MISSION STATEMENT FOR RESEARCH IN THE DEPARTMENT OF ANATOMY AND NEUROSCIENCE

To develop an internationally recognized research unit in the neurosciences and to advance knowledge, and to educate both students and society of the mechanisms and potential treatments for brain disorders
The department of Anatomy and Neuroscience is located in the Western Gate building on the Western Road, and in the Biosciences Institute at Gaol Cross.

**CONTACT DETAILS**

Ms. Miriam Dorgan,  
Senior Executive Assistant  
Department Of Anatomy and Neuroscience  
Room 2.33, 2nd Floor,  
Western Gate Building  
University College Cork.

Telephone  (021) 420-5497 / 420-5461  
Fax  (021) 427-3518  
Email  anatomy@ucc.ie  

**Office hours:**  
9.15 - 4.00  Monday to Friday  
Office remains open during lunch time.
DEPARTMENT STAFF DETAILS

Principal Investigators/Lecturers
Professor John Cryan   Ext 5426   j.cryan@ucc.ie
Professor Aideen Sullivan   Ext 5427   a.sullivan@ucc.ie
Dr. Yvonne Nolan   Ext 5476   y.nolan@ucc.ie
Dr. Gerard O’Keeffe   Ext 1305   g.okeffe@ucc.ie
Dr. Olivia O’Leary   Ext 5480   o.oleary@ucc.ie
Dr. Siobhain O’Mahony   Ext 5479   somahony@ucc.ie
Dr. Kathy Quane   Ext 5428   k.quane@ucc.ie
Dr. Harriët Schellekens   Ext 5429   H.Schellekens@ucc.ie
Dr. André Toulouse   Ext 5477   a.toulouse@ucc.ie
Dr. Fiachra Moloney (Radiology)   Ext 5497   fiachra.moloney@ucc.ie

Senior Medical Demonstrators
Mr. Joy Balta   Ext 5412   jbalta@ucc.ie
Dr. Muhammad Asim Javaid   Ext 5412   muhammad.ajavaid@ucc.ie
Ms. Mutahira Waqar Ahmed Lone   Ext 5412   m.lone@ucc.ie
Dr. Ahmad Hassan Sheikh   Ext 5412   a.ahmad@ucc.ie
Dr Aaron Sterling   Ext 5412   aaron.sterling@ucc.ie

Administration
Ms. Miriam Dorgan   Ext 5497   m.dorgan@ucc.ie
Ms. Mary Moynihan   Ext 5874   m.moynihan@ucc.ie

Research Technicians
Mr. Pat Fitzgerald   Ext 1721   paxfitz@hotmail.com
Dr. Kieran Rea   Ext 1721   kieran.rea@ucc.ie

Departmental Technicians
Ms. Suzanne Crotty   Ext 1350   s.crotty@ucc.ie
Ms. Tara Foley   Ext 5494/1309   t.foley@ucc.ie
Dr. Don O’Leary   Ext 1350   d.oleary@ucc.ie
Dr. Gerry Moloney   Ext 5495   g.moloney@ucc.ie
Ms. Bereniece Riedewald   Ext 1304   b.rea@ucc.ie

FLAME Laboratory Technicians
Mr. Michael Cronin   Ext 5461   michaelcronin@ucc.ie
Dr. Sue Grenham   Ext 5461   s.grenham@ucc.ie
Ms Carrie O’Flynn   Ext 5461   carrie.oflynn@ucc.ie

Technical Operatives
Ms. Deirdre Kelleher   Ext 5461   deirdre.kelleher@ucc.ie
Mr. David O’Brien   Ext 5461   david.obrien@ucc.ie
### Postdoctoral Researchers

<table>
<thead>
<tr>
<th>Name</th>
<th>Supervisor(s)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Andrew Allen</td>
<td>J. Cryan</td>
<td><a href="mailto:andrewallen@ucc.ie">andrewallen@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Thorsten Becker</td>
<td>J. Cryan/H. Schellekens</td>
<td><a href="mailto:thorsten.becker@posteo.de">thorsten.becker@posteo.de</a></td>
</tr>
<tr>
<td>Dr. Yuliya Borre</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:yborre@ucc.ie">yborre@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Aurelijus Burokas</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:aurelijus.burokas@ucc.ie">aurelijus.burokas@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Anna Golubeva</td>
<td>J. Cryan</td>
<td><a href="mailto:a.golubeva@ucc.ie">a.golubeva@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Anand Gururajan</td>
<td>J. Cryan</td>
<td><a href="mailto:anand.gururajan@gmail.com">anand.gururajan@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Shane Hegarty</td>
<td>G. O'Keeffe/A. Sullivan</td>
<td><a href="mailto:shane.hegarty@ucc.ie">shane.hegarty@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Cara Heuston</td>
<td>Y. Nolan/J. Cryan</td>
<td><a href="mailto:chueston@ucc.ie">chueston@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Paul Kennedy</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:109224008@umail.ucc.ie">109224008@umail.ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Castriona Long-Smith</td>
<td>Y. Nolan</td>
<td><a href="mailto:c.longsmith@ucc.ie">c.longsmith@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Karen Anne McVey Neufeld</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:karenannemcvey@gmail.com">karenannemcvey@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Angela Moya Perez</td>
<td>J. Cryan</td>
<td><a href="mailto:amoya@iata.csic.es">amoya@iata.csic.es</a></td>
</tr>
<tr>
<td>Dr. Karen Scott</td>
<td>J. Cryan</td>
<td><a href="mailto:k.scott@ucc.ie">k.scott@ucc.ie</a></td>
</tr>
<tr>
<td>Dr. Roman Stilling</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:r.stilling@eni-g.de">r.stilling@eni-g.de</a></td>
</tr>
<tr>
<td>Dr. Cristina Torres</td>
<td>J. Cryan</td>
<td><a href="mailto:c.torres@ucc.ie">c.torres@ucc.ie</a></td>
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### PhD Students

