

MA in Applied Psychology (Positive and Coaching Psychology)

University College Cork

Course Handbook

2020-2021



School of Applied Psychology

“The Republic guarantees religious and civil liberty, equal rights and equal opportunities of all its citizens, and declares its resolve to pursue the happiness and prosperity of the whole nation and of all its parts...”

The Proclamation of the Republic, Easter 1916

This inspires us in the work we do



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This handbook is intended for students on the MA Degree in Applied Psychology (Positive and Coaching Psychology) for 2020 - 2021. It should be read in conjunction with the College Calendar* and the appropriate entry in the Marks and Standards **. While every effort has been made to ensure that the information contained herein is accurate and up-to-date, it should not be construed as imposing any legal obligations on UCC or the School of Applied Psychology.

* <https://www.ucc.ie/admin/registrar/calendar/postgraduate/Masters/arts/page107.html>

** <https://www.ucc.ie/admin/registrar/marksandstandards/2020CACSSS.pdf>

Covid19 and the University Community

In keeping with the wider approach in society in response to the COVID-19 pandemic, it is recognised that the successful implementation of 'Return to Campus' can only be done on a cooperative basis with shared responsibility between staff and students and HEI management.

Government guidance is continually changing and it is essential that every member of the University community (staff and students) familiarises themselves with the most up-to-date available guidance. Up to date guidance can be found on the following websites:

- <https://www.ucc.ie/en/emt/covid19/>
- <https://www2.hse.ie/coronavirus/>

We all have a personal responsibility to understand how to keep ourselves and each other safe. Proper hand washing, respiratory hygiene and social distancing are more important than ever. The use of the HSE COVID-19 tracker app is also strongly recommended.

SUPPORTING UCC STUDENTS IN 2020/21

SUPPORT TREE SHOWING STUDENT SERVICES

The "Acorn to Mighty Oak" has come to symbolise students' academic, personal and professional development journey throughout their time at UCC. In alignment with this rich metaphor, the support services available to students are presented in the form of a **Support Tree**. This tree depicts the support services currently available to students and provides links to further information about each service.



“if opportunity doesn’t knock, build a door”

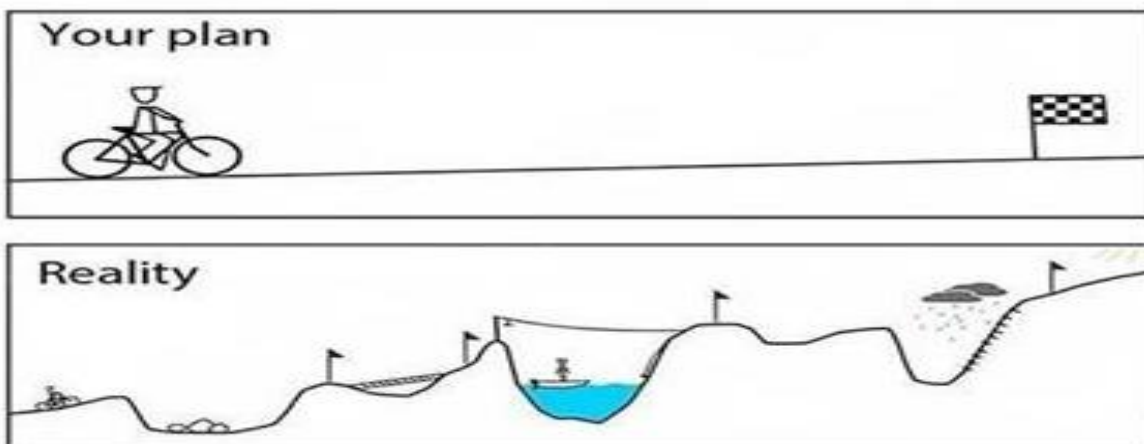
Welcome to the MA in Positive and Coaching Psychology!

On behalf of all of us who teach, support and supervise on this programme, welcome to this programme and to the School of Applied Psychology in UCC. We hope that you find your programme stimulating, enjoyable and inspiring and that you will graduate from it with a sense of your own competence in this field.

People undertake this masters for various reasons. Some use it as a pathway towards becoming a professional coach. Others, who have become experts in their field, find that they need to develop leadership skills, while others are not sure of their pathway, but are confident that it will emerge during the period of their study.

Whatever your motivation, we cannot guarantee that opportunities will come your way, however our aim is to build that door so that there is something to knock on.

There are many conceptions of coaching, one useful working definition would be that it is a structured conversation that supports change by building a pathway between where a person is and where they want to be. One could go further and describe it as a structured questioning conversation. In undertaking this masters, you will want to go from A, where you are now, to B where you envision the masters taking you. The chasm between A and B can be stress inducing, and can lead to niggles and frustrations. Although it is important to acknowledge A, our approach is to focus on B, and how you get there. Change can be exciting, but stressful, albeit that this stress ultimately leads to positive outcomes. Our purpose will be to focus on that positivity. This does not mean that we ignore the negative – we acknowledge it, but choose to focus on the positive first



Our Philosophy.

“L' essenza della felicità è: qualcosa da fare, qualcosa da amare, e qualcosa per cui sperare.”
Italian proverb.

The essence of happiness is: something to do, something to love, and something to hope for.

This summarises our philosophical approach, we work to boost well-being in order to facilitate goal achievement in the context of a positive future orientation. Our approach is built on two pillars: adult learning theory and positive psychology.

We aim to educate you in the knowledge and skills necessary for practice as a coach. Achieving these aims will require a lot of commitment and hard work on your part, but fun is not excluded! The class is small and there is a great deal of staff-student and student-student contact. We hope that you will find working intensively with us and with each other to be rewarding.

The Science of Psychology

Psychology is a young science. However, it is difficult to pinpoint the exact date of birth, albeit that the country was Germany. Many argue that it was in 1860 when Gustav Fechner published “Elements of Psychophysics”, the beginning of experimental psychology. To this day cognitive psychologists wish each other “Happy Fechner Day” on 22nd October. Defined simply, it is the science of mental processes and behaviour. Although simple at one level, this definition becomes quite complex as you unpack it. And at its heart there is a two directional pulling between the challenge of establishing generalised principles that can be applied to groups of people, and the realisation such generalised principles cannot easily be applied to an individual without taking into account how they differ from other people. Positive Psychology Coaching can allow us to span these two opposing principles by allowing us to root our practice in scientific principles, while at the same time individualising these for the person we are sitting with in a way that we can recruit their inner wisdom as we co-create a pathway forward.

