Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

M.Phil./P.Grad.Dip
Psychoanalytic Studies
STUDENT HANDBOOK
2024/2025

Trinity College Dublin
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Table of Contents:

1. M.Phil./P.Grad.Dip. Psychoanalytic Studies Introduction

In this section, details of the M.Phil./P.Grad.Dip Psychoanalytic Studies are briefly outlined, with particular reference to the modules on the programme.

1.1 COURSE OVERVIEW

The M.Phil./P.Grad.Dip. Psychoanalytic Studies (Level 9) at Trinity College, The University of Dublin has been in existence since 1993. Set up in the Department of Philosophy and by Ross Skelton, this course has moved in recent years to the School of Psychology. Over the course of its evolution as a course, new modules and perspectives have been added. For this span of time however, the course has been designed to provide a foundation for students in psychoanalytic theory and to provide an understanding of how psychoanalytic ideas can help us understand aspects of the arts, of culture and of human experience and behaviour in general. The course offers students with an opportunity to develop a strong basis for future training and academic study in the field of psychoanalysis and to engage in critical debate around its hypotheses around human experience. Contributors to the course come from a number of different backgrounds and from a number of different psychoanalytic traditions.

This course is designed to offer students a broad-based account of psychoanalytic theory, the connection between psychoanalysis, culture and the arts and the application of psychoanalysis to the understanding of human development and the development of distress in various forms. A range of psychoanalytic schools are considered, with a recognition of the value of a variety of accounts in bringing together a fuller picture of psychological life. Psychoanalysis has been in existence as a study for approximately 120 years. It has developed ways of understanding common and uncommon experiences as well as a number of ways of responding psychotherapeutically to enhance experience and help people with specific psychological problems. Over the history of psychoanalysis, a wide variety of approaches have been laid out. Among the most influential, widely discussed and translated into psychotherapeutic work have been Sigmund Freud, Melanie Klein, Donald Winnicott, Wilfred Bion and Jacques Lacan. This course seeks to consider psychoanalytic perspectives drawn from these thinkers as well as from a range of other contemporary thinkers who have drawn on the findings of psychoanalysis to inform their accounts. The course encourages debate around the central arguments made by psychoanalytic thinkers and a contrasting of psychoanalytic and non-psychoanalytic ways of accounting for aspects of human experience and behaviour at individual and collective levels.

1.2 PROGRAMME OUTCOMES

By the end of the course, students should be able to:-

1. Apply psychoanalytic ideas to understanding aspects of culture in a way that is non-reductionistic and that reflects the variety of perspectives that psychoanalytic thinking has presented;
2. Describe the overall context of psychoanalytic theory, including those aspects of human experience and of culture that influenced its emergence and it development;
3. Demonstrate an understanding of the body of Freud's psychoanalytic theory, including his topographical and structural models;
4. Articulate an understanding of psychoanalytic ideas in non-technical terms and bring this to thinking about everyday experience;
5. Demonstrate an understanding of post-Freudian developments in psychoanalysis and the shifts that psychoanalysis has taken as it has debated, evaluated and modified many of its central assertions;

6. Describe the process by which a child develops emotionally in the context of his relationship with his family, school and social environment;
7. Participate in debates concerning the nature of human experience, contributing psychoanalytic perspectives to this;
8. Demonstrate an awareness of the contribution of psychoanalytic ideas to our understanding of human distress.

1.3 COURSE MODULES AND ASSESSMENTS

All course modules are compulsory. The following table details the course modules with the associated ECTS credits, and the mode(s) of assessment employed.

Module	Title of Module	ECTS	Term(s)	Mode(s) of Assessment of Module
1	Psychoanalysis and Art (James Merrigan)	10	MT	2000-word essay To be submitted by the last day of Michaelmas Term. (PS7114)
2	Dreams, Dreaming and Symbolic Life (Paul Moore)	10	MT	2000-word essay To be submitted by the last day of Michaelmas Term. (PS7108)
3	The Emotional World of the Child (Louise Bastick)	10	MT	2000-word essay To be submitted by the last day of Michaelmas Term. (PS7103)
4	The Unconscious in Groups, Organisations and Society (Jennifer Griffin)	10	HT	2000-word essay To be submitted on the last day of Hilary Term (PS7111)
5	The Mind-Body Question in Psychoanalysis (Paul Moore)	10	HT	2000-word essay to be submitted on the last day of Hilary Term, 2025 (PS7113)
6	Object Relations Theory (Ann Murphy)	10	HT	2,000-word essay to be submitted on the last day of Hilary Term, 2025 (PS7109)
7	Dissertation (John O' Connor)	30	MT &HT	Two Options 1: 15,000-word dissertation, Excluding References. 2: 8,000-word paper, Including References. To be submitted on or by June 13, 2025 (PS7177)

Course lecturers have each lengthy experience in the field of psychoanalysis and have expertise in the subject matter of the module concerned.

1.4 COURSE ASSESSMENT AND PROGRESSION

Successful completion of the M.Phil./P.Grad.Dip Psychoanalytic Studies requires the student to complete each module successfully, including each of the taught modules and the dissertation. Where a student completes all of the taught modules successfully but is does not complete the dissertation successfully, the award of Postgraduate Diploma in Psychoanalytic Studies is awarded.

Students are asked to consult the Course Director if they are experiencing difficulties with the academic content of the programme or if, due to circumstances in their lives, they are having difficulties committing time to the course. The course team is also aware that some of the material that may be discussed during seminars may raise issues of significance for the student and is available to provide guidance around such concerns. Students are advised of the presence of a range of support services within the college, should these be required. These include the college health service, counselling service, and disability service in order to help students who have specific difficulties.

Where an assessment is not passed at the time of the first submission, and following the receipt of feedback from the lecturer concerned, the student may resubmit the assessment. This resubmission should be made within two week of receiving the written feedback. Failure of this resubmitted piece of course work leads to the failure of the module and the course.

1.5 IMPORTANT DATES LIST

Michaelmas term (Semester 1): Monday, 9th September 2024 – Friday, November 29, 2024
Reading/study week will take place from Monday, 21th October to Friday, 25th October 2024. No lectures will take place during this week.

Hilary term (Semester 2): Monday, 20th January 2025 – Friday, 11th April 2025
Reading/study week will take place from Monday, 3rd March to Friday, 8th March 2025. No lectures will take place during this week.

The full academic year structure can be found via https://www.tcd.ie/calendar/academic-year-structure/

Dissertation submission: Friday, June 13, 2025

Court of examiners meeting: TBC

Timetable: Your timetable will be available at the start of term via SITS, the online student portal at https://my.tcd.ie. This is the only accurate and update way to access your timetable.

Teaching Times: During both terms, classes generally take place on Tuesdays and Wednesdays. Due to lecturer availability or circumstances outside of their control, a class or a small number of classes may need to be rescheduled to another day in the week.

2. MICHAELMAS TERM MODULES

Lecture notes, schedules and assignment information for each module will be made available via Blackboard; College's Virtual Learning Environment (VLE) at https://tcd.blackboard.com

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PS7103 THE EMOTIONAL WORLD OF THE CHILD (MT)
Module Coordinator: Theresa Merrigan

Theresa Merrigan, M.Sc., is a Psychoanalytic Psychotherapist in private practice in Dublin City Centre and Co Wicklow. She is also Course Coordinator of the MSc in Psychoanalytic Psychotherapy at Trinity College Dublin, as well an Infant Observation Seminar leader on this course also. She is a member of the training committee of the Irish Institute for Psychoanalytic Psychotherapy and has formerly been Chairperson of this committee. Her orientation is object relations, with a particular interest in post-Kleinian theory. In addition to working with adults and adolescents, Theresa also works therapeutically with men and women who have an intellectual disability and in a support capacity with family members of people with an intellectual disability. Theresa's primary interests are in the area of trauma and early object relations as well as intellectual disability. She is an accredited member of the Irish Forum for Psychoanalytic Psychotherapy and the Irish Council for Psychotherapy.