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Amnah Al-Shangiti</td>
<td>A. Sullivan/O'Keeffe</td>
<td><a href="mailto:amn83_33@hotmail.com">amn83_33@hotmail.com</a></td>
</tr>
<tr>
<td>Joy Balta</td>
<td>S. O'Mahony/J. Cryan/M. Cronin</td>
<td><a href="mailto:jbalta@ucc.ie">jbalta@ucc.ie</a></td>
</tr>
<tr>
<td>Erin Dolan</td>
<td>A. Sullivan/Y. Nolan</td>
<td><a href="mailto:alan.hoban@live.ie">alan.hoban@live.ie</a></td>
</tr>
<tr>
<td>Alan Hoban</td>
<td>G. Clarke/J. Cryan</td>
<td><a href="mailto:kenhowick@hotmail.com">kenhowick@hotmail.com</a></td>
</tr>
<tr>
<td>Ken Howick</td>
<td>H. Schellekens/B. Griffin</td>
<td><a href="mailto:kandil@ucc.ie">kandil@ucc.ie</a></td>
</tr>
<tr>
<td>Dalia Kandil</td>
<td>H. Schellekens/J. Cryan</td>
<td><a href="mailto:liviahmorais@gmail.com">liviahmorais@gmail.com</a></td>
</tr>
<tr>
<td>Danka Kozareva</td>
<td>Y. Nolan/J. Cryan</td>
<td><a href="mailto:oconnr22@tcd.ie">oconnr22@tcd.ie</a></td>
</tr>
<tr>
<td>Mutahaira Lone</td>
<td>A. Toulouse/J. Cryan</td>
<td><a href="mailto:bulevone@gmail.com">bulevone@gmail.com</a></td>
</tr>
<tr>
<td>Livia Hecke Morais</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Rory O'Connor</td>
<td>J. Cryan/H. Schellekens</td>
<td><a href="mailto:clara_siera@hotmail.com">clara_siera@hotmail.com</a></td>
</tr>
<tr>
<td>James O'Leary</td>
<td>Y. Nolan/J. Cryan/O. O'Leary</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Ciaran O'Leime</td>
<td>Y. Nolan/J. Cryan</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Veronica Peterson</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Brunnno Rocha Levone</td>
<td>O. O'Leary/J. Cryan</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Jahangir Sajjad</td>
<td>S. O'Mahony/J. Cryan</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Marcel van de Wouw</td>
<td>J. Cryan/H. Schellekens</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Shauna Wallace-Fitzsimons</td>
<td>J. Cryan/H. Schellekens</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
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### MD Students

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<thead>
<tr>
<th>Name</th>
<th>Supervisor(s)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed Sheikh</td>
<td>G. O'Keeffe</td>
<td><a href="mailto:a.ahmad@ucc.ie">a.ahmad@ucc.ie</a></td>
</tr>
<tr>
<td>Mei Yap</td>
<td>E. Downer/Y. Nolan</td>
<td><a href="mailto:siewmeiy@gmail.com">siewmeiy@gmail.com</a></td>
</tr>
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### MSc Students

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</tr>
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<tr>
<td>Anna Connelly</td>
<td>H. Schellekens/J. Cryan</td>
<td><a href="mailto:annabananaconnolly@gmail.com">annabananaconnolly@gmail.com</a></td>
</tr>
<tr>
<td>Surabhi Theratle</td>
<td>H. Schellekens/J. Cryan</td>
<td><a href="mailto:s.theratle@umail.ucc.ie">s.theratle@umail.ucc.ie</a></td>
</tr>
</tbody>
</table>

### Affiliated Postgraduate Students

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>Alison Barry</td>
<td>E. Downer/K. O'Halloran</td>
<td><a href="mailto:alison_barry@hotmail.com">alison_barry@hotmail.com</a></td>
</tr>
<tr>
<td>Eileen Curran</td>
<td>A. Khasan/P. Kearney/L. Kenny/T. Dinan/J. Cryan</td>
<td><a href="mailto:eacurra@gmail.com">eacurra@gmail.com</a></td>
</tr>
<tr>
<td>James Dollard</td>
<td>T. Dinan</td>
<td><a href="mailto:jamesdolland@gmail.com">jamesdolland@gmail.com</a></td>
</tr>
<tr>
<td>Maria Donovan</td>
<td>J. Cryan/B. Griffin</td>
<td><a href="mailto:107309023@umail.com">107309023@umail.com</a></td>
</tr>
<tr>
<td>Rachel Furlong</td>
<td>C. O'Neill/A. Sullivan</td>
<td><a href="mailto:10325431@umail.ucc.ie">10325431@umail.ucc.ie</a></td>
</tr>
<tr>
<td>Patrick Kirwan</td>
<td>J. Cryan/T. Dinan</td>
<td><a href="mailto:patrickkirwan@hotmail.com">patrickkirwan@hotmail.com</a></td>
</tr>
<tr>
<td>Sarah O'Donovan</td>
<td>C. O'Neill/A. Sullivan/G. Clarke</td>
<td><a href="mailto:sarah-o-donovan@hotmail.com">sarah-o-donovan@hotmail.com</a></td>
</tr>
<tr>
<td>Clara Seira Oriach</td>
<td>J. Cryan/T. Dinan/C. Stanton</td>
<td><a href="mailto:clara_siera@hotmail.com">clara_siera@hotmail.com</a></td>
</tr>
<tr>
<td>Katie Togher</td>
<td>G. O'Keeffe/L. Kenny/G. Clarke/A. Khasan</td>
<td><a href="mailto:katie.togher@ucc.ie">katie.togher@ucc.ie</a></td>
</tr>
</tbody>
</table>
RECENT GRADUATES

2015
Elaine O’Loughlin PhD
Sean Crampton PhD*
Tadhg Crowley MSc*
Matteo Pusceddu PhD*
Megan Straley PhD*
Wesley van Oeffelen PhD*
Supervisor(s)
Kieran McDermott
Gerard O’Keeffe
Olivia O’Leary/Eric Downer
John Cryan/Ted Dinan, Psychiatry
Gerard O’Keeffe
John Cryan/Ted Dinan, Psychiatry

*due to graduate October 2015

2014
Valeria Felice PhD
Bruno Godhino PhD
Shane Hegarty PhD
Paul Kennedy PhD
Kevin Lomasney PhD
Gerry Moloney PhD
Rachel Moloney PhD
Ebene Sunny Ogbonnaya MD
Supervisor(s)
Siobhain O’Mahony/John Cryan
John Cryan/Caitriona O’Driscoll,
Pharmacy
Aideen Sullivan/Gerard O’Keeffe
John Cryan/Ted Dinan, Gerard Clarke, Psychiatry
Niall Hyland Pharmacology /John Cryan
Ken Nally, Psychiatry/John Cryan
John Cryan/Ted Dinan, Psychiatry
John Cryan/Olivia O’Leary

