

**Student Guidance**  
**Department of Psychology**  
**University of Limerick**

The University regulations provide a wealth of important information about your degree, assessment, disciplinary procedures, regulations for conduct, appeals procedures etc. They are available online from:

<http://www.ul.ie/portal/students>

This guide is designed for at students undertaking courses in Psychology at UL. It should assist students in their careers as Psychology students. It is intended to help you meet the requirements of the course to the best of you abilities. Some sections of the booklet provide advice, whilst others details mechanism being put in place to ensure that students are treated fairly and equitably. It also provides details of the coursework requirements (attendance and submission of coursework), penalties applied for non-submission of coursework and non-attendance at labs and tutorials, guidelines for use of non-sexist language, referencing and plagiarism.

### **Degree Modes**

UL currently offers three types of Psychology degree. From 2006-7, students have been admitted to the BA Joint Honours Psychology & Sociology pathway, and from 2009/10, students were admitted to the BSc Psychology programme. Both pathways are accredited by the Psychological Society of Ireland. Students with an accredited Psychology degree can apply for places on postgraduate professional training courses in Psychology accredited by the Psychological Society of Ireland/British Psychological Society. Remember, however, that competition for such courses is severe and you must always consider other employment and training possibilities.

Remember in order to be eligible for PSI graduate membership, you must pass the independent research project, and gain at least a Lower Second Class Honours degree. In short your average grade needs to be at least a B2 across years 2, 3 and 4.

In addition, from 2007-2008, students have been admitted onto a Psychology Stream on a BA in Liberal Arts. This programme is not designed to meet the requirements for Graduate Basis for Registration. Students seeking to transfer between programmes should speak to their advisor of studies.

## **Aims of the Department**

The Department of Psychology at UL is its infancy. The first academic appointments to the Department were in 2007. It is an exciting time to be at UL as the Department develops and finds its niche in the Irish, European and the International World of Psychology. The Department of Psychology is committed to excellent undergraduate and postgraduate education and world class psychological research. We focus on contemporary social issues, encourage intellectual curiosity, and promote critical thinking and compassion to maximize social and psychological wellbeing.

To cultivate our guiding principles in Education, Research and Connectedness, we:

- Promote our vibrant learning environment, characterized by research-led teaching;
- Consolidate and build new, long lasting research communities amongst academics, practitioners and students;
- Extend an Irish presence throughout our international networks.

The department has a number of important aims that it is working towards:

- To create a vibrant and positive teaching and learning environment for students
- To develop the research profile of the Department of Psychology in the area of Social Psychology which will lead to heightened respect and add to dynamism of the developing Department
- To allow students to explore the breadth and range of knowledge available to them via Psychology and in so doing to develop intellectual, methodological and generic skills appropriate to the level of study.
- To satisfy appropriate professional accreditation standards
- To encourage students to engage with the development of the Department through a system of student review and evaluation
- To develop systems of learning and support that ensure transparency, fairness and equality of opportunity

## **Intended Learning Outcomes for Psychology Students**

### **(a) Knowledge and Understanding:**

Gain knowledge and understanding of the scientific underpinnings of Psychology from broad overview at the introductory level to a deeper understanding of the core areas (to more advanced study, specialisation and application during final year. The core knowledge domains will include research methods, biological psychology, cognitive psychology, personality and individual differences, developmental psychology and social psychology

### **(b) Intellectual Skills:**

A key characteristic of a good Psychology student is an ability to integrate information from a number of perspectives. Problem solving skills, analysis and synthesis of competing and conflicting information and theory as well as critical thinking skills in the field of Psychology are key to successful student achievement and progression.

### **(c) Methodological Skills:**

Successful Psychology students develop quickly in the area of research skills. From a base where students understand the basics of information retrieval and descriptive statistics, students develop a range of skills in research design, measurement and statistical and qualitative analysis. Essential to this development is an understanding of the appropriateness of application of particular methods in particular contexts. In the final year and penultimate year of study, students skills are tested as they are required to carry out independent research alone and with a group of peers. At all stages, and as developing psychologists, this research must be undertaken with due care and attention to ethical issues that arise. Ethics and ethical awareness is an important element of all aspects of teaching and research across our programmes and modules. We hope that by the end of your degree you will all have developed a strong social conscience and an ability to engage ethically in all aspects of your professional lives.

### **(d) Generic Skills**

During the course of your degree, students should develop personally as well as a psychologist! Many Psychology graduates do not go on to become career psychologists but the skills they have gained over the years of their degree nonetheless improve their own social skills and heighten their employability.

A key skill students must develop is the ability to take control of their own learning. Students will be expected to master a great deal of material that is covered in lectures from required textbooks and other recommended readings. Excellent students will find additional relevant information on many topics from recently published journal articles, books and chapters, thus evidencing motivation and independence in their thinking and learning. Students will be assisted in the development of their own learning skills through feedback on their work formally (via coursework) and informally (via tutorials) by Faculty. All Faculty maintain two-hours per week during which they are available to students to drop in for feedback and discussion. Students are encouraged to utilise this important facility as much as possible.

A second key area of generic skill development will be communication skills. The development of written communication skills will be encouraged through coursework requirements such as lab reports and essays. Students therefore will develop scientific writing skills as well as skills in effective written communication. Oral communication skills are also an important skill students must develop. Students will be required to present their work to their peers in formal and informal settings, again developing accessible and understandable communication styles that are appropriate to varied settings.

Finally, Psychology students will acquire appropriate familiarity and competence with information technology. In particular graduates in Psychology should be competent in appropriate research and statistical technology.

### **Attendance**

You are required to attend all laboratory, seminar and tutorial sessions. In particular, laboratory and practical work is a requirement of accredited Psychology programmes. Attendance is compulsory and therefore recorded. **Non-attendance at lab sessions will result in students failing the module.** Attendance records are also used when writing references to comment on 'reliability and timekeeping'. See the Departmental Policy on Missed Labs in Appendix 2. Attendance at lectures, while not always recorded, is obviously vitally important. If you do not attend you may miss vital information, including that related to assessed coursework requirements.

### **Examinations**

Assessment of core knowledge is principally through end-of-semester examinations which include multiple-choice, short answer and essay-type questions. Exam periods occur in December and May. A further period occurs in August for students who missed exams through illness. Each student can access a personalised exam timetable on the UL website.