Contact Hours: 22 Hours

ECTS Value: 10 ECTS

Rationale and Aims: This module emphasises the importance of a child's early emotional development by utilising aspects of all four psychoanalytic approaches above and some of the central issues explored will be the child's adaptation to the environment, the nature of the environment, the significance of personal relationships, society and culture. By considering the conscious and unconscious meanings of the events and behaviour of the infant's early relationships, aspects of emotional development will be explored by working through the various stages of the child's development.

Course Content: Many of our fears and phantasies, doubts and difficulties are relics of earlier phases of life, no longer relevant to the adult world in which we find ourselves. Freud concurred with Wordsworth who proclaimed that 'the child is father of the man'. This enables us to be more aware and considerate of the 'child within' (Sandler, 1992) that lives on in the unconscious mind and continues to influence our adult thoughts and actions.

In working towards an understanding of the emotional world of the child the emphasis will be on object relations theory and infant observation material as tools to help us understand the modes of learning within relationships. This module explores the development of an internal world for the child within a theoretical

framework as articulated by Melanie Klein and elaborated by others, including Bick, Harris, Meltzer, Winnicott and Tustin.

Core Texts: The following are the core texts for this course and are used throughout the module.

Waddell, M. (1998). *Inside lives: Psychoanalysis and the growth of the personality*. London: Duckworth.

Hindle, D. & Vaciago Smith, M. (Eds.) (1999). *Personality Development: A Psychoanalytic Perspective.* Routledge.

Indicative Resources: The following indicative resources have been specified for this module:-

Bick, E. (1964). Notes on infant observation in psycho-analytic training. *International Journal of Psychoanalysis, 49*, 484-486

Bick, E. (1968). The experience of skin in early object relations. *International Journal of Psychoanalysis, 49*, 484-486.

Bick, E. (1986). Further considerations of the function of the skin in early object relations. *British Journal of Psychotherapy, 2*, 292-299.

Klein, M. (1995). *The psychoanalysis of children*. Rev. Ed. London, Hogarth. (Chapter XI – The effects of early anxiety situations on the sexual development of the girl. Pp. 149-239.)

Miller, L. et al (Eds.) (1989). *Closely observed infants*. Duckworth.

Stern ,D. (1985). *The interpersonal world of the infant*. Basic Books.

Stern, D. (1977). *The first relationship*. Fontana/Open Books.

Williams, M.H. (1987). *Collected papers of Martha Harris and Esther Bick*. Clunie Press.

Winnicott, D.W. (1958). *Through paediatrics to psychoanalysis*. Tavistock.

Winnicott, D.W. (1965). *The maturational processes and the facilitating environment*. Hogarth.

Winnicott, D.W. (1971). *Playing and reality*. Tavistock.

Learning Outcomes: On successful completion of this course, students will be able to:

1. Demonstrate an understanding of the major milestones in the emotional development of the person from infancy to the end of adolescence; (3, 4, 5, 6)
2. Contrast Klein's and Winnicott's points of emphasis in relation to the early emotional development of the child; (5, 6)
3. Engage in debate around the relative influences of internal and external factors involved in the child's development of a sense of self and the world; (7)
4. Appraise approaches to childcare from a psychoanalytic perspective that is mindful of the complexities of the interpersonal space between child and carer. (6)

Methods of Teaching and Student Learning: Seminars are conducted as group discussions of the textual material which will be circulated in advance of meetings. Students are expected to prepare notes on significance points they would like to raise for discussion. In addition, student presentations will be incorporated into seminars.

Methods of Assessment: 2000-word essay

Date of Submission: Friday, November 29, 2024

Mode of Submission: Turnitin via Blackboard

Evaluation: An anonymous module evaluation form is offered to students, and these are submitted by students to the course director.

PS7108 DREAMS, DREAMING AND SYMBOLIC LIFE (MT)
Module Coordinators: Paul Moore

Contact Hours: 22 Seminar Hours

ECTS Value: 10 ECTS

Rationale and Aims: The aim of this course is to introduce students to a psychoanalytic understanding of dreams and of symbolic processes in the life of the person. As well as this, the study of the dream is also used as a way of illustrating psychoanalytic concepts. The module will help students to feel more comfortable with examining the role of symbolism as understood in various psychoanalytic accounts, including those of Sigmund Freud, Carl Jung and Ella Sharpe.

Module Content: The following are the main contents of this module:

1. The pre-Freudian understanding of dreams;
2. Freud's overall theory of the dream process, including the association with unconscious processes;
3. Freud's discussion of the roles of condensation, displacement and symbolisation in the formation of the dream;
4. Ella Sharpe's exploration of the place of language in dreams;
5. Carl Jung's portrayal of the dream in relation to the development of the Self; and
6. Contemporary post-Freudian developments in the psychoanalytic understanding of the dream, including approaches that see a convergence between psychoanalysis and the neurosciences.

Core Texts:
Flanders, S. (Ed.) (2001). *The dream discourse today*. Brunner Routledge.
Freud, S. (1900). *The interpretation of dreams*. In J. Strachey (Ed.) *The standard edition of the complete psychological works of Sigmund Freud, Vols. 4,5.* Hogarth.

Indicative Resources: The following have been identified as the indicative resources for this module:-
Sharpe, E. (1929). *Dream analysis*. Karnac.
Freud, S. (1901). On dreams. In J. Strachey (Ed.) *The standard edition of the complete psychological works of Sigmund Freud, Vol. 5.* J. Hogarth.

Learning Outcomes: On successful completion of this course, students will be able to:
1. Demonstrate an understanding of the overall field of speculation, theorising and scientific investigations into dreams;

2. Outline Freud's theory of dreaming, including his understanding of the relationship between manifest and latent layers of the dream;
3. Outline Sharpe's views on the role of language in the formation of the dream;
4. Outline Jung's understanding of dreams;
5. Describe the main points of difference between Freud's and Jung's approach to dreams;
6. Contribute to a debate relating to the psychological significance of dreams and dreaming.

Methods of Teaching and Student Learning: Students are asked to read and to discuss a number of papers.

Methods of Assessment: 2000-word essay

Date of Submission: Friday, December 6, 2024

Mode of Submission: Turnitin via Blackboard

Evaluation: Students are invited to provide individual feedback regarding the module to the course director and/or to provide feedback anonymously through the College's module evaluation system. All feedback will be considered in the future development of the module.

PS7114 PSYCHOANALYSIS AND ART (MT)
Module Coordinator: James Merrigan

James Merrigan is an artist and art critic. As an art critic, he has written for Circa Magazine, Fugitive Papers, Occupy Paper, Visual Artists' Newsletter (VAN), A-N Magazine, Aesthetica Magazine, and has been commissioned to write by several artists and art institutions. Psychoanalytic theory forms the basis of his approach to art writing, art-making and conceptualising art practice. He is co-founding editor of Fugitive Papers and founder of the exclusively online art criticism journal +billion_. In 2011 he was awarded the Dublin City Council Arts Office / VAI Visual Arts Writing Award (2011). He has been invited as a visiting lecturer to The National College of Art and Design, Dublin, and The University of Ulster. A book of his art criticism was published in 2013 entitled Agents of Subjectivism. He is a member of AICA (The International Association of Art Critics).

