



UCD School of Psychology Scoil na Síceolaíochta UCD

BSc. Psychology Undergraduate Student Handbook 2025 – 2026

www.ucd.ie/psychology



Welcome from the Head of School!

Dear UCD BSc Psychology students,

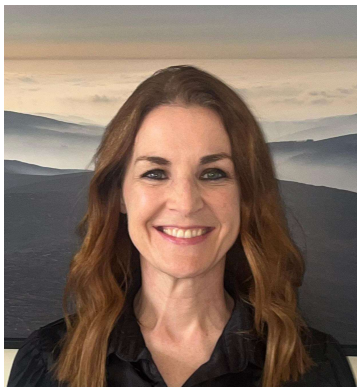
You are very welcome to our undergraduate programme at University College Dublin. UCD established a Diploma in Psychology in 1958, widely recognised as the first professional psychology course in the Republic of Ireland. This milestone marked the formal birth of psychology as an independent discipline in Irish higher education. You are joining a vibrant School that is recognised internationally for excellence in teaching, research, and engagement with the wider community. Our mission is to inspire curiosity, support critical thinking, and equip you with the knowledge and skills to understand and improve the human experience.

As a student here, you will be taught by world leading academics whose research shapes the field of psychology. Our strengths span Psychological Health, Wellbeing and Resilience, Affective, Behavioural and Cognitive Neuroscience, and Group Processes and Social Inclusion. You will also have the opportunity to explore topics you are passionate about, develop practical research skills, and engage with issues of real world importance.

Of course, university life is about more than lectures and assignments. I encourage you to take an active role in your learning, participate in class discussions, collaborate with your peers, and make the most of the many opportunities available to you both within and beyond the School. The years ahead will challenge you, expand your thinking, and, I hope, be immensely rewarding. Also do consider getting involved with the university's many clubs and societies, including the UCD Psychological Society.

On behalf of all of us in the School of Psychology, I wish you every success in your studies and look forward to seeing the contributions you will make to our community and to the discipline of psychology more generally.

Professor Louise McHugh



Head of School, UCD School of Psychology

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BSc Psychology at UCD – An Overview

The BSc Psychology programme at University College Dublin offers an engaging and rigorous foundation in the scientific study of mind, brain, and behaviour. Accredited by the Psychological Society of Ireland (PSI), this programme combines academic depth with hands-on learning, preparing students for diverse careers and postgraduate opportunities in psychology and beyond.

From the first year, students are introduced to key areas such as cognitive psychology, neuroscience, developmental and social psychology, and psychological research methods. The curriculum is carefully designed to build a strong theoretical base while fostering critical thinking, analytical skills, and scientific reasoning. UCD's emphasis on evidence-based practice ensures students are trained in the ethical and responsible use of psychological knowledge.

A highlight of the degree is the **final-year research dissertation**, which allows students to design and carry out an independent empirical study under expert supervision. This experience deepens students' understanding of the research process and enhances skills in data analysis, critical evaluation, and academic writing. Many students describe the dissertation as a particularly rewarding part of their degree, offering a chance to explore an area of personal or professional interest in depth. Given its importance, there's a separate handbook for the research dissertation available to stage 3 students via Brightspace.

Throughout the programme, students benefit from UCD's supportive learning environment, including access to cutting-edge research, dedicated psychology labs, and academic staff who are active researchers and experienced educators. Graduates leave the programme with a comprehensive understanding of psychological science and a solid skillset that is highly valued across sectors - from healthcare and education to business, policy, and research.

Key Contacts – UCD School of Psychology

If you have questions at any stage of your time in the BSc Psychology programme, the following people are here to help: (see also the ‘decision tree’ from page 37 below).

Role	Name	Email	What they can help with
Head of School, Psychology	Prof. Louise McHugh	louise.mchugh@ucd.ie	Overall leadership and strategic direction of the School of Psychology
BSc Psychology Programme Directors	Assoc. Prof. Michael O’Connell, Dr. Áine Ní Choisdealbha	michael.oconnell@ucd.ie ainenichoisdealbha@ucd.ie	Programme-specific queries, module advice, academic progression
Head of Teaching & Learning	Assoc. Prof. Ciara Greene	ciara.greene@ucd.ie	Teaching quality, learning supports, curriculum coordination
School Manager	Ms. Cathrina Gaffney	cathrina.gaffney@ucd.ie	Day-to-day administrative management and operational oversight
Senior Administrator	Ms. Gosia Pelikan	gosia.pelikan@ucd.ie	Student services, timetabling, registration, general administrative queries

Getting IT Support at UCD

If you need technical help, there are several ways to get support from UCD IT Services:

- **IT Support Hub** (most popular):
Visit the [IT Support Hub](#), or find it via the top right of the [UCD Connect page](#).
- **In-person support:**
You can drop in to the IT Services desk located in the **Daedalus Building**.
- **Phone support:**
Call +353 1 716 2700 (or dial 2700 from any campus phone).

IT Support in the School of Psychology

The Psychology IT Team provides a range of technical support to help staff and students across teaching, learning, and research.

2nd Year Undergraduate Support

We work with staff and demonstrators to support the setup and maintenance of the equipment and software used in your second-year laboratory classes.

3rd Year Undergraduate Support

We assist both staff and students with final-year projects. This includes:

- Training on experimental software like **PsychoPy** and **Pavlovia**
- Support using specialist equipment like **eye trackers** or **heart rate monitors**

Postgraduate and Research Support

We support postgrads and researchers in a variety of ways:

- Developing software or online surveys for experimental and non-experimental research
- Providing training and support for specialist tools such as:
 - **EEG (electroencephalogram)**
 - **TMS (transcranial magnetic stimulation)**
 - **Eye tracking**
 - **Virtual reality (VR) systems**

We also help ensure safe and professional use of all equipment.

Understanding your Degree

In your first year (called Stage 1) you take 11 modules over two semesters. You must study seven core modules in Psychology (six are 5 credit modules, and one is a ten credit module), along with two electives (we recommend one in each semester) and two option modules. The School of Psychology has selected for you a range of possible option modules from relevant modules offered by other Schools from which to choose based on your timetable and own interests.

In Stage 2, typically a student will take build up 60 credits from a mix of core, option and elective modules, taking at least 10 modules in Psychology from the total of 12.

In Stage 3, a student, under the supervision of a researcher within the School, undertakes their own independent piece of research, written up as a final year thesis (the research project). This research work straddles two modules: Research Project Design (PSY30500) in autumn trimester, and Research Project Dissertation (PSY30490) in spring trimester.

Overall, the student is required to build up 180 credits based on their modules, with the standard module contributing five credits.

Mapping the BSc Psychology

In Stage 1 you will be introduced to some key areas within Psychology: a general introduction to the discipline; the brain and its link to behaviour, social psychology and the importance of groups; perception; the great diversity of applications of psychology, as well as learning specific psychological research and writing skills. Please see specific stage 1 module details below on page 10, and in more detail from page 12.

In Stage 2 you will continue with the key areas introduced at Stage 1 along with additional modules on child development, health and work, but you will also begin to learn about doing your own psychological research by taking two modules of laboratory practical's, as well as modules on research methods and statistics. Please see specific Stage 2 and 3 module details below from page 16.

In Stage 3, you will have the opportunity to make many more specialist choices from a very wide range of modules (for example, on behavioural neuroscience, intelligence, psychology of the media, psychology and crime) and will undertake a research dissertation on a topic that you have chosen, under the individual supervision of an experienced researcher in psychology. Please find core Stage 3 in detail from page 28. Stage 3 students can access the separate final year dissertation handbook via Brightspace.

BSc International in Psychology

If you are studying the BSc in Psychology at UCD, you may choose to apply to study abroad for your third year in France, Spain, The Netherlands, Germany or the US. You apply for this option in second year, spend third year studying abroad, and return to UCD to complete your final, fourth year of study. If you spend this additional year in one of UCD's partnership universities studying your degree, and successfully complete the academic programme abroad as well as in UCD, you will graduate with a BSc (International) in Psychology after four years' of study.

Just like the BSc in Psychology, the BSc (International) in Psychology provides a general academic training in psychology. The BSc and BSc (International) degree in Psychology in UCD offer a foundation and gateway for further postgraduate professional training in all branches of psychology including clinical, counselling and health psychology.

