

UNIVERSITY OF
WOLLONGONG

FACULTY OF
SOCIAL SCIENCES



Your Guide to the 4th Year in Psychology 2015

A comprehensive guide for Bachelor of Psychology (Honours)
and Bachelor of Psychological Science (Honours) candidates

When All Else Fails... Read the Instructions

Foreword

The proper work of the university is teaching and learning. Staff and students are under increasing pressure to *produce*: graduates, workforce-ready professionals, publications, prize winners, grant getters, and to do this while funding dwindles and increasing time is devoted to administration and its documentation. Complicating this, a consumer culture has come about where students are led to think of themselves not as scholars but as the purchasers of educational products who, using the speedy medium of email, have the right to immediate service from academic staff, the latter seen as sales assistants for educational products. The annual email correspondence on 4th Year runs to several thousand items, yes, thousands, almost none of these to do with intellectual questions, all to do with administration, procedure and rules – even though the answers to almost all of these are already available to students in documents. This 4th Year guide has taken scores of hours to put together and is updated regularly. Together with other documents on the School, Faculty and University websites and a bit of common sense, it should give the student clear and complete information about all aspects of 4th Year. That is, reading it carefully with the intelligence that all 4th Year university students should possess, you should hardly ever need to approach staff or the Coordinator with any puzzles about 4th Year. So, if you do ask us any questions whose answer is explicitly or implicitly contained in the information you can get easily from the websites, do not be offended when you receive no answer. This is not because we do not have your interests at heart but just the contrary: *we want to leave maximum time for all, staff and students, to put their efforts into the real work of the university, teaching and learning.*

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Please read this guide carefully before you approach staff with queries. You should get the answers to most of your questions about the program and staff may refuse to reply to requests for information if it is included in this guide, in other School, Faculty or University websites that are available to students.

Key Contacts

4th Year Coordinator:	Dr. Amy Chan Rm 41.G46 Ph 4221 4468 (amychan@uow.edu.au)
School Admin. Assistant:	Jill Summers Rm 41.147 Ph 4221 3742 jills@uow.edu.au
Test Library:	Michelle Summerhayes Rm 41.106 Ph 4221 3637 Cathy Wood Rm 41.106 Ph 4221 4914 psyc-testlibrary@uow.edu.au
Faculty Librarian:	Bernadette Stephens bernadet@uow.edu.au

Key Information

Course brochures, current notices and information such as application details, are publicly available from the dedicated 4th year web page all year round.

<http://socialsciences.uow.edu.au/psychology/4thyear/index.html>

A Psychology 4th Year General Site on Moodle is available to enrolled 4th Years, from the start of session or a little before. It contains supplementary materials, meeting schedules, forms, and up to date versions of this Guide. It is the main source for 4th Year information during your 4th Year.

Key Dates (Check uni timetable for details and exact dates of session start etc.)

Key Dates	Task/Event
Year Preceding	
31 October	Deadline for Honours applications
10 November	Available honours research topics posted on Psych 4 th Year Web Page
First week of December	Provisional offers made to successful applicants; all applicants to be notified of application outcome via email
First week of December	Successful honours applicants receive email instructions to nominate thesis project preferences via a designated Survey Monkey link
Early-Mid December	Last day for all successful applicants to reply to provisional offer
Second week of December	Welcome meeting for 4 th year students; introduction to issues important to successful completion of 4 th year research and coursework requirements
13 December	Last day to submit research topic preferences via designated Survey Monkey link
Third week of December	All honours thesis projects allocations finalised – allocation of projects posted on Psych 4 th Year Web Page
Year Of Enrolment	
By early January	Honours students in their thesis year to contact thesis supervisor and to commence working on research topic
Autumn Session (S1)	
Late February /early March	Autumn Session: 4th Year Classes start
Week 1 Late February /early March	1 st 4th Year meeting – All 4th Years attend even those not doing their research this year
Research Week (approximately mid term)	Honours thesis research proposal posters on display
Last day of S1 formal exam period (mid June)	<ul style="list-style-type: none"> • Last day to submit PSYC410 Literature Review to Supervisor • Complete on-line progress report • Last day to submit an electronic copy of ethics application to 4th year coordinator
	Mid year Recess
Spring Session (S2)	
Week 1	Spring Session: 4th Year Classes restart
Friday Week 2	Last day to submit PSYC410 Methods Chapter to Supervisor
Research Week (Mid term approx.)	Honours thesis data analysis posters on display
Friday Week 7	Last day to submit PSYC410 Results Chapter to Supervisor
Friday Week 9	Last day to submit <u>revised</u> PSYC410 Literature Review, Methods and Results chapters to Supervisor
Monday, Week 11, 4pm	Honours Empirical Theses due
Mid to late November	Assessment Committee meeting to determine final honours grades

1. To Whom Is This Guide Relevant?

1.1. 4th Year Courses in Psychology

The Psychology Honours Program at the University of Wollongong is taken by students enrolled in one of the following degrees:

1. **Bachelor of Psychology (Honours) [BPsyc (Hons)]:** This is the final year in the four-year Bachelor of Psychology (Honours) degree for students who are currently undertaking Course 866 or Course 867; and
2. **Bachelor of Psychological Science (Honours) [BPsycSc (Hons) – Course 353]:** This is a one-year Honours program for candidates who have completed an APAC-accredited three-year undergraduate psychology degree (or equivalent). Eligible candidates include UOW students who have completed a three-year Bachelor of Arts or Bachelor of Science with a major in psychology, as well as external applicants from other APAC-accredited institutions.

Further,

School Counsellors in Training (SCITs) do the Postgraduate Diploma in Psychology as part of their training. Some are ‘on campus’ but do their tutorials and hear lectures at Wollongong University’s rooms in Sydney at the Sydney Business School offices and teaching rooms in central Sydney. (information from Irina Verenikina / Colleen Respondek of the School of Education (irina.verenikina@uow.edu.au / colleenr@uow.edu.au))

Up until 2012, the School of Psychology also offered the following alternative 4th Year pathways:

- Bachelor of Psychology non-honours 4th Year (Psychology IV),
- Postgraduate Diploma in Psychology, and
- Master of Science in Psychology.

Note however, that as from 2013, the School of Psychology has ceased to take any new students into the Postgraduate Diploma in Psychology or the Masters in Science (Psychology). The only fourth year option available will be Honours in Psychology.

1.2. Honours Entry Requirements

Refer to Section 4 of this Guide.

2. The Aims and Purpose of a 4th Year of Study

2.1. Aims and Purpose of the Honours Program

The general aim of the Honours Year in psychology, as the name Honours implies, is the selection, encouragement and cultivation of a group of particularly capable scholars, and the provision of a vigorous introduction to the intellectual and scientific discipline of psychology.

2.2. Course Learning Outcomes of the Honours Program

On successful completion of the course, students will be expected to have achieved the following course learning outcomes:

1. Demonstrate advanced theoretical and technical knowledge of core topics in the discipline of psychology and their applications, including knowledge of the theoretical and empirical bases underpinning the construction, implementation, and interpretation of widely used cognitive and personality assessments, and evidence-based psychological interventions;
2. Demonstrate an advanced knowledge of research methods, knowledge of how the science and practice of psychology is influenced by social, historical, professional and cultural contexts, and knowledge of ethical behaviour in research and professional contexts;
3. Demonstrate an advanced ability to apply research methods to address psychological questions related to behaviour and mental processes;
4. Analyse critically, evaluate and transform information from research literature and other sources to complete a range of activities;
5. Produce advanced written work that demonstrates analysis and synthesis of information, and novel problem solving to complex problems, and orally present information in various formats;
6. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology;
7. Demonstrate autonomy, well-developed judgement, adaptability and responsibility in apply critical thinking skills and knowledge of scientific method to evaluate and investigate claims regarding psychological phenomena; and
8. Use information in an ethical manner and apply knowledge of ethical and legislative requirements to determine appropriate ethical conduct in a range of contexts.

3. The Honours Degree, Psychological Practice, and Postgraduate Courses

The Honours program is a 4th Year of study accredited by the Australian Psychology Council (APAC). It is available to graduates who have a major in psychology (though their major has to have included certain specific components that make it more than just a simple major -- see the University Website for details), and to students who have completed the first three years of the Wollongong BPsyc Program to the standard required. It is Higher Education Contribution Scheme (HECS) funded for Australian students.

Psychology Honours is a route to Postgraduate research degrees in psychology and hence to a career in research and academic psychology. It is also a route to 5th and 6th Year Postgraduate training in applied areas of psychology, for example, clinical psychology, counselling psychology, organisational psychology, and sports and exercise psychology. A 5th and 6th Year Postgraduate training or a research degree is necessary for gaining full membership of the Australian Psychological Society (APS). Psychology Honours is a partial qualification for registration as a Psychologist with the Psychology Board of Australia -- a post-degree supervision period also being required. It is this latter registration that entitles a person to practice as a psychologist in Australia.

Honours at Wollongong is set up to meet the requirements of external bodies such as the APS and the Psychology Board of Australia, but for information about these professional bodies, their regulations, and about post university practice as a psychologist, students should contact these bodies directly.