Contact Hours: 22 seminar hours

ECTS Value: 10 ECTS

Rationale and Aims: The main aim of this module is to examine how psychoanalysis has understood our engagement with art as creator and spectator.
• Demonstrate an understanding of the major psychoanalytic approaches to art.
• Critically appraise Freud's ideas of art and artist in 'Leonardo Da Vinci and a memory of his childhood',
• Describe the connection between artistic expression and the experience of disturbed states of mind
• Present a coherent account of the connection between the viewer and the artistic piece.

Module Content: The following are the main contents of this module:

1. Art and Psychoanalysis: An Overview
2. A Retroactive Unconscious: Freud and Art History
3. Psychoanalysis and the Aesthetic
4. The Impact of Art
5. The Unconscious in Artistic Creativity
6. Individuation and Teleological States in the Creative Act
7. Art and Madness: From Goya to Antonin Artaud
8. Nihilistic Tendencies in Contemporary Art: Miroslaw Balka
9. Tragic Attachments: The Art of Marlene McCarthy
10. The Rejection of Happiness in Contemporary Art

Core Texts:

Elkins, J. (1994). The failed and the inadvertent: Art history and the concept of the unconscious. *International Journal of Psychoanalysis*, 75, 119-32.

Freud, S. (1910). Leonardo Da Vinci and a memory of his childhood. In J. Strachey (Ed and Trans) *The standard edition of the complete psychological works of Sigmund Freud.* Hogarth.

Freud, S. (1914). The Moses of Michelangelo. In In J. Strachey (Ed and Trans) *The standard edition of the complete psychological works of Sigmund Freud, Vol. 13.* Hogarth.

Segal, H. (1952). A psychoanalytic theory of aesthetics. *International Journal of Psychoanalysis, 23*, 196-207.

Kuspit, D. (1993) Artist Envy. *The New Subjectivism: Art in the 1980s*. pp. 559-569. Da Capo Press.

Methods of Assessment: 2000-word essay

Date of Submission: Friday, December 13, 2024

Mode of Submission: Turnitin via Blackboard

Evaluation: Students are invited to provide individual feedback regarding the module to the course director and/or to provide feedback anonymously through the College's module evaluation system. All feedback will be considered in the future development of the module.

HILARY TERM MODULES
(January to April, 2025)

PS7113 THE MIND-BODY QUESTION IN PSYCHOANALYSIS (HT)
Module Coordinator: Paul Moore

Paul Moore is a fully accredited psychoanalytic psychotherapist with the Irish Forum for Psychoanalytic Psychotherapy (IFFPP) and the Irish Council of Psychotherapy (ICP), working in private practice, and a training analyst with the Irish Institute of Psychoanalytic Psychotherapy (IIPP). He is also a Board Member, Director, and former Chair of the IIPP. Paul has many years' experience in lecturing undergraduate and postgraduate psychology and is Course Co-ordinator of the M.Sc. Psychoanalytic Psychotherapy Course in the Department of Psychiatry at Trinity College Dublin. Paul lectures in both the M.Sc in Psychoanalytic Psychotherapy and the M.Phil. in Psychoanalytic Studies where he teaches in the area of psychoanalysis and neuropsychoanalysis. He also lectures on the IIPP training programme and is an occasional lecturer on other psychotherapy and psychology trainings in Ireland. His main area of interest in psychoanalytic education, in particular clinical theory and practice. He also has an interest in the area of neuropsychoanalysis, the intersection between neuroscience and clinical psychoanalytic practice and has researched this at the Institute of Neuroscience at Trinity College Dublin. He is also a founding member, and group leader of Neuropsychonanalysis Ireland Study Group. Paul is currently collaborating with Professor Oliver Turnbull's Emotion Research Lab, at Bangor University in Wales, as part of his PhD studies. The research investigates effective psychological therapies in the area of acquired brain injury rehabilitation and the neural correlates of mental processes which occur in psychotherapy. This research relates in particular to psychoanalytic psychotherapy with individuals with profound amnesia as a consequence of brain injury.

Contact Hours: 22 Hours

ECTS Value: 10 ECTS

Rationale and Aims: This module examines the relationship between body and mind as explored in psychoanalytic theory, spanning the work of a variety of thinkers from Freud to contemporary psychoanalytic thinkers. The module attends to particular states where the body appears to become the focus for problems of the mind – with personal meaning becoming displaced onto the body; as well as to the interchange between aspects of body and mind in the overall psyche-soma totality. Particular attention is paid in this module to the development of neuropsychoanalysis as a bridge between psychoanalysis and the neurosciences.

Course Content:

Week	Content
1	Psyche and Soma in Psychoanalysis: An Introduction
2	The Question of Hysteria and Hysterical Conversion
3	An Exploration of Psychosomatic States
4	The Digestive Metaphor
5	The Understanding of Skin in Psychoanalysis

6	Attacks on the Body
7	READING WEEK – NO CLASS
8	Neuroscience and Human Development: An Introduction
9	Neuropsychoanalysis: The interface between Psychoanalysis and the Neurosciences
10	Neuropsychoanalysis and human memory
11	The neuropsychoanalysis of dreaming
12	Neuropsychoanalysis and the work of Bion

Reading: The following are indicative resources for this module:-

Alvarez. A. (2010). Levels of analytic work and levels of pathology: The work of calibration. *International Journal of Psychoanalysis, 91*, 859-878.

Bollas, C. (2000). *Hysteria*. Routledge.

Borosso, J. (2001). *Hysteria* (Ideas in Psychoanalysis Series). Icon.

Freud, S. & Breuer, J. (1895). Studies on hysteria. In J. Strachey (Ed. And Trans.) The standard edition of the complete psychological works of Sigmund Freud. Hogarth.

Freud, S. (1894). The neuropsychoses of defense. S.E. 3, 43-61. Hogarth

Freud, S. (1896a). Further remarks on the neuropsychoses of defense. S.E. 3, 162-188. Hogarth.

Freud, S. (1896b). The etiology of hysteria. S.E. 3, 189-224. Hogarth.

Mancia. M. (2004). *Feeling the words: Neuropsychoanalytic understanding of memory and the unconscious*. Routledge.

McDoughall, J. (1989). *Theatres of the body*. Free Association.

Mitchell, J. (2000). *Mad men and Medusas: Reclaiming hysteria and the effect of sibling relationships on the human condition*. Basic Books.

Nasio, J.D. (1997). *Hysteria from Freud to Lacan: The splendid child of psychoanalysis*. The Other Press.

Panksepp. J. (1998). *Affective neuroscience: The foundations of human and animal emotions*. Oxford.

Sidoli, M. (1993). When the meaning gets lost in the body: Psychosomatic disturbances as a failure of the transcendent function. *Journal of Analytical Psychology, 38*, 175-189.

Solms. M. & Turnbull. O.H. (2002). *The brain and the inner world: An introduction to the neuroscience of subjective experience*. Karnac.

Suyemoto, K.L. (1998). The functions of self-mutilation. *Clinical Psychology Review, 18*, 531-554.

Methods of Teaching and Student Learning: Teaching is delivered through lecturer-led and student-led seminars.

Methods of Assessment: 2000-word essay

Evaluation: Students are invited to provide individual feedback regarding the module to the course director and/or to provide feedback anonymously through the College's module evaluation system. All feedback will be considered in the future development of the module.