2013
Louise Collins PhD
Kieran Davey PhD
Daniela Felice PhD
Aisling Gavin PhD
Konstantin Grygoryev PhD
Laura McKelvey PhD
Aoife Nolan PhD
Sinead Ryan PhD
Supervisor(s)
Yvonne Nolan/André Toulouse
John Cryan/Siobhain O’Mahoney/Ted Dinan, Psychiatry
Olivia O’Leary/John Cryan
Aideen Sullivan/Gerard O’Keeffe
Kieran McDermott
Gerard O’Keeffe
Gerard O’Keeffe
Yvonne Nolan
**RECENT GRADUATES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Supervisor(s)</th>
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<tbody>
<tr>
<td>2012</td>
<td>Caroline Browne PhD</td>
<td>John Cryan</td>
</tr>
<tr>
<td></td>
<td>Grace Collins PhD</td>
<td>Caroline Browne PhD, André Toulouse, Yvonne Nolan</td>
</tr>
<tr>
<td></td>
<td>Holly Green PhD</td>
<td>John Cryan</td>
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<tr>
<td></td>
<td>Richard O’Connor PhD</td>
<td>John Cryan</td>
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<tr>
<td></td>
<td>Aoife O’Mahony PhD</td>
<td>John Cryan</td>
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<td></td>
<td>Harriet Schellekens PhD</td>
<td>John Cryan/Ted Dinan</td>
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<td></td>
<td>Tara Foley MSc</td>
<td>John Cryan</td>
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<tr>
<td></td>
<td>Sarah-Louise Long MSc</td>
<td>John Cryan</td>
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<tr>
<td></td>
<td>Ian O’Brien MSc</td>
<td>Yvonne Nolan</td>
</tr>
<tr>
<td></td>
<td>Soraya Pasalar MSc</td>
<td>Yvonne Nolan</td>
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<tr>
<td></td>
<td>Ricardo Pizzo MSc</td>
<td>Yvonne Nolan</td>
</tr>
<tr>
<td></td>
<td>Niall Savage MSc</td>
<td>Yvonne Nolan</td>
</tr>
<tr>
<td>2011</td>
<td>Lorna Farrelly PhD</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Beate Finger PhD</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Ayman Khalil MSc</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Emmet Power MSc</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Eimear Treacy MSc</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td>2010</td>
<td>Aoife Keohane PhD</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Conor O’Leary PhD</td>
<td>Kieran McDermott</td>
</tr>
<tr>
<td></td>
<td>Sean Crampton MSc</td>
<td>Kieran McDermott</td>
</tr>
<tr>
<td>2009</td>
<td>Louise Collins MSc</td>
<td>Kumerlish Dev</td>
</tr>
<tr>
<td></td>
<td>Barbara Farrell BSc</td>
<td>Kieran McDermott</td>
</tr>
<tr>
<td>2008</td>
<td>Caitriona Long PhD</td>
<td>Yvonne Nolan/Aideen Sullivan</td>
</tr>
<tr>
<td></td>
<td>Orla O’Donoghue PhD</td>
<td>John Fraher</td>
</tr>
<tr>
<td></td>
<td>Edel Mc Guane MSc</td>
<td>Yvonne Nolan/John Cryan</td>
</tr>
<tr>
<td></td>
<td>Owen O’Connor MD</td>
<td>Peter Dockery</td>
</tr>
<tr>
<td>2007</td>
<td>Robert Barrett PhD</td>
<td>Aideen Sullivan/Kieran McDermott</td>
</tr>
<tr>
<td></td>
<td>Sinead Gibney PhD</td>
<td>Aideen Sullivan/Kieran McDermott</td>
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<td>James O’Neill Cahill MD</td>
<td>Kieran McDermott</td>
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<td></td>
<td>Daniel Shanley PhD</td>
<td>Aideen Sullivan</td>
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</table>
NEUROSCIENCE RESEARCH THEMATIC PROGRAMME

The research programme consists of coherently linked projects in the fields of development, degeneration and regeneration. It ranges from fundamental studies to the development of strategies for neuroprotection, neuroregeneration and restoration of function of damaged tissue in neuroinflammatory disorders.

Most of the experimental programme is multidisciplinary, within and outside the group. The experimental programme encompasses genetic, molecular, cellular, tissue, system and behavioral levels.

The range of techniques and expertise available is broad and is particularly strong in relation to post-genomic and cellular studies, whereby molecular events are analysed and are located with high precision in cells and tissues, in order to understand the complex interplay of events.

- NEURAL CIRCUITRY UNDERLYING STRESS-RELATED DISORDERS
- NEUROGASTROENTEROLOGY
- DEVELOPMENTAL NEUROSCIENCE AND REGENERATION
- NEURODEGENERATION
- NEUROPROTECTION AND THERAPEUTICS
- NEUROINFLAMMATION

All of these areas are being energetically developed over the forthcoming 5 years, specifically as defined in the following pages.
NEURAL CIRCUITRY UNDERLYING STRESS-RELATED DISORDERS
Researchers: John Cryan, Olivia O’Leary, Siobhain O’Mahony, Yvonne Nolan.

- Neurobiological basis of stress-related neuropsychiatric disorders including depression, anxiety and drug dependence.
- Understanding the interaction between brain and gut and how it applies to stress and immune-related disorders, including irritable bowel syndrome, obesity and sepsis.
- The impact of early life stress on the developing gastrointestinal microbiota
- Applying novel approaches to facilitate drug/siRNA delivery to the brain in vivo.

NEUROGASTROENTEROLOGY
Researchers: John Cryan, Siobhain O’Mahony, Olivia O’Leary, Harriët Schellekens.

- Understanding the interaction between brain and gut and how it applies to stress and immune-related disorders, including irritable bowel syndrome, visceral pain, obesity and sepsis.
- Investigation of dysfunctional communication within the brain gut axis in the emergence of functional bowel disorders
- Examination of GPCRs in the development of visceral hypersensitivity particularly within the lumbar-sacral spinal cord
- The role of the gut bacteria in anti-psychotic associated obesity.
DEVELOPMENTAL NEUROSCIENCE AND REGENERATION


- Investigation of glial-neuronal interactions in the developing nervous system.
- Elucidation of spinal cord radial glial cell development and determination of the lineage relationships among different types of neuroepithelial cells in the spinal cord.
- Gene expression profiling in neuroepithelial stem and progenitor cells during development and in the adult CNS to elucidate mechanisms underlying fate decisions, differentiation and phenotypic diversity.
- Spatial and temporal patterns of oligodendrogliogenesis and myelination in vivo.