4. Getting into 4th Year; Getting Started

4.1. Admission Requirements

4.1.1. Wollongong graduates

To be eligible to apply for entry into the Psychology Honours Program, University of Wollongong students must have at least a good credit average in Psychology subjects at 200 and 300 levels. The subjects are those listed as requirements for Honours in the Undergraduate Calendar. However, because the number of places in honours is limited and entry to Honours is competitive, the threshold mark varies depending on the cohort of applicants. It is generally higher than 70%. For the intake, the weighted averaged mark (WAM) of the best 11 completed psychology subjects at 200- and 300-level, including PSYC348 and PSYC354 but excluding the subject PSYC216, are used for calculating entry (these requirements apply to students first enrolled in psychology in 2007 or after and pursuing the psychology major revised at that time; for earlier enrolled students the best 10 completed psychology subjects are used).

Students with a double major should draw the attention of the School to the fact of their double major on their application. Students who have done some part of their degree overseas (e.g. exchange students) should similarly alert the School to this and attach details of marks and subjects completed overseas.

To be eligible to apply for honours entry, make sure you have met all the following requirements, namely you have:

1. completed a degree with a major in Psychology:
completed PSYC347, PSYC348, PSYC354 and PSYC251;
2. completed at least 76 credit points of Psychology subjects at 200- and 300- levels;
3. at least a credit average for Psychology subjects at 200- and 300- levels.

4.1.2. Non-Wollongong graduates

Non-Wollongong graduates require an equivalent qualification (i.e. psychology major) from another tertiary institution accredited by APAC. They need also to be eligible to apply for Honours in their own university or, if their university does not have an Honours program, to have completed a 300-level psychological statistics/research methods subject equivalent to PSYC354. Entry is competitive, is calculated on all the applicant's marks from his or her accredited major in psychology.

The number of places available to non-Wollongong University graduates is highly limited. Usually only a very small number of places are offered to non-Wollongong graduates with outstanding undergraduate psychology grades. Hence, *the threshold mark for entry is typically higher than that for Wollongong graduates*. The School of Psychology also reserves the right not to offer places to non-Wollongong graduates in any given year.

4.2. 4th Year Entry Quota and Improving Marks if You Don't Get in 1st Time

We take the maximum number of student that we can supervise, roughly 60 Honours students per year. Please note that the demand and marks of the applicants have been getting steadily higher over the years.

Students who are considering enrolling in additional 200- and/or 300-level psychology subjects should be aware that completing more subjects *per se* does not improve students' chance in gaining entry into 4th Year. In general, it is more beneficial *not* to over-enrol in subjects in any given semester. This will allow you to manage your study load better, thus enabling you to perform better in learning and assessment tasks.

Students keen to get into 4th Year, but whose marks are not high enough may repeat undergraduate subjects, or do subjects that they previously did not do, but should be aware that better performance the second time in one or two subjects may move their averages up only a small amount, and that there is no guarantee that the threshold mark for entry will not be even higher the following year. Consider applying to more than one university.

4.3. Applying

Non-Wollongong graduates and UoW non-BPsych students may apply for entry to the Bachelor of Psychological Science (Honours) program (Course code 353). No new applications are accepted for entry into the BPsych 4th Year.

Note the following differences in application procedures:

1. **Bachelor of Psychology (Honours)** students who intend to commence their honours year in the upcoming year: Fill out an [online expression of interest form](#) to indicate their intent to commence the honours year.
2. Applicants for the **Bachelor of Psychological Science (Honours)** course: Complete and submit an [Undergraduate Course Application Form](#) via UniAdvice at UOW. Internal applicants (i.e., UOW psychology graduates or current students) must additionally complete the [online expression of interest form](#) to express their intent to undertake the honours program in the upcoming year.

Application forms of external applicants should be lodged with transcripts showing details of previous study. *There is no need for applicants to submit a research proposal or to identify an honours thesis supervisor when they apply for honours entry.*

4.3.1. When to apply and finishing your 200 and 300 level subjects

Applications close on 31st October – **there is only one round of applications each year**. For the purposes of evaluating eligibility for 4th year entry, students need to be currently completing – or have completed - the required number of 200- and 300-level psychology subjects by the time applications are processed by the School of Psychology in November. Fourth Year students must complete all their required 200 and 300 level subjects – including any non psychology subjects that are part of their course - before **actual enrolment** in 4th Year, and cannot "finish off" required 200 and 300 level subjects or undertake any other university subjects or courses at the same time as their 4th Year enrolment. This includes work for double majors in other Schools/Departments of the University.

Students cannot accept a place then defer entry to 4th Year, but must apply again for the year in which they wish to enrol. No full time places are available for a mid-year start.

4.3.2. If your final marks are going to be late

If your final marks are going to be late – for example you are doing summer session subjects or supplementary exams, you still apply at the normal time in the normal way, but it is wise to bring them to our attention by noting on your application form that you still have marks outstanding, what subject they are for. Note that once your marks are finalised, it is your responsibility to send your updated transcript to Jill Summers (School of Psychology Admin Assistant).

4.3.3. If some of your marks come from overseas universities – e.g. study abroad program

If some of your marks come from overseas, say when you were on a study abroad program, bring this to our attention by noting the fact on your application form, and provide a transcript of your overseas results – these are counted in your average, with appropriate adjustments made for differences in marking standards.

4.4. *The Selection Procedure*

After applications are received, and all the undergraduate marks for the second session are in, a WAM is calculated for each applicant according to the rules outlined above. Marks are generally available to the School in late November for most University of Wollongong students. Non-Wollongong students should email their marks to jills@uow.edu.au as soon as they are known.

4.5. *Finding Out – Provisional Offers For All 4th Year Courses*

Provisional offers of 4th Year places are made by the School in early December. **All applicants will be notified via email of the outcome of their application within the first two weeks of December.** At that point the offer is provisional, this is because (1) the School considers only the students' marks and is not responsible for, nor necessarily knows if the applicant has completed all the other requirements for entry (got a degree, finished non-psychology subjects etc.); (2) the School of Psychology itself cannot officially offer a place, but only recommends to the University Central Administration that a place be offered, and places are conditional upon students' confirmation of degree eligibility, etc.

4.6. *Responding to the Offer*

Students offered places are given a date in their email notification, in early to mid December, by which to accept by email, or the School assumes the offer is declined. The offer will be made to the next most competitive applicant on the shortlist.

The School makes its recommendations to University Central Administration about applicants to be offered places. UniAdvice in the Central Administration (not the School of Psychology) makes the official offer, and all enrolment issues and matters are the responsibility of UniAdvice. Inquiries regarding University enrolment should be directed to Student Central.

4.7. *Enrolling*

Enrolment is a central university business, and enquiries should be directed there. In addition to official university enrolment, some subjects may use the computer enrolment system before the start of the semester to place students in seminar classes. Queries about individual subjects should be directed to the subject coordinators for those subjects, not the 4th Year Coordinator.

4.8. Paying for the Courses

Honours programs are Higher Education Contribution Scheme (HECS) courses, except for International Students. Paying HECS, finding out about loans and exemptions is a University (Central Administration) not a School matter. Enquiries should be directed to Student Central.

5. The Honours Program in Brief

5.1 Subjects and Requirements

The Honours Program is made up of several compulsory subjects. Students are required to enrol in individual subjects:

1. [*PSYC410 Honours Empirical Thesis*](#) (Annual subject; 24 credit points)
(includes attendance at research group meetings: Your supervisor should belong to one or more of the weekly research groups and you would normally 'follow' him or her into that group, or he/she will place you in a group according to your thesis needs): The Empirical Thesis consists of an individually supervised research project presented as a 12,000-word thesis.
2. [*PSYC407 Theory and Methods*](#) (Autumn Session; 8 credit points): This subject focusses on key theoretical and metatheoretical issues in contemporary psychology, as well as the selection and application of appropriate data analytic techniques in practical research.
3. [*PSYC408 Psychological Assessment: Principles and Applications*](#) (Autumn Session; 8 credit points): This subject introduces students to the principles and applications of psychological assessment.
4. [*PSYC409 Psychological Intervention: Principles and Applications*](#) (Spring Session; 8 credit points): This subject extends students' knowledge of the principles, applications, and research associated with a range of psychological therapies.

Click on the subject codes in this Guide to access their descriptions in the University's 2015 Undergraduate Calendar.

5.2. Part-Time and Mid-Year Start Programs in Honours

Candidates intending to complete Honours as part-time students will generally do PSYC407, PSYC408, and PSYC409 in the first year, and PSYC410 in the second year. Given the course structure of the Honours program, *mid-year start programs in Honours are generally not recommended.*

5.3. Changing from Full to Part-time in Honours

Changing from full to part-time (and changing from part to full-time) can be done without any special procedure if it is done before the student starts the program. Students who have already started full-time may sometimes, and with special permission, change to part-time in midstream. Students should apply to the Teaching Policy Committee via the 4th Year Coordinator in writing, and arrange for their supervisor to support them in their application. (See the section below on applying for extensions for the right way and time for applying) It is important to note that *students are entitled to two semesters of thesis supervision only*, and changing from full- to part-time affects the due date and the scheduling of the thesis, as well as other parts of the program.