PS7111: THE UNCONSCIOUS IN GROUPS, ORGANISATIONS AND SOCIETY (HT)

Module Coordinator: Jennifer Griffin

Jennifer Griffin, MA (Philosophy, KCL), MSc, PGDip (Psychoanalytic Psychotherapy, TCD, IIPP), PGDip (Humanistic and Integrative, DCU), MIAHIP is a Psychoanalytic and Integrative Psychotherapist and Multimedia Producer. Originally from Vancouver where she began her media career as a radio producer and presenter, Jennifer moved to London to complete a Masters in Philosophy (Ancient Greek, Phenomenology and Hermeneutics) at King's College London where she worked as both Tutor and Editorial Executive for the international philosophy journal, MIND. As a television producer she trained and worked for BBC Television (documentaries and current affairs) in London and thereafter in a similar capacity for RTE (comedy and factual entertainment) in Dublin.

As a psychotherapist Jennifer works with both individuals and couples presenting with a wide range of mental health presentations.   At Trinity, her MSc research entitled Psychoanalysis 2.0: Towards an Object Relations Theory of Social Networking explored the clinical issues and challenges for psychoanalysis posed by social media. Jennifer is an accredited member of IAHIP and a member of both the IFPP and IACP. She has worked as a psychotherapist for HSE St James' Hospital providing individual and group psychotherapy, has worked as MD EMEA for the global EAP Corporation Human Dynamic providing psychotherapy services for multinational corporations and now works as the Director of Counselling and Supervision for ACCORD Dublin as well as in private practice.

Contact Hours: 22 seminar hours

ECTS Value: 10 ECTS

Rationale and Aims: The principal aim of the module is to explore how psychoanalysis has helped us to understand how unconscious processes are brought to bear on the functioning of specific groups, organisations and society in a more general sense. In this, there is an exploration of the relationship between the individual and the wider group, including the question of the dynamic of influence from society to individual and from individual to society as explored by Erik Erikson, among others. The work of Freud, Erikson, Foulkes, Bion and Hinshelwood are particularly emphasised here.

Learning Outcomes: On successful completion of this module the student should be able to:
1.   Discuss the overall psychoanalytic models that have developed to account for our experience of groups, organisations, and society, and be able to describe the differences between these approaches and those of other non-psychoanalytic accounts
2.   Apply psychoanalytic theory to the understanding of particular organisational difficulties
3.   Outline the main points of Bion's theory of groups as outlined in 'Experiences of groups'
4.   Outline Foulkes's theory of the group analytic process

Module Content:
1.   From individual to group: An introduction to the field of group relations
2.   Freud's exploration of the functioning of groups in 'Group Psychology and the Analysis of the Ego' (1921)

3. Erikson and the eight stages of psychosocial development
4. Foulkes theory of group process I
5. Foulkes theory of group process II
6. Bion's theory of group process I
7. Bion's theory of group process II

Core Texts:

Bion, W.R. (1961). *Experiences in groups and other essays*. Tavistock.

Foulkes, S. H. (1990). Selected Papers of S.H. Foulkes: Psychoanalysis and Group Analysis. E. Foulkes (Ed.). Karnac.

Freud, S. (1921). Group psychology and the analysis of the ego. In J. Strachey (Ed. And Trans.) *The standard edition of the complete psychological works of Sigmund Freud, Vol.18.* Hogarth.

Hopper, E. & Weinberg, H. (2011). *The social unconscious in persons, groups, and societies, Volume 1: Mainly theory*. Karnac.

Menzies-Lyth, I. (1988). *Containing anxieties in institutions. Selected essays volume 1*. Free Association.

Methods of Teaching and Student Learning: Students are asked to read and discuss a number of papers.

Methods of Assessment: 2000-word essay

Evaluation: Feedback on this module will be provided through the college's system for the evaluation of modules.

PS7109 OBJECT RELATIONS THEORY (HT)
Module Coordinator: Ann Murphy

Lecturers: Ann Murphy

Ann Murphy BA (Psychology), MSc (Clinical Psychology): Ann Murphy is a Clinical Psychologist and Psychotherapist in Private Practice. In Montreal, Canada, she worked as a Clinical Psychologist in Montreal between 1980 and 1985 as well as a Lecturer and Clinical Supervisor at Concordia University between 1985 and 1990. Between 1993 and 2003, she was Co-Director of the MSc in Psychoanalytic Psychotherapy, TCD. Ann has particular interest in Psychoanalysis; Psychoanalytic Psychotherapy; Melanie Klein; Wilfred Bion; The Object Relations School; Psychoanalysis and Art. She has a strong interest in clinical training and supervision, including the development and delivery of continuing professional development training.

Contact Hours: *22 Hours*

ECTS Value: 10 ECTS

Course Content: Object relations theory is a development on Freud's psychoanalytic theory, and sees a move in emphasis from the Oedipal period in development to the earlier pre-Oedipal experience. It sees a shift of emphasis then toward the experience of the baby and the context of the relationship with mother. A number of authors in particular have contributed to the development of this field: Melanie Klein, Ronald Fairbairn, Michael Balint, Donald Winnicott. The ideas of these authors are explored in this module.

Learning Outcomes: On successful completion of this module, students should be able to: -

1. Outline the basic unifying principles of psychoanalytic object relations theory;(2, 4, 5, 6)
2. Describe how object relations theory emerged from questions arising around Freud's idea of primary narcissism; (3)
3. Describe the kinds of relations that are sketched within object relations theory in the works of Klein, Fairbairn and Winnicott; (5, 8)
4. Demonstrate an understanding of Melanie Klein's understanding of the paranoid-schizoid and depressive positions and the overall context of the baby's relationship with himself and the external world; (5)
5. Demonstrate an understanding of Ronald Fairbairn's central contentions relating to the primacy of object relations in the early psychological life of the child; (5)
6. Demonstrate an understanding of Donald Winnicott's theory of the mother-baby relationship and the joint contribution of both parties to the emergence of the child's sense of self. (5)

Module Reading: The following are readings for this module:-

Arundale, J, & Bellman, D.B. (Eds.) (2011). *Transference and countertransference: A unifying focus of psychoanalysis.* Karnac.

Bollas, C. (2009). *The evocative object world.* Routledge.

Bollas, C. (2009). *The infinite question*. Routledge.

Cooper, J and Alfille, H. (2011). *A guide to assessment for psychoanalytic psychotherapists.* Karnac.

Eigen, M. (2009). *Trauma, madness, and faith.* Karnac.

Gerhardt, S. (2004). *Why love matters: How affection shapes a baby's brain*. Routledge.

Glover, N. (2009). *Psychoanalytic aesthetics: an introduction to the British school.* Karnac.

Grotstein, J.S. (2007). *A beam of intense darkness: Wilfred Bion's legacy to psychoanalysis*. Karnac.

Grotstein, J. S., (2009). *But at the same time and on another level,* Vols 1 and 2. Karnac.

Grunbaum, A. (2006). Is Sigmund Freud's psychoanalytic edifice relevant to the 21st century? *Psychoanalytic Psychology, 23*, 257-284.

Hill, C.A.S., (2010). *What do patients want? Psychoanalytic perspectives from the couch*. Karnac.

Jurist, E., Bergner, S. & Slade, A. (2008). *Mind to mind: Infant research, neuroscience and psychoanalysis*. The Other Press.

Nebus, D. & Dowling, L. (2006). *Perversion: Psychoanalytic perspectives/ perspectives on psychoanalysis*. Karnac.

Ogden, T. (2009). *Rediscovering psychoanalysis: Thinking and dreaming, learning and forgetting*. Routledge.

Petrucelli, J. (2010). *Knowing, not-knowing and sort-of-knowing: Psychoanalysis and the experience of uncertainty*. Karnac.