DEPARTMENT RESEARCH INTERESTS

- “Developmental windows” – studying the molecular architecture of critical periods of development affecting the formation of the nervous system.
- Transcription factor networks controlling axonal growth.
- Examination of the development of midbrain dopaminergic neurons, including gene expression profiling using microarray technology and studies on phenotypic changes which occur during specification, maturation and differentiation of these neurons.
- Investigation of the effect of inflammation on neurogenesis in the embryonic and adult hippocampus.
- Elucidation of the migration patterns of newly generated astrocytes and oligodendrocytes.
NEURODEGENERATION


- Astroglial heterogeneity and role of astroglial in neuron's degeneration.
- Development of in vivo and in vitro models of cyclopamine-mediated models of oligodendrocyte depletion and demyelination.
- Study of mechanisms of cytotoxicity in spinocerebellar ataxias and Huntington’s Disease.
- Mechanisms of neuronal cell death in Parkinson’s Disease.
- Role of activated microglia and pro-inflammatory cytokines in degeneration of midbrain dopaminergic neurons pertinent to Parkinson's disease.

- Identification of inflammation-induced intracellular signaling cascades mediating the death or survival of midbrain dopaminergic neurons and hippocampal precursor cells.
- Reorganization of dynastic circuitries and selective loss of neurons in the amygdala in human temporal lobe epilepsy (TLE) and experimental epilepsy.
NEUROPROTECTION AND THERAPEUTICS


- Neuroprotective and immunomodulatory therapies for Parkinson’s disease
- Genetic manipulation of embryonic stem cells for Parkinson’s disease.

NEUROINFLAMMATION

Researchers: Yvonne Nolan, Siobhain O’ Mahony, John Cryan, Gerard O’Keeffe.

- Deciphering the role of inflammation in the degeneration of dopaminergic neurons pertinent to Parkinson’s Disease
- Regulation of dopaminergic neural stem cell fate
- Imparment of embryonic and adult hippocampal neurogenesis
- Viceral Hypersensitivity associated with post infectious irritable bowel syndrome
- Inflammation as a “normal” neurodevelopment process
- Consequences of maternal immune activation on foetal brain development.
- Impact of inflammation on cognitive deficits associated with neurodegenerative and psychiatric disorders.
John F. Cryan

Professor John F. Cryan is Professor & Chair, Department of Anatomy & Neuroscience, University College Cork. He received a B.Sc. (Hons) and PhD from the National University of Ireland, Galway, Ireland. He was a visiting fellow at the Department of Psychiatry, University of Melbourne, Australia (1997-1998), which was followed by postdoctoral fellowships at the University of Pennsylvania, Philadelphia, USA and The Scripps Research Institute, La Jolla, California. He spent four years at the Novartis Institutes for BioMedical Research in Basel Switzerland, as a LabHead, Behavioural Pharmacology prior to joining UCC in 2005 where he was a Senior Lecturer in Pharmacology in the School of Pharmacy and in the Dept. Pharmacology & Therapeutics UCC. Currently he is also a Principal Investigator in the Alimentary Pharmabiotic Centre (http://www.ucc.ie/research/apc/content).


Prof. Cryan was recently selected as a Highly Cited Researcher by Thomson Reuters. Those researchers who, within an ESI-defined field, published Highly Cited Papers were judged to be influential, so the production of multiple top 1% papers was interpreted as a mark of exceptional impact. Professor Cryan, as a member of the Highly Cited Researcher List is also included in the 2014 The World's most Influential

Scientific Minds

Prof. Cryan is a Senior Editor of Neuropharmacology and Nutritional Neuroscience and an Editor of British Journal of Pharmacology. He is Advisory Editor of Psychopharmacology; on the Board of Reviewing Editors of Brain Research; an Associate Editor of Frontiers in Behavioural Neuroscience; an Associate Editor of Frontiers in Psychopharmacology and Frontiers in Gastrointestinal Pharmacology; an Editorial Board Member of Behavioural Pharmacology; Neuroscience and Biobehavioral Reviews, Genes, Brain & Behavior and International Journal of Neuropsychopharmacology.

Prof Cryan received the inaugural University College Cork Researcher of the Year Award in 2012. Cryan has also been honoured with the European College of Neuropsychopharmacology (ECNP) Fellowship Award, the Wyeth Psychopharmacology Award from British Association of Psychopharmacology and the Young Scientist Award from the European Behavioural Pharmacology Society. He has received commercialisation awards from UCC in 2012 and 2013. Further, in 2013 he received the University of Utrecht Award for Excellence in Pharmaceutical Research and delivered the Royal Academy of Medicine in Ireland Conway Review Lecture and the De Pazzi Lecture at University College Cork. He gave the Wingate Lecture at Barts & The London School of Medicine and Dentistry in 2014. Prof Cryan was also a TEDMED Invited Speaker in 2014.
Aideen Sullivan

Professor Aideen Sullivan is Director of the BSc in Neuroscience in UCC. She leads an active research group, focused on novel approaches to the treatment of Parkinson's disease. Her particular interest is the development of neuroprotective therapies, which have the potential to slow or reverse the progression of this debilitating disease.

Aideen Sullivan graduated from University College Dublin in 1992 with a BSc (First Class Honours) in Pharmacology. She obtained a PhD in Neuropharmacology from the University of Cambridge, UK, in 1995. She worked in Imperial College London School of Medicine as a post-doctoral researcher from 1995-1998, on a project funded by the Parkinson's Disease Society. In 1998, she was appointed as Lecturer in the Department of Anatomy at UCC; she was promoted to Senior Lecturer in 2006 and to Professor (Scale 2) in 2014.

Upon her appointment to UCC, Aideen was actively involved in establishing the BSc in Neuroscience, the first Neuroscience degree in Ireland, and she has co-ordinated and taught this degree since 1998. In 2006, she was awarded a Postgraduate Certificate in Teaching and Learning in Higher Education from UCC. She practices research-led teaching and encourages capable students to pursue research careers. She provides mentoring to undergraduate and postgraduate students and to colleagues. In 2010, she attained a FETAC certificate (awarded Distinction) in Peer-Mentoring. She has been an active participant in UCC's "Through the Glass Ceiling" Programme for Female Academics and Researchers (2011-13). In 2015, she was awarded a scholarship to participate in the Leadership Foundation's Aurora programme for women in Higher Education.