The majority of exams for modules delivered by the Psychology Department are written by hand under exam conditions and are administered by the exams office of the University of Limerick. It is the student's responsibility to ensure that their exam scripts are legible. Please note that there is no provision in the academic regulations of the University for students to read aloud/transcribe/type exam scripts, unless they have consulted with Disability Services in advance, and special accommodations are agreed. Any student concerned about this issue should contact Disability Services.

### **Submission of Coursework & Deadlines**

With coursework, in many forms, making a high contribution to overall assessment of many modules it is vital to ensure that all coursework is submitted to the appropriate deadline. It is your responsibility to ensure that your submission conforms to the advised requirements and is received on time.

Note that, unless stated otherwise by the lecturer, all essay and laboratory report submissions should be written in the style laid out by the American Psychological Association. This style governs the structure of reports, headings, use of language and referencing. It is important to familiarise yourself with APA style. A handy summary guide is provided in Appendix 3 of this document.

Plan your work well in advance of deadlines. For work which should be performed over a period of time (e.g. an essay) you must not take the deadline as the date when work is done and submitted – try to do the work early on and submit a few days early. If you leave work until deadline day then we cannot accept medical problems as mitigation for lateness.

Submission format for coursework varies across modules and may include soft copy (electronic) only, hard copy (paper) only, or both. It is your responsibility to make yourself aware of the requirements for each module.

If a paper copy is required, this must be placed in the designated secured coursework deposit box on the E1 corridor (outside E1-026) of the Main Building and you must sign the submission sheet taped to the deposit box.

If an electronic copy is required, this must be uploaded to the designated site on the SULIS system.

If both paper and electronic copies are required for a complete submission, both must be received by the deadline, or late penalties will be applied. Students should retain copies of all the coursework they submit and retain all the feedback sheets they receive. You may be asked to submit this to the Board of Examiners later. Students are also advised to keep a duplicate copy of any coursework submitted for assessment.

Coursework should be accompanied by a coursework cover sheet (Appendix 6).

At 4pm on the day of the deadline, the submission box will become unavailable to students. The contents of the box will then be checked and verified by two members of staff. Students who wish to submit late coursework can hand paper submissions into the Psychology Office where it will be marked as a late submission. Electronic copies must also be submitted to SULIS. Students who have failed to submit a complete coursework in duplicate by the 4pm deadline will be penalised. **All assessed work submitted after the published submission deadline will be penalised at the rate of 5% per day, up to a maximum of 5 working days late, after which a mark of zero will be awarded.** If the work is not submitted or is not found by two members of staff to be in the secured coursework box upon opening an award of zero mark is made.

### **Psychology Faculty Availability**

It is expected that Faculty delivering accredited Psychology programmes are research active, not least as this enhances the quality of the teaching and learning experiences students have as well as the reputation of the University and as a consequence the value placed by others on a UL Psychology degree. It is important that students understand that teaching and learning support is one of two important and central aspects of their lecturers' academic life. For this reason, faculty availability will be advertised and students will be free to drop in during office hours. Alternatively students can make a personal appointment using a sign-up sheet provided outside the relevant faculty members' office or online. **Out of respect for the Departmental research agenda please do not request appointments via e-mail.** Students experiencing difficulties with securing an appointment with a member of faculty should inform the Head of Department or Course Directors.

### **E-mail Communications**

Frequently during term time, faculty and staff will use the e-mail system to alert students to news and events. E-mail will also be used to communicate with students

where they have missed tutorials/deadlines. The onus is on students to check their e-mails regularly, and to keep abreast of developments in course provision.

Faculty receive many e-mails from students on a daily basis. As a matter of policy, faculty are advised not to provide guidance regarding course-work or exam questions by e-mails. E-mail advice can lead to confusion amongst students and can be perceived as providing different levels of advice across the student groups. **E-mails requesting information about assessment requested by e-mail will be ignored by faculty.** Discussion of assessment and coursework requirements are encouraged in a whole class forum such as tutorials/labs/lectures or electronically via SULIS to encourage fairness and equivalence of student experience.

### **Grading of submissions**

Assessment of written course-work and exams is multi-dimensional and often affected by a wide range of characteristics. The following is a guide aimed to assist students in the development of course-work submissions.

#### **A1 and A2 ( $\geq 80\%$ and $\geq 75\%$ )**

There are several different ways of obtaining an A. Generally work is exceptionally good for an undergraduate. More specifically, in response to the task set the submission is comprehensive and inclusive. The information detailed is accurate. There is evidence of independent reading/learning. Other characteristics that often result in the award of an A include attempts having been made to critically evaluate the information obtained, evidence that the student has thought about and digested the information they have read, an attempt to integrate many perspectives, resulting in a level of theoretical analysis, particularly original approach to the issue.

#### **B1 and B2 ( $\geq 70\%$ and $\geq 65\%$ )**

B1 and B2 answers are highly competent and tend to be the modal mark achieved in any given cohort of students. Typically, students have undertaken the task as set. The answer/submission is generally accurate and well-informed, evidences independent and general reading, have reasonably comprehensive coverage and is well organised and structured. Though some evidence of evaluation of the material is present, often this evaluation is generated from others insights and there may be an over-reliance on descriptive material, though there is clear evidence of understanding of the material.

#### **B3 ( $\geq 60\%$ )**

B3 answers indicate an acceptable level of competence. They are generally accurate though less comprehensive than they could be. There is limited evidence of reading beyond that required. Students fail to develop their arguments fully, provide largely descriptive information and little evaluation of the material. Sometimes too much effort has been dedicated to an argument that is not central to the task as set.

### **C1-C3 ( $\geq 55\%$ , $\geq 50\%$ and $\geq 45\%$ )**

C1-C3 answers demonstrate limited knowledge and understanding of the area from a psychological perspective. They are weak in a number of ways, there is little or no evidence of reading, key points have been missed, there is erroneous or confused information presented. The submission does not address the task as set.

### **D1-D2 ( $\geq 40\%$ and $\geq 35\%$ )**

Answers in this category are generally very poor. They may contain some passing reference to material presented in lectures, but on the whole they present little in the way of psychological knowledge. Typically these answers are student's opinions on a particular issue with some passing reference to psychological research. There is no evidence of reading.

### **Fail ( $< 35\%$ )**

#### **Mitigating Circumstances**

Late work is normally heavily penalised. Any mitigation of late submission is only possible on the basis of evidence submitted in writing by the student asking for extenuating circumstances to be taken into account. All requests for mitigation must be made on the standard online form, which is available [here](#).