The School of Psychology has exchange agreements with the following universities:

- Université Catholique de l'Ouest, France
- Universidad Pontificia Comillas de Madrid, Spain
- Free University, Berlin, Germany
- University of Groningen, the Netherlands

Places may be limited and are allocated based on academic performance in the first year of the BSc in Psychology degree.

It is mandatory to take a minimum of 20 ECTS credits at your host institution in psychology, or a discipline cognate to psychology. The School of Psychology will approve your study-abroad plan only where this minimum number of 20 ECTS credits is guaranteed.

- **Programme of Study - By Year (Stages 1-3):**

- **Year 1 (Stage 1):**

Stage 1 Core Modules

PSY10060	Brain and Behaviour
PSY10080	Introduction to Social Psychology
PSY10130	Key Skills and Concepts in Psychology
PSY10050	Introduction to Psychology
PSY10040	Introduction to the Psychology of Perception and Cognition
PSY10090	Introduction to Applied Psychology
PSY10100	Research Methods & Stats I

Stage 1 Options

ARCH10160	The Human Past
CHEN10040	Intro. to Eng. Computing
ECON10770	Introduction to Economics
IS10010	Introduction to Communication & Media Studies
PHIL10160	Critical Thinking
POL10160	Foundations of Contemporary Politics
POL10170	Foundations in Political Research
SOC10010	Theorising Society: Foundations of Sociological Thought
SPOL10030	Understanding Social Problems and Policies
PHIL10040	Introduction to Ethics
ARCH10150	Anthropology: an introduction
ECON10010	Principles of Microeconomics
ECON10020	Principles of Macroeconomics
ECON10040	Economics and Sustainability
LAW10260	Criminal Procedure
PHIL10020	Mind, Language and Meaning
PHIL10030	Introduction to Modern Philosophy
PHIL10100	Existentialism and Humanism: An Introduction to Continental Philosophy
POL10120	Foundations in Global Development

- **Year 2 (Stage 2):**

Stage 2 Core Modules

PSY20020	Child & Adolescent Development
PSY20050	Laboratory Practicals in Psychology I
PSY20150	Foundations of Psychology
PSY20160	Research Methods & Stats II
PSY20240	Language, Perception & Social Cognition
PSY20250	Careers in and with Psychology
PSY30110	Laboratory Practicals in Psychology II

Stage 2 & Stage 3 Options

PSY20100	Introduction to Disability Studies
PSY20130	Introduction to Work and Organisational Psychology
PSY20170	Clinical Psychology
PHIL10020	Mind, Language and Meaning
PHIL20640	Philosophy of Mind and AI
PHIL20710	Body, Mind, World
PSY20110	Introduction to Health Psychology
PSY20180	The Science + Art of Therapy: From Freud to Zinn
PSY20220	Psychology of Ageing
PSY30080	Psychology and Crime
PSY30380	Youth Mental Health
PSY30440	How to Change Behaviour
PSY30470	Mindfulness for Life

- **Year 3 (Stage 3):**

Stage 3 Core Modules

PSY30050	Behavioural Neuroscience Autumn 5 credits
PSY30340	Human Intelligence and Personality Autumn 5 credits
PSY30410	Advanced Cognitive Psychology Autumn 5 credits
PSY30480	Research Data & Analysis 3 Autumn 10 credits
PSY30500	Research Project Design Autumn 5 credits
PSY30040	Lifespan Developmental Psychology Spring 5 credits
PSY30140	Advanced Social Psychology Spring 5 credits
PSY30490	Research Project Dissertation Spring 10 credits

Stage 3 Options: please see Stage 2 & Stage 3 Options above.

- **Module Descriptors**
- **Stage 1 Core Modules**

PSY10060 Brain and Behaviour

Level: 1 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Dr Sarah Cooney **Email:** s.cooney@ucd.ie

Module Description

One of the big challenges in psychology is to understand how elements of the nervous system, such as neurons, can cooperate to produce high-level operations like perceiving, thinking, acting and consciousness. The aim of this module is to introduce you to biological psychology by way of studying the link between the brain and behaviour. Psychology students will gain an understanding of how the brain is involved in everything we do; whether it be recognising faces, getting a good night's sleep or remembering where you left the car keys.

The course consists of:

- Historical Perspectives and The Big Questions
- Measuring Brain and Behaviour
- The Developing Brain
- Movement & Action
- Sensation and Perception
- Executive Functions
- Sleep & Dreaming

Throughout the course, case studies will be presented to help show the link between brain and behaviour and to explain clinical disorders and real-life problems that neuroscientists and psychologists study.

Learning Outcomes

On completion of this module students should be able to:

- Identify and describe the key questions that drive cognitive and behavioural neuroscience research
- Understand and be able to differentiate between the main techniques that psychologists use to probe these questions
- Demonstrate knowledge of the major functions of a range of brain areas.
- Describe the relationship between the brain and behaviour in typical functioning and in neuropsychological disorders.

Assessment

Group Work Assignment (Week 12, 30 %)

Quizzes/Short Exercises (Week 5, 30 %, Week 11, 40 %)

PSY10080 Introduction to Social Psychology

Level: 1 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Dr Cliódhna O'Connor **Email:** cliodhna.oconnor1@ucd.ie

Module Description

This module introduces students to key topics, theories and methods in the field of social psychology. Social psychology is the scientific study of how individuals' thoughts, feelings

and behaviours are influenced by the actual or imagined presence of other people. This module covers such topics as attitudes, social influence, groups, prejudice, attraction, gender and altruism. The module will critically evaluate seminal and contemporary studies in social psychology and consider the insights they offer into the psychological processes that underlie human relationships, culture and society.

Learning Outcomes

On successful completion of this module students should be able to:

- Demonstrate a knowledge of the core concepts of social psychology and their application to everyday life.
- Understand and critically evaluate research approaches within social psychology

Assessment

Exam (In-person) (Week 7, 40 %)

Assignment (Including Essay) (Week 12, 50 %)

Participation in Learning Activities (Weeks 2 – 10, 10 %)

PSY10130 Key Skills and Concepts in Psychology

Level: 1 **Credits:** 10 **Trimester:** Autumn

Module Coordinator: Professor Suzanne Guerin **Email:** suzanne.guerin@ucd.ie

Module Description

This module is a core module on the BSc in Psychology. The aim is to provide students with an introduction to the key concepts and skills that are central to the subject. A secondary aim is to introduce students to the staff and postgraduate students in the UCD School of Psychology. This ten-credit module will ensure that students have the space in the first trimester of first year to immerse themselves in their studies and develop a strong understanding of the subject. The topics in the module have been drawn from across the specialist topics that form part of the BSc. Students will also be introduced to careers in psychology and encouraged to identify the work and impact of psychology in their communities.

Learning Outcomes

On completion of the module students will:

- Show understanding of the nature of psychology as an academic subject and a professional discipline.
- Show a basic knowledge of the role of research in psychology.
- Be able to apply principles of critical thinking to assess the quality of research in psychology.
- Be able to identify psychology as a practice in their community or wider society (including the media).

Assessment

Group Work Assignment (Week 14, 40 %)

Quizzes/Short Exercises (Week 7, 20 %)

Participation in Learning Activities (Weeks 1-12, 40%)

PSY10050 Introduction to Psychology

Level: 1 **Credits:** 5 **Trimester:** Autumn and Spring

Module Coordinator: Dr Christina Seery **Email:** christina.seery@ucd.ie

Module Description

This module is designed to introduce students to the breadth of topics covered by the discipline of psychology. The module covers a range of theoretical approaches used in psychology to try to explain human thought and behaviour. A variety of topics will be introduced drawn from the full breadth of the discipline of psychology and may include aspects of child development, human social interaction, thinking and reasoning and biological psychology.

Learning Outcomes

At the end of this course students will be able to demonstrate an understanding of the core concepts underpinning a psychological approach to understanding human thought and behaviour. In addition, they will be able to describe the key constructs that facilitate an understanding of the various topics presented and to illustrate an ability to apply their learning to real life contexts. Finally, students should be able to compare and contrast the main theoretical approaches within selected topics.