Professor Sullivan is active in promoting Neuroscience and stem cell research in Ireland. As Secretary of the Cork Neuroscience Group committee, she organises public awareness talks about current research and treatments for neurological diseases. She visits Parkinson's disease support groups throughout Ireland, speaking to patients and their carers, clinicians and nurses, about recent advances in the research field. She has organised several conferences in the areas of Parkinson's disease, stem cells and Neuroscience research. She undertakes visits to primary and secondary schools, to promote understanding and awareness of science and medicine. She has delivered talks and organised the Neuroscience information stand at each of UCC's Open Days for Schools since 1998.

Professor Sullivan is a member of Neuroscience Ireland, FENS (Federation of European Neurosciences), NECTAR (Network of European CNS Transplantation and Restoration), the Anatomical Society of Great Britain and Ireland, and the Irish Network of Neural Stem Cell Investigators.
Yvonne Nolan

Yvonne Nolan is a Senior Lecturer and Science Foundation Ireland Investigator in the Department of Anatomy and Neuroscience. She graduated from NUI, Galway with a BSc (Hons) in Biochemistry (1996), and a PhD in Neuropharmacology (1999). She was a visiting fellow at McGill University Montreal, Canada (1998) and held postdoctoral positions in Trinity College, Dublin (1999 – 2003) where her research focused on age - and inflammatory related deterioration in neuronal function. In 2003 she was appointed as Lecturer in the Department of Anatomy and Neuroscience, UCC and in 2011 she was promoted to Senior Lecturer. In 2006 she was awarded a Postgraduate Certificate in Teaching and Learning in Higher Education (UCC), and in 2008 she received a National Academy award for the Integration of Research and Teaching and Learning. Yvonne is currently involved in teaching and co-ordinating anatomy and neuroscience modules for Occupational Therapy, Speech and Language Therapy and Neuroscience students.

Research in Dr. Nolan’s laboratory focuses on the effects of inflammation, exercise, alpha-synuclein and stress on hippocampal neurogenesis (the birth of new neurons) during development and in the adult brain, and on associated learning and memory. She also investigates the contribution of inflammation to neuronal demise in models of Parkinson’s disease. Her research is currently funded by Science Foundation Ireland, Marigot Ireland Ltd, Molecular Medicine Ireland and British Neuropathological Society, and previously by the Irish Research Council for Science Engineering and Technology, Health Research Board and Vasogen Inc., Canada.
Gerard O’Keeffe graduated with a BSc degree (First Class Honours) in Neuroscience from University College Cork (UCC) in 2000. Subsequently he undertook a PhD in the Department of Anatomy in UCC in Developmental Neurobiology. During his PhD, Dr. O’Keeffe spent 4 months in the Karolinska Institute in Stockholm, Sweden on an Enterprise Ireland-funded International Collaboration grant developing his research.

In 2004, after graduating from his PhD, Dr. O’Keeffe moved to Cardiff University where he worked in the laboratories of Prof. Alun Davies FRS. Here he expanded his research interest in neural development, by looking at the roles of members of the TNF superfamily of receptors, and the molecular mechanisms mediating their effects on neuronal survival and growth in the developing CNS and PNS on a project funded by the Wellcome Trust. This work was published in two studies in Nature Neuroscience.

In 2008, he was awarded a Leverhulme Trust Research Fellowship, and returned to UCC in September 2008 when he was appointed as Lecturer and Principal Investigator in the Department of Anatomy and Neuroscience to establish an independent laboratory focused in understanding the molecular mechanisms regulating neurodevelopment and neurodegeneration throughout the life-span. This recent has expanded in recent years to include the placenta, which is a critical determinant of healthy brain development.

His research laboratory is based in the Department of Anatomy and Neuroscience in the state-of-the-art Biosciences Institute in UCC.

As of 2013 Gerard was appointed as a faculty member of the Alimentary Pharmabiotic Centre (APC ; www.ucc.ie/research/apc/content/) and the Irish Centre for Fetal and Neonatal Translational Research (INFANT; www.infantcentre.ie) in UCC where he has added a translational work to his research programme. Dr. O’Keeffe’s team is now located in the Department of Anatomy and Neuroscience and in INFANT research labs in Cork University Maternity Hospital.
Dr. Olivia O'Leary is a lecturer in the Department of Anatomy and Neuroscience, University College Cork. Olivia graduated with a BSc in Biotechnology, NUI, Galway, followed by an MSc in Neuropharmacology at the same institution. She was a visiting scholar for over three years at the University of Pennsylvania, Philadelphia, USA, where she conducted her PhD research in behavioural neuropharmacology. This was followed by postdoctoral research at the Neuroscience Centre at the University of Helsinki where her research was focused on the role of neuronal plasticity in pathophysiology and treatment of psychiatric disorders. In 2008, Olivia was awarded a prestigious Career Development Award from the Health Research Board to conduct her research at the School of Pharmacy, University College Cork, where she was appointed as lecturer in 2011. Olivia then joined the Department of Anatomy and Neuroscience as a lecturer in 2012.

Olivia's main research interest is in the neurobiology and treatment of stress-related psychiatric disorders with a particular focus on depression. Her research has been published in high-impact journals including PNAS and Science. In addition, Olivia has been the recipient of several awards from international professional societies including The Rafaelsen Young Investigator Award from the International College of Neuropsychopharmacology (2011) and the Fellowship Award from the European College of Neuropsychopharmacology (2010), as well the career development award from the Health Research Board Ireland (2008-2011). Most recently, Olivia was honoured with the 2015 most outstanding Junior Faculty Award from the International Behavioural and Neural Genetics Society (IBANGS). In addition to her teaching and research activities, Olivia is also an expert reviewer for >34 international journals, acts as an external examiner for thesis and third level programmes, is on a number of departmental and university committees and recently completed a PG Cert in Teaching & Learning in Higher Education.
Dr. Siobhain O’Mahony graduated with a B.Sc. (Hons) in Neuroscience from University College Cork. She then went on to complete a Masters in Neuropharmacology in the National University of Ireland, Galway. Siobhain worked in the Department of Psychiatry and Neuropsychology in the University of Maastricht, the Netherlands, which was funded by a Marie Curie Fellowship. Siobhain obtained a Ph.D. from the department of Psychiatry, UCC. She continued her research on adverse early life events and the development of pain-related disorder during a post-doctoral post in the Alimentary Pharmabiotic Centre, Biosciences Institute, UCC. She then took up a post-doctoral position with GlaxoSmithKline validating lead compounds targeting visceral pain in models of irritable bowel syndrome.

