

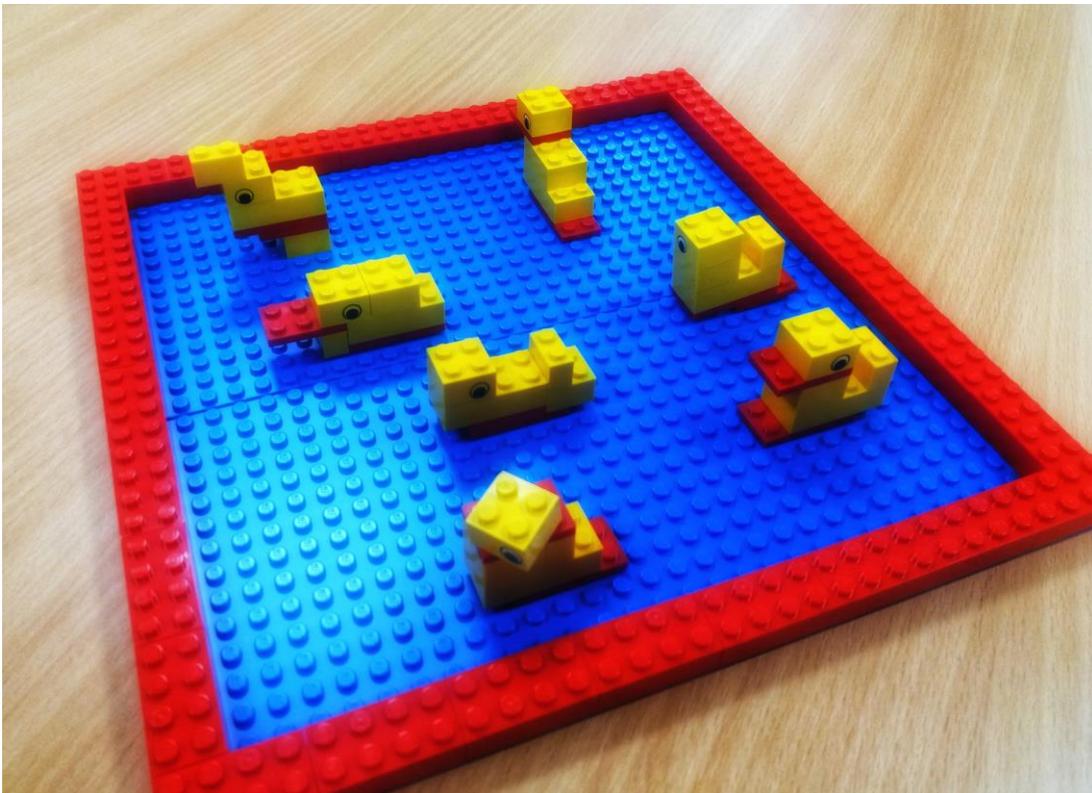
MA in Applied Psychology (Positive and Coaching Psychology)

University College Cork

Course Handbook

2018-2019

Course Directors:
Zelda Di Blasi
David O'Sullivan



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

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This handbook is intended for students on the MA Degree in Applied Psychology (Coaching Psychology) and 2018-2019. 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.