Assessment

Exam (In-person) 60%

Exam (Open Book) (Week 7,40%)

PSY10040 Introduction to the Psychology of Perception and Cognition

Level: 1 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Professor Klaus Kessler **Email:** klaus.kessler1@ucd.ie

Module Description

This course presents an introduction to the fields of Perception and Cognitive Psychology. The study of "perception" is concerned with how we acquire knowledge about the external world through our senses. It examines such questions as: How do we come to experience colours and sounds, tastes and smells, and objects and faces? "Cognitive psychology" explores how our minds work in seeking, storing and using our knowledge of the world, ourselves and other people. It addresses such questions as: How does our memory system work and what goes on in our heads when we imagine something? The objective of the module is to introduce you to the main principles, methods and findings of contemporary psychology as applied to the fields of perception and cognition. To enhance student learning, lecture content is supplemented by video/computer illustrations and class exercises. Copies of all lecture notes are available to registered students on the Blackboard system.

Learning Outcomes

On completion of this module students should be able to:

1. Describe and understand how we acquire, store and use information about the world around us;
2. Describe and understand the different research methods used by psychologists to study perception and cognition;

3. Identify and think critically about areas of research in perception and cognition which can be applied to everyday problems and issues.

Assessment

Exam (In-person) 70%

Assignment (Including Essay) (Week 12, 15%)

Assignment(Including Essay) (Week 6, 15%)

PSY10090 Introduction to Applied Psychology

Level: 1 Credits: 5 Trimester: Spring

Module Coordinator: Dr Hugh Fulham-McQuillan **Email:** hugh.fulham-mcquillan@ucd.ie

Module Description

The aim of this module is to provide students with an introduction to applied psychology by examining how psychology has used research to examine socially significant issues. A range of topics will be considered, for example video games and aggression, cheating in sport, bullying, self-esteem, mental health, wellbeing, and dementia. The module will also use these topics to examine quantitative and qualitative research methods, and a key focus of the module is on supporting students to be confident consumers of research in journals and the popular media. Students should note that this module will include formal lectures, in-class small group workshops and a high level of participation is expected.

Learning Outcomes

On completion of this module students should be able to:

- Describe and evaluate the application of psychological knowledge to specific issues.
- Identify the strengths and limitations of research in applied psychology.
- Critique research as it is presented in the popular media.

Assessment

Individual Project (Week 14, 60%)

Group Work Assignment (Weeks 2,4,6,7, 20%)

Reflective Assignment (Week 8, 20%)

PSY10100 Research Methods & Stats I

Level: 1 Credits: 5 Trimester: Spring

Module Coordinator: Dr Katie Gilligan-Lee **Email:** katie.gilligan-lee@ucd.ie

Module Description

Research methods are central to the undergraduate curriculum in many subjects and disciplines. This module introduces students to the basic principles underpinning research enquiry in psychology. Students will learn about commonly used quantitative and qualitative methodologies and designs. In addition, the module introduces students to basic descriptive statistics, for example levels of measurement, properties of the normal curve, measures of central tendency and variation and correlation. You will also learn about the importance of

open research and how open research principles can be applied across the research process. Students should note that a key feature of this module is attendance and participation in classroom discussion and skills-based activities related to the learning outcomes.

Learning Outcomes

On completion of the module students should be able to:

1. Demonstrate an understanding of the nature and goals of Quantitative and Qualitative research.
2. Identify, apply and critique the principles of Independent Group Designs and Within Subject Designs.
3. Identify, apply and critique the principles of specific qualitative research designs.
4. Demonstrate an understanding of the properties of a normal curve, central tendency and variation as applied in research.
5. Demonstrate the ability to test for and interpret the meaning of correlation in quantitative research.
6. Identify and explain basic principles of Open Research

Assessment

Exam (Open Book) 60%

Participation in Learning Activities (Weeks 1-12, 40%)

● Stage 2 Core Modules:

PSY20020 Child & Adolescent Development

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Assoc Professor Laura Taylor **Email:** laura.taylor@ucd.ie

Module Description

During childhood and adolescence human development is taking place at a phenomenal pace, with children learning many of the skills that are crucial to their current and future emotional well being, relationships and cognitive functioning. This module explores the complex biological, psychological and cultural factors that influence this developmental process. The module introduces and critiques the major theories of developmental psychology that underpin understanding of development during childhood and adolescence. Lectures span all aspects of child development from birth through adolescence pointing to important methodological issues and gaps in our current understanding.

Learning Outcomes

On completion of this module students should be able to: Describe the main changes that take place in children's cognitive, social and emotional development from infancy through adolescence. Evaluate the role of biological, psychological and cultural factors in development. Evaluate the major theoretical explanations of children's development and compare these theories with one another. Assess the strength of the empirical support for the major theories of development and give examples illustrating the links between theory and empirical research.

Assessment

Quizzes/Short Exercises (Week 5, 40%)

Assignment(Including Essay) (Week 14, 60%)

PSY20050 Laboratory Practicals in Psychology I

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Dr Brendan Rooney **Email:** brendan.rooney@ucd.ie

Module Description

The purpose of this module is to present a variety of empirical experiences ("laboratory practical's") which are designed to acquaint students with standard laboratory equipment used in psychological research and also to teach them data collection, analysis, interpretation and report-writing skills.

Learning Outcomes

On completion of this module students should be able to: Explain the specific research question(s) which underlie each of the prescribed practical's on the course; Use computers as research tools in psychology (e.g., to present stimuli and experiments); Demonstrate the capacity to analyse and report data gained from a laboratory practical; Write formal scientific reports on the practical's which they have conducted.

Assessment

Report(s) (Week 4, 10%)

Report(s) (Week 6, 20%)

Assignment (Including Essay) (Week 12, 50%)

Participation in Learning Activities (Weeks 2-12, 20%)

PSY20150 Foundations of Psychology

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Dr Conor McCloskey **Email:** conor.mccloskey1@ucd.ie

Module Description

This module will provide an introduction to the history of Psychology, its foundations in scientific and philosophical traditions and its impact on modern society and culture.

Emphasis will be placed on considering psychological research in the light of the social and scientific context in which it was produced.

Through this module you will acquire a broad knowledge of the history of psychology.

Topics will include early experimental work in psychology, the Behaviourist school, Gestalt psychology and the psychodynamic approach. You will also come to understand the relationship between psychology and the society in which it is produced. We will investigate how psychology has contributed to the construction of concepts such as 'race', 'gender' and 'madness', and will critically evaluate the social role that psychology has played and continues to play.

Learning Outcomes

At the conclusion of this module, students should be able to:

- Discuss the chronological development of Psychology as a discipline
- Describe the key features of the main Schools of Psychology (e.g. Structuralism, Functionalism, Gestalt, Psychodynamism and Behaviourism)

- Compare and contrast the main approaches to Psychology in the 19th and 20th centuries
- Critically analyse the relationship between Psychology and Society, e.g. with regard to concepts such as 'race', 'gender' and 'madness'.

Assessment

Reflective Assignment (Week 12, 60%)

Quizzes/Short Exercises (Week 7, 40%)

PSY20160 Research Methods & Stats II

Level: 2 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Dr Brendan Rooney **Email:** brendan.rooney@ucd.ie

Module Description

This module is designed to develop students' understanding of common methods in psychological research, with an additional focus on critiquing psychological research. The module will teach students why, when and how to use common methods and statistical techniques in psychology. The module will cover both descriptive and inferential statistics. It will cover both parametric and non-parametric tests for comparing two or more groups or conditions. Over the course of the module students will practice these techniques by hand and using common software analysis tools. The key focus of the module is the interpretation of findings from these techniques. To facilitate learning, in-class examples are used throughout the trimester.

Learning Outcomes

On completion of this module students should be able to:

1. Identify and critique common research designs.
2. Specify methods of analysis appropriate to different research designs.
3. Conduct an appropriate statistical analysis for research designs with $K = 2/K > 2$ levels of the independent variable.
4. Carry out appropriate multiple comparison analyses when necessary.
5. Prepare an appropriate interpretation of the findings from statistical analysis that demonstrates a critical understanding of the material.

Assessment

Exam (Open Book) 60%

Quizzes/Short Exercises (Weeks 2-12, 40%)

PSY20240 Language, Perception & Social Cognition

Level: 2 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Assoc Professor Nuala Brady **Email:** nuala.brady@ucd.ie

Module Description

Social interactions are fundamental to human life and are supported by various cognitive processes, including language, social perception and social cognition. Some of these processes are shared with other social species while other abilities, such as language, are thought to be uniquely human. This module provides an introduction to the nature and development of language, to aspects of social perception (the recognition of faces, bodies and gestures) and to aspects of social cognition (including mentalizing and perspective taking)

considered from an embodied perspective. The course introduces the various ways in which psychologists study language and cognition; via experimental psychology and cognitive neuroscience, and by studying the changes in cognitive function that result from brain injury and the differences in social cognition that characterize specific neurodevelopmental conditions.