In 2008 Siobhain was appointed as Lecturer in the Department of Anatomy and Neuroscience at UCC. She is involved in teaching the B.Sc. in Neuroscience course and Graduate Medical Entry students. Siobhain’s main research areas assess outcomes of adverse events during the first 1000 days of life in particular the disruption of the developing gut microbiota through events such as antibiotic usage or stressful situations. The outcomes assessed include the development of visceral pain in adulthood and alterations in the signalling in the brain-gut-microbiota axis. She is also interested in gender-related differences in pain perception as well as the involvement of the gut microbiota in the development of obesity following antipsychotic treatment. Her research group is based in the Alimentary Pharmabiotic Centre (faculty member) and the department of Anatomy and Neuroscience in the Biosciences Institute and the Western Gateway Building.
Dr. André Toulouse received a BSc degree in Biology from Université Laval (Québec, Canada) in 1991. He developed his expertise in the cellular and molecular biology of diseases by completing a MSc (1993) and a PhD (1998) in Molecular Biology at Université de Montréal (Montréal, Canada). His interest in Neuroscience led him to undertake post-doctoral work with Dr Guy Rouleau in the Centre for Research in Neuroscience at McGill University (Montréal, Canada) where he also worked as a research associate in the Neurogenetics Laboratory. His research areas included the identification and cloning of genes involved in neurodevelopmental disorders and the development of cellular models of neurodegeneration. In 2003, he moved to University College Cork to pursue post-doctoral work on the molecular biology of neurotrophic factors in the laboratory of Dr Aideen Sullivan in the Biosciences Institute.

Dr Toulouse was appointed as College Lecturer in Clinical Anatomy and Principal Investigator in the Department of Anatomy and Neuroscience in September 2005. He is currently involved in teaching systematic anatomy, human development and molecular neuroscience to students in medicine, dentistry, biological sciences, clinical therapies and neuroscience. In 2008, he was awarded a post-graduate certificate in Teaching and Learning in Higher Education (UCC) followed by a post-graduate diploma in the same discipline in 2009.

His research is focused on the development of cellular models for the study of the molecular mechanisms of neuroprotection and neurodegeneration, with a particular emphasis on Parkinson’s disease and the polyglutamine disorders. His work has been funded through personal fellowships from the Fonds pour la formation des chercheurs et l'aide à la recherche and the Fonds de la recherche en santé du Québec as well as research grants from the Health Research Board of Ireland and the Irish Research Council for Science, Engineering and Technology.
Dr. Harriët Schellekens is a Lecturer in the Department of Anatomy & Neuroscience and a Principal Investigator with Food for Health Ireland (FHI) and within the APC Microbiome Institute. She received a PhD in Pharmacy from the University College Cork, Ireland and a MSc in Biology and Medical Biology (Hons) from the Radboud University in Nijmegen, The Netherlands. She was awarded a Marie Curie Host Fellowship for Transfer of Knowledge (TOK) in 2006. She has gained considerable experience in the pharmaceutical industry in research and development, lead development and optimization at Organon NV (Akzo Nobel), during a 5 year stint. In addition, she has worked at Eirx therapeutics where she has been contributing towards building a focused drug discovery capability. Dr. Harriet Schellekens returned to the academic settings in 2010 after which she has also worked as a lecturer and module coordinator in the School of Pharmacy, University College Cork. Dr. Schellekens has published several peer-reviewed articles and book chapters since her return to academia. Harriet was appointed lecturer in the department of Anatomy & Neuroscience in 2014.

Her research interests have been focused on the neuronal circuitry underlying the complex relationship between stress, mood and food intake. In particular, her work has focused on the pharmacology of centrally expressed G-protein coupled receptors (GPCRs), neuropeptides and gut hormones within the microbiota-brain-gut axis, regulating the homeostatic control of food intake. In addition, these appetite and satiety signals also modulate the hedonic aspects of food intake and impact on stress-induced food reward behavior, which play a major role in the development of eating disorders, including obesity, binge-eating and addiction. Harriet is experienced in GPCR pharmacology, GPCR crosstalk and dimerization and has recently identified a novel heterodimer between two key GPCRs regulating feeding behavior, the GHS-R1a receptor and the 5-HT2C receptor. She has established a world-class cellular-based screening platform for the identification of novel bioactives that modulate appetite and satiety, mood and cognition. Moreover, she is interested in the effect of nutrition on synaptic plasticity and cognition and has recently set-up electrophysiological capabilities to investigate the impact of diet, metabolic risk and gut microbes on brain function.
FACILITIES & SUPPORT AVAILABLE TO POSTGRADUATE STUDENTS
The department’s research laboratories are located in the Biosciences Institute and the Western Gateway Building and are equipped with equipment for cell culture, cell and molecular biology and behavioural testing. The department also houses the BioSciences Imaging Centre which is equipped for a variety of light and electron microscopic applications, including TEM, SEM, laser scanning confocal and two-photon imaging. In the Department of Anatomy and Neuroscience all PhD, MSc and MD students are provided with a dedicated writing space and access to the internet.

Progress towards completion of PhD, MSc and MD degrees will be monitored in a fair and transparent way by the Departmental Graduate Studies Committee.

The department encourages all research students to meet on a regular basis and discuss their progress. In regular departmental seminar series research, students have the opportunity to present work in progress and to discuss their difficulties with staff and other research students.

To promote and foster an active interest in their research topic and in neuroscience in general, students are expected to partake in and contribute to seminars, journal clubs, research days, conferences and workshops, which the department organizes or supports. Students are encouraged to actively participate in national and international conferences and present their work.