* <http://www.ucc.ie/calendar/postgraduate/Masters/arts/page107.html>

** <http://www.ucc.ie/admin/registrar/marksandstandards/>

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

WELCOME

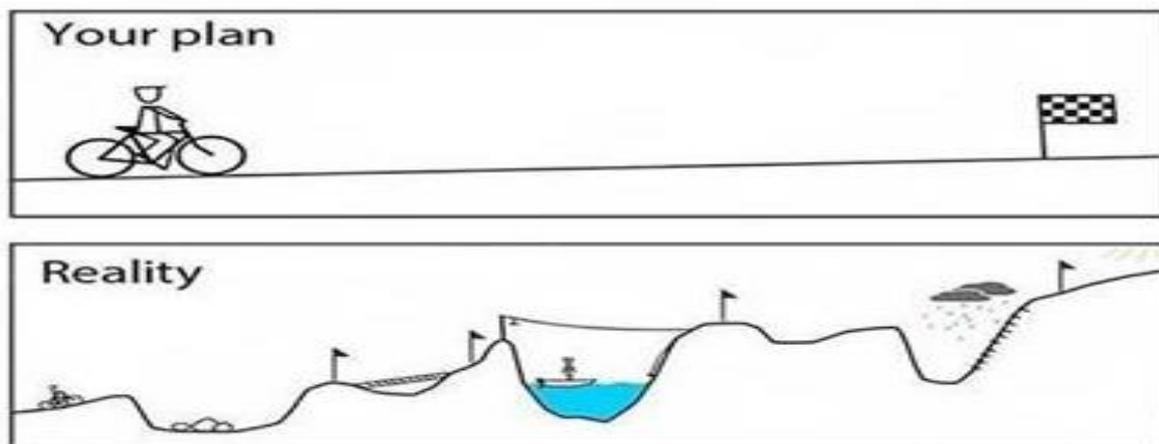
Welcome to the MA in Applied Psychology (Positive and Coaching Psychology)!

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 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.



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 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 a 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 confuse it with wealth, a basic level of income is required, but beyond this there is no relationship. 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 etc. 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.

Positive and Negative Emotions

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.

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.

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.

Anne Boylan <http://ie.linkedin.com/pub/anne-boylan/12/758/aa1/>

Zelda Di Blasi, MPsychSc, PhD, CPsychol <http://research.ucc.ie/profiles/A011/zdiblasl>

Julie McCall: LinkedIn: <https://ie.linkedin.com/in/juliemccall>

Inge Nieuwstraten, <http://publish.ucc.ie/researchprofiles/A011/inieuwstraten>

Martin O'Connor, MAAP(Coaching Psychology) <https://www.linkedin.com/in/martin-o-connor-69521236/>

Anne O'Reilly-Trace, MSc Counselling Psych, Reg. Couns. Psych

<http://publish.ucc.ie/researchprofiles/A011/atrace>

David O'Sullivan, PhD(York) C.Psychol <http://publish.ucc.ie/researchprofiles/A011/davidosullivan>

Michael Mulligan MAAP(Coaching Psychology) <https://www.linkedin.com/in/go1better/>

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.

SEMESTER DATES; 2018-2019

Autumn Semester	Spring Semester
10th September - 30 th November 2018	14th January – 5 th April 2019 Easter recess from 15 th April - 26 th April
Review Week: 3rd December 2018	Review Week: 8th April 2019
Exams: 10 th - 21 st December 2018	Exams: - 26 th April – 10 th May 2019

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 (for 2018-19 only)

Students complete 15 credits in Year 2 for Part I.

Core Module (10 credits)

AP6016 Research Methods and Data Analysis (10 credits)

plus 5 credits of Elective modules (from those not previously selected)

AP6117 Wellness Coaching (5 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)

AP6176 Cognitive Enhancement (5 credits)

Part II

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

Year Two (2019-20 onwards)

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.

Module Descriptions:

These are available at:

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

MAAP Coaching Psychology Term Timetable 2018-2019

Full time Semester 1

Monday 10th Sept, 2018 – Friday 30th Nov, 2018

Review week: Monday 3rd Dec – Friday 7th Dec, 2018

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

Time	Monday	Tuesday	Wednesday	Saturday
12.00-13.00			AP6016 Research Methods tutorial	AP6159 Positive Organisational Psychology (Elective)
13.00- 16.00			AP6182 (Core) Positive Psychology and Human Flourishing CEC G03	Saturday 22 nd Sept
14.00- 17.00		AP6181 Practice of Evidence Based Coaching (Core) There are three six-hour weekend workshop for AP6181, 10.00-13.00, 14.00-17.00. Workshop 1 Tue 11 th Sept. Workshop 2: Sat 29 th Sept. Workshop 3: Sat 27 th Oct		Saturday/Sunday 21 st /22 nd Oct. Saturday 17 th Nov 10am-13.00pm, and 14.00pm- 17.00pm
16.00- 18.00	AP6129 Health Psychology (Elective) G20 Fri 9 th Nov: 6 hour workshop		AP6016 Research Methods & Data Analysis (Core) CEC 7&8	

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 Two: 14 January – 5th April 2019