The Contribution of Adult Learning Theory

Most definitions of coaching emphasise a learning component, however there is no teaching. Instead the coach helps the coachee deepen their learning so as to improve their performance, enhance their well-being, maximise their potential. Within a coaching context the type of learning we facilitate is transformative

learning, this is where adults drawing on their unique experiences, critically examine their frames of reference such that they make significant shifts. Such adults have more likely to be internally rather than externally motivated, and consequently a major task of the coach is to uncover and strengthen the relationship between the coachee's values and the outcomes of the coaching encounter.

Transformative learning is cognitive characteristic of adults, and as such it is a developmental feature. Consequently, coaching is not suitable for everyone. Adults who have not yet acquired the ability to fully cognitively self-direct, as well as children and young people would benefit more from a guidance approach. As this incorporates a teaching component in the learning process it falls outside the definitions of coaching as espoused by the major professional bodies.

For a fuller discussion of coaching and adult learning see:
<http://onlinelibrary.wiley.com/doi/10.1002/ace.20149/full>

The Contribution of Positive Psychology

Most coaching approaches focus primarily on goal attainment, this being the route to a satisfying and happy life. We take a different view, we focus on happiness first, building positivity releases energy, which enhances goal attainment.

We all want to be happy, however, happiness confuses us. We do not know what it is, we think it is that temporary emotional high we get. It is more than this, well-lived lives have a strong sense of meaning, and it is hard to be happy without this. We often confuse happiness with wealth, of course a basic level of income is required, but beyond this there is no relationship. Further, we are not good at knowing what will make us happy, we often compare ourselves to others who we think are happy, and then try and replicate their lifestyles, choices and behaviours. We often run internal programmes that tell us that concentrating on our happiness is selfish, given all the suffering that is going on in the world. And yet, because happiness is infectious, we can contribute to the well-being of those around us by working on our own well-being.

The science of Positive Psychology can help us make sense of this. Although of recent origin, its aim of fostering happiness and well-being is part of the core founding principles of our State (see the Proclamation of the Republic). Positive Psychology sets itself the task of determining the scientifically validated ways of pursuing and achieving happiness.

Martin Seligman argued, in launching the Positive Psychology Movement in the 90s, that the discipline of psychology should re-concentrate on its original aims and focus on what is right in peoples' lives; and by doing so gain an understanding of the underpinnings of what makes people happy. He argued that Positive Psychology rested on three pillars: positive subjective well-being, positive strengths and virtues, and positive institutions. From this perspective what psychology as a discipline has to offer Coaching Psychology is a concentration on positive outcomes, the use of empirical interventions to achieve these outcomes, as well as the concept of measurement.

A focus on Strengths

A common approach within the field of Positive Psychology coaching is a focus on strengths. Fostering strengths as a resource and a method of developing resilience during difficult times. Building your Best Possible Self through the cultivation of strengths, blending strengths together to build resilience and achieve goals more easily are commonly used strategies. In addition, moderating strength overuse is a common approach to what we traditionally call weaknesses, which we seek to remove. Positive Psychology regards these as more strength overuse, such that their use has become problematic. Our approach is to take the 'foot off the pedal a bit', and reduce use of this strength, while use of another strength is increased.

You already have had an experience with the VIA Character Strengths and you have had time to reflect on how they show up in your life.

The Positive and the Negative: 2nd Wave Positive Psychology

Positive Psychology acknowledges negative emotions. This is in contrast to other approaches that seek to eliminate, ignore, transform or convert these emotions. Like all emotions, negative emotions are cognitively based, and consequently send us messages that should be attended to. However, where this approach differs is that in acknowledging negative emotions the focus is on building positivity by changing the ratio of positive to negative emotions such that the person enters a zone of flourishing. Yet even in this zone negative emotions are important, they provide critical feedback from the environment and help us stay grounded.

Life is not always good, there is a dark side to our existence. Second Wave Positive Psychology focuses on how to achieve optimal functioning in both desirable and undesirable life circumstances. There is an emphasis on our human capacity to make meaning of the circumstances in which we find ourselves, for good or bad. Empathy, compassion (and self-compassion), mindful approaches and the application of Polyvagal Theory can make our world a better place to live in.

If Positive Psychology is an antidote to "Traditional Psychology as usual", then 2nd Wave Positive Psychology is an antidote to "Traditional Positive Psychology as usual". It provides a more balanced perspective to an over emphasis on the positive to achieve well-being. 2nd Wave Positive Psychology seeks to integrate the negative and the positive to optimise well-being. Both of these lens are appropriate, depending on the circumstances.

The Body and Positive Psychology

We are embodied creatures, as our thoughts and emotions can influence our bodily states, just as our bodily states can affect our perceptions and feelings about a situation. A love poem can make us blush, and the sound of a fire alarm can increase our heart rate and create fear arousal. There is also a relationship between body awareness and subjective wellbeing. Understanding how we can tune into our bodies and use our breath and movement to activate a relaxation response can help create coherence and clarity. In Positive

Psychology, understanding basic neurophysiology including Polyvagal Theory and the role of positive emotions such as gratitude and compassion and Heart Rate Variability (HRV) can be very helpful both in terms of our own wellbeing but also in our practice as coaching psychologists.

Working in Nature

We evolved in nature, and it is only recently that we have begun to live away from it. It is intriguing how we set up our gardens - grass lawns edged by beds of flowers, scrubs and hedging. It is no surprise that they resemble the edgings of woodlands - grasslands merging into taller plants and scrubs. It is where we spent a lot of our evolutionary history, and so close to our ideal environment. Spending time in green spaces and nature can have a restorative effect. It can have a particular impact on our cognition, our ability to pay attention, process information and learn new things. In essence, as we move our body in nature, our brain function improves. Nature can be a place that promote a sense of safety where we feel connected and open to learn (see Polyvagal Theory). Working in partnership with nature can set up a favourable coaching space. This is the first step in Nature becoming a dynamic partner as we coach. Irish weather can be a challenge, although there is no such thing as bad weather, just bad clothing. But if conditions outside is too challenging, we can still guide our coachee around a space indoors to explore what they want to work on, work out what they want, and how to achieve it.

Working with Metaphors

Our spaces is very personal to ourselves. We represent these in our brains as cognitive maps, and as such they hold personal meaning. And in the way that a map is not the territory it represents, rather it is a metaphor of the territory, that is one thing used to represent another. And if we bring about change in the metaphor, then we change how we view the thing it represents. For example, if we marked in all the restaurants on the map we would act differently in the territory than if we marked out all the jogging routes. Change in the metaphor, and the mental representation it stands for, can bring about change in how we view an issue and also our behaviour around it. We communicate a lot of our personal mental representations to others through metaphors. Say, someone tells you that what happened to them was like 'a bolt from the blue'. Well, there was no blue, this is Ireland the skies are far from blue most of the time. And there was no bolt either. But we know exactly what they meant, we can almost feel what they felt, such is the power of metaphors to communicate personal mental representations. This is why working with metaphors in coaching can be so powerful.