Phillips, A. (2010). *On balance.* Hamish Hamilton.

Roussillon, R. (2011). *Primitive agony and symbolization.* Karnac.

Steiner, J. (2011). *Seeing and being seen: Emerging from a psychotic retreat*. Routledge.

Volkan V. (2010). *Psychoanalytic technique expanded: A textbook on psychoanalytic Treatment* XXXX

Waska, R. (2010). *Love, hate and knowledge: The Kleinian method and the future of psychoanalysis*. Karnac.

Willock, B., Curtis, R. & Bohm, L.C. (Eds.) (2009). *Taboo or not taboo: Forbidden thoughts, forbidden acts in psychoanalysis and psychotherapy.* Karnac.

Wright, K. (2009). *Mirroring and attunement: Self-realization in psychoanalysis and art*. London: Routledge.

Zamanian, K. (2011). Attachment theory as defense: What happened to infantile sexuality? *Psychoanalytic Psychology, 28*, 33-47.

Zepf, S. (2010). The psychoanalytic process and Freud's concepts of transference and transference neurosis. *Psychoanalytic Psychology, 27*, 55-73.

Learning Outcomes: On successful completion of this module, students will be able to:-

1. Describe some of the major issues that are addressed within contemporary psychoanalysis and their development on classical psychoanalytic understandings; (5)
2. Demonstrate an awareness of the variety of positions taken up in psychoanalytic theory in relation to the nature/ nurture debate, with particular reference to its understanding of the interaction between underlying motivations and what is encountered in the external world; (8)
3. Demonstrate an understanding of the position taken up by central psychoanalytic theories on the nature of change that takes place in psychotherapeutic work; (4, 7, 8)
4. Demonstrate an understanding of the contribution psychoanalytic theory has made to the understanding of the dynamics of human relationships. (6, 8)

Methods of Teaching and Student Learning: Teaching on this model is provided through lecturer-led and student-led seminars, with an emphasis on ideas arising from discussion of material.

Methods of Assessment: 2000-word essay

Evaluation: Feedback on this module will be provided through the college's system for the evaluation of modules.

PS7107: DISSERTATION (MT & HT)
Module Coordinator(s): John O'Connor

ECTS Value: 30 ECTS

A thesis proposal of approximately 500 words should be submitted through Blackboard, using the Thesis Proposal Form.

A thesis proposal should be submitted in the third week of the second term, though a student may submit this proposal earlier and have it considered in advance of this date. In the latter situation, the student should contact the course director to discuss the idea and to discuss how it might be developed into a thesis. Agreement is reached between the student and the course director on an appropriate supervisor at the time when the proposal is received and discussed. A list of prospective supervisors, areas of interest and contact details is provided for students. A list of supervisors who are available to supervise students on the MPhil is made available to students over the course of the year to reflect who is available to provide this support. Supervisors are generally drawn from teachers on the course and who may have an interest in the general area from which the student is writing the thesis.

Please note the following important dates in relation to the development, writing and submission of the dissertation. Dates may be modified over the course of the academic year.

1. Submission of Dissertation Proposal: Friday, December 15, 2023
2. Submission of Draft of Chapter One (Literature Review, 5,000 words approx.): Friday, March 22.
3. Submission of Draft Full Dissertation, including all sections (15,000 words, excluding early sections and references): Friday, May 17.
4. Submission of Finalised Dissertation: Friday, June 14.
5. Court of Examiners: July 29, 2024.

Course Content: Five tutorials are organised with the class in between the first and second terms to provide guidance on the development of a research theme, the sourcing of relevant literature, the writing of an academic dissertation in the field of psychoanalysis. Sample dissertations, completed by students on the course in previous years, are distributed. Each student meets with the course director as they prepare a dissertation proposal. Students also engage in approximately four one hour meetings with the supervisor. The timing of these is organised between student and supervisor. Students are advised around how best to use the supervisory relationship and the use of feedback in revising written work.

A great deal of flexibility is offered around the choice of the subject matter of the thesis. The course aims to provide students with supervision in a wide range of areas. Students are encouraged to complete dissertations

on areas which are of personal and professional relevance and to draw on a range of psychoanalytic theories and approaches in putting these together. A student may wish to focus on:

1. A specific psychoanalytic theoretical position in relation to a well-defined topic;

2. The history of psychoanalytic thinking in relation to a particular idea;

3. The application of psychoanalysis to the understanding of a cultural, social, or other phenomenon that is of interest to the student.

All dissertations must be written within a specific psychoanalytic framework or contrast a number of psychoanalytic frameworks. Students are encouraged to approach the subject matter in a critical questioning way.

Module Outcomes: On successful completion of the module, students should be able to:

1. Construct a proposal for research in the field of psychoanalysis; (1-8)
2. Conduct thorough and comprehensive literature searches of published materials in the field of psychoanalysis; (1-8)
3. Critically review literature on a specific subject in the field of psychoanalysis; (1-8)
4. Construct an argument relating to psychoanalytic material, drawing on relevant sources and material; (1-8)
5. Present a thesis according to the current College guidelines around these submissions. (1-8)

References: This depends on the subject matter of the thesis concerned. Students are required to consult and to draw on primary and secondary texts in the completion of the thesis. A close reading of core texts is required. Suitable readings will be suggested by supervisors and by other staff members who may have a knowledge of the topic. Students are referred to dissertations that have been submitted in the previous three years in order to provide a guide to how these may be constructed and to indicate the range of topics, approaches and focuses.

Methods of Teaching and Student Learning: Supervision meetings will be specifically focused on the content of the dissertation and on refining the proposal, the writing and monitoring of drafts and the bringing of the dissertation to completion.

Methods of Assessment: The completed dissertation is assessed by an internal examiner and external examiner.

Evaluation: Students complete a feedback sheet following conclusion of the module that is submitted anonymously to the course director. Students are also invited to provide informal feedback to the course director and to raise any concerns and suggestions to the course director over the course of the programme as a whole. Though communication may be made through the class representative, it may also be made by any student on the programme on their own part.

3. PRACTICAL CONSIDERATIONS

This section introduces you to certain practical matters relating to your involvement with the M.Phil./P.Grad.Dip Psychoanalytic Studies.

3.1 Attendance

You are required to attend *all classes* and, if you are unable to attend a class, you should contact the course administrator by email at psychoanalysis@tcd.ie in relation to this. It is appreciated that circumstances arise occasionally (due to illness or other pressing matters), which means that you may be unable to attend. Appropriate documentation should be provided in relation to these.

3.2 Participation in Seminars

As the course is mainly delivered through seminars in the context of small group teaching, and involving a relatively small level of didactic teaching, we ask all students to be prepared to participate in classroom discussions. Most of these discussions will be related to material you have read prior to class, and it is a good idea to identify a number of issues you wish to comment on, material you wish to clarify or points of linkage between ideas in the reading material and other material with which you are already familiar. Please note that discussion points here do not necessarily relate to involved matters and may be concerned with clarifying certain ideas. Your contributions in classes are not formally assessed. Participation is important for the class as a whole in helping to develop understanding of various positions and also, for the student, in developing their ability to talk about psychoanalytic ideas and subsequently write about them.

3.3 Required Reading

You will notice that many of the classes on the course have connected readings. We ask that you read this material in advance of the class concerned. It is a good idea to allow yourself time to read a paper a number of times in order that you can develop a clearer idea of its contents and so that you will be prepared to discuss it.