Learning Outcomes

On completion of this module students should be able to:

Demonstrate a knowledge of the characteristics of human language and its development.

Demonstrate a knowledge of high level visual processes that underlie the perception and recognition of faces and bodies

Demonstrate a knowledge of embodied cognition and how it serves social cognition

Demonstrate an understanding of the different methods by which we study language and cognition and of how these methods relate to each other

Assessment

Exam (In-person) 90%

Participation in Learning Activities (Weeks 8,12, 10%)

PSY20250 Careers in and with psychology

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Professor Suzanne Guerin **Email:** suzanne.guerin@ucd.ie

Module Description

This module is designed for psychology students to facilitate their academic, personal and career development and to enable them to develop employability skills. Students will learn about options for careers in and with psychology available to psychology graduates and approaches to independently researching career possibilities. Students will develop their self-awareness and gain an enhanced understanding of what motivates them in the workplace. Students will also build their appreciation of how to prepare for and navigate the graduate recruitment process, gaining practical experience of how to market themselves in written applications and interviews for different types of roles.

Learning Outcomes

This module will provide students with the opportunity to:

- Gain insight into the range of career paths in and with psychology open to psychology graduates
- Develop self-awareness by enhancing understanding of their key motivational drivers including their values, interests, personality and skills
- Enhance their understanding of employability skills sought by graduate recruiters and develop a range of skills that are highly valued in the workplace, including professional communication, providing effective feedback, and reflective practice.
- Enhance their networking skills both face to face and by utilising social media
- Gain experience of how to market themselves when applying for graduate study and employment both in written applications and in interviews.

Assessment

Assignment(Including Essay) (Week 12, 60%)

Assignment(Including Essay) (Week 6, 40%)

PSY30110 Laboratory Practicals in Psychology II

Level: 3 Credits: 5 Trimester: Spring

Module Coordinator: Dr Sarah Sinnamon **Email:** sarah.sinnamon1@ucd.ie

Module Description

This module builds on the knowledge and skills acquired in the previous module (PSY20050). In particular, it teaches students how to think critically about previous research and to consider the use of a range of different methodologies and equipment in investigating specified research questions. In addition, students will be supported to test ideas for their final year research projects, consider ethical implications and develop a research proposal under the supervision of a postgraduate demonstrator.

Learning Outcomes

On completion of this module students should be able to: Think critically about published psychological research; Critically reflect on their own development as researchers; Consider a range of techniques for the collection, analysis, interpretation and reporting of research; Develop an ethics application and a feasible research proposal.

Assessment

Report(s) (Week 12, 50%)

Report(s) (Week 9, 15%)

Report(s) (Week 5, 15%)

Participation in Learning Activities (Weeks 2, 3, 4, 5, 6, 7, 9, 11, 20%)

● Stage 2 & Stage 3 Options:

PSY20100 Introduction to Disability Studies

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Assoc Professor Christine Linehan **Email:** christine.linehan@ucd.ie

Module Description

This module provides students with an introduction to the interdisciplinary field of disability studies. The module comprises four core strands: the nature of disability; the history of disability; key models of disability; and policy and practice in disability. The module takes a bio-psychosocial (non-medical) approach to disability. The focus of the module is on introducing students to theory, research, policy and practice relating to the disability sector in Ireland and internationally.

Learning Outcomes

On completion of this module students should be able to:

- (1) demonstrate an understanding of definitions and models of disability,
- (2) demonstrate understanding of current issues and debates in disability studies,
- (2) reflect on issues of policy and practice in disability.

Assessment

Group Work Assignment (Week 7, 50%)

Assignment (Including Essay) (Week 14, 50)

PSY20130 Introduction to Work and Organisational Psychology

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Professor Louise McHugh **Email:** louise.mchugh@ucd.ie

Module Description

This module introduces the basic concepts and principles of work and organisational psychology. It will examine how psychology can be applied to understand workers, and to enhance business performance and objectives. A practitioner/scientist approach will be taken. Issues such as motivation, job satisfaction, attitudes at work, work teams, health and wellbeing at work, leadership, organisational culture, organisational change, and human resource practices will be examined.

Learning Outcomes

On completion of this module the student will:

1. Understand the motivation process and how it links with job design.
2. Explain how job satisfaction and attitudes affect work
3. Assess the benefits to the organisation of the use of teams.
4. Explain styles of leaders and their impact on organisations.
5. Understand organisational culture and its impact on workers.
6. Assess how organisation's manage health and wellbeing at work.
7. Understand how psychology drives human resource practices.

Assessment

Exam (Take-Home) (Week 14, 60%)

Quizzes/Short Exercises (Week 6, 40%)

PSY20170 Clinical Psychology

Level: 2 Credits: 5 Trimester: Autumn

Module Coordinator: Professor Alan Carr **Email:** alan.carr@ucd.ie

Module Description

This module provides an overview of common psychological problems such as depression, anxiety, schizophrenia, childhood disorders and personality disorders. This overview includes material on clinical examples, clinical features, classification, epidemiology, aetiology and treatment. This is also a focus on protective factors and positive psychology.

Learning Outcomes

At the end of this module students will be able to (1) Describe and understand clinical features of common psychological problems; (2) show an understanding of classification, epidemiology, aetiology, treatment, and service provision for common psychological disorders; and (3) explain the role of protective factors in promoting wellbeing.

Assessment

Group Work Assignment (Week 12, 50%)

Group Work Assignment (Week 8, 50%)

PHIL10020 Mind, Language and Meaning

Level: 1 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Dr Keith Wilson **Email:** keith.a.wilson@ucd.ie

Module Description

What is the nature of mental phenomena like thought, perception and consciousness? Do animals or computers have thoughts like we do? Can they be conscious or have beliefs and desires? How does consciousness relate to the physical world and the brain? In this module we address various philosophical puzzles concerning thought and experience, introducing students to contemporary and classical philosophical views of the mind, consciousness, language and meaning.

Learning Outcomes

On successful completion of this module students will:

1. have developed an understanding of some key philosophical issues and arguments in contemporary philosophy;
2. be able to construct and analyse philosophical arguments;
3. have begun to acquire the habits of critical reasoning and independent thought;
4. know how to structure an essay that presents and defends a philosophical argument.

Assessment

Exam (In-person) 45%

Assignment (Including Essay) (Weeks 4,7,9,12, 40%)

Participation in Learning Activities (Weeks 3,4,5,6,8,9,11, 15%)

PHIL20640 Philosophy of Mind and AI

Level: 2 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Dr Keith Wilson **Email:** keith.a.wilson@ucd.ie

Module Description

What is the nature of the mind? How are thought and consciousness related to the brain and body? How do we know that what we experience is real rather than a convincing illusion or simulation? These foundational questions in the philosophy of mind have returned to the fore in the context of modern machine-learning or ‘AI’ systems. Such systems create the possibility of artificially intelligent agents that aim to replicate or replace various aspects of human thought and behaviour.

This module will provide an introduction to these debates by examining foundational issues in the philosophy of mind concerning the nature of thought, consciousness and intelligence, and how they apply to current AI technologies such as autonomous vehicles and Large Language Models (LLMs). Though the focus will be on philosophical theories, such as mind–brain identity, psychophysical supervenience, functionalism and mental representation, we will explore AI as a test case to help sharpen and advance our understanding of the mind. Note: No prior knowledge of AI systems is required or assumed, though the module will require the use of some AI systems, including for assessment purposes, for which guidance will be given.

Learning Outcomes

Students who successfully complete this module will:

- (1) have a good grasp of some central issues in contemporary philosophy of mind and AI
- (2) have engaged critically with the most important views and arguments in this area, and
- (3) have developed some independent thoughts and arguments on those issues.