No Man or Woman is an island

In the West we value individualism. According to us the major source of change is at the level of the individual. If we change ourselves, all else will follow. No doubt this has fuelled the rise of coaching as a change mechanism. Individualism over stresses the role of the individual in driving change and underplays the role of groups of which we are members of. Even when we are involved in changing ourselves, the

support of others is a resource that can maximise our efforts. In this context, coaching for social connection is an important strategy. Organisation can act as drivers for change as we strive for goals bigger than ourselves. Equally they can hinder progress, and we can often blame ourselves for these failures, when the real cause is at a higher level than ourselves. We need to understand the role that groups and organisations play in the life of individuals, and their role in change processes.

The Self-Help Movement

Who has not bought a self-help book. They have the value of giving us hope that change is possible and is under our control. Following their guidelines and programmes can work. However, we would critique them on two fronts. Firstly, they are imposing an external framework. If your framework resembles that of the author, then it could be a good match. More likely it is not, and this can increase the chances of failure, and a subsequent reduction in your sense of self-efficacy. Better to use a coaching approach where your own resources and experiences are used to craft a solution suited to you. Our other criticism is that the evidence supporting these programmes is often anecdotal. We, on the other hand, seek to provide coachees evidence based interventions. In this way we work to ensure a high degree of success by utilising what works, and by drawing from up to date research, we can offer cutting edge approaches. The research methods course, where you will learn how psychologists analyse data to draw conclusions, will give you the skills you need to evaluate the scientific literature and so bring the best approaches to your coachees. Conducting your own piece of research will deepen your learning, and this skill will stand to you as you evaluate new approaches and your own practice in the years ahead.

Becoming your Best Self

We believe strongly in the value of coaching. One manifestation of this is that, like all professional coaches, we receive coaching ourselves. Part of your journey towards becoming a professional coach is being coached to bring out the best in yourself. Like all academic programmes, studying for this master's degree is not without its own stresses. Use the coaching process to tap into your resilience. In the early stages you will be coached by your fellow students as part of in class training. As the course progresses make the transition to being coached by a fellow class mate outside of class, and then by your own personal coach – perhaps a previous graduate. Supplement this with self-coaching. This can be an important learning for us coaches. As we learn a new approach, can we use it on ourselves, perhaps working through the process as a journaling exercise, and using the coaching questions as prompts to journal.

“What is important to you in your life?”

When you honestly answer this question, what shows up are your values. When you have to do hard work, your values answer the question **Why?** Why are you prepared to take the difficult steps involved in

And when you have a good sense of your values, you are on the road to living a values-based life. When you act on them you experience a sense of fulfilment and often energy. They give us a sense of purpose. Facilitating coachees to uncover their values, understand their emotional qualities and take value -based actions can be the most satisfying work you will do. And it starts with you sustaining a strong sense of your own values.

Using the Sailboat metaphor – it is the steering wheel that represents our values. The steering wheel sets our direction, rather than the destination(s).

The European Mentoring and Coaching Council reference this as an important coaching capacity indicator:

Understanding Self

Demonstrates awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

A Foundation Coach capacity indicator would be:

- Communicates effectively their own values, beliefs and attitudes that guide their mentoring/coaching practice
- Behaves in alignment with their values and beliefs.

The Valued Living Questionnaire can be a useful resource

<https://www.div12.org/wp-content/uploads/2015/06/Valued-Living-Questionnaire.pdf>

By their nature values are personally chosen, and herein lies a challenge when working with other people. Given that you will likely have different values; can we work in these situations. Different values need not cause conflict, and it is possible to work successfully with individuals with values different from our own. However, conflict can occur if there is an attempt (real or perceived) to impose a set of values which does not allow for divergence. If you are working in an organisation which has a stated set of values, what is the impact of having a different set of values, or if you perceive that the people in the organisation are not living up to those values.

We have an interesting test-bed here. The UCC student experience seeks to develop a set of core values:

- Respect
- Ambition
- Compassion
- Resilience
- Integrity

<https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/graduateattributes/>

How compatible are these with your values? Can you thrive in harmony with them such that there is space to express your values and the UCC values? And later, in work situations, how to bring about harmony in situations of value difference.

A question that emerges from all this is: If you are coaching others to live value based lives, who is coaching you to work as a value based coach.

A lot of our work together will focus on this, and in your work with others linking goals with values to bring about committed action.

And remember, if you cannot attach a verb to the value, then it is not one of your values.

Positive Psychology Coaching and Climate Change.

Positive Psychology Coaching is a scientifically rooted approach that works to enhance goal achievement and importantly do so in a way that enhances the wellbeing of the individual. It stands in contrast to other approaches that can focus almost exclusively on the achievement of goals. We would check what the impact of achieving a goal would be on the well-being of the individual, and their work team and/or family. We would be explicit about this in the contracting phase. We are aware that the achievement of some of our goals can had a negative impact on the health of our planet. And so in coaching for climate change, we would check on the impact of achieving the goal would be on climate change. We would argue that a goal that impacts on the well-being of the individual, their work team and/or family and/or the planet is a goal

that needs further exploration. With regard to checking for the impact on climate change, we would be explicit on this in the contracting stage.

Positive Psychology and Diversity

The achievements of Positive Psychology are considerable. Since being launched by Martin Seligman in his APA Presidential¹ address in 1998, the importance of a positive lens is well accepted in Psychology today. However, Positive Psychology is not without its critics, one observation is that the field is too white and too male. This is particularly evident in who publishes in the area. Consequently, critics argue that other voices are marginalised. Our response is that we want to hear the voices of all genders, all sexual orientations, all races, all ethnic groupings, all who learn differently, all who are differently abled, all who are non neurotypical, all those who are gifted and those who are not. We encourage you to focus your research in partnership with one of these voices as a means of empowering and honouring that voice, as well as gaining experience of coaching those with these voices as a way of harnessing their strengths and resilience as well as supporting inclusion and equality.

Developing your Business

By the time you finish this masters you will have developed a valuable set of professional skills, skills that will help you make a difference in people's lives. However, if you are not paid to do this, you will not be able to make a difference in the long-term as you will not be able to support yourself. Instead you will have to make a living by working in another area, and those who are seeking your help will not be able to find you. In order to continue to make this difference you will have to learn to value your worth and your skills by charging for your services. By being able to make a living from your coaching, you will be there for those who are looking for you.