Any student wishing mitigation to be considered should state in detail on the form the full reasons for requesting mitigation. Full supporting documentation/ evidence must be provided with the M form. Information provided is obviously treated as confidential.

Requests for mitigation will be considered by the Head of Department and Course Director in consultation with other academic staff. The M-form committee will normally meet once each semester.

If there are good reasons why you are unable to attend a laboratory class/tutorial or hand in an assignment then you should submit an M-form to avoid being awarded a mark of zero for non-attendance and/or non-submission.

NOTE: Requests for mitigating circumstances will not be considered after marks have been awarded or exams sat.

#### **Returning Student Work**

Student course-work will generally be returned by lecturers in class, or electronically by SULIS or email. Coursework will be returned to students graded and with feedback. Students should pay close attention to the feedback they are given by lecturers. Try to correct errors made in early submissions. Staff and accreditation panels are interested in seeing student progression and one of the easiest ways of achieving this is by correcting previous errors.

Any penalty applied to the coursework for late submission will be visible on return of the coursework. Non-attendance penalties will be applied at the end of the teaching period.

### **Participants for Experiments**

Those wishing to access experimental participants outside the School for project work (for example from schools or other institutions) should only do so via their supervisor, and then only once full ethical approval has been obtained in writing from the Ethics Committee. Failure to follow this rule may result in problems for the School with future unavailability of participants.

### **Guidelines for the Use of Non-sexist Language**

This is a special case of a general problem - that of reducing all bias in language. Useful guidelines for the use of non-sexist language may be found in The Psychologist of February 1988. They draw extensively on the Guidelines published by the American Psychological Association.

Psychologists have made a substantial contribution to documenting sexism in the structure and use of the English language. Research has refuted the belief that gender-specific terms are invariably interpreted by the reader as generic, and in particular, that the male form includes the female. These and other conventions have been shown to reflect and reinforce sex-role stereotypes, and the weight of the evidence is sufficient to justify the effort entailed in writing non-sexist prose.

e.g.

The client is usually the best judge of the value of his counselling. The client is usually the best judge of the value of counselling (Comment: his deleted). The client is usually the best judge of the value of his or her counselling (Comment: or her added - use sparingly to avoid monotonous repetition). Clients are usually the best judge of the value of the counselling (Comment: changed to plural). The best judge of the value of counselling is usually the client (Comment: rephrased).

males, females, men, women, boys, girls, adults, children, adolescents (Comment: specific nouns reduce the possibility of stereotype bias and often clarify discussion. Use male and female as adjectives where appropriate and relevant (female experimenter, male subject). Avoid unparallel usage such as 10 men and 16 females).

The authors acknowledge the assistance of Mrs John Smith. The authors acknowledge the assistance of Jane Smith (Comment: use given names).

### **Problems of evaluation**

The majority of instances of implied irrelevant evaluation seem to occur when the writer uses one group (usually the writer's own group) as the standard against which others are assessed. Unfortunately, the basis for negative comparisons is usually



established during the planning of the research, for example, by the choice of empirical measures.

At the writing stage, avoid language that suggests evaluation. An example of implied evaluation is found in the term 'culturally deprived' when it is used to describe a single group rather than to compare two or more groups. Using the term to describe one group of subjects without the supporting data required in scientific writing implies that one culture is a universally accepted standard against which others are judged. As a test of implied evaluation, substitute another group (e.g. your own) for the group being discussed. If you are offended by the revised statement, there is probably bias in the original statement.

### **Citing the Literature**

Whenever you write an essay, laboratory report or thesis, you will need to show what you have read. Every idea which is not your own should be referenced, otherwise you are committing plagiarism (outlined below) and risk severe penalties. References in the text should be cited with author(s)' surname(s) and year of publication. An example could be "Smith and Jones (1973) claimed that..." or "Division takes longer than addition (Smith & Jones, 1973)." When citing two or more references by the same author from the same year, use lower case notation to distinguish between them: Smith, 1990a; Smith, 1990b. When citing more than one source in the same parentheses, order them alphabetically, not chronologically (Brown, 1990; Jones, 1975; Smith, 1969).

A full reference list, providing complete bibliographic information for every cited source, must appear at the end of your essay (or coursework that is submitted). It should be placed before any appendices. References are listed in alphabetical order. Order same-surname authors by first initial (Smith, E. J. before Smith, N. P. Note that initials are required in the reference list and are only used in in-text citations if necessary to distinguish between authors with the same surname). Order multiple authors according to second author's surname (e.g., Smith, N. P. & Brown, R. J. before Smith, N. P. & Jones, A. B.; but Smith, E. J. & Jones, A. B. before Smith, N. P. & Brown, R. J.)

References should be typed in the forms exemplified below (but in alphabetical order, as described above, not grouped by format). Refer to the sixth edition of the American Psychological Association's (2009) Publication Manual for further details. Robert Sternberg's book "The Psychologist's Companion" is also good.

### **Papers**

Dehaene-Lambertz, G., & Dehaene, S. (1994). Speed and cerebral correlates of syllable discrimination in infants. *Nature*, 370(6487), 292-295.  
doi:10.1038/370292a0

(Note: always give the journal title in full).

## **Books**

Stoddart, D. M. (1990). *The scented ape: The biology and culture of human odour*. Cambridge: Cambridge University Press.

## **Electronic version of print book**

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.uo.uk/html/index.asp>

## **Book Chapters**

D'Udine, B. & Alleva, E. (1983). Early experience and sexual preferences in rodents. In P. Bateson (Ed.), *Mate Choice* (pp. 311-327). Cambridge: Cambridge University Press.

## **Newspaper articles**

Schwartz, Z. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

## **Corporate or government report**

US Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from [http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth\\_sch.pdf](http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf)

A complete list of reference examples is given in the APA publication manual (2010).

## **Secondary Sources**

Sometimes you may need to use a secondary source. This is where you read in a book by Smith (1998) that Jones (1980) conducted an experiment showing that division takes longer to perform than addition. But you haven't read Jones's paper for yourself. You really SHOULD try to get hold of the Jones (1980) paper and read it for yourself – Smith (1998) may have misunderstood something! But occasionally this is impossible (perhaps because Jones's paper was presented verbally at a conference) so you may need to cite the reference making it clear that you have only Smith's word for it that Jones found so-and-so. Do so in the text by saying "Jones (1980; cited in Smith, 1998) claimed that division takes longer than addition..." and in the reference section cite only Smith's paper.