Review week 8-12th April

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

Time	Tuesday	Wednesday
10.00-12.00	Group 1 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core	Groups 1 and 2 11.00-13.00 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core
14.00-16.00	Group 2 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core	AP6164 Positive Psychology Group Settings (elective) CEC G20
16.00-18.00	AP6183 Positive Psychology Coaching Practice (core) CEC G20/Distillery G02/G.03	AP6169 Learning, Well-being and Participation in Work (elective) G06
18.00-20.00	AP6160 Private Practice (elective) G20 Weeks 1-3 Tuesdays Week 4 Saturday workshop Weeks 5-7 Tuesdays Week 8 Saturday workshop Presentation day: There will be a presentation day in the Review Week for AP6160 (week starting 8 th April)	

PART TIME

YEAR 1; Semester one

Monday 10th Sept, 2018 – Friday 30th Nov, 2018

Review week: Monday 3rd Dec – Friday 7th Dec, 2018

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

Time	Monday	Tuesday	Wednesday	Saturday
12.00-13.00				
13.00-16.00			AP6182 (Core) Year 1 Part-time Positive Psychology and Human Flourishing CEC G03	
14.00-17.00		AP6181 Practice of Evidence Based Coaching (Core) Year 1 Part-time G09B/G20 There are three six-hour weekend workshop for AP6181, 10.00-13.00, 14.00-17.00. Workshop 1 Tue 11 th Sept. Workshop 2: Sat 29 th Sept. Workshop 3: Sat 27 th Oct		
16.00-18.00				

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 1

Semester Two: 14 January – 5th April 2019

Review week 8-12th April

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

Time	Tuesday	Wednesday
10.00-12.00	Group 1 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core Part-time year 1	Groups 1 and 2 11.00-13.00 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core Part-time year 1
14.00-16.00	Group 2 AP6184 Cognitive Enhancement and Motivational Interviewing as strategies for change. Core Part-time year 1	
16.00-18.00	AP6183 Positive Psychology Coaching Practice (core) Part-time year 1 CEC G20/Distillery G02/G.03	
18.00-20.00		

PART TIME

YEAR 2; Semester one

Monday 10th Sept, 2018 – Friday 30th Nov, 2018

Review week: Monday 3rd Dec – Friday 7th Dec, 2018

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

Time	Monday	Tuesday	Wednesday	Saturday
12.00-13.00			AP6016 Research Methods tutorial (Core) Year 2 part time	AP6159 Positive Organisational Psychology (Elective) Part-time year 2 elective
13.00- 16.00				
14.00- 17.00				Saturday 22 nd Sept, Saturday/Sunday 21 st /22 nd Oct. Saturday 17 th Nov 10am-13.00pm, and 14.00pm- 17.00pm
16.00- 18.00	AP6129 Health Psychology (Elective) Part-time year 2 elective G20 Fri 9 th Nov: 6 hour workshop		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

Semester Two: 14 January – 5th April 2019

Review week 8-12th April

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

Time	Tuesday	Wednesday
10.00-12.00	GROUP 1 AP6117 Wellness Coaching (Elective Part-time year 2; 2018-2019 ONLY) CEC G09b Workshops: 9 th Feb 10.00-5.00 2 nd March 10.00-5.00 Last class 2 nd March	GROUPS 1 & 2 AP6176 Cognitive enhancement (Elective Part-time year 2; 2018-2019 ONLY) G03
14.00-16.00	GROUP 2 AP6117 Wellness Coaching (Elective Part-time year 2; 2018-2019 ONLY) CEC G20 Workshops: 10 th Feb 10.00-5.00 3 rd March 10.00-5.00 Last class 3 rd March	AP6164 Positive Psychology Group Settings Part-time year 2 elective CEC G20
16.00-18.00		AP6169 Learning, Well-being and Participation in Work (elective) Part-time year 2 elective G06
18.00-20.00	AP6160 Private Practice (elective) Part-time year 2 elective G20 Weeks 1-3 Tuesdays Week 4 Saturday workshop Weeks 5-7 Tuesdays Week 8 Saturday workshop Presentation day: There will be a presentation day in the Review Week for AP6160 (week starting 8 th April)	

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.

