School of Psychology

Higher Diploma in Psychology (Full)
Year 2

**Student Guide
2025-2026**

Welcome to back to the Higher Diploma in Psychology at University of Galway!

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

Dear Higher Diploma in Psychology students,

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

Head of School	Prof. Padraig 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.
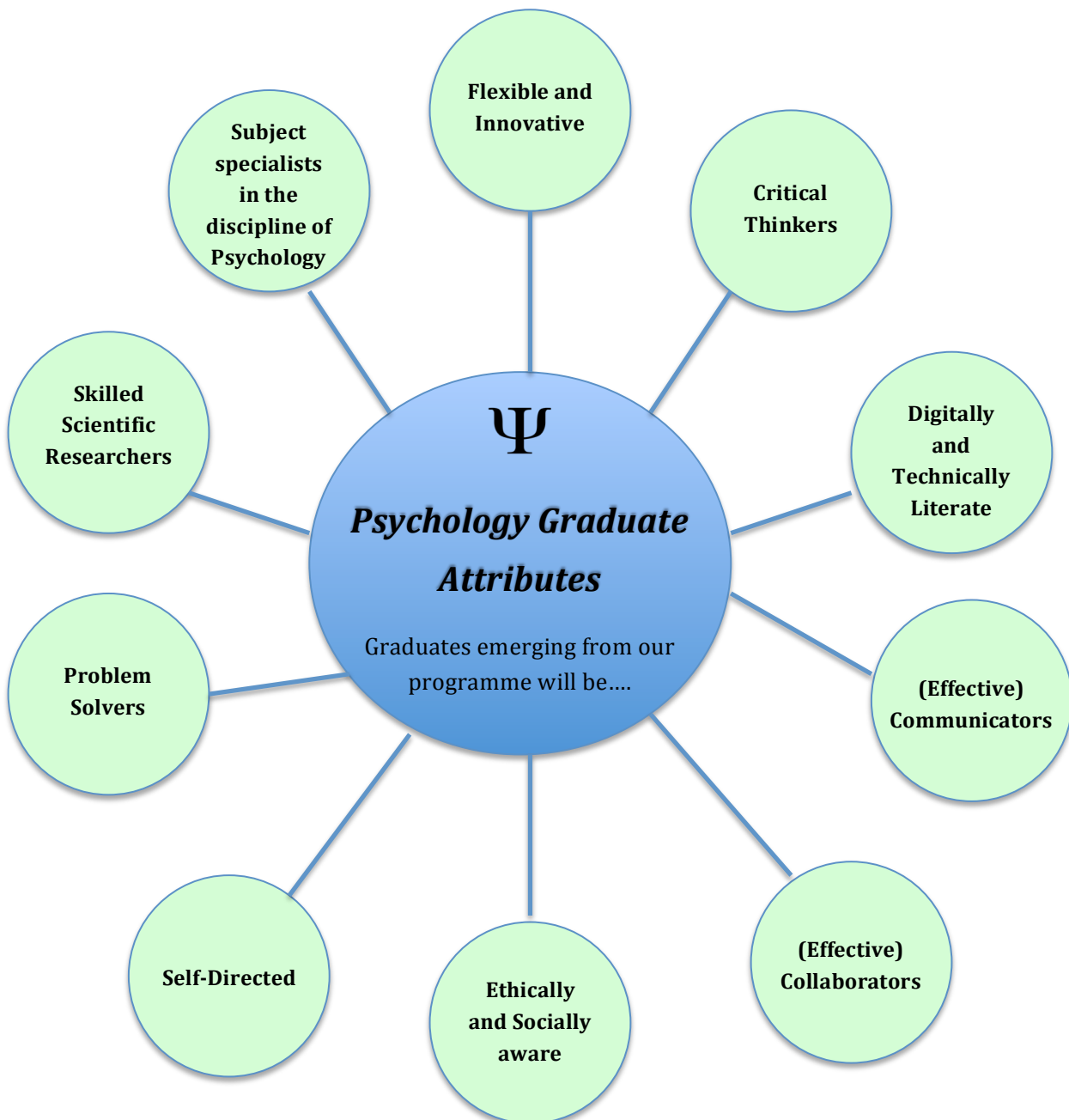
Research Themes

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 (Full):
Second Year

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

Semester 1 Core Modules	PS322 Health Psychology PS325 Research Project 1 PS334 Applied Behaviour Analysis PS405 Advanced Research Methods PS420 Psychological Measurement
Semester 1 Optional Modules (Choose one)	PS340 Neuropsychology PS408 Human Sexuality PS409 Psychology, Science & Pseudoscience PS342 Introduction to Positive Psychology PS3106 Language & Cognition: A CB Approach PS3109 Vertically Integrated Projects PS3118 Consumer Psychology
Semester 2 Core Module	PS3100 Historical & Conceptual Issues PS327 Research Project 2 PS418 Issues in Cognitive Neuroscience PS427 Forensic & Clinical Psychology
Semester 2 Optional Modules **(Choose one)**	PS341 Collaborative Enquiry & Systems Science 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 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.