6. Facilities for 4th-Year Psychology Students

6.1. Computers, Labs and Related Facilities

Computer Labs: There is a 4th Year computer lab in Room 41.101 for all 4th Year students' use. It is managed by the staff from the Test Library, Room 41.106. The University also has computer labs in the Library.

Other Laboratory space: In addition to the computer labs, there are laboratories associated with the various areas of staff research in the School, for example, Cognition, Perception, Psychophysiology, Personality and Social Psychology and Applied Psychology research labs. Students may, under the supervision of their thesis supervisors, and depending on the kind of research they are doing, have access to these laboratory areas.

Information Technology: IT services for the School of Psychology are all supplied by ITS. If your lecturers or subjects require you to use e-learning and you are not automatically given access, contact the subject coordinator, not the 4th Year Coordinator.

Test Library: The School Test Library is located in Room 41.106. Psychological test materials will be available for 4th Year students to borrow with the permission of your tutor or supervisor. The Test Library also has past theses and books available for loan.

Lockers: Lockers are available from Michelle in the Test Library for a \$10 deposit, which is refundable at the end of the year. They are located outside Room 41.107.

Photocopying and Printing: Each 4th year student is allocated a quota of 1000 pages for printing and photocopying. This is primarily for research project printing and is monitored automatically. Photocopying PIN codes are allocated at the start of Autumn Session. Students must get approval from their supervisor for extra photocopying or printing costs if their research needs it. The photocopier/printer is located in the 4th Year computer lab in Room 41.101.

Library: In addition to the usual undergraduate borrowing rights, 4th Year students have access to inter library loans and other library privileges: contact Bernadette Stephens, our current Faculty Librarian (bernadet@uow.edu.au), about this.

6.2. Communicating in 4th Year

E-mail: On registration all students are given an e-mail account, if they do not already have one from previous years. All important information is broadcast by e-mail to the student's university email addresses (organise your own forwarding if you want this) and students can send messages to staff, the 4th Year Coordinator and to supervisors on it. This is the main means of communication. Students should check it at least every week, for messages from the 4th Year Coordinator, etc. It is the student's responsibility to avail themselves of the information given out in the 4th Year meeting, on e-mail, and in the Guide, and the 4th Year Moodle site, and to let subject coordinators, supervisors or the 4th Year Coordinator as appropriate, know promptly by e-mail about matters (such as health or supervision problems) impeding the progress of their work. We also set up a general email address early in the academic year for *all* psychology 4th year students (psychology_honours@uow.edu.au). This email address is generated by the School of Psychology Admin Manager Len McAlear (len_mcalear@uow.edu.au 4221 4445, Room 41.144), from the University subject enrolment lists, so if there is something wrong with your enrolment, you will not

receive important email broadcasts. It is the students' responsibility to notice if they appear to be behind on the information that their fellow students are getting and are not receiving broadcast emails. Any student in this position should sort out enrolment with Admin, and then contact Len McAlear.

The first class of the 4th Year Meeting (see draft 4th Year meeting Program in General 4th Year Moodle site) in Week 1 is particularly important for setting students up for the Year: It gives valuable information about resources, communicating and facilities. The School's Subject Timetable is posted as part of the official University Timetable (available to students on line). Students are requested to please check the posted timetable themselves rather than phoning the 4th Year Coordinator or School's Admin Staff to do it for them. Details about seminar options for particular subjects can be obtained from the Subject Coordinators.

6.3. General Communication Guidelines in the School of Psychology – Adapted to 4th Year.

1. General enquiries about a specific subject should in the first instance be directed to the Coordinator for that specific subject (not the 4th Year Coordinator).
2. General enquiries about the processes of course enrolment in 4th Year should be directed to Student Central.
3. General enquiries about 4th Year should be directed to the 4th Year Coordinator. However, there should be little that you cannot learn about the course structure and procedures from this Guide. Read this guide thoroughly before emailing questions or requesting appointments.
4. Lecturers are best approached immediately after a lecture or during their student consultation hours.
5. **Group email addresses for 4th year are set up early in the academic year. Email Communication through these addresses, SOLS emails, and information on the 4th year web and Moodle sites, together with materials delivered in your classes, are required knowledge. Students cannot use ignorance of this information (“I didn’t get that email”) as an excuse for failure to complete tasks.**
6. Email enquiries to staff members should include an appropriate subject heading. Address the recipient of your message (such that it is clear that your message is directed at the correct person). If your enquiry is concerned with a complex issue that is best discussed in person, please contact the relevant staff member to organise a suitable meeting time.

What you SHOULD expect from teaching staff:

1. That face-to-face consultation will be available at a fixed time each week with Senior Tutors (1 hour) and Lecturers (4 hours), with times provided on the subject outline. Lecturers will also post their times on their office door.
2. That if, due to university-related commitments, students are unable to consult with their Senior Tutor/Lecturer at the posted times, they can arrange another time to meet, but not necessarily within a week.
3. If teaching staff are absent for a period that includes the consultation time, the likely return date will be posted on the Senior Tutor / Lecturer's office door.
4. That one-to-one meetings with markers to obtain feedback on marked coursework be available upon request within 2-3 weeks of the work being returned.

What you SHOULD NOT expect from teaching staff:

1. Replies to requests for information that is either common policy or contained in available subject, school, or university documents including website documents.
2. Immediate replies to their email enquiries.
3. Access to teaching staff at a time of the student's choosing.
4. Comments on draft essays or reports to be submitted for assessment.

7. More Details on the Research Project Component of the Course

This section contains practical information on the research project component of the psychology honours program. Students should refer to the PSYC410 subject outline for information on the following formal aspects of the honours empirical thesis subject:

- types of assessments and their relative weightings towards the PSYC410 final mark;
- teaching timetable and due dates for submission of written honours thesis and other material for assessment;
- policy regarding and penalties for late submission;
- criteria for evaluating PSYC410 assessment components;
- scaling of component and subject marks;
- minimum attendance requirements; and
- system of referencing and the University policy on plagiarism.

7.1. Selecting a Research Topic for PSYC410

All information about the available research topics for PSYC410 (see Appendix A for 2015 project list), together with instructions on when and how to give their preferences, is posted on the School of Psychology 4th Year website in November prior to the year of their research. Students are given until early December to consider these and make contact with potential supervisors. Students are then required to provide the School with their preferences by a specified date through an online system set up for the purposes. Following expression of the students' interests, students are assigned a supervisor and the list of allocations is posted on the School website. Students do not always get their top preferences though every effort is made to arrange this. PSYC410 students do individual projects; each student is involved in all aspects of the research and is evaluated accordingly.

7.1.1. Starting early on the research project

An early start on the reading on the research topic is recommended – refer to Key Dates at the start of this Guide. Completed Honours theses are due before the end of the year, at the start of Week 11 of Spring Session. Students, part- or full-time, are entitled to two semesters' supervision only.

7.1.2. Statistical advice for your research project

Honours thesis projects are expected to involve research designs that commensurate with the level of research design and analysis training that students have received to date. The corresponding statistical analyses to be reported in honours theses should reflect this expectation. Honours students and their supervisors are assumed to be sufficiently knowledgeable in conducting and interpreting statistics commonly used in their research area. Students should aim at conducting and reporting findings from relevant and appropriate statistical analyses for their study. There is no provision for the School of Psychology's statistical advisors to offer statistical advice on honours research projects.

7.2. Seeking Financial Support to Conduct Your PSYC410 Research Project

The School of Psychology has a small amount of funding available each year to support PSYC410 research projects. The purpose of this funding is to facilitate 4th Year research projects that would otherwise be difficult to be implemented. It is the joint responsibility of students and their supervisors to design *feasible and cost-effective* 4th Year research studies. Fourth Year students may request for funding up to \$150 per project, to subsidise expenses *directly related to conducting their research project* (e.g., purchase of score sheets for standardised psychometric tests and other essential test materials) (see Appendix B). If your research project is likely to be much more costly to run, you should discuss with your supervisor to see if he/she has alternative funds available to support your study (e.g., from consultancies or research grants), or to consider plausible alternatives for your research design.

Students may not request for funds to subsidise conference attendance (including registration and other conference-related travel expenses). This applies to all 4th Year students, including those who have not sought a reimbursement for the cost of other research materials and expenses.

7.3. Honours Research Seminar (Annual)

Taken in the same year and in conjunction with the Honours Thesis PSYC410

The School runs a number of Honours Research Seminars for Honours students. The groupings vary from year to year. In recent years they have included research groups in Cognitive Behavioural; Personality and Social Psychology; Mental Health, Psychophysiology; Personal Construct Psychology; Psychodynamic and related; Human Relations and Information Technology Management; and Cognitive Experimental. During the year of their empirical thesis research, and as part of PSYC410 students are assigned to these according to their research topic and their supervisor's affiliation. The Honours Research Seminars meet weekly. Attendance is compulsory and makes up part of the Honours requirement. It is the responsibility of the Supervisor with others in their research area, not the 4th Year Coordinator, to make sure that Honours students under their supervision have an Honours Research Seminar to attend and that it conforms to the form set out below.

The Honours Research Seminar is an adjunct to the empirical research and its supervision, but is run rather like an independent subject, with its own timetable, and requirements. The aim of the seminar is to provide students with a context -- a group of staff and fellow students with interests related to students' research area -- for the discussion of research. In it students present their research proposals and work in progress, hear the presentations of other students, and contribute to the discussions arising from research presentations.