Assessment

Assignment (Including Essay) (Week 14, 45%)

Assignment (Including Essay) (Weeks 3,6,9,14, 40%)

Participation in Learning Activities (Weeks 2 – 12, 15%)

PHIL20710 Body, Mind, World

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Assoc Professor Danielle Petherbridge

Email: danielle.petherbridge@ucd.ie

Module Description

In this module we explore the interrelation between mind and body particularly in terms of well-being, health and illness. Many people think of the mind being in the body like a driver in a vehicle. But it is more accurate to speak of embodied minds – our mental states are also embodied ones – and this also helps to us to understand our relationships with other people and with the world. This approach helps make better sense of well-being and illness -- especially mental illness -- as a disruption of the relationship with other people and with the world. We examine these issues in terms of the way they affect human action and shape our bodily habits, lived experience, and social identity.

In this module we may consider a range of conditions such as mental illness (anxiety, social phobias, depression, dementia), trauma and pain, as well as the lived experience of body change (eating disorders, amputation, cosmetic surgery), reproduction (pregnancy, birth, IVF and surrogacy), as well as embodied aspects of identity such as gender, race, disability and sexuality.

We may also address the roles played by social structures, constructions of personhood and sub-personhood, markers of normalcy and abnormality, and consider the ways the body is viewed in a clinical or medical setting in contrast to the lived experience of illness. (Please note topics might change and will be updated at the start of the semester).

The module will be of interest to those in philosophy, humanities and social sciences, but also medicine, nursing and related disciplines including medical humanities.

Learning Outcomes

- (1) Understand the relation between body and mind using a philosophical approach;
- (2) Be able to apply this method to critically analyse a range of different areas of human experience in relation to well-being, health and illness (such as mental illness, body amendment, reproduction, embodied aspects of identity such as gender, race, disability and sexuality);
- (3) Be able to critically examine social constructions of normalcy and normalization, as well as health and illness;
- (4) Appreciate the manner in which the mind is not only embodied but also related to others and the world;
- (5) Be able to read and comprehend philosophical approaches to a range of terms in relation to body and mind.

Assessment

Assignment (Including Essay) (Week 15, 45%)
Assignment (Including Essay) (Week 6, 40%)
Participation in Learning Activities (Weeks 3 – 10, 15%)

PSY20110 Introduction to Health Psychology

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Dr Sarah Sinnamon **Email:** sarah.sinnamon1@ucd.ie

Module Description

This module will introduce students to some of the psychological processes that underlie health and illness. It includes an examination of both theoretical and applied issues and covers a variety of topics including an exploration of the meaning of 'health' and 'illness'. Key topics include health beliefs, health behaviours and behaviour change, stress and coping, inequalities in health, and living with illness.

Learning Outcomes

On completion of this module students should be able to:

- Show an appreciation of the biological, psychological and social processes that influence health and illness;
- Discuss the bio-psycho-social factors that influence a variety of lifestyle-related health issues;
- Demonstrate an understanding of the various theoretical approaches used to explain health related behaviours and behaviour change in a range of contexts.

Assessment

Exam (In-person) 60%
Assignment (Including Essay) (Week 8, 40%)

PSY20180 The Science + Art of Therapy: From Freud to Zinn

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Dr Paul D'Alton **Email:** paul.dalton@ucd.ie

Module Description

This module will give you a broad overview of the key concepts and therapeutic processes of the major approaches in counselling psychology. Theoretical constructs of how psychological disturbance are acquired and maintained, the goals of therapy, key therapeutic techniques and the therapeutic relationship will be explored across these approaches. Lectures will be highly participative and case studies and video clips showing master practitioners will be used to illustrate the therapeutic process.

Assessment will consist of a) an MCQ quiz b) an end of trimester essay.

Learning Outcomes

On completion of this module, students should be able to:

LO1: Demonstrate knowledge of the major therapeutic approaches that inform the practice of counselling psychology

LO2: Compare and contrast the major therapeutic approaches in counselling and

psychotherapy and be familiar with the critiques and evidence-based evaluations of these therapeutic approaches.
LO3: Be aware of the impact of the cultural and social context within which these approaches take place.

Assessment

Assignment (Including Essay) (Week 7,11, 100%)

PSY20220 Psychology of Ageing

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Dr Méadhbh Brosnan **Email:** meadhbh.brosnan@ucd.ie

Module Description

We are all ageing. With every day, we age a little more. While you may not consider yourself to be ageing, you may be observing those close to you ageing, and be involved in providing support as needed. This module aims to provide students with a basic understanding of the psychology of ageing. The module will explore the nature of ageing; cognitive functioning; psychological issues; assessment and interventions.

Learning Outcomes

On completion of this module students should be able to:

- (1) demonstrate an understanding of the concept of ageing.
- (2) demonstrate understanding of cognitive and psychological issues in ageing.
- (3) recognise positive and negative aspects to ageing.
- (4) identify assessment and intervention strategies to enhance ageing.
- (5) demonstrate familiarity with ageing policy.

Assessment

Group Work Assignment (Week 7, 50%)

Assignment (Including Essay) (Week 14, 50%)

PSY30080 Psychology and Crime

Level: 2 Credits: 5 Trimester: Spring

Module Coordinator: Assoc Professor Michael O'Connell

Email: michael.f.oconnell@ucd.ie

Module Description

This module examines the overlap between theories and research within criminology and within psychology in order to examine the concept of crime from an inter-disciplinary perspective. Rather than being a course in Forensic Psychology, it offers a critique of the potential of such an approach. Gender disparities in offending, the efficacy of drug criminalization, and psychological aspects of the criminal justice system such as eyewitness testimony and jury decision-making are covered, as are sensitive topics, such as recidivism among child sex offenders and intervention with offenders.

Learning Outcomes

On completion of this module students should be able to:

Understand the different domains of psychology, criminology and forensic psychology.
Recognise the variety of areas where psychology can make a contribution to our understanding of crime.
Appreciate the implications of specific research around problematic areas of the criminal justice system.

Assessment

Group Work Assignment (Weeks 3 – 11, 20%)
Quizzes/Short Exercises (Weeks 3 – 11, 10%)
Assignment (Including Essay) (Week 12, 70%)

PSY30380 Youth Mental Health

Level: 3 Credits: 5 Trimester: Spring

Module Coordinator: Assoc Professor Amanda Fitzgerald

Email: amanda.fitzgerald@ucd.ie

Module Description

This module aims to introduce students to key concepts in youth mental health through an investigation of current theory, research and evidence-based approaches in the field. The module will equally focus on frameworks, policies and service developments related to youth mental health to provide a context to the landscape of mental health service delivery. The focus will be on the mental health of young people, mainly aged between 12 and 25 years. This module will examine priority mental health areas such as youth suicide, body image concerns, and the role of technology in young people's mental health and it will examine the mental health service and policy context in Ireland. Material will be presented on innovations in youth mental health such as youth participation in mental health research and community-based models of care.

Learning Outcomes

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

- Critically evaluate literature on topics in youth mental health such as community-based youth mental health service delivery
- Reflect on issues related to policy and practice in youth mental health.
- Present on a youth mental health topic to your peers.
- Synthesize and critique current literature on youth mental health.

Assessment

Group Work Assignment (Week 8, 40%)
Assignment (Including Essay) (Week 12, 50%)
Participation in Learning Activities (Weeks 1 – 12, 10%)

PSY30440 How to Change Behaviour

Level: 3 Credits: 5 Trimester: Spring

Module Coordinator: Professor Louise McHugh **Email:** louise.mchugh@ucd.ie

Module Description

The current module will look at the underpinning principles of changing behaviour from a process based cognitive behavioural therapy and contextual behavioural science perspective.

A comprehensive understanding of key processes that result in behaviour change will be taught via experiential exercises and didactic teaching. Examples of processes that will be taught are: Positive reinforcement to increase behaviour; Acceptance of what we cannot control, and why it's important; Cognitive Defusion and looking at thoughts rather than from thoughts; Perspective-Taking and self awareness; Mindfulness and why being here-and-now in the present is critical; Values, beliefs and the goal setting and Committed Action towards living a life that matters.

Learning Outcomes

An understanding of process based cognitive behaviour therapy

Ability to critically discuss the conceptual basis of Process Based CBT

Learn practical strategies associated with the above psychological approaches and in a number of instances see demonstrations of such strategies and have opportunities to practice them

Explore common therapeutic problems and dilemmas associated with process based CBT and how to change behaviour.