The Team

We are a diverse, opinionated, and committed group of people. Take from us what works for you as you develop your individual approach to coaching. The Administrator of all our Masters programmes in the School of Applied Psychology is Anne Fitzpatrick. She is your first point of contact about illness, changes of modules, timetabling, lateness, or any other administrative difficulty or issue, to contact Anne:

anne.fitzpatrick@ucc.ie, Tel 021-490 4604. The School Technicians, Aaron Bolger aaron.bolger@ucc.ie and Derek Walsh derek.walsh@ucc.ie are responsible for any queries or issues relating to recording and research equipment, the photocopier, computer room etc. If you are unsure whether your query relates to an administrative or academic issue, then it is best to address it to a member of the administrative staff in

¹ It is often forgotten that Seligman also highlighted the issue of refugees and asylum seekers. The address is worth reading with this lens, as challenges he raises are still current today.

the first instance. Administrative staff are experienced and knowledgeable and will probably be able to answer most questions you may have. If not, they will direct you to the appropriate member of the academic staff. Please be mindful when contacting the administrative office that they support and respond to hundreds of students across a wide range of programmes. To this end remember to include your name, student number and programme of study in any such correspondence.

Administrative Office Opening Hours (Located on the 1st Floor, Enterprise Centre)
 10.00-12.00
 14.00-16.00

Programme Directors:

David O’Sullivan	david.osullivan@ucc.ie	021-4904601	Availability: Email for appointment
Zelda Di Blasi	z.dibiasi@ucc.ie	021-4904505	Availability: Email for appointment
Anna O’Reilly Trace	a.trace@ucc.ie	021-4904503	Availability: Email for appointment

Lecturers:

1. Anne Boylan <http://ie.linkedin.com/pub/anne-boylan/12/758/aa1/>
2. Zelda Di Blasi, MPsychSc, PhD, CPsychol, Chartered Psychologist, BPS Member of the Register of Coaching Psychology <http://research.ucc.ie/profiles/A011/zdibiasi>
3. Julie McCall: LinkedIn: <https://ie.linkedin.com/in/juliemccall>
4. Inge Nieuwstraten, <http://publish.ucc.ie/researchprofiles/A011/inieuwstraten>
5. Martin O’Connor, MAAP(Coaching Psychology) <https://www.linkedin.com/in/martin-o-connor-69521236/>
6. Anna O’Reilly-Trace, PhD. MSc Counselling Psych, Reg. Couns. Psych, PhD, Chartered Psychologist, PSI <http://publish.ucc.ie/researchprofiles/A011/atrace>
7. David O’Sullivan, PhD(York) C.Psychol, Chartered Psychologists, BPS Member of the Register of Coaching Psychology <http://publish.ucc.ie/researchprofiles/A011/davidosullivan>
8. Michael Mulligan MAAP(Coaching Psychology) <https://www.linkedin.com/in/go1better/>
9. Annalisa Setti, PhD (Bologna), MA (Geneva) <http://research.ucc.ie/profiles/A011/asetti>

While here as a student you could join the Coaching Psychology Group in the Psychological Society of Ireland. Student membership is currently €8.00. It is open to coaches with, and without a background in psychology. This underlies the principle that the development of the profession of coaching is a joint enterprise between psychologists and non-psychologists, but who committed to incorporating psychological principles in their work. The membership runs for a calendar year, so coming up to 2021 would be a good time to join

Term Dates Academic Year 2020-2021

By tradition, if we miss lectures, we use the Review Week to 'make them up'. If your module has an exam as part of the assessment, it will be scheduled during the Exam Period. If a module uses continuous assessment the these would have been submitted before the Exam Period.

Semester 1	Semester 2
28 th September – 18 th December 2020	25 th January – 23 rd April 2021
Review Week: 4 th January – 10 th January 2021	Review Week: 26 th April – 2 nd May 2021*
Exams: 11 th January – 15 th January 2021	Exams: 30 th April – 14 th May 2021

Programme Content

Students take **90** credits as follows:

Part I consists of 60 credits and Part II consists of 30 credits.

Part I (Full-time)

Students complete core modules to the value of 50 credits, and select 10 credits from the Elective Modules.

Core Modules (50 credits)

AP6016 Research Methods and Data Analysis (10 credits)

AP6181 Practice of Evidence Based Coaching (10 credits)

AP6182 Positive Psychology and Human Flourishing (10 credits)

AP6183 Positive Psychology Coaching Practice (10 credits)

AP6184 Cognitive enhancement and motivational interviewing as strategies for change (10 credits)

Elective Modules (10 credits)

AP6129 Health Psychology (5 credits)

AP6159 Positive Organisational Psychology (5 credits)

AP6160 Private Practice (5 credits)

AP6164 Positive Psychology in Group Settings (5 credits)

AP6169 Learning, Well-Being and Participation at Work (10 credits)

Part II (Full-time)

AP6171 Research Dissertation in Work, Organisational and Coaching Psychology (30 credits)

Part-time

Part I

Year One

Students complete **40** credits in Year One.

Core Modules to the value of **40** credits:

AP6181 Practice of Evidence Based Coaching (10 credits)

AP6182 Positive Psychology and Human Flourishing (10 credits)

AP6183 Positive Psychology Coaching Practice (10 credits)

AP6184 Cognitive enhancement and motivational interviewing as strategies for change (10 credits)

Year Two

Students complete 20 credits in Year 2 for Part I.

Core Module (10 credits)

AP6016 Research Methods and Data Analysis (10 credits)

plus 10 credits of Elective modules

AP6129 Health Psychology (5 credits)

AP6159 Positive Organisational Psychology (5 credits)

AP6160 Private Practice (5 credits)

AP6164 Positive Psychology in Group Settings (5 credits)

AP6169 Learning, Well-Being and Participation at Work (10 credits)

Part II

AP6171 Research Dissertation in Work, Organisational and Coaching Psychology (30 credits)

Postgraduate Diploma in Applied Psychology (Positive and Coaching Psychology)

Students who successfully complete and pass taught modules to the value of 60 credits in Part I and opt not to complete Part II may exit the programme and be conferred with a Postgraduate Diploma in Applied Psychology (Positive and Coaching Psychology). A student who subsequently applies to undertake the Master's programme must do so within 5 years of successful completion of the Postgraduate Diploma in Applied Psychology (Positive and Coaching Psychology) subject to the programme being on offer.

Postgraduate Certificate in Applied Psychology (Positive and Coaching Psychology)

Students who successfully complete and pass taught modules to the value of at least 30 credits in Part I may exit the programme and be conferred with a Postgraduate Certificate in Applied Psychology (Positive and Coaching Psychology). A student who subsequently applies to complete the Master's programme must do so within 5 years of successful completion of the Postgraduate Certificate in Applied Psychology (Positive and Coaching Psychology) subject to the programme being on offer.