## **Plagiarism**

Plagiarism refers to the copying **or paraphrasing** of material from any source (e.g., web, lecture overheads, books, scientific papers...) unless this is clearly attributed to the original author by putting it in quotation marks, giving the Author's name and year in the text, and a reference in your Reference section. Merely changing some words around but keeping the 'sense' of an author's thoughts constitutes plagiarism. We instead require you to read material, think about it, and develop your own links

and arguments. Copying chunks from other sources and/or change a few words here and there does not demonstrate to us that you have learnt or thought about the material.

Beware of committing ‘unintentional plagiarism’ – copying chunks of text as notes, or making a précis, and then incorporating this material into an assignment, forgetting where it came from. This will be treated in the same way as intentional plagiarism. Talk to your thesis supervisor, project group supervisor or tutor if you are at all unsure of what does and does not constitute plagiarism.

Most importantly it is an academic offence for students to plagiarise. Plagiarism is defined as the presentation of the work of others as the writer’s own: it is basically the theft of ideas. Students may develop bad habits, at school it may apparently be acceptable to reproduce the structure or content of notes, books etc. **This is not acceptable at University level.** Some students do truly bizarre things such as learning great chunks of textbooks by heart and reproducing them practically word for word in examinations. Apart from being plagiarism, this does not show us that they have any understanding whatsoever of the subject. **At University, any instances of plagiarism are treated as a disciplinary offence. Plagiarised work may be awarded a mark of zero and referred to the University Disciplinary Committee.**

### **Quotations**

Over-reliance on exact quotations is a method students sometimes use to make sure they are not guilty of plagiarism. However the use of quotations can easily become cumbersome and distracting. Furthermore, they indicate that students have not read and inwardly digested the material themselves. Their excessive use is discouraged. Most students use far too many quotations in their coursework. Only short quotations that express a point particularly well or succinctly should be used. As a general rule, more than one or two quotations per submission is more than ample.

### **Collusion**

It is an academic offence for two or more students to work together on an assignment that is meant to be done individually and hand the work in as if they had each worked independently. It is expected that the work being assessed, unless specifically designated as a group assessment, shall be the sole work of that student.

All assessed work and particularly coursework - essays, assignments, etc., and also contents of examination answers, must be your own work, except in the case of specified parts of group projects and certain theses which may be a joint effort and indicated as such.

It is an academic offence for a student to permit another student to copy his/her work submitted for assessment, and both parties will be dealt with in accordance with these procedures.

## **Data fabrication / Data fraud**

It is an academic offence for a student to falsely claim to have carried out any piece of research, including questionnaires, experiments, interviews, or any other method of data collection experiments, interviews or any form of research which he/she has not in fact carried out. More specifically, data fraud refers to: i) data faking – making up, falsifying, or inventing part or all of a data set and representing it as obtained through legitimate methods of data collection from human participants or animal subjects; ii) changing part or all of a set of data that were collected from human participants or animals; iii) misrepresenting the results of data analysis. It is also an academic offence for a student knowingly to make use of falsified data as described above. It is an academic offence to use any partially or fully falsified or misrepresented data analysis in any piece of coursework. **At University, any instances of data fabrication/data fraud are treated as a disciplinary offence. Falsified work may be awarded a mark of zero and referred to the University Disciplinary Committee.**

## **Books and the Library**

### **Book sharing consortia**

You will need to buy some books. Hence book costs in the second year should be minimal. Students might find it helpful to organise “book sharing consortia” whereby small groups of students taking the same course buy different books between themselves and then share these texts. While all references should be available on Consultation or in the Offprint collection of the Science Library, the numbers available are inevitably limited - so you need to purchase some books and plan your reading throughout the session.

### **Study Guide Books**

As well as the specialised books required for the various modules, the following books will be of considerable benefit to all students. They cover topics such as time management, essay-writing, how to present data, how to write laboratory reports and a whole host of other useful skills. They are all in the library, but you may well need a personal copy of at least one of them

- Moran, A. P. (1997). *Managing Your Own Learning at University*. University College Dublin Press.
- Northedge, A., Thomas, J., Lane, A. & Peasgood, A. (1997). *The Sciences Good Study Guide*. Open University.
- Northedge, A. (1990). *The Good Study Guide*. Open University.
- Sternberg, R.J. (1993 and later). *The Psychologist's Companion*. Leicester: British Psychological Society.

## **The Libraries**

Most of the books and journals that you require are in the Library. The librarians arrange tours of this library during the first few weeks of each semester. Students are strongly encouraged to suggest books they think would be useful additions to the library. UL students have complete access to libraries at the University of Limerick,

Mary Immaculate College, and Limerick Institute of Technology. In addition to paper copies of books and journal articles stored in the libraries, students have access to extensive online book and journal collections through the UL university website. It is possible to access these resources both on and off campus.

### **Research Seminars**

Research seminars are organised by the Psychology Department and are usually hour long sessions during which guest or internal researchers have the opportunity to talk about their research to peers and colleagues. Often these presentations describe cutting edge research that is pushing forward the boundaries of psychological knowledge. All students are strongly encouraged and most welcome to attend school research seminars which occur during term time. Details are clearly posted and on the Departmental web pages and information provided by email.

---

### **List of Appendices**

Appendix 1 – Notes on mitigating circumstances

Appendix 2 – Missed labs and tutorial policy

Appendix 3 – Handy guide to APA style

Appendix 4 – Psychology Student Agreement (To be signed, detached and handed in during orientation)

Appendix 5- Coursework Cover Sheet

---

### **Document History**

**Authored** 2008 Orla Muldoon (Essential reading for all psychology students 2.doc)

**Reviewed** 2012 Rachel Msetfi (EssentialReadingPsychologyStudentRev2012.doc)

**Amendments:** 30/08/2012 Rachel Msetfi  
(EssentialReadingPsychologyStudentRev2012Agreed.doc)

**Amendments:** 2013 Ronni Greenwood and Sandra O'Brien  
(EssentialReadingPsychologyStudent 2013)

**Amendments:** January 2014 Sandra O'Brien (EssentialReadingPsychologyStudent 2014)

**Amendments:** Week 0 Sept. 2014 Ann-Marie Creaven  
(EssentialReadingPsychologyStudent2014)

**Amendments:** week 0 Jan 2015 Orla Muldoon

**Amendments:** Week 0 August 2017 Sandra O'Brien  
(EssentialReadingPsychologyStudent 2017)

**Amendments:** Week 1 January 2018 Sandra O'Brien  
(EssentialReadingPsychologyStudent 2017)

---

**Amendments:** Week 0 September Sandra O'Brien  
(EssentialReadingPsychologyStudent 2018)

**Amendments:** 20/08/2019 Sandra O'Brien (EssentialReadingPsychologyStudent  
2019)

---

## Appendix 1: Notes on Mitigating Circumstances

1. It is your responsibility not to leave things until the last minute. If you do and arrangements go wrong (e.g., a car breaking down, a USB key corrupts, a computer or printer failing), then you should not expect clemency.