SEMESTER ONE CORE MODULES

PS322 HEALTH PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Molly Byrne (Dr. Oonagh Mead from mid semester)

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

Learning outcomes
On completion of this module students will be able to:
- Demonstrate the role of biological, psychological and social factors in health, illness and health care delivery contexts
- Describe and understand the role of psychological processes in the perception, experience and management of chronic pain
- Understand the nature of stress and its psychobiological consequences in terms of health and illness
- Describe and critically assess the ability of current theories of health-related cognition to predict behaviour
- Describe and critically evaluate the nature of the placebo effect
- Describe and critically assess the relationship between personality and health
- Consider health psychology in the context of the planetary crisis

Basic Reading
Morrison, V. & Bennett, P. (2016). *An introduction to health psychology*. 4th edition, London: Pearson/Prentice Hall.
Additional topic-related reading lists are provided during the course.

Evaluation
One assignment (50% of final grade) and one two-hour examination at the end of Semester 1 (50% of final grade).

PS325 RESEARCH PROJECT 1

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

See section on Research Project 2 below

PS334 APPLIED BEHAVIOUR ANALYSIS (5 ECTS)

Module Coordinator: Dr. Aoife McTiernan

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

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

Basic Reading

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

Evaluation
50% Midway MCQ Exam.
50% End of Term Assessment.

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

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.**

Basic Reading
Gregory, R. (2011). Psychological Testing: History, Principles and Applications, Illinois: Pearson (selected chapters). Other readings for each section may be assigned throughout the course.

Evaluation
Continuous Assessment: Section 1 assignment 50%, Section 2 assignment 50%.

SEMESTER ONE ELECTIVE MODULES

PS340 NEUROPSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Tom Burke

Module objectives
Neuropsychology is an approach for clinical formulation, investigation, and intervening on psychological and cognitive processes by examining patterns of strengths and impairment following brain injury, dementia, and/or neurodevelopmental conditions. This Module considers the ways in which impaired cognitive processes i.e., social cognition, present in people with clinical diagnoses, and builds on the theoretical basis of core processes including: memory, language, and attention. The purpose of this module is to introduce students to neuropsychological aspects of the human condition, build on their knowledge from previous modules, as well as introduce them to aspects of neuroscience-based research. This module has a strong emphasis on Clinical Neuropsychology and its application to real world settings. This module is delivered in conjunction with academic clinicians in Occupational Therapy and Speech and Language Therapy, with an applied focus on neurorehabilitation.

Learning outcomes
On completion of this module students will be able to:
▪ Describe and understand the processes involved in memory, attention, perception and language in human beings through the use of clinical vignettes.
▪ Describe and understand the consequences for the individual of a neurological or neurosurgical condition.
▪ Describe and understand the processes and relevant issues involved in neurorehabilitation.
▪ Describe, select and administer standardised assessments for neurological or neurosurgical conditions.

Basic reading (Optional; core reading provided through Canvas)
Beaumont, G. (2011). *Introduction to Neuropsychology.* Guilford Press.
Chiaravalotti, N. (2011). *Changes in the Brain: Impact on Daily Life*. Springer.
Elliot, R. & Stirling, J. (2008). *Introducing Neuropsychology*. Psychology Press.

Module Assessment
100% Continuous assessment.

PS342 INTRODUCTION TO POSITIVE PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Michael Hogan

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

Learning outcomes

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

Basic Reading
Compton, W. C. (2012). *An Introduction to Positive Psychology*. Thompson, Wadsworth.