Assessment

Assignment (Including Essay) (Week 7, 50%)

Practical Skills Assessment (Week 15, 50%)

PSY30470 Mindfulness for Life

Level: 3 Credits: 5 Trimester: Spring

Module Coordinator: Dr Paul D'Alton Email: paul.dalton@ucd.ie

Module Description

This module introduces students to the concept and practice of mindfulness in the context of personal and professional care. Students will understand the evidence for mindfulness based interventions in the reduction of stress and burnout. Students will understand the processes underpinning the stress response and the benefits of mindfulness based stress reduction techniques to manage reactivity and foster resilience. This module utilizes a variety of teaching and learning strategies including small group teaching, discussion groups and practical sessions which have a strong focus on experiential learning. Students will learn a variety of mindfulness practices including breath awareness, body scan, mindful movement and guided imagery. Students will be guided in the cultivation and establishment of a personal mindfulness practice.

Learning Outcomes

On completion of this module students should be able to:

1. Understand the concepts of burnout and reactivity
2. Understand the evidence base for mindfulness based stress reduction techniques for professional, student, general and clinical populations
3. Demonstrate an awareness of the effects of mindfulness for stress management and self-regulation
4. Develop self-care and personal wellness strategies
5. Learn to develop emotional equilibrium and attentive presence during stressful situations
6. Cultivate mindfulness to facilitate care of self
7. Engage in reflection to develop a personal and work related mindfulness practice.

Assessment

Assignment (Including Essay) (Week 12, 80%)

Participation in Learning Activities (Weeks 1 – 10, 20%)

- **Stage 3 Core Modules:**

PSY30050 Behavioural Neuroscience

Level: 3 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Assoc Professor Michelle Downes **Email:** michelle.downes@ucd.ie

Module Description

This module will introduce the student to the principles and methods of clinical and experimental neuropsychology. The methodological and conceptual basis of neuropsychology are considered and the course emphasises both a functional and an anatomical approach to the study of brain-behaviour relationships. Research on clinical patients with brain injury and brain-related disorders and the experimental study of healthy individuals is discussed. The module concludes with an overview of the practical applications of the field.

Learning Outcomes

On completion of this module students should be able to: Demonstrate detailed knowledge of links between the brain and cognition/behaviour; describe neurobiological and behavioural differences in brain-related disorders/injury ; assess the strengths and weaknesses of various methodological and theoretical approaches to neuropsychology; demonstrate a critical understanding of theory and research in cognitive neuroscience and neuropsychology, and relate research to policy and practice.

Assessment

Group Work Assignment (Week 10, 10%)

Assignment(Including Essay) (Week 8, 40%)

Assignment(Including Essay) (Week 12, 50%)

PSY30340 Human Intelligence and Personality

Level: 3 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Professor Gary O'Reilly **Email:** gary.oreilly@ucd.ie

Module Description

The purpose of this course is to provide students with a critical understanding of theory and research on human intelligence and personality. Topics explored include the measurement of intelligence and personality, measurement driven theories of intelligence and personality, theories that add to our understanding incorporating data beyond IQ and personality data, the biological basis of human intelligence and personality, the genetics of human intelligence and personality, emotional intelligence, the race and IQ debate, and environmental influences on intelligence and personality.

Learning Outcomes

On completion of this module students should be able to describe and understand the process of human evolution over the last 7 million years provides an underlying framework for understanding the origin of individual differences in human intelligence and personality. Describe and understand the meaning of intelligence and personality in psychology. Describe and understand the main theories/methods used to study intelligence and personality. Identify and think critically about the psychological processes involved in intelligence and personality. Apply appropriate psychological principles and findings to address everyday problems/issues involving intelligence and personality.

Assessment

Exam (In-person) 50%

Assignment(Including Essay) (Week 6, 50%)

PSY30410 Advanced Cognitive Psychology

Level: 3 Credits: 5 Trimester: Autumn

Module Coordinator: Assoc Professor Ciara Greene **Email:** ciara.greene@ucd.ie

Module Description

Cognitive psychology is the branch of psychology that studies mental processes - that is, thought, perception, learning, memory, language and so on. In this module, we will examine the theories and evidence surrounding a number of cognitive processes, with reference to recent research and cutting-edge theories. The module will have a particular focus on attention and memory, and their interactions with each other.

Some questions we will examine include:

- how do we filter out all the noise and detail in our environments in order to focus on one task or stimulus?
- how reliable is memory? What are the factors that can undermine it, and what are the consequences of that in the real world?
- can people make rational decisions, or are we slaves to our biases?
- what happens in your mind when you learn a new skill?

This is a research-focussed module that relies on evidence from behavioural research–i.e. experiments examining the performance of participants while they perform cognitive tasks– and cognitive neuroscience research–i.e. studies measuring brain activity during cognitive activities.

Learning Outcomes

On completion of this module you should be able to:

- Demonstrate an understanding of the different theories of attention and how they affect real world performance
- Discuss the processes underlying human memory and their application in real-world contexts (e.g. eyewitness memory)
- Critically evaluate theories of reasoning and problem-solving
- Describe the relationship between attention and other cognitive processes, e.g. memory, decision making and problem solving
- Critically assess the role of emotion in cognition
- Explain the cognitive processes underlying skill acquisition.

Assessment

Exam (Open Book) 60%

Individual Project (Week 10, 40%)

Participation in Learning Activities (Weeks 1-12, 10%)

PSY30480 Research Data & Analysis 3

Level: 3 **Credits:** 10 **Trimester:** Autumn

Module Coordinator: Professor Suzanne Guerin **Email:** suzanne.guerin@ucd.ie

Module Description

This module is designed to develop students' understanding of and skills in the use of advanced methodological and analytical techniques in psychological research. The module will teach students why, when and how to use these advanced methods, including statistical techniques, in psychology.

Techniques include qualitative data analysis, power analysis, ANCOVA, two-way ANOVA, tests of simple effects for interaction, linear regression, and others. Over the course of the module students will develop a deep understanding of the techniques (including statistical formula) and skills in the use of common software analysis tools.

The emphasis in the module is on understanding the nature and role of complex research designs and the interpretation of both qualitative and quantitative data within a psychological context.

Learning Outcomes

On completion of this module students should be able to:

1. Conduct and critically evaluate an example of qualitative data analysis.
2. Demonstrate an understanding of and carry out a priori power analysis.
3. Demonstrate an understanding of complex designs, including the implications of an interaction effect and the type of interaction.
4. Conduct various complex analyses with more than one variable including ANCOVA, two-way ANOVA and tests of simple main effects.
5. Demonstrate an understanding of and carry out linear regression analysis.
6. Demonstrate competence in the use of common statistical analysis software.

Assessment

Assignment(Including Essay) (Week 5, 25%)

Participation in Learning Activities (Weeks 1-12, 25%)

PSY30500 Research Project Design

Level: 3 **Credits:** 5 **Trimester:** Autumn

Module Coordinator: Professor Jessica Bramham **Email:** jessica.bramham@ucd.ie

Module Description

This module supports student in the design of an independent research project that addresses a significant psychological scientific question. Students will be supervised in the preparation of a research ethics application by a member of the School of Psychology. The module will include guidance on developing a feasible research question, identifying an appropriate research methodology, identifying ethical issues relevant to the research design and securing ethical approval. It will also include training on data security and protection in accordance with GDPR regulations.

Learning Outcomes

On completion of this module, student will be able to

- * Demonstrate understanding of GDPR regulations with regard to data security and

protection

- * Formulate a clear research question and design an appropriate methodology
- * Identify and address the key ethical issues inherent in their research design.

Assessment

Practical Skills Assessment (Week 3, 30%)

Practical Skills Assessment (Week 15, 40%)

Practical Skills Assessment (Week 8, 30%)

PSY30040 Lifespan Developmental Psychology

Level: 3 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Assoc Professor Amanda Fitzgerald

Email: amanda.fitzgerald@ucd.ie

Module Description

This module explores developmental themes that occur across different stages of life from birth and infancy through adulthood and into old age. Although development at each stage of life has unique features, there are also important themes that recur across the lifespan. The module draws on psychosocial theory and the lifespan perspective to organize our understanding of these developmental themes. Topics change from year to year but are focused on typical human development over the lifespan including for example attachment, moral development, well-being, cognition and social relationships among others. The course will primarily draw on peer reviewed journal articles that are freely available online.