3.4 Procedure for submitting work and receiving feedback

All assignments are submitted through Blackboard. No paper copies are submitted. The assignment must be submitted in MS Word to allow the marker to add any tracked feedback to it, and clearly titled by your student number and the module code. All assignments will ordinarily be returned within three weeks of their submission. Further details of this will be included on Blackboard. This is in line with requirements around the avoidance of plagiarism. It is also your responsibility to keep a copy of all coursework submitted for assessment.

3.5 Late Submission of Assignments

Should you require an extension of submission deadline for a piece of coursework, you must first seek permission. An email outlining the reason for the extension should be sent to the course administrator, Lisa McCormack, at psychoanalysis@tcd.ie. If the reason for the extension is due to illness a medical certificate

must be submitted on or before the agreed extension deadline. In a case where illness prevents timely submission, an acceptable medical certificate must be submitted to cover the period subsequent to the deadline.

3.6 Marking of Assignments

The overall grades awarded for each assignment on the M.Phil./P.Grad.Dip Psychoanalytic Studies are as follows. It should be noted that these grades are awarded in relation to the guidelines as set out below rather than in relation to the performance of other members of the class. This means that awards of different kinds are not limited in number:

A distinction reflects an overall standard of 'Excellent' in a particular submitted piece of work. For a student to attain this standard, he/she must demonstrate a broad understanding of the material, a strong capacity to relate this material and the critical skills to review material and to provide alternative perspectives on it. With this in mind, a distinction will normally be awarded for an assignment when it meets all three of the following criteria:

1. *Very well structured*: with a very clear sequence and logic within the presentation of material; sufficient summary at the outset; internally coherent main body of the assignment; a conclusion that brings together material in a coherent manner; the presentation of a suitably-formatted references/bibliography.
2. *Very well-written*: with a demonstrated ability to write about psychoanalytic ideas in a way that communicates clearly to a reader about their meaning, with very few, if any, typographical errors.
3. *Good processing of material/ critique*: with evidence of a mastery of material and an ability to deal with it flexibly, while being able to see its strengths and weaknesses.

These criteria should also be considered in light of the fact that this is a Masters course. A distinction here therefore reflects a well above average performance for a student at this level. In some instances, where a piece of work is of such strength in two of these three areas, a grade of distinction will be considered. In these instances, the standard of work should be of a level that would merit particular note. While an internal examiner may recommend a distinction for a piece of work, this remains provisional until the External Examiner reviews work and confirms or questions this. While in most instances where it is awarded, a distinction is upheld by the External Examiner, this is not always the case. A resubmitted assignment cannot achieve a grade of Distinction.

The grade of 'pass' is given to a piece of work if it responds adequately to the question as set and if the overall content, structure and level of critical appraisal is sufficient to allow a reader to learn about the subject matter. In order for an assignment to pass, it must address most of the central points relevant to the area covered, demonstrating an understanding of the ideas. Material should be appropriately cited and there should be due acknowledgement of the sources of ideas in all instances.

A grade of 'fail' is given when a piece of work does not meet the minimum standard for work on a Masters programme. The grade of fail is given also when a piece of work is written in a loose and unstructured manner, is written with little reference to the assignment question or presents material in a way that suggests that the student does not have an understanding of the material concerned. It is applied where the student has not adequately acknowledged sources, including material without proper reference to the original author of this work (plagiarism). Following submission, if a piece of work fails at the first attempt, the student is

provided with an opportunity to resubmit the assignment within two weeks of receiving the feedback. Should the student fail to reach a pass standard at resubmission, the student has failed this module.

SEE BLACKBOARD PAGE FOR EXAMPLES OF DISSERTATIONS SUBMITTED IN RECENT YEARS

4. COMMUNICATIONS ON THE COURSE

This section considers communications between staff and students in relation to the M.Phil./P.Grad.Dip Psychoanalytic Studies. It is particularly concerned with the use of email as a medium for communication and the things we ask you to bear in mind in relation to using this.

4.1 Using Email

All official University and School correspondence is sent to your TCD email address.   It is important that you activate this and use this for all correspondence related to your time on the course. Remember to check your email regularly (daily or more regularly if possible) and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool:-

1. Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.

2. Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, the school web-pages, school notice-boards, your classmates.

3. Specify the topic of the email in the "subject" field so that your recipient will know what the email is about.

4. E-mail is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.

5. Always include your full name, student number, when communicating with a lecturer, preferably at the end of the message.   If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.

6. As a rule, use the title or form of address that you would use in verbal communication.

7. Allow time for a reply as the recipient may be on leave or engaged in other activities at the time when you send the email.

8. It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to request a meeting to discuss any such involved issues.

9. Please do not send or forward chain email. Be careful how you express yourself using email and always re-read your messages before sending. Please remember that just as with any form of communication the recipient of your message expects your email to be thoughtfully written, clearly focused and respectful.

10. E-mail is not private, even though it is treated confidentially, it is monitored and logged.

4.2 Email Attachments

In relation to email attachments, please consult the following: -

1. Title the attachment in such a way that the recipient can identify it easily once it has been downloaded.   For instance, include your name, the name of the lecturer, the piece of work, the module title.

2. In the body of your email, tell your recipient the title of the attachment, what type of software was used to create the document, and the year/version of the software. For example: "The attached file is titled 'libraryopenhours.doc' and it is in MSWord 2000."

3. Make sure that you do not send very large attachments unless you are sure that your recipient's Internet connection and email client can handle them.

4. Do not send unnecessary attachments. If you have presented all of the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

For further information, please consult College policy on email at: www.isservices.tcd.ie/email/usage.php

4.3 Mobile Phone Use

Mobile phones must always be turned off during all lectures and their use is permitted only in designated areas (see notices). Please respect the fact that the School is a working environment.

4.4 Contact Details for Relevant Course and School Staff

O'Connor, John (Course Director)	joconno8@tcd.ie	+353-1-8963904
Lisa McCormack, Course Administrator	psychoanalysis@tcd.ie	+353-1-8962290
Gilroy, Lisa (Chief Technical Officer)	Lisa.Gilroy@tcd.ie	+353-1-8962289
Technical Team	psytech@tcd.ie	+353-1-8962289

A full staff directory is available on the School's webpages at http://www.psychology.tcd.ie/ . This includes their work contact details and research interests. Similarly, the research topics of those student currently register on the research programme are also available to view.

5. RESOURCES AND SUPPORTS IN COLLEGE

This section outlines the supports available in College, including those related to academic and personal supports. www.tcd.ie/students/supports-services/ will help you take advantage of everything Trinity has to offer for students. The student services handbook is also available on the website.

For queries concerning application, admission, registration, record management, fees and payments please contact Academic Registry: https://www.tcd.ie/academicregistry/

5.1 School of Psychology Reading Room

The School reading room is situated on the ground floor (room 0.24). It may be used for personal study and for consulting items from the archive of undergraduate and postgraduate theses. The latter are located in the Staff/Postgraduate room (AAP1.43). Copies of recent undergraduate theses are available on the local pages of

the School's website. Journals taken by the School are held in the offices of particular staff members. A database containing this information as well as abstracts from School theses and final-year projects is available on the Psychology Workgroup Server, accessible from any computer on the college network.

5.2 Photocopying Facilities

The student photocopiers are on the ground floor and outside room 1.19 on the first floor and are operated by a card system. Cards may be purchased from the card dispenser outside the Computer Lab. At €3 (250 units) or €6 (520 units) each. The current charge is 3 units (4 cent) per A4 copy. The cards may also be used to operate the Laser printers in the School's computer lab. Advice about the use of the photocopiers and top up for cards should be sought from either Lisa Gilroy or Sarah Dexter (room 1.30).