Honours Research Seminar, Program Summary

Components and approximate timetable:

- a) First few weeks of Autumn Session: Students air their draft research proposals (Oral presentations on thesis topic and research plan)
- b) Around mid-term Autumn Session: All Honours students present their research proposals at a poster conference session to the whole School
- c) After Research Week Autumn Session. The Staff will organise a schedule for students to make presentations of work-in-progress to the group.
- d) Depending on the Schedule organised by the staff in the group, students will be given further opportunities to make presentations of work-in-progress (data analysis etc) to the group.

Attendance at Honours Research Seminars

Research seminars are the primary forum for Honours presentations, and attendance at scheduled talks is compulsory. The Honours Research Seminars are closely associated with Honours thesis work and its supervision.

7.4. Research Progress: Requirements and Milestones over the Year for PSYC410

7.4.1. Poster presentation of honours research proposal

All students in their research year present a poster presentation of their research proposal during Research Week in Autumn Session. More information about the exact day and times, and about posters is given out in the PSYC410 subject outline and at the 4th Year meeting, and students will be discussing research proposals at the 4th Year meeting and within their Research Groups before Research Week.

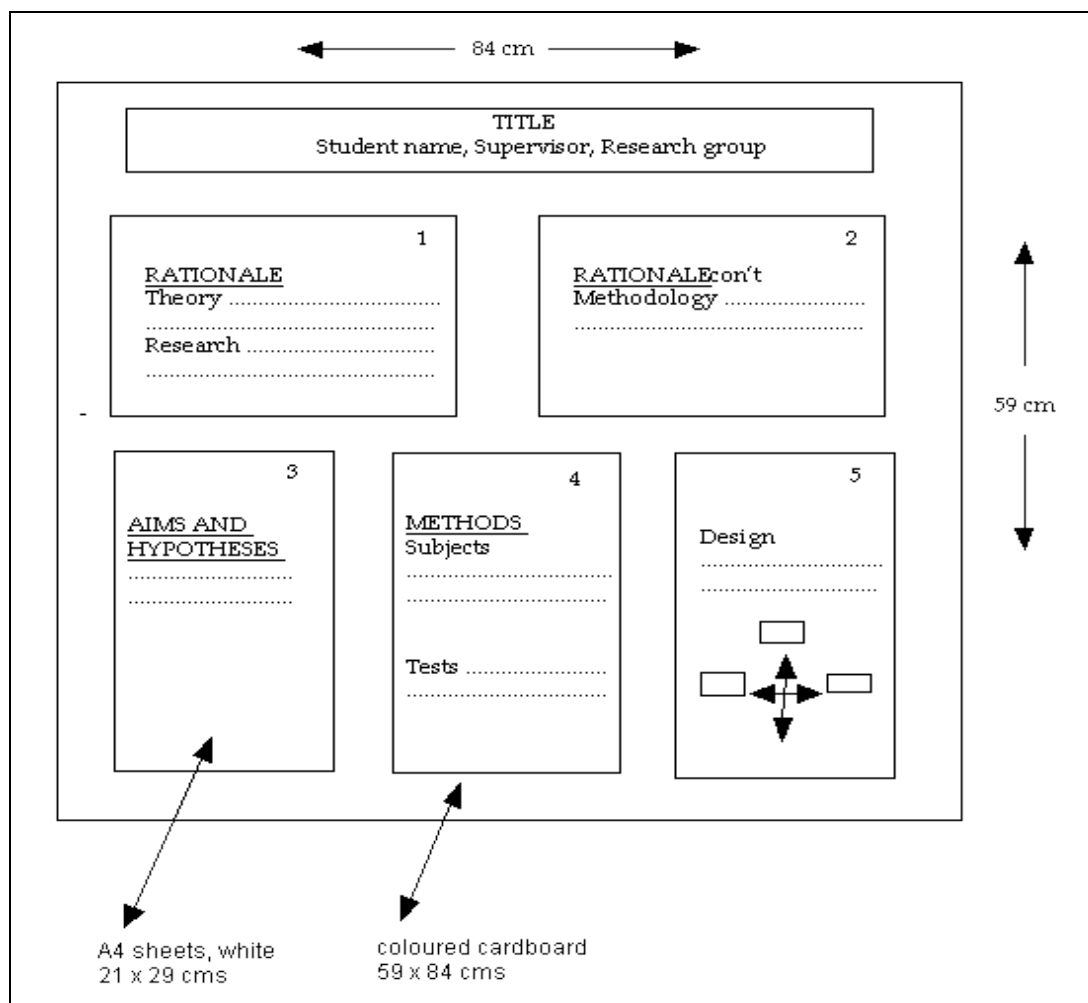
The research proposal poster presentation is based on what is often done at academic conferences. It allows many simultaneous displays of research information (in this case a proposal rather than a completed study) and an opportunity for interested onlookers to interact with the presenter(s).

A poster presentation must be readable quite quickly at a distance of up to a metre or two. There may be several people looking at it at the same time. It should contain only the essentials of your proposed study, clearly set out.

The arrangement sketched here allows you about 750 plus words for the whole proposal (150 words per A4 page). It should include: Title, Name(s) of Student, Name of Supervisor, Honours Research group (if appropriate), Rationale (the theoretical, research and methodological background for your particular study - NOT a complete literature review!), Aims and Hypotheses of the study, and proposed Method, which covers Participants, Instruments/tests and Design. (A diagram may be useful for the design).

The main text size depends somewhat on the font type, but about a 20 point should be adequate. Use bold and larger types for titles etc. The measurements here are approximate. The size of the coloured cardboard background differs according to the stationers.

Students may elect to prepare their research proposal poster electronically (e.g., using PowerPoint) and have it printed at Officeworks or another low-cost printery. A PowerPoint poster template for an A1-sized poster will be made available to students via the 4th year Moodle site early in the academic year.



Overall measure of poster is that of a standard A1 sheet.

7.4.2. The written literature review

Due for submission to Supervisor by the end of the formal examination period of Autumn Session at the latest. See Section 7.5 for information about the Literature Review.

7.4.3. The research ethics application

As part of their research training, all students in their research year are expected to gain hands-on experience with writing and preparing a research ethics application for their research project. This hurdle requirement is applicable to all students, including those whose project “tags on” to their supervisor’s existing research with current ethics approval. Students are required to submit an electronically scanned copy of their research ethics application (including all appendices and attachments) via the 4th year Moodle site no later than the end of the Autumn Session formal exam period.

7.4.4. The written Methods chapter

Due to Supervisor by the Friday, Week 2 of Spring Session at the latest. See Section 7.5 for information about the Methods Section.

7.4.5. Data analysis poster presentation

This is a hurdle requirement that encourages students to think critically about the data analysis requirements for their research project. This assessment requires (i) a succinct recapitulation of the study’s major research aims and hypotheses, (ii) an outline of the research design, (iii) an appropriate data analysis plan and statistical procedures involved. Detailed requirements will be discussed at a 4th year meeting early in Spring Session. This poster presentation is scheduled for Research Week (approximately mid-term) in Spring Session.

7.4.6. The written Results chapter

Due to Supervisor by the Friday, Week 7 of Spring Session at the latest. See Section 7.5 for information about the Results Section.

7.5. What Should Your PSYC410 Honours Thesis Write-Up Look Like?

Examples are in our own Test Library – look for past Honours Theses housed there. The Publication Manual of the American Psychological Association has detailed information about every aspect of form and style. There are also many shorter guides to APA format available on the web, often set out by schools of psychology for Postgraduate students; a simple Google search will find these. Look for information on dissertation or thesis form, rather than just for publication submission. Your undergraduate handouts will help, and of course the library also has books on the subject of writing for psychological research. Lastly your supervisor may know a thing or two.

Components of the Research Project

Cover Page:

Title, author's name, name of institution and school, date of submission.

Certification Page

Include a statement of roughly the following kind (adapted from the University Postgraduate Research Thesis submission form and University Turnitin System procedures):

I, xxx, declare that this thesis, submitted in partial fulfilment of the requirements for the award of Honours in Psychology, in the School of Psychology, University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. It has not been submitted for assessment elsewhere. I acknowledge that the assessor of this assignment may, for the purpose of assessing this assignment: (i) reproduce this assignment and provide a copy to another member of academic staff; and/or (ii) communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of this assignment on its database for the purpose of future plagiarism checking[†]); and/or (iii) request that I attend a meeting with an assessment subcommittee, to provide an oral defence with regards to key aspects of the work reported in this thesis.

(Signature)

[†] ***This section may be omitted*** if there are issues of confidentiality with the work but this must be discussed with the supervisor.

Acknowledgments

(If required)

Table of Contents

Provide an index of the starting page number for each chapter and major section of the thesis. A **word count** that covers all writing from the first sentence of the Introduction up to the last sentence of the Discussion (i.e. exclude the table of contents, numerical tables, acknowledgments, abstract, the references and appendices) must be included at the foot of the contents page. Do not put content properly belonging to the body of the thesis in appendices.