Learning Outcomes

On completion of this module students will be able to:

- Conceptualise development as a life long process;
- Apply the framework of psychosocial theory to specified lifespan development themes;
- Critically evaluate the empirical evidence regarding lifespan development in the thematic areas covered in the module;
- Reflect on a case study related to a lifespan development topic and draw on evidence to support our understanding of this case study.

Assessment

Exam (In-person) 35%

Group Work Assignment (Weeks 1-11, 30%)

Assignment(Including Essay) (Week 7, 35%)

PSY30140 Advanced Social Psychology

Level: 3 **Credits:** 5 **Trimester:** Spring

Module Coordinator: Assoc Professor Michael O'Connell

Email: michael.f.oconnell@ucd.ie

Module Description

This module deals with contemporary societal implications arising from an evolving social psychology. The course charts mainstream and alternative approaches to the key questions arising from the scientific analysis of human behaviour and thought in the presence of others. The historical and philosophical underpinnings of social psychology are examined. Special attention is paid to debates between different schools within social psychology and radical critiques of the discipline are highlighted. Everyday applications of social psychology are

outlined.

Learning Outcomes

Appreciate the historical roots of contemporary social psychology. Develop the ability to apply social psychological models to the understanding of modern social issues, including racism and 'modern' racism, materialism, relative deprivation, socio-cultural influence and psychological aspects of health. Appreciate the biological influences on complex human behaviours. Recognise the variety of perspectives made by differing 'schools' of social psychological thought.

Assessment

Exam (In-person) 60%

Assignment(Including Essay) (Week 9,40%)

PSY30490 Research Project Dissertation

Level: 3 **Credits:** 10 **Trimester:** Spring

Module Coordinator: Professor Jessica Bramham **Email:** jessica.bramham@ucd.ie

Module Description

This module involves the execution of a research project that will have been designed and received ethics approval in the previous trimester in PSY30500 Research Project Design. Students will be required to collect and analyse empirical data and write their research report. In addition, they will receive practical support in data analysis. Student contact hours will include regular individual and/or group supervision, alongside seminars, workshops and peer tutorials.

Learning Outcomes

On completion of this module, students will be able to

- * Access and collect data from a sample of their target population
- * Collate and analyse empirical data
- * Report a research project according to professional standards
- * Critically evaluate research findings and methodology in the context of existing research.

Assessment

Individual Project (Week 10, 100%)

- **Stage 3 Options: please see Stage 2 & Stage 3 Options pp. 19-26.**

UCD Assessment and Grading

Grading Scale:

UCD follows a **Grade Point Average (GPA) system**, which measures student performance on a scale from 0.0 to 4.0. The grades are typically assigned as follows:

- **First Class Honours (1.1):** GPA of 3.68 or higher
- **Second Class Honours, Upper Division (2.1):** GPA between 3.08 and 3.67
- **Second Class Honours, Lower Division (2.2):** GPA between 2.48 and 3.07
- **Pass (3rd):** GPA between 2.00 and 2.47

Assessment Methods:

UCD employs a combination of **continuous assessment** and **end-of-trimester exams** to evaluate student performance. Continuous assessment includes coursework, projects, presentations, and class participation, which contribute to the final module grade. End-of-trimester exams typically make up a larger portion of the grade, testing students' overall understanding of the module content. The specific breakdown is outlined in each module descriptor.

Late Submission Policy:

Late submissions of coursework without prior approval are generally penalised. For assignments submitted **late but within 5 working days**, a penalty of 10% per day is applied to the final grade. If coursework is submitted more than **5 days late**, it may not be accepted and a mark of zero may be awarded. Extensions can be granted in exceptional circumstances, but students must apply ahead of the deadline.

Resits and Supplemental Examinations:

If students fail an exam or fail to meet the required grade in a module, they may be offered a **resit or supplemental examination**. This is typically held after the end of the academic year, and students must meet specific criteria outlined by their programme regulations. Successful completion of a resit can allow students to pass the module, though the grade may be capped.

Undergraduate School of Psychology Prizes

UCD School of Psychology offers several prizes and medals to recognize academic excellence among its students, including both undergraduate and postgraduate levels. These awards are presented at the annual Psychology Awards Ceremony, and acknowledge outstanding achievements in essays, research projects, and overall academic performance.

Undergraduate Awards:

Ciarán Benson Medal: Awarded for the best essay by a final year student.

Essay Writing Medal: Awarded for the best essay by a second-year student.

Michael Nolan Medal: Awarded for the best final-year research project.

Aidan P. Moran Medal: Awarded for excellence in research design and analysis.

Deirdre Keegan Medal: Awarded to the best mature student.

Eamonn Feichín O'Doherty Medal: Awarded to the best student in the Higher Diploma in Psychology.

Academic Integrity in the UCD School of Psychology

Academic integrity at UCD requires all members of the academic community to act ethically, honestly, and fairly. Breaches of integrity undermine the credibility of the university and the value of its qualifications. The UCD School of Psychology strictly upholds these standards. Any work submitted must be your own, with all sources properly acknowledged using APA citation style.

Common Types of Academic Misconduct:

- **Plagiarism:** Using ideas or wording from other sources without proper citation, including paraphrasing without attribution.
- **Cheating:** Using unauthorized materials or resources during exams.
- **Collusion:** Working with others on assignments or exams unless explicitly allowed.

Suspected breaches are referred to the School Academic Integrity Committee and handled under UCD's Student Academic Misconduct Procedure.

Use of Generative AI

Using generative AI tools (e.g., ChatGPT, Google Bard) to produce or edit submitted work is not allowed unless explicitly permitted by the module coordinator. Submitting AI-generated content—even if edited—under your own name without proper attribution is considered plagiarism.

Acceptable uses of AI include aiding your understanding, summarizing difficult material, or brainstorming ideas. However, using AI in assessments comes with significant risks:

1. **Inaccuracy:** AI-generated content may sound plausible but can contain false or biased information.
2. **Fabricated Sources:** AI can “hallucinate” references that do not exist.
3. **Undermined Learning:** Relying on AI prevents you from fully engaging with the subject matter and developing essential academic and professional skills.
4. **Loss of Personal Voice:** AI-written content lacks the unique expression of your own thoughts and reasoning, which educators value in your work.

Each module will specify whether AI use is permitted. If it's not explicitly allowed in the module descriptor or lecture materials, assume it is not permitted. Always seek clarification from your lecturers or coordinators if you're unsure about proper source citation or AI usage.

Maintaining academic integrity ensures a fair, credible learning environment and supports your long-term success in Psychology and beyond.

UCD's Extenuating Circumstances Policies

University College Dublin recognises that serious, unforeseen circumstances—such as acute illness, bereavement, accident, or significant personal/emotional issues—can impair a student's ability to fulfil academic requirements. In such cases, students may apply for **Extenuating Circumstances (EC)** to avoid academic or financial penalties.

Application Process

- Applications are typically made **online via SISWeb** under the Programme Services tab. If this route isn't available, students should contact their respective College or School Office directly.
- Consultation with a **Student Adviser or College/School Office** is strongly encouraged prior to applying.

Supporting Documentation

- EC applications must include evidence from qualified professionals—such as a medical practitioner, counsellor, registered psychologist, Garda, or UCD Student Support staff. Documentation must be dated, legible, and on official headed paper.

What Happens When EC Is Granted

- Students whose applications are approved may avoid academic penalties, including grade caps or additional tuition fees. They often receive options such as IX (incomplete) grades, which allow for resolution through rescheduled assessments.
- IX grades typically must be resolved in the following one or two trimesters. If not addressed, they may convert to a failing grade. Timing and format of resolution depends on module coordinators.



UCD SCHOOL OF PSYCHOLOGY DECISION TREE FOR STUDENT SUPPORT



The UCD School of Psychology (SoP) Decision Tree aims to help students in the SoP know where to go when they have queries, questions, complaints or feedback they want to provide. There's lots of information available on the UCD website relating to modules, programmes, and general policies and procedures in UCD and we recommend you use the online material as a first port of call. This guide provides an overview in one place to help make sense of it all.

**Here are seven
questions
we have the
answer to!**



1. I have a question relating to a module...

PROGRAMME/COURSE ADMINISTRATOR

- Each programme or course has a member of the Administration Team that works specifically with that course. They are the first point of call if your query relates to registration for a module, issues with signing up for tutorials, etc. A list of administrators can be found at the link at the end of this document.