<https://www.ucc.ie/admin/registrar/modules/>

MAAP Coaching Psychology Term Timetable 2020-2021

Timetables can be found online at the following link;

<https://www.ucc.ie/en/build/roombookings/timetables/>

Full time Semester 1

28th September – 18th December 2020

Review Week:

04th January 2021 – 10th January 2021

Catch up lectures and workshops may be scheduled for the Review Week

Time	Tuesday	Wednesday	Saturday
10:00 – 11:00	BLENDED AP6182 (Core) Positive Psychology and Human Flourishing		BLENDED AP6181 Practice of Evidence Based Coaching (Core) Workshop 1
11:00 – 12:00	BLENDED AP6182 (Core) Positive Psychology and Human Flourishing		On Campus Saturday 24 th Oct 10-5 Workshop 2 On Campus
12.00-13.00	ONLINE – SYNCHRONOUS G04 AP6171 (Core) Dissertation lecture;	ONLINE – ASYNCHRONOUS AP6016 (Core) Research Methods tutorial	Saturday 7 th Nov 10-5 Workshop 3 ONLINE - SYNCHRONOUS 2 x 3 hour weekend workshops: 9- 12pm 1. 21 st Nov. 2. 5 th Dec.
13.00-14.00	ONLINE - ASYNCHRONOUS AP6016 (Core) Research Methods tutorial		ONLINE - SYNCHRONOUS AP6159 Positive Organisational Psychology
14.00-15.00	Blended G04 AP6181 Rotation 16 students in class, 8 on line AP6181 Practice of Evidence Based Coaching (Core)		6 four hour workshops (Elective) 9.30-1.30 3rd October 17th October 31st October 14th November 28th November 12th December
15.00-16.00	Blended G04 AP6181 Rotation 16 students in class, 8 on line AP6181 Practice of Evidence Based Coaching (Core)		
16.00-17.00	On Campus G04 Rotation 16 students in class, 8 on line	ONLINE - ASYNCHRONOUS AP6016 (Core) Research Methods and Data Analysis	

	AP6181 Practice of Evidence Based Coaching (Core)		
17.00-18.00		ONLINE - ASYNCHRONOUS AP6016 (Core) Research Methods and Data Analysis	AP6016 consists of three hours of canvas time a week – two hours of lectures and one hour of tutorials. When they were in person students were assigned to one of the two tutorials. We are maintaining those slots in the timetable for room booking purposes.
Mondays:	On Campus AP6129 Health Psychology (Elective)	7 th Dec On Campus AP6129: Health Psychology Six Hour workshop	

There will also be workshops, seminars and lectures associated with AP6171 Research Dissertation in Work, Organisational and Coaching Psychology that are not listed above. In addition, you need to factor in consultations periods with your thesis supervisor.

FULL TIME SEMESTER 2

25th January – 23rd April 2021

Note Easter recess 5th April -9th April 2021

Review Week: 26th April – 2nd May 2021

Catch up lectures and workshops may be scheduled for the Review Week

Semester two (NOTE: FOR SEMESTER 2, THIS IS A DRAFT BASED ON LAST YEAR'S TIMETABLE AND MAY BE SUBJECT TO CHANGE).

Time	Tuesday	Wednesday
10.00-12.00	<p>Group 1 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core CEC G20 / G09B Online NOTE: Saturday workshops in person if allowed will complement the Tuesday lectures</p>	
14.00-16.00	<p>Group 2 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core CEC G20 / G09B Online NOTE: Saturday workshops in person if allowed will complement the Tuesday lectures</p>	<p>AP6164 Online Positive Psychology Group Settings (elective)</p> <p>CEC G20</p>
16.00-18.00	<p>AP6183 Positive Psychology Coaching Practice (core) CEC G20</p>	<p>AP6169 Learning, Well-being and Participation in Work (elective) G06</p>
18.00-20.00	<p>AP6160 Private Practice (elective) G20</p> <p>Groups 1 and 2 Online 11.00-13.00 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core CEC G20 / G09B</p>	

PART TIME First Year Semester 1

28th September – 18th December 2020

Review Week:

04th January 2021 – 10th January 2021

Catch up lectures and workshops may be scheduled for the Review Week

Time	Tuesday	Wednesday	Saturday
10.00-12.00	BLENDED AP6182 (Core) Positive Psychology and Human Flourishing		BLENDED AP6181 Practice of Evidence Based Coaching (Core)
13.00-14.00			Workshop 1 On Campus Saturday 24 th Oct 10-5
14.00-17.00	BLENDED Rotation 16 students in class, 8 on line AP6181 Practice of Evidence Based Coaching (Core)		Workshop 2 On Campus Saturday 7 th Nov 10-5 Workshop 3 ONLINE - SYNCHRONOUS 2 x 3 hour weekend workshops: 9-12pm
16.00-18.00			3. 21 st Nov. 4. 5 th Dec.

PART TIME YEAR 1: Semester 2

13th January – 03rd April 2020

Easter Recess: 06th April 2020 – 17th April 2020

Review Week:

20th April 2020 – 24th April 2020

Catch up lectures and workshops may be scheduled for the Review Week

Semester two (NOTE: FOR SEMESTER 2, THIS IS A DRAFT BASED ON LAST YEAR'S TIMETABLE AND MAY BE SUBJECT TO CHANGE).

	Tuesday	Wednesday
Time		
10.00-12.00	Group 1 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core CEC G20 / G09B Online NOTE: Saturday workshops in person if allowed will complement the Tuesday lectures	
14.00-16.00	Group 2 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core CEC G20 / G09B Online NOTE: Saturday workshops in person if allowed will complement the Tuesday lectures	
16.00-18.00	AP6183 Positive Psychology Coaching Practice (core) CEC G20	
18.00-20.00		

PART TIME YEAR 2; Semester 1

28th September – 18th December 2020

Review Week:

04th January 2021 – 10th January 2021

Catch up lectures and workshops may be scheduled for the Review Week

Time	Monday	Tuesday	Wednesday	Saturday
12.00-13.00			ONLINE - ASYNCHRONOUS AP6016 Research Methods tutorial (Core) Year 2 part time	ONLINE - SYNCHRONOUS AP6159 Positive Organisational Psychology 6 four hour workshops (Elective) 9.30-1.30 3rd October 17th October 31st October 14th November 28th November 12th December
13.00-16.00				
14.00-17.00				
16.00-18.00	On Campus AP6129 Health Psychology (Elective) 7 th Dec On Campus Six Hour workshop		ONLINE - ASYNCHRONOUS AP6016 Research Methods & Data Analysis (Core) CEC 7&8 Year 2 Part-time	

There will also be workshops, seminars and lectures associated with AP6171 Research Dissertation in Work, Organisational and Coaching Psychology that are not listed above. In addition, you need to factor in consultations periods with your thesis supervisor.