Link to Textbook in the Library

Evaluation
20% Continuous Assessment 80% Final Exam

PS408 HUMAN SEXUALITY (5 ECTS)

Module Coordinator: Prof. Pádraig MacNeela

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

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

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

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

Evaluation
100% Continuous Assessment

PS409 PSYCHOLOGY, SCIENCE AND PSEUDOSCIENCE (5 ECTS)

Module Coordinator: Prof. Brian Hughes

Module Description

Pseudoscience refers to a practice or body of knowledge that purports to be scientific but diverges from the quality-standards conventionally applied to science and scientists. Examples include supposedly scientific claims about telepathy, mediumship, and alternative medicine, but also many claims relating to climate-change scepticism, political conspiracy theories, and several xenophobic tropes. According to some critics, several areas of mainstream psychology can also be said to at least hover at the boundary between science and pseudoscience. In this module we consider: (a) the nature of science and pseudoscience; (b) the distinctions and overlaps between psychology and pseudoscience; and (c) the psychology of 'evidence' and the way people often prefer nonsense over logic. We also examine how mainstream psychologists can themselves engage in their own forms of faulty scientific reasoning when they garble concepts relating to statistics and probability, when they succumb to bias and social influence, and when they sympathise with anti-science sentiments. As a case study, we consider the way psychologists have traditionally discussed and examined so-called 'Medically Unexplained Symptoms'. We conclude by considering how evidence-based reasoning, while humanly difficult, is critical to the well-being of the world.

Learning Outcomes
Upon completion of this module you should be able to:
- Discuss the nature and scope of pseudoscience and its demarcation from mainstream science
- Critique areas of pseudoscience that are frequently but erroneously conflated with mainstream psychology
- Critique areas of mainstream psychology that may themselves constitute pseudoscience
- Account for the psychological appeal of pseudoscience with reference to the psychology of evidentiary reasoning
- Consider the requirements for rigorous sceptical research and for the evaluation of extraordinary claims

Basic Reading
- Hughes, B. M. (2016). *Rethinking Psychology: Good Science, Bad Science, Pseudoscience*. London: Palgrave.
Additional readings will be prescribed by the lecturer and provided on Canvas.

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

Module Coordinator: Dr. Ian Stewart

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

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

Readings
- Torneke, N. (2010). *Learning RFT*. Oakland, CA: New Harbinger.
- Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001) *Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition*. Plenum Press.
Additional topic-related reading lists will be made available online.

Evaluation

PS3109 VERTICALLY INTREGRATED PROJECTS (VIP) (5 ECTS)

Module Coordinator: Dr. Oonagh Meade & Dr. Jonathan Levie

Vertically Integrated Project is the entry module for students to join a Vertically Integrated Project, or VIP. The VIP programme will create and support teams of academic staff, postgraduate students, and undergraduate students that work together on long term, large-scale projects. The teams will be multidisciplinary, in that students from across the university can participate, vertically-integrated, integrating students from different year groups, and long-term, allowing undergraduates to participate in VIP projects repeatedly. In VIP, students attend regular classes that support their involvement in a longitudinal transdisciplinary VIP research project.

Learning Outcomes

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

Basic Reading

- Baxter, M., Byun, B., Coyle, E. J., Dang, T., Dwyer, T., Kim, I., Lee, C. H., Llewallyn, R. & Sephus, N. (2011). On project-based learning through the vertically-integrated projects program. *Frontiers in Education Conference (FIE)*, pp. T1F-1-T1F-7. DOI: 10.1109/FIE.2011.6143064
- Coutu, D. & Beschloss, M. (2009). Why teams don't work. *Harvard Business Review*, *87*(5), 98. https://hbr.org/2009/05/why-teams-dont-work
- Strachan, S. Logan, L. & Marshall, S. (2022) Vertically Integrated Projects for Sustainable Development: Achieving Transformational Action by Embedding Research-Based ESD in Curricula. *Environmental Sciences Proceedings, 15*(63), 15, 63. https://doi.org/10.3390/environsciproc2022015063
- Strachan, S.M., Marshall, S., Murray, P., Coyle, E.J. & Sonnenberg-Klein, J. (2019). Using Vertically Integrated Projects to embed research-based education for sustainable development in undergraduate curricula. *International Journal of Sustainability in Higher Education, 20*(8), 1313-1328. DOI: 10.1108/IJSHE-10-2018-0198.

Evaluation
Group Presentation (10%); 1200-word report (40%);800-word individual reflection (50%).