UCC offer a range of services for students including accommodation, careers service and advice, chaplaincy, computer training, crèche, disability support service, graduate studies support, IT service, library, student advisor and ombudsman, student budgeting advice service, student counseling and development, student health service, student’s union, student societies, [http://www.ucc.ie/en/support](http://www.ucc.ie/en/support).
From October 2013, all incoming PhD/PhD track students will be registering for a Structured PhD. This means that in addition to your research, you will also undertake a programme of personal and professional development activities. You will be offered an extensive range of modules which incorporate both research and generic skills development opportunities. You are required to undertake a minimum of 15 credits of coursework and training. For a 3 year PhD, the maximum number of credits that can be undertaken is 30 credits. For a 4 year PhD, the maximum number of credits that can be undertaken is 90 credits. It is recommended that you take the required 15 credits within the first 2 years of your PhD and that you discuss which modules to undertake with your supervisor. Full details of these modules may be obtained from the postgraduate calendar at: http://www.ucc.ie/en/graduatestudies/pgtrainingmodules/

Some Relevant Postgraduate Training Modules:

- PG6001 STEPS - Scientific Training for Enhanced Postgraduate Study
- PG6003 Teaching & Learning Module
- PG6004 Getting started with graduate research and generic skills
- PG6005 Biotechniques
- PG6009 Graduate Information Literacy Skills
- PG6014 Scientific outreach and communication
- PG7003 The PhD 11: From development to completion
- PG7014 Creativity and innovation for research students
- PG7016 Systemic reviews for the health sciences

Frequently asked questions

Who do I contact if I have problems registering for an approved module?
Please contact the Graduate Studies office, email: graduatestudies@ucc.ie or telephone: (021) 4902876

Do I have to take generic skills modules as part of my PhD?
If your registration occurred anytime from October 2013 onwards, you are required to take 15 credits of generic skills modules. If you registered prior to this date, you are not obliged to take these modules unless you are participating in a structured programme.

How do I find out more about these modules?

Send an e-mail to the module co-ordinator or to graduatestudies@ucc.ie, or see

Introduction

The purpose of this UCC Code of Practice for Supervision of Research Students is to lay out clearly, for all parties involved in research degrees, their responsibilities and reasonable expectations, the key steps and procedures to be followed, and to help avoid misunderstandings or problems which can occur due to the lack of such guidance. It captures key principles in a deliberately concise manner, as it does not seek to repeat material which is available elsewhere (e.g., University Calendar, Research Student Handbook). However, it is expected that students, supervisors and members of Graduate Studies Committees within academic units (hereinafter “Graduate Studies Committee”) are familiar with the broader University regulatory framework.
Responsibilities of the Student

During a research degree, research students are expected to undertake original research, under the guidance of a supervisor or supervisors, leading to a thesis which describes the outcomes of their research. In the case of a doctoral degree, the research should make sufficient contribution to your field of study as to be publishable in the relevant academic literature and the award of the degree follows a successful viva voce examination, in which the candidate demonstrates the ability to engage in a high-level academic discussion of their work with internal and external examiners.

In order to reach these objectives, research students are expected to take all reasonable steps to ensure the satisfactory progress of their studies and conduct their research in a professional manner as befitting a postgraduate research student. In addition, if the research is being carried out in an environment in which others (e.g., Research students and post-doctoral fellows) contribute to the project, clear explanation of the contribution the student themselves have made is essential in the thesis, and work done by others should be explicitly defined and acknowledged appropriately.

It is particularly important for students to take ownership and responsibility for their research, and engage with all the supports and advice available to them, through the University.

Therefore, it is the responsibility of a research student to:

1. Maintain a professional relationship at all times with their academic supervisor(s) or members of their supervisory team, and other University staff.
2. Maintain regular communications with their supervisor(s) and respond to requests/inquiries promptly.
3. Record plans of work, and any changes to these plans, on a regular basis (e.g., by sending a short email to their supervisor(s))
4. Fulfill any requirements of their programme in relation to completion of academic and/or training modules.
5. Read and be familiar with the University’s regulations and the administrative requirements relevant to the research degree, and relevant policies including inter alia that concerning plagiarism.
6. Read and be familiar with the information presented in the UCC Postgraduate Research Student Handbook, and the Postgraduate Research Student Handbook of the academic unit, if appropriate.
7. Take the initiative in identifying problems that impede the progress of their study and seek solutions to these, including being familiar with the University’s procedures and supports for informal and formal resolution of such issues, if necessary.
During the course of their study, research students will receive advice and feedback from their Supervisor(s), and are therefore required to:

1. Discuss with their supervisor(s) the type of guidance and feedback that will be most helpful to aid satisfactory progress of your study. This will usually involve regular formal meetings to review your research progress, at a frequency agreed with your supervisor(s).

2. Present reports or other written material in sufficient time as requested by your supervisor(s) and/or academic/administrative department.

3. Actively participate in review and evaluation procedures; annual reviews are compulsory for doctoral students and are recommended for all research students.
Responsibilities of the Supervisor/Supervisory Team

The main responsibilities of the principal supervisor of a research student are to provide intellectual and pedagogical support towards successful completion of his/her studies. The supervisor has overall responsibility for the student's supervision and research training.

Rather than a single named supervisor, supervision may be the responsibility a team involving more than one supervisor, or a supervisor and Advisor. In such cases, a principal supervisor must be named who is responsible for administrative issues relating to, inter alia, the student's registration, progress and examination and holds the ultimate responsibility for the supervision of the candidate. The roles of the other team members should be agreed at the start of the research, and agreed clearly with the student.

The responsibilities of the supervisor, or shared by members of the supervisory team, are as follows:

1. Be familiar with all policies, procedures and structures of the University and academic unit relevant to research degrees and research students, and avail of appropriate opportunities for continuing professional development in this area.

2. Give guidance and support on the student’s research topic, the planning of the research programme, and the academic standards expected for successful completion of the doctoral degree, including ensuring awareness of issues concerning plagiarism and other aspects of research conduct.

3. Maintain a professional and constructive relationship with the student and other members involved in the research programme.

4. Ensure the highest ethical and academic standards, by making the student aware of all relevant regulations, policies and codes of practice, including health and safety policies and procedures and obligations arising from them.

5. Ensure that the work reported in the dissertation is the student's own and is credited as appropriate. In the event that you have concerns in relation to plagiarism or breach of copyright this should be reported to the Departmental Graduate Studies Committee.

6. Maintain regular communications with the student, as appropriate for the relevant stages of the student’s project, and respond to student’s requests/inquiries in a reasonable time.

7. Provide advice on the selection of academic and/or training modules to be followed (where appropriate) and support the facilitation of the student's training needs.

8. Encourage the student, particularly in the case of doctoral students, to publish, participate in colloquia, seminars and conferences, in accordance with disciplinary practices, and provide advice on obtaining research funding, where appropriate;
9. Bring any planned leaves of absence longer than a month to the attention of the student and ensure that alternative supervisory arrangements are in place as appropriate;

10. Provide advice and support on the submission of the thesis and, in the case of doctoral students, preparation for the viva voce examination.