5.3 College Library Facilities

The main psychology collection of books and journals is housed in the Berkeley library on the second floor and recent issues of Journals are to be found in the Periodicals Room in the basement of the new Ussher library, where there is also a photocopying facility. General reference books, various indexes and a computer-based

CD ROM database for psychology books and journal articles (called PSYCHLIT) are to be found on the ground floor of the Berkeley.

Materials that have been specifically reserved for your use by course staff are held "on reserve" and may be requested from the counter on the ground floor. Some of these arrangements are subject to change with the recent completion of the Ussher library. See School notice-boards for updated information. Please note that most Journals are not on open shelves but have to be requested from the "stacks". Less frequently used materials have to be brought on request from the library depository in Santry. Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. The Student Lending collection is currently housed in the 1937 Reading Room. It tends to contain books specifically recommended by staff for student borrowing. It may also be worth checking out the Hamilton Library where an increasing number of psychology books can be found. Most of the specifically psychoanalytic books are available either at 150.195 in the Berkeley Library (in main campus).

5.4 Computing Facilities

You are advised to read the Guide to Computing in College, available from the ISS homepage, for information on the many and varied computers available and for access to an e-mail account. The School of Psychology has two computer laboratories; one (room 1.34) that contains 40 iMacs and a scanner (text and graphics) and the other (room 1.32) contains 14 iMacs on the first floor. The laboratories are for student use, and are booked for undergraduate and postgraduate classes at regular times during term. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. You are advised to consult the notice-boards for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing arrangements, and so on. Mono and colour laser printer is located outside the laboratories. The laser printer is operated by a card system, and the cards may be purchased from the card dispenser, also located outside the laboratories, at €3 (250 units) or €6 (520 units) each. Monochrome laser printer charges: A4 – 4 units, A4 double-sided – 8 units. A colour laser printer is

located outside the Staff/PG room. Colour printer charges: A4 – 25 units. The cards may also be used in other School printers, the photocopier on the ground floor and outside room 1.19. Advice about the use of the computers/photocopiers should be sought from either Lisa Gilroy or Sarah Dexter (room 1.30).

5.5 GDPR

Information on IT Security in Trinity, including IT Security policy, GDPR Information, Awareness and Education Programmes, Recent Events and Useful Resources is detailed at http://www.tcd.ie/ITSecurity/.

Information regarding GDPR policies and procedures is available on the following website:

https://www.tcd.ie/info_compliance/data-protection/gdpr/

5.6 Safety and Security

You should familiarise yourself with the School Health & Safety Regulations (see notice boards) and get to know the layout of the entire School as soon as possible, taking note of the various points of exit which you might use in the event of a fire. Fire drills are held from time to time and Lisa Gilroy is the School's Safety Officer. Ensar Hadziselimovic and Lisa Gilroy are our fire wardens, room 1.30 extension 2289. Lisa McCormack is also a fire warden and is contactable on 2290 room 1.42. Please inform them of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the past, from full-scale burglaries to daytime theft of personal effects. Please note that it is **against the law to smoke in a public building such as the School**. Eating and drinking are also not allowed in the School (excepting designated areas and official receptions). Vaping is not permitted in any building of the university campus.

In the event of an emergency, dial Security Services on extension 1999 Security Services provide a 24-hour service to the college community, 365 days a year. They are the the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one Appendix 1 – Programme Handbook Policy Page 3 of 10 Section Item Description/Further Information Reference/Source emergency contact in their phone under ICE (In Case of Emergency)

5.7 Academic Supports

The College runs workshops and seminars concerning academic work in College. This is particularly important for students who have not completed a postgraduate course in the past and who may require input on the general requirements at this level. We strongly encourage you to look to supports around the writing of a dissertation. Though much of this input is oriented toward those doing scientific research (where original studies are conducted), there is much that is of use here around sourcing literature, writing a dissertation and the structuring of it so that it can be brought to a successful conclusion.

5.8 Student Counselling Service

At times, a student may find that the subject matter of classes links strongly into their own experience. While such links can be highly stimulating, some distress may also be experienced. All students attending the College are entitled to contact the Student Counselling Service. Please follow the following link in order to find out more about the Student Counselling Service in College: http://www.tcd.ie/Student_Counselling/. This webpage includes details relating to individual and group counselling offered by the Counselling Service, as well as details of supports for academic work.

5.9 Disabilities Office

In addition to the student counselling service, another service is available for students who have a diagnosed disability and who may require accommodations in relation to this. Students who have such disabilities and who wish to inquire into and avail themselves of accommodations should contact the College's Disabilities Service themselves.

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

https://www.tcd.ie/disability/contact/

https://www.tcd.ie/disability/support-and-resources/

6. Postgraduate Advisory Service

Who?
The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your
Postgrad you're at. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on website:
http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?
The PAS is located on the second floor of House 27. They are open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 8961417 Email: pgsupp@tcd.ie

What?
The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch. All queries will be treated with confidentiality.
If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with PAS.

7. NOTE ON PLAGIARISM

7.1 Plagiarism
Throughout your studies in Trinity College Dublin you will develop and write assignments that require research. You will be expected to understand and build upon the work of others. This requires acknowledging correctly and fully the contributions of others to your own scholarship. You are expected at all times to take responsibility for the integrity of your work as you advance knowledge in your field of study.

The Academic Integrity Policy information is detailed on the webpage:
https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/

It is your responsibility to ensure that you do not commit plagiarism.

You must read the University of Dublin Calendar Part III, section 1.32 on plagiarism. The University of Dublin Calendar refers to various levels of plagiarism. What constitutes plagiarism at a particular level, and the consequences of being found to have committed plagiarism at that level, are detailed here: http://tcd-ie.libguides.com/plagiarism/levels-and-consequences

7.2 Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

1. General
It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

7.3 Examples of Plagiarism
Plagiarism can arise from actions such as:
    a) copying another student's work;
    b) enlisting another person or persons to complete an assignment on the student's behalf;
    c) procuring, whether with payment or otherwise, the work or ideas of another;
    d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
    e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:
    i) fail to distinguish between their own ideas and those of others;
    ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
    iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;
    iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

7.4 Plagiarism in the context of group work
Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

7.5 Self-Plagiarism
No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

7.6 Avoiding Plagiarism
Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to

undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at http://tcd-ie.libguides.com/plagiarism.

If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

 (a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;
(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a   reduced or capped mark depending on the seriousness/extent of plagiarism;
(c)   Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

7.7 How Plagiarism is Detected
Lecturers and examiners will be familiar with key sources and will notice when information has been used from them, as well as differences in style, terminology, and accuracy in an essay.

In addition, many staff in Trinity now use software called Turnitin and SafeAssign to check written submissions for plagiarism. These compare submitted work to a database of websites, articles and previously submitted assignments. They then calculate how much of the work is original, and what needs to be examined to make sure you have used references to correctly cite others' words and ideas.

7.8 Postgraduate Submissions

During the course of your study, you will be required to submit written material that adheres to the APA 6th Edition reference style. Please consult the APA 6th Edition manual for guidance on the School of Psychology's academic practice for referencing.   All written submissions must be accompanied by a signed 'plagiarism declaration form' that the may be obtained from the programme Executive Officer.

7.9 Compulsory Tutorial

All students must complete the **Ready Steady Write** plagiarism tutorial, a resource developed by the Centre for Academic Practice and eLearning (CAPSL) at Trinity College Dublin, to help you understand and avoid plagiarism and develop your academic writing skills and academic integrity. It is designed so that you can view it from beginning to end or in sections and topics.
The tutorial is at: http://tcd-ie.libguides.com/plagiarism/ready-steady-write

7.10 Submission Guidelines

Every coversheet that is attached to submitted work must have a declaration that must be completed, confirming that:

1) You have completed the Ready Steady Write tutorial; and
2) You have read the College Calendar entry on plagiarism.