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 Assessment Dates

Module	Assessment Format	Due Date
AP6181 Practice of Evidence Based Coaching	CA (200) Video Analysis 4,000 words 100 marks Learning Journal 100 marks Coaching Log detailing 12 hours of practice (pass/fail)	Monday 26 th Nov at 11.00 am Monday 3 rd Dec. at 11.00 am Monday 17 th Dec. at 11.00 am
AP6182 Positive Psychology and Human Flourishing	CA (200) Blog 1000 words, 50 marks Applied Project 2,000 words, 75 marks Self-Coaching Case Study 3,000 words, 75 marks Presentations (pass/fail)	Monday 8 th Oct at 11:00am Monday 29 th Oct 11.00 am Monday 12 th Nov 11.00 am Group 1 Wed 14 th Nov. 1-4pm Group 2 Wed. 21 st Nov. 1-4pm
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)	Tbc
AP6159 Positive Organisational Psychology	CA (100) 1 x 2,000 word essay (excluding references)	TBC
AP6129 Health Psychology	CA (100) 1 x 3,000 word project (excluding references)	Monday, 26 th Nov. 2018 11:00am
AP6164 Positive Psychology in Group Settings	CA (100) 1 x 2,000 word portfolio	Monday 8 th April 2019, 11.00 am
AP6160 Private Practice	CA (100) 1 x Business Plan 2,000 words 70 Marks 1 x Class Presentation 30 marks.	Friday, 15 th March 2019, 11:00am Tuesday, 5 th March 2019

AP6016 Research Methods and Data Analysis	A (200) 3,000 - 5,000-word statistical analysis (100) Write a report that compares two approaches to analysing a qualitative data set. 3,000 - 5,000 words (100)	Quantitative Assignment - Monday December 3rd 11am Qualitative Assignment - Friday November 23rd 11am
AP6137 Research dissertation	Total Marks 600: Report to professional standards 15,000 words (not including technical appendices, if any) A fully documented presentation to an audience of peers and experts lasting approximately 30 minutes	September 2019 June 2019
AP6184 Cognitive enhancement and motivational interviewing as strategies for change	CA (200) 1x 30 min's video recording of a wellness coaching session (100 marks) 1 x 3000 word essay (100 marks)	Tuesday 2nd April 2019, 11:00am Monday 8 th April 2019, 11:00am
AP6169 Learning, Well-Being and Participation at Work	Exam (100) and CA (100) Portfolio with discussion board contribution (30 marks) 2x 1,200 word reports (35 marks each) 1x3 hour paper	Dates to be confirmed for: Discussion board Report one Report two End of semester two Exam

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 BlackBoard 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/>

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 <http://www.ucc.ie/en/red/>

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 deadline time for all assignments is 11am. The Turnitin link for each assignment will close at 11.00 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. No assignments will be accepted more than two weeks after the initial deadline. If you have missed the second deadline please contact the School Manager, Dr Tara Singleton: tara.singleton@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.

The late assessment form can be found online on the School website or a copy can be picked up from the main office.

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 Blackboard. Notifications regarding repeat examinations will be issued by student records and exams. Please make sure to check you 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 John McCarthy

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, Blackboard 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 Blackboard system at: <http://blackboard.ucc.ie> and is regularly updated by your lecturers. Also you will be submitting all of your course work via Blackboard. Details on logging on to Blackboard can be found in the Learning Technologies Guide to Blackboard at <http://www.ucc.ie/en/media/support/computercentre/ltu/bbstudentguide.pdf>. 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, Blackboard 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 Blackboard system at: <http://blackboard.ucc.ie> and is regularly updated by your lecturers. You will have been provided with details regarding Blackboard on registration. Further details on logging on to

Blackboard can be found in the Learning Technologies Guide to Blackboard at <http://www.ucc.ie/en/staffitservices/BlackboardInformation/Bbstudentguide.pdf>. Please note that any difficulties you experience with logging on should be addressed to the Computer Centre Student Helpdesk at sit@ucc.ie. The Blackboard system is managed by the Learning Technologies Unit which can be reached at blackboard@ucc.ie or on 021 490 3965/3966. 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. In this instance you will receive a text from the main office. 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 Ciara (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.

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