Abstract

One page (250 - 350 words), actually written last, but following the cover page, serves to: (a) summarise for the reader the basic purpose, structure, and results of the study, and (b) refresh the reader's memory on salient points in the thesis.

Introduction

(Where appropriate the following areas should be addressed in the introduction. Depending on the nature of the thesis some of these areas may best be dealt with as a separate section.)

Review of literature:

Speak with your supervisor about the components of this section. There should be a coherent flow of information that: (a) explains the conceptual framework of your study, (b) describes general concepts and terms in this area of psychological research, and (c) examines specific studies - both early and recent - that provide a rationale for, and justify, your study. This section should end with a section called "Summary" although this is up to your supervisor.

Lengths of literature reviews differ according to your area. You should give a comprehensive review of relevant psychology literature, including studies that most closely explain or describe your topic - the research problem. Those which are "spot on" in their proximity to your topic, rationale, or procedures should be described in more detail than studies that are less directly related.

Significance of the Study

Why is this area of study - and your study, in particular – important to advancing knowledge in psychology? Why should it be done? What is it about your study that overcomes previous research limitations and/or will contribute to the current psychology literature?

Statement of the Problem

Usually, this section (only 1-2 paragraphs) consists of the purpose(s) or aim(s) of the study.

Hypotheses

Predictions are not always present in descriptive research, but must accompany experimental research. Typically, hypotheses are directional (group differences expected) rather than null (no differences anticipated). If null, the reader might ask, "Why conduct this study?" For each hypothesis, use past tense (e.g., "It was predicted that..."), followed by a paragraph that explains the reasons for this prediction (including at least one reference).

Definitions

This section consists of listing key terms and providing definitions that are applied specifically in your study. For example, some terms or concepts have various definitions. How are they defined in your study?

Assumptions

Researchers cannot control everything, and are forced to make certain assumptions about their subjects, instrumentation, or variables. Examples include random selection of subjects (if this is desirable), adequate reading ability to comprehend your survey, validation of data gathering

equipment, motivation of subjects, truthful responses by subjects, your subjects' mental capability, that a certain instrument measures what it is supposed to measure, and subjects' understanding of the experimental task.

Limitations

Every study has limitations. These are possible shortcomings, which either cannot be controlled or are the results of the delimitations imposed by the researcher. For example, there is a limitation in all instruments in which the subject responds to questions about his or her behaviour or attitudes about the truthfulness of the responses. All self-report data collection procedures have inherent limitations. The ability of the subject's reading ability in completing your survey, and examining NSW residents only are another limitations.

Delimitations

Defined as choices a researcher makes to influence a workable research problem. Examples include the use of one particular personality test, restricting the selection of subjects to just two or three categories (e.g. age, or novices on some task), examining only females, a small sample size, or testing university students exclusively.

Method

Participants

Describe participants' characteristics.

Equipment/Materials/Instruments

If you are using a self-developed survey, then describe how items were generated and include proper measures of validity and reliability.

Procedures

Describe how study was carried out in detail and in proper sequence.

Results

Report your findings systematically, in accordance with the order in which hypotheses have been set out in the Introduction chapter. In addition to your statistical analyses, always include descriptive statistics (means and standard deviations) either in a Table or written in the narrative.

Discussion

Note: The Discussion section is not read in draft by your supervisor, though you may discuss its themes with him or her.

Review for the reader your study's purpose and hypothesis, then indicate your results, and whether your results supported or contradicted the hypothesis or hypotheses. What other studies did your results support or contradict, and why? Perhaps the most challenging aspect of this section is the ability to describe plausible reasons in explaining your results - and using past references to support these possible reasons. In this section, you should also consider the wider theoretical and/or practical implications of your study.

References

Appendices

Do not put content properly belonging to the body of the thesis in appendices. In principle, the examiners should be able to read and assess your thesis without reference to Appendices.

Other formal considerations

As you may see from former PSYC410 Theses, a chapter structure is generally imposed on these components of the traditional research write up. It is up to students to decide whether or not they should adopt the 1, 1.1, 1.1.2 style formatting. Thus Chapter 1 perhaps contains the Introduction and literature review etc; Chapter 2 the Methods; Chapter 3 the Results; Chapter 4 the Discussion.

7.6. Submitting the PSYC410 Honours Empirical Thesis

When? 4:00 pm on Monday of Week 11, Spring Session.

Where? Two hard copies to the Test Library and electronically via an Online Thesis Submission Tool (OTST). The web link to the OTST and instructions for submission will be available from the 4th Year Moodle site in the latter part of Spring Session each year.

Note: Submitting the thesis via the OTST records a date and time for the submission and does away with the need for a signed assignment receipt (yellow form), even where the student has to hand in a hard copy separately.

Binders: Honours students should bind their theses before handing them in. Use a comb binder, available from the Unishop or Officeworks, and a stiff cover for the front and back. Honours students should bind their theses with a *blue* cover and blue comb binder. The front cover should include the Title, Student's name, Course and year (all centred):

Self Esteem in the Decorticate Louse: A Phenomenological Study

Jane Smith

Psychology Honours

201x

Format: APA style. It must be double spaced. The left hand margin must be 4 cms to enable it to be easily read. Australian English, not American English, spelling is preferred.

Size: Yes, it matters. The Honours thesis length is 12000 words (maximum). Markers take into account the capacity of the student to express the material within that length. The informal “+10% rule” does not apply to the honours thesis; do not exceed the 12000 word limit. Refer to Section 7.5 for details on what to include in the word count.

7.7. Evaluation of the PSYC410 Thesis

Each student must be involved in and is individually responsible for all aspects of the research, articulating the aims of the project, setting out the research proposal, reviewing the literature, designing the study, collecting data, analysing it and writing up. Students are evaluated on their capacity to carry out and articulate clearly and economically (i.e. within the Thesis set word limits) each of the components set out above. The evaluation of the research design and data analysis is made according to how appropriate they are to the problem and data, not by their complexity. The relative contribution of the supervisor is also taken into account. (See Appendices C to E)

Normally, each Thesis has two examiners neither of whom is the supervisor – though the supervisor does provide information about the contribution of the student(s) to the originality and execution of the research. Honours thesis examiners for each thesis are chosen by the Honours Coordinator in consultation with the Head of School. Every effort will be made to ensure that at least one of the two examiners has expertise in the broad research area of the honours thesis project (e.g., perception, personality and individual differences). The two examiners mark independently of each other. When they have both finished marking, they discuss the thesis with each other (and consult the supervisor's written report) to agree on a mark.

If the two thesis examiners cannot get an agreed mark (this is rare), and the difference is less than 10 points, it will normally be averaged. If it is more than 10 points, the Head of School appoints a third “blind” examiner who is not provided with previous honours examiners' reports and is not an adjudicator who has access to those reports. The Honours Degree student will be notified that further advice has been sought, and that this will delay the assessment process. The third thesis examiner marks independently and provides a recommended thesis mark to the 4th Year

Coordinator. The two closest recommended marks will be used to determine the final thesis mark; the most discrepant mark will be discarded.

7.7.1. Getting reports on the research

An interim honours thesis mark and feedback is available online about three to four weeks after submission via the OTST. Students will receive an email notification when the feedback and interim mark are available for viewing. Officially final subject marks are only available, following the School, Faculty and University approval of results, usually about the last week in November. PSYC410 students may contact their supervisors (not the 4th Year Coordinator) to get any further feedback on their performance in the 4th year.

7.8. *Quality Assurance Process*

Each year the 4th Year Coordinator oversees that the ranges of recommended thesis marks are not significantly discrepant across individual honours thesis examiners. Furthermore, as per APAC requirements, external benchmarking of psychology honours thesis marking is routinely conducted. An ongoing reciprocal arrangement between the School of Psychology at UOW and the Department of Psychology at the Australian National University (ANU) has been in place since 2010. At regular intervals, a random selection of past psychology honours theses is exchanged between the two institutions to gauge the comparability of the honours thesis assessment standards between UOW and ANU.

8. Other Aspects of the 4th Year: Responsibilities, Conduct, When Things Go Wrong; Sources of Information and Miscellaneous Matters.

8.1. Supervisor and Student Responsibilities

Responsibilities of Supervisors

The overriding responsibility of supervisors is to provide continuing support to students in researching and producing a Research project to the best of the student's ability. The final form and content of the thesis is the responsibility of the student.