2. All applications for penalty exemption must be on the approved M-form. This is to ensure comparability of evidence, and to assist with comparability of outcomes. Extenuating circumstances will NOT be considered unless the student has requested us to do so, on an M-form.

3. Supporting documentation, with dates, should accompany the application form. Self-certification is not acceptable, nor are uncorroborated statements from friends or relatives.

The following table provides a few examples of mitigating circumstances which have arisen in the past from students who have missed sessions or are seeking an extension to coursework submission. It is a guide and is not meant to be prescriptive.

EXTENUATING CIRCUMSTANCES	NOTES
Normally Acceptable	
1. Death of a close relative	‘Close’ means parents and guardians, partner or spouse, children and siblings. It may include grandparents or other relatives if the School is satisfied that their relationship was close. There may be a need to submit additional evidence to support the application to the M-form committee
2. Serious illness of student	It should be an incapacitating illness or an on- going illness or medical condition. It also includes breaks and serious sprains to the normal writing hand/arm. Medical certification must be obtained; self-certification is not acceptable.
3. Serious personal disruption	Divorce; fire; burglary; serious assault; jury service. Corroborating evidence must be produced.
4. Pregnancy and childbirth	This depends on the stage of the pregnancy, the imminence of childbirth, and any medical reports suggesting that an extension might be appropriate. It also includes the stages following childbirth. Pregnancy of a wife/partner would be acceptable in appropriate circumstances.
5. Erasmus exam abroad	When the student needs to sit an exam abroad as part of their Erasmus programme and this has an impact on their attendance at UL, the student will need to submit evidence of their Erasmus exam timetable (a boarding pass does not suffice).
6. Non-reschedulable appointments	For example, consultant hospital appointments, graduation of the student themselves
Not normally acceptable	

- |  |  |
|--|--|
| 1. Sporting fixtures. Social activities  | Hectic social life; parties; weddings; family holidays (no matter how special); visits to/from friends, Sports event.  |
| 2. Temporary self-induced medical conditions   | Hangover; drug taking (excluding prescribed medication)  |
| 3. Minor ailments  | Coughs; colds; broken limbs, sprains (other than in the hand/arm).   |
| 4. Non serious personal and domestic disruptions which could have been anticipated or planned. | Moving house; weddings; holidays; failed transport arrangements, graduation of others. Boarding passes do not constitute as evidence for missing labs, tutorials or missing assignment deadlines |



## **Appendix 2: Policy and Guideline for Missed Labs and Tutorials**

A key basis for the accreditation of psychology degrees with the Psychological Society of Ireland is evidence that students have undertaken practical work in psychology. At UL, this practical work is centred in lab and tutorial activities and as a consequence there is a strict lab and tutorial attendance policy.

“Attendance” at labs and tutorials will be defined by your module leader at the start of the semester. It may involve one or both of the following:

- 1) Physical presence in the lab/tutorial, indicated by signing the attendance sheet
- 2) Completion and submission of practical work

Module leaders will communicate the attendance requirements in module handbooks at the start of semester. It is the student’s responsibility to familiarise themselves with the attendance requirements of each module.

### **Lab Attendance Policy**

- General rule: Non-attendance will be penalised
- Each non-attendance will be penalised with -5% of the final grade
- If non-attendance is more frequent than 2 labs, the student will formally fail the module
- If a student has an M-form for non-attended lab sessions, penalties for the missed sessions can be reversed at the end of the semester
- Make-up coursework / catch-up labs covering the missed section of the module can be provided for students who missed more than 2 labs, at the module leader’s discretion
- If the student failed the module because he or she missed more than 2 labs but has been sick or experienced psychological difficulties, he or she should be encouraged to apply for an I-grade; the I-grade committee will then decide on whether or not the application is approved; note, however, I-grades are not given by the Department: we would enter an F (for failed). If the F is reversed to an I on the basis of a recommendation by the I-grade committee, the student's grade will not be capped (C3). Note that even if students do re-sits / make-up coursework the grades will be capped (C3) if Fs have not been reversed to I grades.

### **Departmental Policy on Tutorials**

- General rule: Non-attendance will be penalised
- Each non-attendance will be penalised with -2% of the final grade
- Approved M-Forms lead to a reversal of the penalties at the end of the semester.

## Appendix 3

### Notes on using APA Publication Style (6<sup>th</sup> Edition) (Page numbers refer to pages in the Publication Manual)

To start with, let's deal with some of those tricky questions:

*Why do we need to know about this?*

Most of your work is supposed to conform to APA publication guidelines, as set out in the APA Publication Manual (APA, 2009). Also many journals and other organizations require that reports are set out according to APA guidelines.

*Erm...excuse my ignorance, but...what, or who, is the APA?*

The American Psychological Association. Not to be confused with the American Psychological Society, which is now the Association for Psychological Science. Or the Advertising Producers Association, or the Albanian Peoples -

*Goddammit, we're Irish / British - why should we be interested in American publication style?*

Well, the Swiss Psychological Society recommends it, so we mustn't be too proud. And, for that matter, the Journal of Ecotourism, among many non-psychological publications. (Yes, I know that's technically American...)

*OK then... so how does APA style differ from, say, BPS style?*

To tell the truth, there's not a great deal of difference. Minor formatting foibles; whether you put the volume number in bold in your references, that kind of thing. In practice, once you've mastered APA style it's pretty easy to adapt to other systems. And there are plenty of them. For example, Sage and Blackwell (who both publish Psychology books and journals) have their own house style that differs (in places) from BPS and APA. Generally speaking, the more important issues in APA style – the reporting of statistical results – are fairly consistent across the board.

## Key Aspects Of APA Publishing Style

The APA manual has advice on everything from preparing your manuscript for publication down to where to use [brackets] as opposed to (parentheses) and where to put full stops in references. In this document, we've tried to boil it down to just a few highlights based on our own experiences of reading students' work.

### Structure Of The Paper And Headings

Papers will generally be structured in sections denoted by headings. APA style has five levels of headings, the formatting of which is described below. This formatting is new in the 6<sup>th</sup> edition of the Publication Manual. These levels of headings must be used consecutively starting at Level 1.