MODULE LECTURERS

- In the School, members of staff, adjuncts (i.e., associated staff), and visitors deliver lectures on modules. If your question relates to the specific content of a lecture, the best person to talk to is the person who gave the lecture. However, be sure to check Brightspace or the module syllabus to see if there is an answer to your question online.

MODULE COORDINATOR

- If you have an academic query specific to a module you are taking, the module coordinator is the first person to contact. This might include questions about content or assignments. If you are having difficulties with the module, for example, if you cannot make an assignment deadline or you are going to miss a class, you should contact the coordinator. If you are experiencing extenuating circumstances relating to a single module, again the module coordinator can advise you. Be sure to check Brightspace or the module syllabus to see if there is an answer to your question online.



2. I have a question that relates to several modules or my programme/course...

PROGRAMME/COURSE ADMINISTRATOR

- The programme/course administrator would be the first point of call if your query relates to administrative issues such as registration for a programme, timetabling issues, etc. A list of administrators can be found at the link at the end of this document.

BSc PROGRAMME YEAR COORDINATORS

- Each year of the BSc programme has a distinct Year Coordinator. You can go to them for academic issues specific to your year, for example, if two assignment deadlines are clashing across different modules or if you are experiencing difficulties that are impacting on multiple modules. They will be able to advise on academic issues and coordinate any discussions with module coordinators. They also refer students to the UCD Student Advisors for support with personal difficulties. A list of Year Coordinators can be found at the link at the end of this document.

PROGRAMME/COURSE DIRECTOR

- Each course at undergraduate and postgraduate level in the School has a Director, or Co-Directors. They will respond to queries about the course, particularly those that relate to a number of modules. This might involve questions about performance on the programme, requesting a leave of absence, if you are considering withdrawing from the programme, or considering transferring to or from another programme. A list of Programme/Course Directors can be found at the link at the end of this document.



3. I would like to share my feedback ...

STUDENT FEEDBACK FORMS

- UCD operates a student module feedback survey that allows you to provide feedback on modules at the end of each trimester. This system allows you to provide anonymous feedback. For example, if you really liked an assessment type or indeed if you felt there were things that could be strengthened in a module this is where you can give that feedback that will be sent directly to the module coordinator.

SCHOOL STAFF STUDENT COMMITTEES (UG AND PG)

- The School has two staff student committees (SSCs) made up of staff and student members. Student members include Student Union representatives and other students who have applied to become involved. The SSCs allows for discussion between representatives of the staff team and student body on School of Psychology related issues. For example, recording of lectures, provision of tutorials, etc. Any student can approach the Director of Teaching and Learning to ask that an issue be discussed by the SSCs. Contact details for the Director of Teaching and Learning are provided via the link at the end of this document.



4. I have a question about the School of Psychology Labs or School Equipment...

PSYCHOLOGY LAB MANAGER

- The Lab Manager is responsible for management of the School's Lab space, including room bookings for undergraduate research activity. Lab bookings for postgraduate research activity is via your supervisor. Queries about undergraduate lab attendance and assignments should also be directed to the Lab Manager. Contact details for the Lab Manager can be found at the link at the end of this document.

TECHNICAL TEAM

- Our Technical Team are available to support students with aspects of technology, software and equipment within the school, including undergraduate and postgraduate research support. The general email for support in these areas is PSYIT@ucd.ie. Please note the School's Technical Team cannot assist with queries relating to UCD's online systems such as SISWeb, Brightspace, or UCConnect.



5. I have a general question about the School of Psychology...

HEAD OF SCHOOL

- The Head of School (HoS) has overall responsibility for many aspects of activity in the School. However key duties are assigned to other staff, who may be better placed to act as a first point of call. In cases where students have a serious concern, or wish to discuss making a complaint under the UCD Student Complaints Procedure (see below), the HoS would be the best person to contact. A list of all administrative staff can be found at the link at the end of this document.

SCHOOL MANAGER

- The School Manager is responsible for administrative activities in the School and leads the administrative team. They have responsibilities for supporting key committees within the school and activities such as overall timetabling. However, key duties such as programme support are assigned to other members of the team, who may be better placed to act as a first point of call. A list of all administrative staff can be found at the link at the end of this document.

DIRECTOR OF TEACHING AND LEARNING

- The Director of Teaching and Learning (T&L) is responsible for queries related to the development of the School's Learning, Teaching and Assessment Strategy. Communication with the Director of T&L typically occurs via the Staff Student Committee where the student members bring their voice to decisions around general teaching strategy, for example, issues with assessment integrity, new plans for tutorials etc. Contact details for the Director of T&L can be found at the link at the end of this document.



6. I need some general support for my studies...

STUDENT ADVISORS

- UCD Student Advisers provide a space for students to explore the challenges to learning which they encounter and support students to find resolutions right for them. They advise students on UCD policies, procedures and services and guide and support them through the policy process. Further details are available here <https://www.ucd.ie/studentadvisers/>



7. I would like to raise a concern or discuss making a complaint...

The UCD Student Complaint Procedure (see <https://www.ucd.ie/secca/studentcomplaints/>) outlines the steps involved in raising a concern or making a complaint, including the issues covered by the policy. In the first instance students are encouraged to raise concerns with the relevant person. If this is difficult, or you are unsure who to discuss your concern with, the appropriate person to approach is the Head of School. They will be able to provide information on next steps.

For a list of roles and contact details visit <https://www.ucd.ie/psychology/contact/>



University-wide Academic Supports

Peer Mentoring Programmes

First-year students can seek advice from trained peer mentors, who can offer guidance on settling into university life, managing workloads, and navigating course requirements. These informal check-ins provide a friendly, approachable source of advice and encouragement.

UCD Library Services

The UCD Library offers extensive resources for Psychology, including online databases (PsycINFO, Psyc ARTICLES, Web of Science), e-books, and print collections. Subject librarians can help with finding and evaluating sources, and offer workshops tailored to Psychology research skills.

Academic Writing Centre

The UCD Writing Centre provides one-to-one and group sessions to improve academic writing skills, from structuring essays to refining arguments. Staff can offer feedback on drafts and advice on referencing styles, including APA format commonly used in Psychology.

The UCD Maths Support Centre

The UCD Maths Support Centre (MSC) is an informal drop-in centre **available as a free service to all UCD students registered to a level 0, 1 or 2 module**, irrespective of their programme of study. You can book an in-person or online appointment though there is no need to book an appointment, you can just drop by with your mathematical or statistical query and speak to one of our welcoming tutors.

Key dates for UCD Academic Year 2025-26

Autumn Trimester (2025)

- **Orientation:** Monday, **1 September** – Friday, **5 September**
 - **Teaching term:** Monday, **8 September** – Friday, **28 November** (12 weeks)
 - **Revision week:** Saturday, **29 November** – Friday, **5 December** (1 week)
 - **Exams:** Saturday, **6 December** – Saturday, **20 December** (2 weeks)
-

Spring Trimester (2026)

- **Teaching term:** Monday, **19 January** – Friday, **6 March** (7 weeks)
 - **Fieldwork / Study period:** Monday, **9 March** – Sunday, **22 March** (2 weeks)
 - **Teaching term continues:** Monday, **23 March** – Friday, **24 April** (5 weeks)
 - **Revision week:** Saturday, **25 April** – Friday, **1 May** (1 week)
 - **Exams:** Saturday, **2 May** – Saturday, **16 May** (2 weeks)
-

Summer Trimester (2026)

- **Teaching term:** Monday, **18 May** – Friday, **7 August** (12 weeks)
- **Revision week:** Saturday, **8 August** – Friday, **14 August** (1 week)
- **Exams:** Saturday, **15 August** – Saturday, **22 August** (1 week)

Further general information on UCD can be found at <https://www.ucd.ie/>

And further specific details about the UCD School of Psychology can be found at <https://www.ucd.ie/psychology/>

Please remember that details contained in this Handbook were correct at the time of preparation, but ultimately UCD's University Academic Regulations (<https://www.ucd.ie/students/exams/assessinggraduateresearchtheses/regulationsandpolicy/>) provide the formal rules governing the offerings to, and regulations for students. In the event of any inconsistency between the information provided in this Handbook, and the Academic Regulations, the latter will prevail.