PART TIME YEAR 2

13th January – 03rd April 2020

Easter Recess: 06th April 2020 – 17th April 2020

Review Week:

20th April 2020 – 24th April 2020

Catch up lectures and workshops may be scheduled for the Review Week

Semester two (NOTE: FOR SEMESTER 2, THIS IS A DRAFT BASED ON LAST YEAR'S TIMETABLE AND MAY BE SUBJECT TO CHANGE).

	Tuesday	Wednesday
Time		
10.00-12.00		
14.00-16.00		AP6164 Online Positive Psychology Group Settings (elective)
16.00-18.00		CEC G20 AP6169 Learning, Well-being and Participation in Work (elective) G06
18.00-20.00	AP6160 Private Practice (elective) G20	

Dissertation

As part of this programme you complete an independent piece of research worth 30 credits which given the course is 90 credits, is a significant amount. This module is common to a number of Masters programmes, so it is administrated centrally.

On matters to do with the actual research, you would consult with your supervisor. On administrative issues to do with module, you would consult with the module co-ordinator of AP6171 in the first instance.

<http://www.ucc.ie/modules/descriptions/AP.html#AP6171>

These questionnaires may be of use to you.

<http://www.positivepsychology.org/resources/questionnaires-researchers>

Please see Dissertation handbook for further information on your dissertation.

MAAP (PCP) Module Semester Assessment Dates

Module	Assessment Format	Due Date
AP6181 Practice of Evidence Based Coaching	CA (200) Video Analysis (3,000 words) 100 marks Learning Journal (3,000 words) 100 marks Coaching Log detailing 12 hours of practice (pass/fail)	Monday 14th Dec, 11.00am Monday 14th Dec, 11.00am Friday 8th Jan, 11.00am
AP6182 Positive Psychology and Human Flourishing	CA (200) Blog 1,000 words, 50 marks Presentation, 50 marks Self-Coaching Case Study, 3,000 words, 100 marks	Blog: 19th Oct 2020 11:00am Presentations 17th and 24th Nov 2020 Case study: 6th Dec 2020, 11:00am
AP6183 Positive Psychology Coaching Practice	CA (200) 1 x Reflective learning journal (2,000 words) – 75 marks Presentation – 75 marks Coach Mentor Report – 50 marks Coaching Log – pass/fail judgement	Monday 19 th April at 11:00am In Class Tuesday 30 th March
AP6159 Positive Organisational Psychology	CA (100) Essay: Case Study Process 3,000 words (100 marks)	Due date: 21st Dec. 11.00am
AP6129 Health Psychology	CA (100) 2 x 750 word assignment and 1 x 1500 word research proposal.	Assignment 1: 25 th Nov, 11:00am Assignment 2: 14 th Dec, 11:00am Assignment 3 Research Proposal 5 th Jan, 11:00am
AP6164 Positive Psychology in Group Settings	CA (100) 1 x 2,000 word portfolio	Thursday 23rd April, 2021, 11.00 am
AP6160 Private Practice	CA (100) 1 x Business Plan 2,000 words 70 Marks 1 x Class Presentation 30 marks.	Pecha Kucha Presentation Tuesday 16 th March in class (6-8pm) Business Plan, March 26 th 11.00am

<p>AP6137 Research dissertation</p>	<p>Total Marks 600:</p> <p>Report to professional standards 15,000 words (not including technical appendices, if any)</p> <p>A fully documented presentation to an audience of peers and experts lasting approximately 30 minutes</p>	<p>Thesis Dissertation submission date: September 3rd 2021, 11:00am.</p> <p>Presentation date: June 3d, 2021 (Thursday).</p>
<p>AP6184 Cognitive enhancement and motivational interviewing as strategies for change</p>	<p>CA (200)</p> <p>1x 30 min's video recording of a motivational interviewing session and written analysis (100 marks)</p> <p>1 x 3000 word essay - 2000 words on applying cognitive enhancement to a coaching situation; 1000 word report on practical exercises</p> <p>(100 marks)</p>	<p>30th March 2021, 11.00 am</p> <p>26th April 2021, 11.00am</p>
<p>AP6169 Learning, Well-Being and Participation at Work</p>	<p>Exam (100) 1x3 hour exam to be taken in Summer 2021.</p>	<p>TBC: End of semester two Exam to be determined by the exams office.</p>
<p>AP6016 Research Methods and Data Analysis</p>	<p>CA (200)</p> <p>3,000 - 5,000-word statistical analysis (100)</p> <p>Write a report that compares two approaches to analysing a qualitative data set. 3,000 - 5,000 words (100)</p>	<p>Both the qualitative and quantitative AP6016 assignment will be <u>6th of January, 11am.</u></p>

Professional Bodies

This course is an academic qualification. In order to work as a professional coach, you need to subscribe to a Code of Ethics that underpins your work. Coaching is a self-regulated profession.

By tradition, people who graduate from courses such as this term themselves Coaching Psychologists if they have a background in psychology, and Psychological Coaches if they do not have such a background. Coaching is not recognised as a profession within psychology by the Psychological Society of Ireland, however, there is a Coaching Psychology Group, and the establishment of such a group is often a step in the direction of being recognised as a Division, and therefore a profession or recognised speciality.

While here as a student we would want you to join the Coaching Psychology Group in the Psychological Society of Ireland. Student membership is currently €8.00. It is open to coaches with, and without a background in psychology. This underlies the principle that the development of the profession of coaching is a joint enterprise between psychologists and non-psychologists, but who committed to incorporating psychological principles in their work.

<http://www.psihq.ie/page/art/130/0>

There are other professional bodies you could consider joining as well. Your decision would depend on what area you would like to specialise in, what memberships are prevalent in your area of specialism, and perhaps are there local branches where you can network with like-minded individuals.

The following is by no means an exhaustive list:

Association of Business Psychology

<http://www.theabp.org.uk/home.aspx>

Association of Coaching

<http://ie.associationforcoaching.com/pages/home/>

British Psychological Society: Special Group in Coaching Psychology

<http://www.bps.org.uk/networks-and-communities/member-microsite/special-group-coaching-psychology>

European Coaching and Mentoring Council

<http://www.emccouncil.org/ie/en/>

European Network for Positive Psychology

<http://www.positive-intelligence.de/enpp-eu/>

International Coach Federation

<http://icfireland.org>

Psychological Society of Ireland; Coaching Psychology Group

<http://www.psihq.ie/page/art/130/0>

Submission of Course Work

All continuous assessment must be submitted electronically via Turnitin links on BlackBoard. Receipts will be issued by CANVAS for work submitted electronically. *Please note that we NEVER accept work submitted via email under ANY circumstances. Please do not submit work via email to lecturers, tutors or the Admin Team. Work submitted in this way will not be acknowledged, receipted or recorded as received.*

Please ensure that you include a front sheet to your work clearly giving

- Your name and student number
- The code and title of the module
- The title or number of your assignment
- Due date for your assignment

You are also required to put the following declaration on this front sheet

DECLARATION OF ACADEMIC HONESTY: I declare that the content of this assignment is all my own work. It has not been submitted in respect of any other course/module. Where I have used the work of others it is acknowledged and referenced accordingly.