PS3118 CONSUMER PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. Denis O'Hora

Module Description
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
Upon completion of this course you should 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

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

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

Evaluation
Structured Essay Type Assessment

SEMESTER TWO CORE MODULES

PS3100 HISTORICAL AND CONCEPTUAL ISSUES IN PSYCHOLOGY (5 ECTS)

Module Coordinator: Prof. Brian Hughes

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

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

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

PS418 ISSUES IN COGNITIVE NEUROSCIENCE (5 ECTS)

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%

PS427 FORENSIC AND CLINICAL PSYCHOLOGY (5 ECTS)

Module Coordinator: Dr. John Bogue

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

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

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

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

Additional Recommended Reading
- Davey, G. (2021). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology.* London: British Psychological Society
- Davey, G. (2014). *Psychopathology: Research, Assessment and Treatment in Clinical Psychology.* Chichester: Wiley
- Davies, G. and Beech, A. (2017). *Forensic Psychology: Crime, Justice.* Chichester: Wiley [*E-Text in library*]
- Holmes, D. A. (2010). *Abnormal, Clinical and Forensic Psychology*. Harlow: Pearson.   *[E-Text in library]*

Evaluation
MCQ examination at the end of Semester 2 (100% of overall mark). Note: This is to be confirmed.

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

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

Description

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

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

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

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

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

SEMESTER TWO ELECTIVE MODULES

PS341 INTRODUCTION TO COLLABORATIVE ENQUIRY & SYSTEMS SCIENCE (5 ECTS)

Module Coordinator: Dr. Michael Hogan

Module objectives
The overall objective of this course is to introduce students to key concepts in the study of 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

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 the contemporary issues relating to children's development. Students will be encouraged to evaluate the evidence relating to contemporary issues relevant to children's development and to reflect in the implications and applications of theory and research to practice, policy and programme development. Furthermore, there is a particular focus on understanding child development in an ecological context. Examples of topics covered include infant development and mental health, the impact of divorce and parental separation on children's

development, neighbourhood influence on children's development, social media, risks and resilience in childhood development, neurodevelopmental challenges, childhood obesity and positive youth development.

Learning outcomes
Following completion of this module, students will be able to:
- Identify developmental issues of relevance to real-world settings and modern society
- Describe and explain relevant developmental processes for the topics under consideration
- Evaluate the contribution of theoretical perspectives to our understanding of contemporary issues in children's lives
- Identify the practical applications of developmental research and theory to real word settings
- Critically examine the application of theory and research to the health and welfare of individuals in society

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

Evaluation: 100% Continuous Assessment

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). Rela*tional integrative psychotherapy: Engaging process and theory in practice.* Washington, DC: APA.

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

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

PS3123 EXPLORING ROUTES TO WELL-BEING (5 ECTS)

Module Coordinator: Dr. Oonagh Meade

This module will introduce students to the concept of well-being and develop their understanding of routes to well-being. Students will learn about the interconnectedness of physical, social and psychological aspects of

well-being. The important role of health behaviours (e.g. physical activity, smoking, alcohol and drug use, and healthy eating) in the promotion and maintenance of physical and psychological well-being will be highlighted. Students will be taught about tools and methods to support creating healthy goals and habits. Evidence will be shared about current well-being challenges faced by student populations and students will learn about university, community and national supports for well-being. Students will learn about key psychological well-being topics including building healthy relationships, managing stress, and building resilience. They will be supported to identify their personal strengths in a workshop with the Designing Futures Student Success Coaches.

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

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

NON-PSYCHOLOGY ELECTIVES

LW365 CRIMINOLOGY (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) Vold, Bernard and Snipes, *Theoretical Criminology*, 5th ed. (Oxford,
- 2002) Lilly, Cullen and Ball, *Criminological theory: Context and*
- *Consequences*, 2nd ed. (Sage Publications, London, 1995) White and Hairnes, *Crime and Criminology: An Introduction*, 2nd ed.
- (Oxford, 2000)
- Burke, *An Introduction to Criminological Theory* (Willan Publishing, 2002)

Evaluation
End of Year Assignment

Submitted Work

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

1. **Submission arrangements.** With regard to continuously assessed work (e.g., essays), all materials for examination should be submitted via Canvas using Turnitin.

2. 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 in 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:

Percentage	Honours band
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. **Passing, Failing, and Repeating.** All component modules to a total of 60 ECTS only must be passed, or passed by compensation. A student who does not pass 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. Component module(s) to a total of 10 ECTS in the Second Year of the HDip Psychology (Full) may be passed by compensation at 35% or above, provided that excess marks equivalent to the deficiency are available in the remaining component modules successfully completed.

   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.

   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.

   Calculation of overall Higher Diploma result. The calculation of honours in the Final Year of the Higher Diploma in Psychology (Full) examinations is based on the aggregate performance at the Examination as a whole (First Year & Final Year). Honours are not awarded on the basis of results obtained in individual modules.

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

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

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)

   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.

   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.

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/

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 three 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.