Level of heading	Format
1	<b>Centered, Boldface, Uppercase and Lowercase Heading<sup>a</sup></b>
2	<b>Flush Left, Boldface, Uppercase and Lowercase Heading</b>
3	<b>Indented, boldface, lowercase paragraph heading ending with a period.<sup>b</sup></b>
4	<b><i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i></b>
5	<b><i>Indented, italicized, lowercase paragraph heading ending with a period.</i></b>

<sup>a</sup> This type of capitalization is also referred to as *title case*. <sup>b</sup> In a *lowercase paragraph heading*, the first letter of the first word is uppercase and the remaining words are lowercase.

Most research papers will be structured in the traditional Introduction, Method, Results and Discussion sections. These sections are often split up into subsections, some of which are optional. The type and level of headings generally used for each section in a one-study paper are shown below.

### Sections and headings of a one-study paper

Section	Heading description & level (where applicable)	
Title page	Running head	Running head: CAPITALISED
	Title	Title Of The Paper
	Authors	Author Name
	Affiliation	Lancaster University
Abstract page	Abstract	Abstract
Introduction	Heading = title text	The Title Of My Paper
Method	Method	<b>Method (1)</b>
	Participants	<b>Participants (2)</b>
	Materials	<b>Materials (2)</b>
	(Optional) Design	<b>Design (2)</b>
	(Optional) Procedure	<b>Procedure (2)</b>
(Optional) (Other optional subsections)	Data Analysis	<b>Data Analysis (2)</b>
	Transcription	<b>Transcription. (3)</b>
Results (Optional subsections)	Results	<b>Results (1)</b>
	Subsection	<b>Subsection (2)</b>
		<b>Subsection (3).</b>
		<b>Subsection (4).</b>
Discussion	Discussion	<b>Discussion (1)</b>
References	References	<b>References (1)</b>

NB: Some times Results and Discussion are combined. If so, a Summary and Conclusions section is often added

## Quotations, Citation and Referencing

The APA's referencing system is based on the Harvard system, although with some departures. The main common feature is the citation of authors and dates in the text that link to an entry in an alphabetical list of sources at the end of the work called the References list. Other referencing systems require that you put such information in a footnote, and simply ask for a bibliography at the end of the report, or book chapter. Footnotes are permissible in APA, but only "if they strengthen the discussion" (APA, 2001, p. 202). Bibliographies, however, are redundant under anything based on the Harvard system.

### Quotations (p. 170-4)

Direct quotes can be from other published work or from interview transcripts. Quotes from published work must be referenced including page numbers. The APA isn't explicit about interview transcripts, but a similar style of reference to participant and line number is also appropriate.

Both types of quotations, of less than 40 words, can be embedded within the text. For example:

Interpreting these results, Msetfi (2009) suggested that the "therapists in dropout cases may have inadvertently validated parental negativity" (p. 792).

Or

The study used "a rather unusual and regrettably cumbersome" method (Roen & Skirrow, 2006, p. 546).

However, if the quote is over 40 words, then this is called a *block quotation* and should be displayed as a freestanding block of text that is indented ½ inch from the rest of the text.

Another participant said:

I think maybe if it wasn't a strange situation. You know, like when you feel like you're here – do you know what I mean? You're here and you can't come back. And right now it's like, maybe next year, but right now I'm, I've just come here and it's really strange. It's like, I don't want to make that change now. And they're like, come on now. And it's like, what do you know? (Rachel, line 22)

Note that these block quotations don't include quotation marks and should be double spaced like the rest of the text. Finally if there are paragraphs within the block quote, you should indicate this by indenting within the block quote. Note also that that the reference (Rachel, line 22) comes **after** the final punctuation.

### Citations in the Text (p. 174)

Usually it is sufficient just to cite a single source as evidence to support a claim, or as information for the reader.

A full review of the literature can be found in Van Tilburg and Igou (2011).

You might want to cite that source as an example (note, by the way, how the 'and' becomes an *ampersand* when put inside parentheses):

Studies that have used this technique (e.g., Van Tilburg & Igou, 2011)

However you might want to elaborate and cite some of those other studies:

Studies that have used this technique (Van Tilburg & Igou, 2011, 2012)

When you cite several studies, use semi-colons to separate them, arrange them alphabetically according to the first author names, and arrange works by the same first author chronologically). So:

Rachel Msetfi and colleagues have conducted several studies (Msetfi, Murphy, Simpson & Kornbrot, 2005; Msetfi, Murphy & Simpson, 2007).

N.B. The BPS Style Guide (BPS, 2004) recommends that you never cite more than three studies at a time in parentheses. It's always a good idea to avoid gratuitous 'stacking' of unnecessary sources. A statement like:

A full review of the literature can be found in Murphy (2003)

will usually suffice if you have lots of examples that simply repeat the same type of evidence or information.

Sometimes awkward academics publish more than one paper a year under the same name(s). If you need to cite both works, then you need to refer to them by letters, e.g.

One year, Orla Muldoon clearly had too much time on her hands (Muldoon, 2002a, 2002b).

Don't forget to remember which letters refer to which sources when you draw up your reference list!

Where three or more authors are named on a publication, the standard practice is to include them all in the first citation.

First mention: Minescu, Verduyn and Mercer (2005) found that...

Second mention: Minescu et al. (2005) argued that

Subsequent mention in the **same** paragraph: Minescu et al. also noted... (NB no date required).

If there are six or more authors, use the et al. construction throughout unless there are two six plus author papers, with a similar authorship. In this case you would use as many authors as necessary to distinguish between the two papers. So:

Gallagher, Greenwood, Igou, Minescu, Msetfi, Muldoon, O'Donnell, Ritchie and Van Tilburg (2010) suggested that ...

However, Greenwood, Gallagher, Igou, Minescu, Msetfi, Muldoon, O'Donnell, Ritchie and Van Tilburg (2010) have argued that ...

Because of the similarity between these two six plus author papers, they should be referred to in the text as:

Gallagher, Greenwood, Igou at al. (2010) suggested that....

Greenwood, Gallagher, Igou et al. (2010) argued that....

There is a handy table on p. 177 of the APA guide that helpfully summarises these in-text citations.