A Warning About Plagiarism

All work will be checked for plagiarism. Students who are guilty of plagiarism will go on record as having plagiarised and this record will be kept for the duration of their degree programme. Second and subsequent plagiarism cases are dealt with very seriously indeed.

In the writing of your continuous assessment assignments, you will of course need to refer to both printed and online books, papers and resources. The work you submit however must be in your own words, with direct quotations or reference to other people's work supported by proper references and a bibliography. Direct copying or paraphrasing of another person's words or ideas without appropriate acknowledgement, constitutes plagiarism. In order to maintain academic integrity, the School of Applied Psychology takes plagiarism very seriously. If you are found to have plagiarised other people's ideas or words you will lose some or all marks for the relevant piece of work. The School follows UCC policy on the issue, and you will find an outline of this policy at <https://www.ucc.ie/en/exams/procedures-regulations/>

I declare that I have read and understood the UCC Plagiarism Policy as well as the School of Applied Psychology's Plagiarism Policy. I understand my obligations regarding plagiarism.

Of course, when you are under pressure with competing deadlines it can seem very easy and very tempting to cut and paste material directly from the internet into your own work. Please do not do this; not only will a change of style be immediately obvious to the lecturer correcting your work, but the School also avails of an electronic checking system (TURNITIN), which will detect and give a full report on the source that has been copied from, be that a paper already submitted by another student, or a chunk of text copied from Wikipedia or some other online journal or resource.

Best Practice in Academic Writing

Our aim is to promote best practice, and also of course to help you in developing and improving your academic writing skills, so please feel free to contact your module co-ordinator for clarification on any issue surrounding plagiarism. There are many excellent student guides that deal with the issue, including The Good Study Guide by Andy Northedge (OU, 2005). There are copies of this book in the library, or you could purchase the most recent print or Kindle editions of this text.

UCC also has some really good guides to help you with studying, note-taking, writing and avoiding

plagiarism at <https://www.ucc.ie/en/skillscentre/>

Please do take time to look at these online resources as they will answer most questions you may have on plagiarism.

Late Assignments

Please take careful note of deadline dates and times set for assignments as there are serious lateness penalties as per the book of modules, which states that:

“Work which is submitted late shall be assigned a mark of zero”

The school policy is that there are no extensions on work set.

The Turnitin link will close at 11.00 am and you will be unable to submit your assignment to this link after the deadline has passed. A new late assignment link will be available for two weeks after the initial deadline to which you can submit your assignment if it was not possible for you to submit on time.

Please note that all work submitted to this late link will automatically be given a grade of zero unless you apply for, and are granted, a waiver of the late penalty. Clicking on the late link will bring you automatically to an electronic waiver application form **which also prompts you to email your supporting documentation where necessary to stephen.cullen@ucc.ie**

Late assessment forms are reviewed by the school teaching and learning committee and waivers will normally be given in cases of serious illness or family bereavement. Appropriate documentation, such as a doctor’s certificate covering the time specified, must be provided. In respect of other reasons for late work, the committee will consider each lateness application on a case by case basis.

Information on Exams

Resource	Web Link
Details of Assessment for each module	http://www.ucc.ie/modules/descriptions/page005.html
Exam Procedures and Regulations	http://www.ucc.ie/en/exams/

Autumn Repeat Examinations

All notifications regarding repeat continuous assessment assignments for Autumn will be distributed via CANVAS. Notifications regarding repeat examinations will be issued by student records and exams. Please make sure to check your student e-mail and student profile.

Deferral

Your circumstances may be such that you are unable to sit for exams or submit continuous assessment during the Summer Exam Session. If this is the case, then you may apply for a deferral. If granted it means

that you can take your exams in the Autumn Exam Session without the usual capping of 40% being applied to your results. See

<http://www.ucc.ie/en/exams/procedures-regulations/> for further information and to access a copy of the Mitigation Application Form

Mitigation

If you fail exam(s) or continuous assessments in the Winter/Summer Exam session and you feel that the reasons for your failure are exculpatory, then you may apply for Mitigation. If your application is successful it means that you can retake exam(s) without the usual capping of 40% being applied to your results. See

<http://www.ucc.ie/en/exams/procedures-regulations/> for further information and to access a copy of the Mitigation Application Form

UCC Formal Appeals Processes

An appeal of an examination result will be considered only if:

There is evidence of substantive irregularity in the conduct of an examination *or* the student, on stated grounds, considers that the mark assigned in an examination is erroneous (Student's contention that he/she ought to have done better cannot ground a claim under this head) *or* there were circumstances of which the Examination Board was not aware when its decision was taken.

The completed form should be returned within 2 weeks of the issuing of exam results with a fee of €70.00 which is refundable if the appeal is upheld. The result of an appeal will be communicated in writing.

The Examinations Appeals Officer is: Dr Daniel Blackshields at d.blackshields@ucc.ie

Further information and the Examination Appeal Application form is available at

<http://www.ucc.ie/en/exams/procedures-regulations/>

Student Advisor and Ombudsman

The purpose <http://www.ucc.ie/en/studentombudsman/> of the post of Student Advisor and Ombudsman is to advise and assist students with the resolution of difficulties, complaints or grievances involving staff or services of the University in an informal manner. All enquiries to the Student Advisor and Ombudsman will remain confidential, except in cases of serious threat to life or property.

The current Student Advisor and Ombudsman is Professor Fred Powell. Professor Powell welcomes enquiries from students by email at studentombudsman@ucc.ie. The services provided for by this post are complementary to a range of existing student services and the Student Advisor and Ombudsman may refer relevant student issues for resolution by those services as appropriate.

Time Management

The university guide is that each lecture hour should be accompanied by three hours of student directed work. A five-credit module which has which has a two hour lecture each week over a semester would have a work requirement of eight hours. If you calculate the requirements across all the lectures you can then see how this course is defined as a full-time course, albeit that lectures do not occur on all five days of the week.

Students consistently say that better time management skills would help them get more from their university experience. Prioritizing to achieve deadlines will be a constant challenge here.

Have a look at this resource:

<https://alison.com/courses/Introduction-to-Time-Management>

Bain (2012) describes three types of learners. Surface learners do as little as possible to get by. Strategic learners prioritise getting good marks over understanding, while deep learners focus on developing an informed understanding of the subject.