A key role of the supervisor is to review the student's progress in their research in a structured manner, both on an ongoing basis, formal and/or informal, and through a formal annual review process carried out in conjunction with the Graduate Studies Committee of the academic unit, which is compulsory for doctoral students, and encouraged for all research students.

**This reviewing role should involve:**

1. Holding regular meetings to monitor and review research progress, following an agreed frequency of supervision meetings.
2. Requesting regular written work, interim reports or research results as appropriate to ensure that student is working to the agreed timeline, and providing prompt and constructive feedback on same.
3. Ensuring that the student is familiar with reporting and review requirements (e.g., for annual reviews or funding agencies) and giving advice on the necessary completion dates of successive stages of work.
4. Participating fully in the annual review process for progress of research students is undertaken as described in the policy document The roles of Graduate Studies and the operation of progress reviews for research students (2010).
The Academic Unit (e.g., Department, Programme, Research Centre) in which a research student is registered and undertakes their research plays a key role in support and oversight of their progress, and is responsible for ensuring that adequate facilities and supervision are available to the Student throughout their research. It is UCC policy that all Academic Units have a Graduate Studies Committee to manage these functions.

The responsibilities of the Academic Unit are as follows:

1. The Academic Unit is responsible for ensuring that a research student has access to adequate resources, facilities and equipment for their proposed thesis topic; the Head of Department/School, by signing a student’s application form for postgraduate study, confirms that this is the case.
2. The Academic Unit will also be responsible for confirming, at application stage, that adequate supervision arrangements will be in place for a research student.
3. During a research student’s course of study, the Academic Unit will provide support and oversight of progress, through its Graduate Studies Committee*.
4. In some cases, the oversight of progress of students on named structured PhD programmes may be the responsibility of a Programme Board, which will be made clear in the relevant programme description.
5. It is the responsibility of the Head of Academic Unit to assign each research postgraduate student to one Graduate Studies Committee, and students will be notified at the commencement of their studies as to which Graduate Studies Committee will monitor their progress.
6. The Graduate Studies Committee's primary responsibility, on behalf of the Academic Unit, is to monitor and support the progress of research students in that Unit. The committee interfaces with students, supervisors and the University for the purpose of monitoring student progress (including the transfer of students from Masters/PhD track to PhD programmes, if appropriate), assisting supervisors and improving the research student experience. It provides a mechanism for local identification and resolution of any problems that may emerge in relation to a student's progress.
7. The Graduate Studies Committee will identify the staff responsible for the review and verify that such reviews have taken place.
8. The Graduate Studies Committee will also provide information and guidance to supervisors and students regarding policy and procedures relevant to graduate research. In particular, the Graduate Studies Committee is responsible for ensuring that a regularly updated Postgraduate Research Studies Handbook for intending applicants and existing research students is produced and distributed.
9. The Graduate Studies Committee is responsible for ensuring that accurate records of all relevant procedures, activities and meetings, including annual reviews of student progress, are kept within the unit.
10. The Academic Unit shall have ultimate responsibility to the Student for the supervision of the research.

For more information on the Code of Practice for Supervision of Research Students please contact: Michelle Nelson, m.nelson@ucc.ie, 021 4903076.
Department of Anatomy & Neuroscience Graduate Studies Committee

Dr. Olivia O’Leary (Chair)
Professor John F. Cryan
Professor Aideen Sullivan
Dr. Yvonne Nolan
Dr. Andre Toulouse
Dr. Gerard O’Keeffe
Dr. Siobhain O’Mahony
Dr. Harriët Schellekens

The role of the Graduate Studies Committee and the operation of progress reviews for postgraduate research students is described in UCC’s policy document which can be accessed at http://www.ucc.ie/en/graduatestudies/uccstaff/guidelines
In order to progress to the next year of a PhD/MD programme, each PhD/MD student must be assessed by the Anatomy and Neuroscience departmental Graduate Studies Committee after the first second and third years. Each student is required to prepare the following:

1. **WRITTEN REPORT**

   The report should include:
   - **Title page**
   - **Introduction/literature review**: which gives the scientific background to the project and refers to relevant published research articles.
   - **Objectives**: provide a clear statement of the aims of the project.
   - **Methods**: this should contain a full description of all experimental procedures.
   - **Results and discussion**: this should provide a comprehensive account of all experimental observations. Results should be presented in the form of figures and/or tables and reference should be made to each figure/table in the text.
   - **Problems encountered**: and possible solutions
   - **Future plans**: outline of a proposed work plan for the next 12 months.
   - **Bibliography**: this should include the full reference for every article quoted in the report.
   - **Appendices**: (a) a list of scientific seminars or meetings attended; (b) a list of publications (papers/abstracts).

   The written report must be emailed to Dr. Olivia O’Leary (chair of the postgraduate committee) one week in advance of the review date.

2. **SEMINAR PRESENTATION**

   A PowerPoint presentation is presented to the members of the departmental Graduate Studies Committee. This should be of 15 minutes duration and should be a summary of the written report. Your presentation should briefly outline the background and aims of your research, summarise the main findings thus far, your conclusions, and a clear plan of what is left to do and when this will be achieved.

   On the day of the review, each student will be allotted 20 minutes during which time they will present their report to the committee. Questions and discussion by the member of the committee will follow. After the presentations, the assigned reviewers to each student will interview the student, and critically review the written report and the student’s progress according to their performance on the review day. A PhD/MD self-assessment review form is available to for use in advance of the review as a guideline on the assessment procedure. Each student will receive feedback from his or her reviewers after the review process.
Each MSc student will be assessed by the departmental postgraduate committee after the initial 6 months of the research programme, and again after 1 year if necessary. Each student is required to prepare the following:

**SEMINAR PRESENTATION**
A PowerPoint presentation is presented to the members of the departmental postgraduate committee. This should be of 15 minutes duration and should be a summary of results to date and future plans.

On the day of the review, each student will be allotted 30 minutes during which time they will present their report to the committee. Questions and discussion by the member of the committee will follow. After the presentations, the assigned reviewers to each student will interview the student, and critically review the student's progress. An MSc self-assessment review form is available for use in advance of the review as a guideline on the assessment. Each student will receive feedback.
USEFUL LINKS

- For further information on postgraduate-related issues contact the Graduate Studies Office:
  E-mail: graduatestudies@ucc.ie


Cluster of radial glial-like neural progenitors (red) generating immature neurons (green) in a culture of the embryonic rat ventral midbrain.