- Know how to identify the implications of a Megatrend for a specific organization
- Be able to present the implications of a Megatrend to others in an accessible way
- Understand the implications of a broad range of Megatrends for organizations and society.

Assessment

- Continuous Assessment



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BSS2103 INTRO TO SUSTAINABILITY (5 ECTS)

Module Coordinator: Dr. Gesche Kindermann

Module Description

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

Learning Outcomes

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

Assessment

- Continuous Assessment



Module Descriptions Semester Two

PS3119 PLACEMENT MODULE (30 ECTS)

Module Coordinator: Prof. Geraldine Leader

Module Description

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

Learning Outcomes

Upon completion of this module students should have:

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

Assessment

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



PS3117 RESEARCH INTERNSHIP (30 ECTS)

Module Coordinator: Prof. Geraldine Leader

Description

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

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

Learning Objectives

Upon completion of this module students should:

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

Assessment

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

Important Information

Pass/Fail Nature of Year 3

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

Final Marks and Registration for Final Year

Due to the administrative timeline for receiving marks from universities in other countries for those students who study abroad during Year 3, the final marks for Year 3 students are not released until the start of September. This means that you will not be able to register for Year 4 until the second week of September.

Submitted Work

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

1. **Submission arrangements.** With regard to continuously-assessed work (e.g., essays), all materials for examination should be submitted via Canvas.
2. **Electronic submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work via Canvas, *unless you have been notified of special arrangements.*
3. **Copies.** You are requested to keep a copy of all submitted work. In the unlikely event that a submitted piece of work is misplaced or that a dispute emerges as to whether or not a piece of work was originally submitted, the *student* will be responsible for supplying the School with a copy of the submission on request.
4. **Late Submission of Course Work/Assignments.** All work submitted late will attract a reduced mark, except in particularly extenuating circumstances. The School has decided upon a uniform deduction of 10% of marks per day overdue. This system is intended to ensure that students who meet deadlines are not disadvantaged by fellow students being allowed to submit work late. Accordingly, the system is *not* intended to disadvantage students who encounter genuinely problematic circumstances that interfere with their ability to meet deadlines. Should students experience such circumstances, they are requested to notify the School at the earliest possible opportunity (e.g., *in advance* if possible) so that a fair allowance can be made. If a student is unable to meet a deadline as the result of an illness, an allowance can normally be made so long as medical certification can be produced. Extensions of more than 7 days must be sought from the college's Extenuating Circumstances committee.



5. **Extensions.** 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 our

Student Support Officer (Dr Rosemary Crosse) to help evaluate an appropriate course of action.

Students can access our 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 possess 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. an medical emergency) unrelated to those outlined in the LENS report.

6. **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.

Placement

Information regarding placement is available in a separate handbook.

Student Liaison with External Bodies

1. The cooperation of schools, hospitals and other centres in the research work of the school is greatly appreciated. It is the policy of the school to seek the assistance of such outside agencies only for research work at postgraduate level. Under no circumstances should undergraduate students independently approach schools, hospitals, clinics or other health services in connection with their studies or assignments. Any such contact must be with the permission of an assigned lecturer/supervisor or the Head of School.
2. The Psychological Society of Ireland (PSI) is the professional body and scholarly society for psychology in Ireland. Students are entitled to apply for Student Subscribership of PSI. For a small annual fee, Student Subscribers receive PSI's monthly bulletin *The Irish Psychologist*, *The Irish Journal of Psychology* and the many notices issued by the PSI about its programme of activities. They also can avail of reduced registration fees at events organised by the Society. Students are strongly encouraged to become Student Subscribers of PSI. Application forms are available from online at www.psihq.ie
3. The University of Galway Psychological Society was established to promote the learning and enjoyment of psychology in the university. The success of the Psychological Society depends upon the co-operation and support of its members. Every student should play their part by attending the Society's meetings (including social events!). The Society typically engages in fund-raising to enable it assist students to defray the cost of attending the Annual Congress of Psychology Students.