## **The Reference Section (p. 193).**

DOI numbers are ‘digital object identifiers’ which provide a persistent link to that content on the internet. This allows readers to access the content in your reference list. DOI numbers are added to the end of the usual journal reference format in the form: doi: xx.xxxxxxxxxxxx. This is shown in the first example here. If you do not have the DOI number, you are then required to provide retrieval information as in the second example shown below. Note that issue numbers are only necessary if each issue of the journal starts at p. 1. You would then reference as in the first example here.

### **Journal article (if you have the DOI number)**

Msetfi, R., Murphy, R., Kornbrot, D., & Simpson, J. (2008). Impaired context maintenance in mild to moderately depressed students. *The Quarterly Journal of Experimental Psychology*, 62(4), 653-662. doi:10.1080/17470210802486092.

### **Journal article (if you do NOT have the DOI number)**

Wilde, D., & Murray, C. (2010). Interpreting the anomalous: Finding meaning in out-of-body and near-death experiences. *Qualitative Research in Psychology*, 7(1), 57-72. Retrieved from PsycINFO database.

### **Book**

Giles, D.C. (2003). *Media Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.

### **Book chapter**

Daiches, A., Verduyn, C., & Mercer, A. (2005). Continuing professional development and the transition from ‘A’ Grade to ‘B’ Grade. In L. Golding & I. Gray (Eds.), *Continuing professional development for clinical psychologists: A practical handbook* (pp. 102-124). Oxford: Blackwell.

Note that if DOIs are assigned to books or book chapters, these should be added to the end of the reference in the same way as for journal articles.

Other sources include: dissertations, newspaper and magazine articles, conference papers, non-academic reports (e.g., to funders). The format varies according to the nature of the source, but for a typical example of a conference paper:

Giles, D.C., Pietrzykowski, S., & Clark, K.E. (2005, July). “*The joy of ownership*”: *The psychological meaning of personal record collections*. Paper presented at the Ninth European Congress of Psychology, Granada, Spain.

Online sources are much more complicated but most are covered in the APA 6<sup>th</sup> edition manual. So for example, explicit instructions are given about how to reference a blog post or a message posted to a discussion board. However it should be noted that very often the material you cite has landed on the Web via an offline source, or lacks a named author or publication date. The main rule-of-thumb is that you give as much information as necessary for a reader to locate the material, so typically you would add the date of retrieval after the author’s name (could be a screen name) and conclude with the words “Retrieved from” followed by the URL information in the address bar. Here are some specific examples though:

### **Online blog:**

Nathan. (2010, April 30). Depressive Realism - A More Accurate Worldview But Not Necessarily a Healthy One. Retrieved from <http://tryinghardtobreakfree.blogspot.com/2010/02/depressive-realism-more-accurate.html>

### **Online magazine:**

Adelson, R. (2010, April). Probing the puzzling workings of depressive realism. *Monitor on Psychology*, 36(4). Retrieved from <http://www.apa.org/monitor/apr05/realism.aspx>

Don't forget to keep a record of the content and references (save a copy of the webpage) before you submit your work, otherwise you may find that they have changed – the site itself may no longer even exist!

### **Reporting Statistical Information (p. 116)**

The APA is very particular about the use of punctuation, abbreviation and typeface when it comes to statistical material. At the end of this document, we have listed the most common symbols in their correct typeface. However most of the conventions are universal so they will apply to any scientific publication.

First, authors should include enough information to enable readers to understand the analysis. For an ANOVA, for example, you would expect to include means and standard deviations, F ratios, degrees of freedom, p-values, and a measure of effect size.

Note also which symbols are in italics, which material appears in parentheses, and where spaces occur in the text. For example, there's no space between F and the left hand parenthesis denoting the degrees of freedom, but there *is* a space either side of the equals sign and between the *p* and its value.

The test of the main effect of condition was statistically significant,  $F(4, 191) = 4.28, p = .003, \eta^2 = .07$ .

Also note how the information is incorporated into the sentence as if it were a verbal statement and is not surrounded by brackets, as it used to be in earlier versions of APA style.

Just a note about *p* values: some of you may have been threatened with dire consequences by Psychology teachers for citing anything other than  $p < .05$  or  $p > .05$ , the argument being that the statement of significance should simply relate to the set alpha level. However it is standard practice in these days of SPSS to record the precise p value, e.g.  $p = .02$ , if it is available. It seems silly not to. Also, note that when values of any statistic are less than zero, it is conventional not to cite the zero (i.e., .05 rather than 0.05). In spite of this preference towards citing exact *p*-values, there is an exception to this rule. If SPSS gives a  $p = .000$  value, this should never be cited! SPSS produces zero values because the probability is so small and there is a lack of decimal places. Logically, there can never be a zero probability of type 1 error. Therefore, this should be reported as  $p < .001$ .

For other statistical procedures, notably regression, there will be different requirements. For multiple regression you will need to cite the overall  $R^2$ , along with relevant beta coefficients ( $\beta$ ) of the specific predictors, and with hierarchical models you will need to cite the change in  $R^2$  at each level (represented as  $\Delta R^2$ ). You may also need to cite beta coefficients across levels. You will almost certainly need, therefore, to construct a table for these data.

## Tables and figures

The most important thing about tables and figures is that they are *illustrations* rather than analyses. Think of them as pictures accompanying the story. Don't rely on them to tell the story for you! You should already have described the most important results in the text, so generally tables contain data that are too unwieldy to describe in words. There are no guidelines as to which content should go in a table and which into text: you need to decide this according to the size of your data set and the number of analyses. The guide gives examples of effective table layout for all types of analyses including regression, factor analysis, and basic descriptives amongst others. This is particularly useful if you are not sure on the best way to construct your table.

However there are guidelines on how to format tables and figures. Examples of tables and instructions for their appropriate constructions are given from p. 128 of the guide. Note that APA style tables do not contain vertical lines. However, it is still possible to organise your table in a coherent informative manner. There are suggestions on p. 129 of how to use horizontal lines to split your table appropriately.

The table title goes *above* the table. Note also, that when a table (or a figure) is referred to in the text, say as Table 3, it is capitalised. Another key thing to remember about figures is that the labels and titles go *underneath* the illustration. Also, for journal submissions in APA format, tables and figures are included in a separate section after the References, indicated in the text by the following type of entry:

-----  
Insert Table 5 here  
-----

## Use of English

Much of the APA guide is devoted to minutiae relating to wording, grammar, punctuation and general editorial style. For example, there are sections on Continuity on Presentation of Ideas, Smoothness of Expression, Tone and Economy of Expression, which contain useful examples of how to avoid common writing errors.