Other responsibilities are:

- To provide, with other supervisors in their area, an Honours Research Seminar for their Honours supervisees.
- To support students in developing a proposal for their project within a negotiated time frame, and in developing a plan for completing the project within an appropriate time frame.
- To offer supervision only for research projects that are practicable. That is: (i) projects which are reasonable in scope (consistent with others completed on time in previous 4th Years); (ii) projects for which resources are normally available – resources include such things as computer programs for experimental research, psychological tests, access to research participants (especially where special approval is needed, as for recruiting clinical or educational participants); (iii) projects which, where appropriate, are likely to obtain Ethics approval. *Note that difficulties with technical equipment or difficulties and delays in accessing participants (including external participants, such as school children or clinical populations) cannot be used as grounds for requesting academic consideration or extensions; hence, it is the supervisor's responsibility to advise the student against attempting a project for which there is too great a potential for such difficulties and delays.*
- To maintain regular contact with students in order to monitor their progress (this varies depending on the stage of the work, but a student might reasonably expect up to an hour a week with the supervisor, averaged over the research period).
- To inform students about any planned absences during the candidature and arrangements for supervision during those absences.
- To provide timely and helpful written or verbal feedback (usually within two to three weeks) to students on any submissions (see Requirements and Milestones section above) and to assist them to develop solutions as problems are identified.
- To advise students of inadequate progress or work below the standard generally required and to suggest appropriate action. **Students may submit no more than two drafts of each of the Introduction, Method and Results sections of the thesis. Supervisors do not read and provide feedback on the Discussion section;** they may discuss results with the student, taking care that discussion is directed towards guiding the student to make his/her own interpretation of results. Supervisors may give general advice regarding organisation of material, formatting and the like, but do not provide additional input. The discussion section is the student's own interpretation of, and theoretical reflection upon, the results. The Discussion section must be entirely the student's work. Supervisors complete a "Supervisor's Report" form, detailing their contribution/support, the role of the student's project in any wider research project. The supervisor's report is submitted to the 4th Year Coordinator and examiners at the same time as the thesis/report is due and is taken into account in the marking of the thesis.

Responsibilities of Students

Fourth Year students have the primary responsibility for the timely completion of the 4th Year project, and must take responsibility for the form and content of the final product.

Other responsibilities are:

- To develop (in consultation with the supervisor) a project proposal, and a plan for completing the project within a time frame set by the School.
- To undertake any additional work towards their project identified as necessary by the supervisor.
- To prepare (in consultation with the supervisor) a presentation poster for Research Week and to attend the Honours Research Seminar.
- To maintain regular contact with the supervisor; to discuss any proposed variation to enrolment or leave of absence with their supervisor and submit any requests for this to the 4th Year Coordinator as soon as possible.
- To discuss and establish with the supervisor the level of support required for successful completion of the project.
- To present required written material to the supervisor in sufficient time to allow for comments and discussions before scheduled meetings.
- To accept responsibility for the quality and originality of all submitted work.

Students may submit no more than two drafts of each of the Introduction, Method and Results sections of the thesis. The Discussion section must be entirely the student's work.
Students may not submit drafts of the Discussion section of the thesis to supervisors to read and provide feedback.

8.2. Academic Consideration, Extensions and Lateness Penalties for Assignments.

Academic consideration/extensions for coursework subjects

These should be directed to subject Coordinators, not the 4th Year Coordinator. You may approach the subject Coordinator informally and/or use the established SOLS system <http://www.uow.edu.au/student/> for applying for academic consideration.

Extensions for PSYC410 research projects (subject coordinator Amy Chan)

Extensions are granted only in special circumstances, information about which may be found in School and University documents. **If you are in need of less than one week, your supervisor may consult with the 4th Year Coordinator, and approve this without School's approval**, and you should send a brief email to the 4th Year Coordinator. However, for extensions longer than one week, the official procedure for extensions to Honours theses must be followed. A request for an extension must go through the Teaching Policy Committee of the School. These happen only once a month (Teaching Policy Committee meeting dates may be obtained from the admin assistant), and if the request does not go to the meeting in time, it will be held over until the next month, even if that means that students have to hope that they get consideration retrospectively. There is no *ad hoc* consideration of extensions. Students should consider their needs and the timing of requests very carefully.

If you and your supervisor consider you have reasonable grounds for an extension/deferral, you need to follow these simple procedures:

- (1) First work out with your supervisor how long is being asked for (no need to make time consuming appointments with the Coordinator to plead your case)
- (2) Use the established SOLS system <http://www.uow.edu.au/student/> for applying for academic consideration and include:
 - Brief reasons for the request and
 - The length of time that you and your supervisor agree is appropriate and
 - A statement that you have the support of the supervisor.

The 4th Year Coordinator does not decide the matter but takes your request to the Teaching Policy committee meeting as soon as possible and lets you know the result via SOLS as soon as possible afterwards.

If you do not carry out the appropriate procedure for requesting an extension, no action on your request will be taken other than a simple rejection. The Coordinator will not chase you to get you to follow the procedure, so ensure that you read all instructions thoroughly.

Students cannot make general claims for academic consideration for illness and events suffered earlier in the year and not discussed with supervisors at the time. Please also note that students are responsible for backing up their data and all written work regularly. **Loss of completed work (or work in progress) due to computer or other technical problems cannot be accepted as sufficient grounds for granting an extension.**

Late marking, late results and graduation matters

There are some further considerations when applying for an academic consideration for extension. Because late work does not arrive at the same time as most of the marking it often falls into periods when staff markers have other commitments and their own deadlines (e.g. conferences, papers, grant submissions etc.). Furthermore, the University Admin allows only a few days between end of exams and the last day results may be submitted centrally – after collation, going through School and Faculty exam committees – to be approved and signed by the Pro Vice Chancellor, so that results may be released officially and students can be included in Graduation. You will have to allow time for the marking of late theses and projects, and not expect them to be marked

immediately. This may result in being unable to meet deadlines, for example, Scholarships or Graduation.

The guidelines for lateness penalties for submitting the honours thesis are as set out in the School Student policy document: **Marks are deducted at the rate of 5% per calendar day overdue.**

8.3. The End of the Year: Results and Other Things

Fourth year results are available like all other subject results from Central Administration, not the School. For information about getting thesis/project feedback from your supervisor, see Section 7.5.1 in this Guide. Note that in addition to the results of your individual subjects, you get an overall mark and class (First, 2/1, 2/2 etc) for Psychology Honours. The method for determining your psychology honours mark and grade is set out in Section 8.27 – Method 1, in the University's **General Course Rules**. For details, refer to http://www.uow.edu.au/about/policy/UOW058680.html#P425_36750

8.4. Prizes and Awards

The APS Prize in Psychology

The School nominates the top Honours student for the annual award. The APS Prize in Psychology is given to the student who gains first place at the end of the Honours year. When two or more students gain first place, as determined by their marks in the 4th Year, the School selects the student for the APS Prize based on the mark awarded for the thesis. Recipients of the APS Prize in Psychology receive a letter from the President of The Australian Psychological Society Limited that recognises the excellence of their achievements in studying psychology, and an offer of 12 months free Associate Membership of the Society, with the waiving of the processing fee, if they make an application within 12 months of completing their program of study in Psychology. The recipient is also encouraged to present a poster at the Annual Conference of the Australian Psychological Society Limited based on their thesis by having their conference registration fee paid by the APS. (see http://www.psychology.org.au/about/awards/aps_prize)

Research Proposal Poster Prize

This is given to the best Honours Poster as judged by a small committee chaired by the Head of Postgraduate Studies, Peter Caputi. They consist of book vouchers from the Uni Bookshop (value to be determined by the Head of School).

Top Honours Student of the Year

It consists of a book voucher for the student who gains first place at the end of the Honours year (value of voucher to be determined by the Head of School).

University Medal

The School may also nominate the Honours Student with the best overall academic performance throughout his/her psychology degree for the University Medal. (See <http://www.uow.edu.au/student/prizes/index.html>)

9. Sources of Information about 4th Year and University Policies, Procedures and Student Services

Students and staff are advised to refer to the following University of Wollongong web sites for access to relevant codes, policies and information: Note that as UoW changes its website some of these links will be broken. However, they can be found by searching the UoW site and Students should be familiar with the following university policies:

Psychology 4th year page on Psychology Website

<http://socialsciences.uow.edu.au/psychology/4thyear/index.html>

General 4th Year Site on eLearning

(access via SOLS)

School of Psychology Student Policy

<http://socialsciences.uow.edu.au/content/groups/public/@web/@health/@psyc/documents/doc/uow030412.pdf>

Faculty of Social Sciences

<http://socialsciences.uow.edu.au/index.html>

University Learning and Teaching Policies

<http://www.uow.edu.au/about/policy/students/index.html>

which include

Academic

- [Academic Integrity and Plagiarism Policy](#)
- [Admissions and Advanced Standing Policy](#)
- [Code of Practice – Teaching and Assessment](#)
- [Course Progress Policy](#)
- [Examination Rules](#)
- [Examination Procedure](#)
- [Examination Procedure for Offshore Students](#)
- [Fees Policy](#)
- [General Course Rules](#)
- [Good Practice Assessment Guidelines](#)
- [Graduate Qualities Policy](#)
- [Information Literacy Integration Policy](#)
- [Student Academic Consideration Policy](#)
- [Student Academic Consideration Guidelines](#)
- [Supplementary Assessment Guidelines](#)

Research

- [Appeals Against Higher Degree Research \(HDR\) Thesis Examination Outcomes Policy](#)
- [Authorship Policy](#)
- [Code of Practice - Honours](#)
- [Code of Practice - Research](#)
- [Cotutelle Agreements Policy](#)
- [Cotutelle Guidelines](#)
- [Higher Degree Research Supervision and Resources Policy](#)

- [Policy on Ethical Objection by Students to the Use of Animals and Animal Products in Coursework Subjects](#)