8. OVERALL DISSERTATION REGULATIONS

Please note the following details relate to the regulations for theses as a whole and that some of these do not apply to the writing of the dissertation for the M.Phil./P.Grad.Dip Psychoanalytic Studies. This dissertation does not involve research participants and, for this reason, these specific regulations are not relevant to you. However, the following should be read carefully as it supplies important information around the presentation of a dissertation.

Part 1   Paraphrased Regulations from College Calendar, Part 2 (Candidates are obliged to follow these)

Language: The thesis or dissertation should be written in English.

Published Work: A thesis submitted for a higher degree may be based on or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

Length: A thesis must be written concisely. Guidelines on the word limit have been previously circulated (10,000 for text, tables and references). If a thesis is likely to exceed these limits, the Course Director must be advised of its estimated length and her/his permission obtained at an early stage in the writing.

Typescript and Illustrations: The thesis must be printed on good quality, A4 (not American A4) (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type font must be a serif font (e.g., Times New Roman), must be black and not less than 12 point. The course requires there must be double spacing between lines for text. The gutter margin of text must not be less than 35 mm and that on the other three sides not less than 20 mm.

Title: The title of the thesis must be written in full on the title page of each volume of the thesis.

Declaration:
The thesis must contain immediately after the title page:
(a) a signed declaration that it has not been submitted as an exercise for a degree at this or any other university
(b) a signed declaration that it is entirely the candidate's own work (in the case of a thesis for which the work has been carried out jointly, there must be a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included);
(c) a signed statement that the Course Director may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement.

Acknowledgements: A formal statement of acknowledgements must be included in the thesis (see Appendix 4 for Course recommendations).

References: All citations should be referenced, and all references cited in APA style (see APA, 2002).

Part 2 Guidelines

Methods of Production: Use a computer/word processor and print your manuscript using a laser or inkjet printer. Use high-quality paper of sufficient opacity that the type is easily legible. Colour may not be used in Tables or Figures. Justification of the right-hand margin is acceptable.

Pagination: Pages should be numbered consecutively through the thesis including appendices but excluding diagrams that are not embodied in the text. The page numbers should be located centrally at the bottom of the page, approximately 10 mm above the edge.

Typeface: Use of bold-face or italic type should not be excessive as it loses its impact if it is. All generic and specific Latin names should be italicised rather than underlined. See APA (2002) for rules regarding use of italics.

Title Page: Include a title page in each volume of the thesis giving the following information in the order listed:

(1)   the full title of the thesis and the subtitle if any (ensure that the title describes the content of the thesis accurately and concisely)
(2)   the total number of volumes if more than one and the number of the particular volume
(3)   the full name of the author (e.g., Mary R. Smith)
(4)   the qualification for which the thesis is submitted
(5)   the name of the institution to which the thesis is submitted
(6)   the month and year of submission (e.g., September 2013)

Declaration: This follows immediately after the title page. See regulations above for details.

Acknowledgements: Any acknowledgements should be on the page following the declaration.

Table of contents: A table of contents should immediately follow the acknowledgements. It should list in sequence, with page numbers, all relevant subdivisions of the thesis, including the list of abbreviations, titles of chapters and their sections and subsections; the list of references, other functional parts of the whole thesis; and any appendices. If a thesis comprises more than one volume, the contents of the whole thesis should be shown in the first volume and the contents of subsequent volumes in a separate list in the appropriate volume.

Permission to Copy: A declaration giving permission for reproduction will be made to grant powers of discretion to the course administrator to allow the thesis to be copied in whole or in part without further reference to the author.

2. Dissertation layout
The dissertation should include the following sections:

a.) Title page for whole thesis
A succinct and accurate dissertation title plus author details. See College Regulations

b.) Declaration
See College Regulations on declarations and permission to copy

c.) Acknowledgements
See College regulations and separate course guidelines

d.) Table of Contents
A comprehensive list of all subdivisions of the thesis

e.) Abstract
A 250-word structured summary of the whole dissertation.

f.) Central body of dissertation, usually divided into chapters.

g.) References

omputing hints

1. Ensure that you always back up your file
2. Clearly label versions of the document to avoid erroneously deleting the required version.
3. Consider using Automatic Save: Tool/Options/Save/Automatic Save Every 10 minutes (This creates a backup file every 10 minutes. It doesn't change your original until you close the document.)
4. If you suddenly think you've lost a file don't switch off or quit the programme or close anything. There's a good chance your file is still there. Get help from the nearest competent person!
5. If you have opened an old document, modified, and then unintentionally saved it over the old version, don't close the programme in which it was created. Instead, save the new one with a second name and then use 'edit' 'undo' multiple times to completely undo all changes to the document. You will then have retrieved the original document.

Other practical hints
1. Keep a spare copy of the disk in a different place
2. Make corrections to drafts in pencil so that they can be easily erased if necessary.
3. Print out hard copies of the assignment at draft stage, and when close to the final version.
4. Print out the final version with at least two days to spare.

Writing the 'Acknowledgements'

The purpose of the Acknowledgements is to first acknowledge and then thank all those individuals and institutions that have contributed to the research work contained in the dissertation. Students are free to express this acknowledgement and thanks in an individual and personal way. However, the following are guidelines on how to structure the acknowledgements section.

1. Firstly, thank the person who formally supervised your dissertation by name and title i.e. (name), my Dissertation Supervisor. Then thank by name and title all those individuals who helped directly with the dissertation.
2. Secondly, thank course staff by name and title, i.e. (name) Course Director; (name), for help with the earlier stages of research planning, advice or more general support throughout training. It is particularly important that the Course Administrator and other staff are thanked for their many personal services throughout the training period and for any particular help with the practicalities of the submission of the dissertation.
3. Finally, acknowledge and thank all those individuals who personally helped and supported you, e.g. family, friends.

9. Links for University Regulations, Policies and Procedures

http://www.tcd.ie/teaching-learning/academic-policies/
https://www.tcd.ie/equality/policy/dignity-respect-policy/
https://www.tcd.ie/about/policies/it-policies/

10. Students' Unions

The Trinity College Students' Union (SU) is the main representative body for postgrad students in Trinity College Dublin and further information can be found on the website https://www.tcdsu.org/

11.   Intellectual Property Guidelines

Intellectual Property Guidelines

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Undergraduate and Taught Masters Student Researchers

In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*[1], Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create.

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines;

- All research projects and projects results should be considered confidential;
- No IP (i.e., data, results, etc.) should be disclosed/presented/disseminated/published without the permission of the supervising PI;
- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);
- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;
- Supervising PIs may at their discretion, request that a Student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary;
  o   This may be dependent on terms and conditions of the funding underpinning a project; and
  o   This may be dependent on the commercial sensitivity of the project.
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy;
  o Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
  o The assignment would be facilitated by the Technology Transfer Office
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, "Withheld access ".

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and thesis submission.

Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation * emily.vereker@tcd.ie / (ext 4152

https://www.tcd.ie/media/tcd/about/policies/pdfs/Intellectual-Property-Policy-2022.pdf

Please note that although every effort has been made to ensure the accuracy of the contents of this Handbook, it is not a legally binding document and the School of Psychology reserves the right to modify any element, subject to the normal regulations of the university. In the event of any conflict or inconsistency between the General Regulations of the Board and this handbook, the provisions of the General Regulations shall prevail.