We hope you use your time with us to become a deep learner.

Bain, K. (2012) What the best college students do. Harvard University Press.

If you are trying to prioritise academic commitments, why not use it as a topic to work with your coach on.

School of Applied Psychology

Head of School: Professor Carol Linehan

The School is located in the Cork Enterprise Centre about 10 minutes' walk from the main campus if you use the walkway and footbridge over the river which is located opposite the College Gates on Western Road. This walkway is normally closed during the hours of darkness (at around 16.30 in winter).

Alternatively, you can walk along the Western Road and then turn left going towards the Mercy Hospital.

The Cork Enterprise Centre is just over the footbridge having left the Mercy Hospital to your right. You will find a map at [How to get to the School of Applied Psychology](#).

Your email address, CANVAS and other means of keeping you informed

- You will have been issued with a student number and student email at registration. It is very important that you check your student email on a regular basis as this is how the School and the University communicates with you.
- Vital information on course content is held on the CANVAS system at <https://www.ucc.ie/en/sit/> and is regularly updated by your lecturers. Also you will be submitting all of your course work via Blackboard. Details on logging on to CANVAS can be found at <https://www.ucc.ie/en/sit/>
- If you are experiencing any difficulties please email the Student Helpdesk at sit@ucc.ie.
- The School website is at <http://apsych.ucc.ie>. It has course timetables, and other useful information.

Contacting Academic Staff

In order to ensure that all students are treated equitably, it will not be possible for academic staff to enter into individual email correspondence about issues of course content, structure or assessment. If you have a question, your first action should always be to check your handbook. It is very likely that your question has already been answered there. If you can't find the answer, then please bring your query up with the lecturer

immediately after the lecture or on Blackboard—to which everyone has access. If you have personal issues to bring up with a mentor or tutor, then it would probably be best to arrange a meeting during their office hours.

All members of academic staff have student consultation hours. If you wish to discuss your work, then you should arrange to meet them during these hours.

Attendance

Every student is expected to attend all lectures, tutorials, laboratory classes etc. In the case of absence through illness, a student must, if possible, give notice of each absence in writing to the Lecturer concerned responsible. In the case of such absence for more than four lecture days the student must, on resuming attendance, notify the Lecturer concerned in writing and, if required by the Lecturer to do so, lodge a medical certificate with the main office, who in turn will send a copy to the Student Records and Examinations.

A student will not be permitted to enter for an examination at the conclusion of a module if attendance at that module is not considered satisfactory by the Registrar and Senior Vice-president Academic following a report by the Lecturer concerned and/or Head of School responsible for the module. The decision of the Registrar and Senior Vice-president Academic is subject to the appeal of Academic Council.

Parking

There is absolutely **no** parking for students at the School of Applied Psychology, UCC. Provision for students parking is at the following:

- Visitor/short stay car parks at Perrott's Inch and Perrot's Avenue. €1 per hour for the first two hours this then rises to €1.50 for the next four hours and then rises again to €2 for the next 6 hours.
- Dennehy's Cross (PBC Sports Ground, Park & Ride) Parking here is free of charge
- Pouladuff (Park & Ride) – Parking here is free of charge

Maps for the location of these parking spaces can be found at <http://www.corkcity.ie/maps/>. Further queries about parking facilities for students can be directed to General Services on 021 490 2264 or 490 2265

Keeping in touch

Your email address, CANVAS and other means of keeping you informed

- As you know your email address consists of your 9 digit student number with the extension @umail.ucc.ie (i.e., 109*****@umail.ucc.ie). It is vital that you log in to your student email on a regular basis and keep

it active as it is the School's principal means of staying in touch with you (in relation to timetable changes and other important notices and information).

Important information on course content is held on the CANVAS system at: <https://www.ucc.ie/en/sit/> and is regularly updated by your lecturers. You will have been provided with details regarding CANVAS on registration.

Please note that any difficulties you experience with logging on should be addressed to the Computer Centre Student Helpdesk at sit@ucc.ie.

The School website is at <http://apsych.ucc.ie> It has course timetables, and other useful information.

- You will have given your mobile phone number to Central Admin as part of the registration process. The School will use this when we need to contact you urgently; an example of this would be where a lecture has to be cancelled at short notice. Please be assured however that the School never passes on student contact details to third parties.
- It is all students' responsibility to ensure that they provide copies of all required administrative documents to Anne Fitzpatrick (e.g. contact details, placement memorandum of understanding) and keep them updated as necessary.
- **Check your UCC email regularly** – otherwise you may miss important announcements to the class.

Student Responsibilities

If you have any type of specific learning disability or other health condition or circumstance that may require attention, we ask that you notify the course administrator and course director as soon as possible so that the necessary support systems can be accessed.

Special Circumstances/Long Term Difficulties

Our aim as a School is to provide you with the resources and support to ensure that your experience of studying psychology is productive and enjoyable. If, for any reason you are having unforeseen or on-going problems or doubts about your studies, we invite you to let us know as soon as they arise. We are here to support you in working through personal or work difficulties in any way possible. Be assured that your privacy will be respected and any documentation you submit to the School will be treated as confidential. Also, don't forget that you have recourse to a variety of support agencies in UCC, details of these are given below.

Library Information Sessions for Incoming Students

Venue: Library Creative Zone, Ground Floor Boole Library

No need to book, just turn up.

1: Library Essentials

Find what you need to get started for your modules & assignments

Web link to key information https://libguides.ucc.ie/ld.php?content_id=32476199

Information session in Boole Library- Creative Zone (ground floor)

Date	Monday 16 Sept 2019	Wednesday 18 Sept 2019	Tuesday 24 Sept 2019	Thursday 26 th Sept 2019
Time	10.00	10.00	10.00	10.00
	12.00	12.00	12.00	12.00
	14.00	14.00	14.00	14.00

2: Referencing & Plagiarism

Introduction to referencing and plagiarism

Web link to key information https://libguides.ucc.ie/ld.php?content_id=32476202

Date	Tuesday 17 Sept 2019	Thursday 19 Sept 2019	Monday 23 Sept 2019	Wednesday 25 Sept 2019
Time	10.00	10.00	10.00	10.00
	12.00	12.00	12.00	12.00
	14.00	14.00	14.00	14.00

Markers may give feedback using the following grade system:

A+ / A / A-	(70%+) 1H		Excellent
B+ / B / B-	(60-69%)	2H (upper range)	Good
C+ / C / C-	(50-59%)	2H (lower range)	Satisfactory
D+ / D / D-	(45-49%)	Pass (upper range)	Poor
E+ / E / E-	(40-44%)	Pass (lower range)	Very Poor
F+ / F / F-	(0 - 39%)	Fail	Unsatisfactory
0	0%	Fail	No work submitted