Student Welfare and Support

- [Academic Advice to Students Policy](#)
- [Student Academic Complaints Policies](#)
- [Bullying Prevention Policy](#)
- [Disability Policy - Students](#)
- [Grievance Policy](#)
- [Higher Degree Research Academic Grievance Policy](#)
- [International Student Release Procedure](#)
- [Privacy Policy](#)
- [Respect for Diversity Policy](#)
- [Sexual Harassment Prevention Policy](#)
- [Student Health Assessment and Leave Policy](#)
- [Undergraduate Student Scholarships and Grants Policy](#)

Student Conduct

- [Bullying Prevention Policy](#)
- [Campus Access and Order Rules](#)
- [Code of Practice - Student Professional Experience](#)
- [Grievance Policy](#)
- [Inclusive Language Guidelines](#)
- [Library Code of Conduct](#)
- [Sexual Harassment Prevention Policy](#)
- [Student Conduct in Residences Policy](#)
- [Student Conduct Rules](#)
- [Procedure for Managing Alleged Academic Misconduct by a Student Undertaking Coursework](#)
- [Procedure for Managing Alleged General Misconduct by a Student](#)
- [Research Misconduct Policy](#)
- [Respect for Diversity Policy](#)

Intellectual Property

- [Copyright Policy](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Policy](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Guidelines](#)
- [IP Intellectual Property Policy](#)
- [IP Intellectual Property Guidelines](#)
- [IP Student Assignment of Intellectual Property Policy](#)
- [IP Student Assignment of Intellectual Property Guidelines](#)
- [Music, Video & Software Piracy Policy](#)

Information Technology

- [Computer Room Access Policy](#)
- [Email Access Policy](#)
- [Internet Access Policy](#)
- [Internet Access Guidelines](#)
- [IT Acceptable Use Policy](#)

APPENDICES

APPENDIX A

Honours Topics List for 2015

PRIMARY SUPERVISOR CODE	MA
Primary Supervisor's name	Mark Allen
Primary supervisor's email address	mark_allen@uow.edu.au
Title of Topic 1	Mental toughness and intentions towards regular physical activity
Description of topic 1	<p>Research has demonstrated that personality traits such as conscientiousness moderate the relationship between physical activity intentions and behaviour (Rhodes & Dickau, 2013). This project will explore the role of mental toughness in the theory of planned behaviour for physical activity behaviour. The study will be longitudinal in nature with intention to exercise, and mental toughness assessed at baseline and physical activity behaviour assessed one month later. This project will seek to answer the following question: Are intentions more strongly related to physical activity behaviour for people with higher levels of mental toughness? Student reading: Rhodes, R. E., & Dickau, L. (2012). Moderators of the intention-behaviour relationship in the physical activity domain: a systematic review. <i>British Journal of Sports Medicine</i>, bjsports-2011. Brand, S., Gerber, M., Kalak, N., Kirov, R., Lemola, S., Clough, P. J., ... & Holsboer-Trachsler, E. (2014). Adolescents with greater mental toughness show higher sleep efficiency, more deep sleep and fewer awakenings after sleep onset. <i>Journal of Adolescent Health</i>, 54(1), 109-113.</p>
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of topic 2	Trait emotional intelligence and intentions towards regular physical activity
Description of topic 2	<p>Research has demonstrated that personality traits such as conscientiousness moderate the relationship between physical activity intentions and behaviour (Rhodes & Dickau, 2013). This project will explore the role of trait emotional intelligence in the theory of planned behaviour for physical activity behaviour. The study will be longitudinal in nature with intention to exercise, and emotional intelligence assessed at baseline and physical activity behaviour assessed one month later. This project will seek to answer the following question: Are intentions more strongly related to physical activity behaviour for people with higher levels of trait emotional intelligence? Student reading: Rhodes, R. E., & Dickau, L. (2012). Moderators of the intention-behaviour relationship in the physical activity domain: a systematic review. <i>British Journal of Sports Medicine</i>, bjsports-2011. Tsaoasis, I., & Nikolaou, I. (2005). Exploring the relationship of emotional intelligence with physical and psychological health functioning. <i>Stress and Health</i>, 21(2), 77-86.</p>
Maximum number of students allowed for this project?	3

Last updated 19 June 2015

Check for revisions <http://socialsciences.uow.edu.au/psychology/4thyear/index.html>

Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
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PRIMARY SUPERVISOR CODE	MA
Primary Supervisor's name	Mark Allen
Primary supervisor's email address	markal@uow.edu.au
Other Supervisor's name	Mairtin McDermott
Other supervisor's email address	mairtin@uow.edu.au
Title of Topic 1	Predictors of a stable intention to engage in physical activity.
Description of topic 1	It has been suggested that the extent to which intentions remain stable across time (intention stability) is an important moderator of the intention-behaviour association in physical activity. The proposed study will examine the extent to which stable intentions are predictive of subsequent physical activity compared to unstable intentions, in addition to identifying predictors of stable intentions.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	EB
Primary Supervisor's name	Emma Barkus
Primary supervisor's email address	ebarkus@uow.edu.au
Title of Topic 1	Source monitoring and schizotypy
Description of topic 1	Patients with schizophrenia may have difficulties monitoring the sources of their memories and thoughts. This could contribute towards the development of positive symptoms such as auditory hallucinations. In this study you will test healthy volunteers who have various scores on schizotypy or psychosis proneness and determine whether they are able to keep in mind whether they have generated words themselves or not.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of topic 2	Rumination and schizotypy
Description of topic 2	You will test healthy volunteers with various levels of schizotypy or psychosis proneness to determine whether mechanisms underpinning worry such as rumination also have a role in psychotic symptoms.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	RJB
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Primary Supervisor's name	Robert Barry
Primary supervisor's email address	rbarry@uow.edu.au
Title of Topic 1	EEG-ERP relations in the Go/NoGo task
Description of topic 1	Prestimulus EEG affects performance and ERP components indicative of stimulus processing. This ongoing project offers a range of opportunities to explore aspects of the mechanisms involved.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	High level of performance in Psyc352.
Title of topic 2	Preliminary Process Theory of the Orienting Reflex.
Description of topic 2	Numbers of autonomic and central measures have been associated with sequential and parallel processing stages leading to the elicitation and habituation of the phasic Orienting Reflex. Individual projects can be arranged to progress knowledge in this field.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	High level of performance in Psyc352.

PRIMARY SUPERVISOR CODE	MB
Primary Supervisor's name	Mitch Byrne
Primary supervisor's email address	mbyrne@uow.edu.au
Title of Topic 1	Topics in Autism, forensic and treatment adherence
Description of topic 1	Contact supervisor to discuss potential projects
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	DC
Primary Supervisor's name	David Camfield
Primary supervisor's email address	camfield@uow.edu.au
Other Supervisor's name	Rodney Croft
Other supervisor's email address	rcroft@uow.edu.au
Title of Topic 1	Electrophysiological biomarkers of major depressive disorder
Description of topic 1	Investigating psychophysiological differences between depressed patients and healthy controls.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Must be willing to collect and analyze 64-channel EEG data in healthy and depressed patients - this is a considerably technically difficult project which requires a high degree of attention to detail.

PRIMARY SUPERVISOR CODE	PC
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Primary Supervisor's name	Peter Caputi
Primary supervisor's email address	pcaputi@uow.edu.au
Title of Topic 1	Meta-analyses examining the role of cognitive variables in predicting health behaviours.
Description of topic 1	This project will build on an existing program of research testing the capacity of intentions-based models of behaviour to predict health behaviours (e.g. physical activity, healthy eating, drinking alcohol). The project will aim to identify and code relevant new variables in the published literature not currently under investigation and evaluate their impact (e.g. associations with other key variables, moderation of the intention-behaviour association) using meta-analysis and meta-regression.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	PC
Primary Supervisor's name	Peter Caputi
Primary supervisor's email address	pcaputi@uow.edu.au
Other Supervisor's name	Beverly Walker
Other supervisor's email address	bwalker@uow.edu.au
Title of Topic 1	An exploration of tacit construing
Description of topic 1	Knowledge may be "tacit". We "know" something, but can't express i words. This project uses a framework grounded in personal construct psychology to explore what Kelly (1955) described as preverbal and non-verbal construing using an approach developed by Neimeyer (1981) - the tacit construing technique. Neimeyer, R. A. (1981) The structure and meaningfulness of tacit construing. In H. Bonarius, R. Holland & S. Rosenberg (eds.) Personal Construct Psychology: Recent Advances in Theory and Practice. London: Macmillan Publishers.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of topic 2	Topics in Applied Psychology
Description of topic 2	Topics in organisational psychology and occupational health psychology will be offered
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	AYC
Primary Supervisor's name	Amy Chan
Primary supervisor's email address	amychan@uow.edu.au
Title of Topic 1	Topics in hypothetical thinking and its implications

Description of topic 1	Imagining "what if" and "if only" is a pervasive and common experience in many aspects of our daily lives. This is a broad topic that has triggered research in developmental, social, cognitive, as well as applied psychology. I would be happy to develop an honours project of mutual interest with a student. Examples of topics include the development of counterfactually-mediated emotions in childhood (e.g., regret, relief), and ways in which hypothetical thinking may support productive aging in older adults.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	A solid background and interest in experimental psychology, quantitative research methods and developmental psychology will be desirable.