A few general tips though:

### Tense

It is important to use tense consistently but correctly. So for example, the past tense is appropriate for a literature review or for the description of procedures that have already taken place:

“The researchers *have shown*...”

Use of the past tense would also be appropriate in the results section:

“Levels of depression *decreased* significantly following....”

However, in the discussion it is more usual to use the present tense to discuss the implications of findings and conclusions:

“These findings *indicate* that ...”



## Numbers and words.

Never use 10 words where 1 will do! Or should that be 'ten' and 'one'? In fact the rule of thumb is that any number consisting of more than one digit (i.e. 10 and above) should be written as a number and single-digit numbers as words. The same is true of ordinal numbers (23<sup>rd</sup> but third).

## The greengrocer's apostrophe.

Is it really apple's and pear's on sale today? Or might you ask 'apple's *what?*'

Indeed, there are only two occasions on which you need to use 's in English.

### 1) To denote possession.

I need the client's address. John's address, not Gladys's

I need the clients' addresses. Not the women's, only the men's.

But *not* with possessive pronouns (his, hers, etc).

I need the list in its entirety.

### 2) To denote omission.

Where's the book? It's on the table.

So the greengrocer got it wrong: you never need to use 's to denote a plural! This extends even to the use of acronyms (*SDs*, not *SD's*).

## Full stops

The new 6<sup>th</sup> edition of the APA guide now recommends that two spaces are placed after a full stop rather than one.

## Other punctuation

What's the difference between commas, full stops, semicolons and colons? It's all a matter of degree.

*Commas* are used to denote the end of a clause, at the point where you might pause slightly in speech. They also help structure your sentences for the reader, so use them particularly if there is any danger of ambiguity.

The following day, the participants repeated the measure.

*Semicolons* and *colons* are like big commas, denoting longer pauses in spoken delivery. We often use commas instead of semicolons, which is not technically correct.

The participants in the first study were paid; those in the second were unpaid.

Technically, you can use a full stop in place of a colon, although it is usually best to avoid lots of short, snappy sentences that break up the flow of the prose.

There were two studies: the first involved payment, but not the second.

A sentence is not defined by its length. It depends entirely on your general prose style. I've been keeping it short and snappy up to now, but I'm liable to lapse into long-windedness at any moment and who knows, out come the semicolons and colons and all other kinds of paraphernalia, and then...

### **Bias in language**

There are detailed guidelines on p. 70 – 77 on how to reduce bias in language. Common areas for bias include labels such as 'borderline' or 'at risk'. These terms should be more carefully explained in the following way, such as 'people with borderline personality disorder' or 'children at risk from school exclusion'.

### **Statistical abbreviations and styles (from APA, 2001)**

$\alpha$	alpha, the probability of making a Type I error, Cronbachs alpha for internal consistency (reliability)
$\beta$	Beta, probability of making a Type II error, also values of regression coefficients.
$\delta$	Cohen's measure of effect size
$\Delta$	Delta or difference, meaning change
$df$	Degrees of freedom
$F$	Fisher's $F$ ratio (for use with ANOVA etc.)
$H$	Hypothesis
$H_0$	Null hypothesis
$H_1$	Alternative hypothesis
$M$	Mean (arithmetic average)
$Mdn$	Median
$MS$	Mean square
$MSE$	Mean square error
$n$	Number in a subsample
$N$	Total number in a sample
$ns$	Nonsignificant
$p$	Probability
$pr$	Partial correlation
$r$	Pearson product-moment correlation
$r^2$	Pearson product-moment correlation squared
$r_s$	Spearman rank correlation coefficient
$R$	Multiple correlation

$R^2$	Multiple correlation squared
$SD$	Standard deviation
$SE$	Standard error
$SEM$	Standard error of mean
$SS$	Sum of squares
$sr$	Semipartial correlation
$t$	Computed value of $t$ test
$T$	Computed value of Wilcoxon test
$U$	Computed value of Mann-Whitney test
$x$	Abscissa (horizontal axis in graph)
$y$	Ordinate (vertical axis in graph)
$z$	A standard score; difference between one value in a distribution and the mean of the distribution divided by the $SD$
$\alpha$	Alpha; Cronbach's index of internal consistency
$\beta$	Beta; standardized multiple regression coefficient
$\Delta$	Delta; increment of change
$\kappa$	Cohen's estimate of effect size
$\eta^2$	Eta squared; measure of strength of relationship
$\Lambda$	Lambda; Wilks's multivariate criterion
$\chi^2$	Computed value of a chi-square test
$\omega^2$	Omega squared; measure of strength of relationship

As a rule of thumb abbreviations like, ANOVA, ANCOVA, MANOVA are not put in italics.

### References

- APA (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- APA (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

For general tips on writing style, see also Robert Sternberg's *The Psychologist's Companion: A Guide to Scientific Writing for Students and Researchers* (3<sup>rd</sup> edition, Cambridge University Press, 2003).

## Appendix 4

### Department of Psychology Psychology Student Agreement

**Student Name:**

**Program of Study:**

**I confirm that:**

I have received and read a copy of the Student Guidance Document issued by the Psychology Department at the University of Limerick.	
I have been provided information about plagiarism, and I understand that this is a serious academic offence	
I understand that there are penalties for late submission of assignments, and for missing tutorials and labs. I understand that I need to submit an M-form with evidence to the Departmental Office if I have mitigating circumstances related to such penalties.	

**Signature:**

**Date:**

## Appendix 5



### University of Limerick OLLSCOIL LUIMNIGH

FACULTY OF EDUCATION AND HEALTH SCIENCES  
DEPARTMENT OF PSYCHOLOGY

## COVER SHEET - COURSEWORK

**TITLE:** \_\_\_\_\_

**MODULE:** \_\_\_\_\_

**ACADEMIC TERM:** \_\_\_\_\_

**SUBMISSION DATE:** \_\_\_\_\_

**LECTURER:** \_\_\_\_\_

It is hereby declared that this coursework item is entirely our own work, unless otherwise stated, and that all sources of information have been properly acknowledged and referenced. It is also declared by us that this coursework item has not previously been submitted by any member of the group as part fulfilment of any module assessment requirement.

Name [BLOCK CAPITALS]	Student ID:	Signature	Date

It is vital that all sources of information and shared work is acknowledged even if the work is handed in for group assessment.

Students are advised that failure to follow Department requirements in declaring and acknowledging the source of all information may necessitate a reduction in all or part of the module assessment.

Dr. Patrick Ryan  
Head, Department of Psychology,  
Faculty of Education and Health Sciences.