PRIMARY SUPERVISOR CODE	BD
Primary Supervisor's name	Brett Deacon
Primary supervisor's email address	bdeacon@uow.edu.au
Title of Topic 1	Cognitive and Behavioral Processes in Anxiety
Description of topic 1	Research projects will examine the role of cognitive biases, behavioural avoidance, and related phenomena in causing and/or maintaining anxiety.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	No
Title of topic 2	Anxiety Treatment Strategies
Description of topic 2	Research projects will examine the effectiveness and/or acceptability of cognitive-behavioural treatment strategies for overcoming anxiety.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	No
Title of topic 3	Effects of Biological Causal Beliefs of Mental Health Problems
Description of topic 3	Research projects will examine the effects of believing that mental health problems are brain diseases caused by chemical imbalances, genetic anomalies, and/or defects in brain structure and function.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	No

PRIMARY SUPERVISOR CODE	FD
Primary Supervisor's name	Frank Deane
Primary supervisor's email address	fdeane@uow.edu.au
Title of Topic 1	Validity of a measure of avoidance and inflexibility in weight related problems

Description of topic 1	Data is being collected on over 300 individuals who want to lose weight. The project will involve validating the Acceptance and Action Questionnaire -Weight version through factor analysis and correlating it with other measures such as the Rigid Control of Diet and measures of psychological distress.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	The student will need to be able to conduct factor analysis but support will be provided

PRIMARY SUPERVISOR CODE	FD
Primary Supervisor's name	Frank Deane
Primary supervisor's email address	fdeane@uow.edu.au
Other Supervisor's name	Stewart Vella
Other supervisor's email address	stvella@uow.edu.au
Title of Topic 1	Sports team managers as potential gatekeepers to support young males mental health
Description of topic 1	A pilot cross-sectional study of sports team managers from several sporting codes will be conducted. Variables of interest include willingness and readiness to act in a gatekeeper role, attitudes towards mental illness, mental health literacy, and help seeking intentions. Although the project will involve questionnaire administration there is also scope for qualitative interviews with participants.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SF
Primary Supervisor's name	Simone Favelle
Primary supervisor's email address	simone_favelle@uow.edu.au
Title of Topic 1	Topics in face recognition
Description of topic 1	Topics include (but are not limited to) viewpoint effects in adults and children, face viewpoint aftereffects, the role of motion in face and expression recognition, holistic processing beyond static face images.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	successful completion of PSYC345 or PSYC349

PRIMARY SUPERVISOR CODE	BG
Primary Supervisor's name	Brin Grenyer
Primary supervisor's email address	grenyer@uow.edu.au
Other Supervisor's name	Marianne Bourke
Other supervisor's email address	mbourke@uow.edu.au
Title of Topic 1	Treatment of Borderline Personality Disorder

Description of topic 1	The treatment of BPD was the focus of recent NHMRC and Project Air Strategy treatment guidelines. At present outcomes are limited and further research is required into clinical efficacy and correlates of the disorder.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	HH
Primary Supervisor's name	Harold Hill
Primary supervisor's email address	harry@uow.edu.au
Title of Topic 1	The hollow face illusion
Description of topic 1	I would be particularly interested in looked at the effect of projecting different patterns on to the mask and have some specific ideas but am open to suggestions.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC349 would certainly help.
Title of topic 2	face shape: Linking perceived and genetic similarity
Description of topic 2	Using a set of face scans from individuals with known genetic markers this project would investigate how well we can predict genetic similarity from perceived similarity (and vice versa)
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC349 would help.
Title of topic 3	Effect of size scaling on illusions of depth reversibility
Description of topic 3	Dobias & Papathomas (2013) report that absolute disparities do not predict depth reversibility but proposed that scale disparities do. The project would seek to replicate and extend their work by testing the effect of scaling in depth while keeping image size constant.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SH
Primary Supervisor's name	Steven Howard
Primary supervisor's email address	stevenh@uow.edu.au
Title of Topic 1	Engaging and enhancing children's executive function and self-regulation through one-on-one and group stories

Description of topic 1	The purpose of the current study is to examine whether cognitive activities (i.e., activities that require working memory, inhibition and shifting) embedded in a storybook for young children has positive effects on their executive functioning and self-regulation. This study will therefore explore the efficacy of a low- to no-cost means for educators to engage and enhance young children's executive functions.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Willingness and ability to conduct cognitive assessments with young children is a must. A general understanding of working memory and executive functions would be advantageous.
Title of topic 2	Self-Regulation and Executive Functions: Issues in the Conceptualisation of Self-Control
Description of topic 2	The current study aims to clarify the nature of self-regulation by investigating the extent to which behavioural, social and emotional self-regulation are distinct abilities and how the factor(s) are related to executive functioning. Given the growing focus on self-regulation in educational research, this study will serve to inform the conceptualization and measurement of self-regulation in childhood.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Willingness and ability to conduct cognitive assessments with young children is a must. A general understanding of working memory and executive functions would be advantageous.
Title of topic 3	Investigating the factors that influence developmentally appropriate measurement of young children's executive functions
Description of topic 3	This study seeks to experimentally manipulate the characteristics of commonly employed executive function measure to determine 'ideal' settings for the developmentally appropriate measurement of these cognitive functions in young children.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Willingness and ability to conduct cognitive assessments with young children is a must. A general understanding of working memory and executive functions would be advantageous.

PRIMARY SUPERVISOR CODE	SJ
Primary Supervisor's name	Stuart Johnstone
Primary supervisor's email address	sjohnsto@uow.edu.au
Title of Topic 1	Combining CPT and hyperactivity indices to examine group membership in children with and without ADHD.
Description of topic 1	Contact supervisor for details.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Successful completion of PSYC352.

PRIMARY SUPERVISOR CODE	PK
Primary Supervisor's name	Peter Kelly
Primary supervisor's email address	pkelly@uow.edu.au
Title of Topic 1	Improving the health of people with substance use disorders
Description of topic 1	Dr Kelly's research is focused on improving the physical and mental health of people diagnosed with alcohol and other substance use problems. Potential projects will focus on people accessing residential substance abuse treatment. Please contact the supervisor for further details.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	PL
Primary Supervisor's name	Peter Leeson
Primary supervisor's email address	pleeson@uow.edu.au
Title of Topic 1	Topics in personality and social psychology
Description of topic 1	This project would be negotiated between students and supervisor. In order to increase the efficiency in processes such as data collection, students would share a broad research topic but investigate particular components of that topic, which they would write up for their thesis.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SL
Primary Supervisor's name	Sarah Loughran
Primary supervisor's email address	loughran@uow.edu.au
Other Supervisor's name	Rodney Croft
Other supervisor's email address	rcroft@uow.edu.au
Title of Topic 1	Mobile phone RF EMFs and the influence on brain cortical excitability
Description of topic 1	The current experiment aims to selectively test the cortical excitability of each brain hemisphere after exposure to mobile phone-like RF EMF using transcranial magnetic stimulation (TMS).
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of topic 2	Topics in Sleep Research
Description of topic 2	Several topics including sleep in children with ADHD, sleep and the sleep EEG (characterisation of sleep EEG stability, sleep spindle detection algorithms), exposure to radiofrequency (mobile phone) and effects on sleep in children.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SL
Primary Supervisor's name	Sarah Loughran
Primary supervisor's email address	loughran@uow.edu.au
Other Supervisor's name	David Camfield
Other supervisor's email address	camfield@uow.edu.au
Other Supervisor's name	Rodney Croft
Other supervisor's email address	rcroft@uow.edu.au
Title of Topic 1	Flotation REST, Sleep, and Cortisol
Description of topic 1	Research into the potential benefits of restricted environmental stimulation therapy (REST) in a flotation tank, with a particular focus on effects on sleep and stress (as measured by cortisol)
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	WL
Primary Supervisor's name	Bill Lovegrove
Primary supervisor's email address	lovegrov@uow.edu.au
Other Supervisor's name	Steven Roodenrys
Other supervisor's email address	steven@uow.edu.au
Title of Topic 1	The effects of mindfulness meditation on psychological function
Description of topic 1	There will be an opportunity to join a team investigating psychological effects of mindfulness meditation training in children or adults. Specific research questions will be determined through discussions.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	CM
Primary Supervisor's name	Christopher Magee
Primary supervisor's email address	cmagee@uow.edu.au
Title of Topic 1	Topics in Health Psychology
Description of topic 1	Projects in the broad field of health psychology will be offered. The specific topic will be developed with the student. Some example topics include exercise dependence, occupational health, health behaviours, stress, and sleep quality.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	No

PRIMARY SUPERVISOR CODE	MM
Primary Supervisor's name	Michael Matthias
Primary supervisor's email address	matthias@uow.edu.au
Title of Topic 1	Intuition in Organisational Decision Making (1)
Description of topic 1	Carry out experimental decision making tasks to see if there is objective evidence of an advantage that can be attributed to intuition.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC356 would be helpful, though not mandatory
Title of topic 2	Intuition in Organisational Decision Making (2)
Description of topic 2	Does the organisational/HR concept of an 'intuitive' person map onto any measureable advantage in decision making?
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC356 helpful, but not mandatory

PRIMARY SUPERVISOR CODE	LM
Primary Supervisor's name	Leonie Miller
Primary supervisor's email address	leoniem@uow.edu.au
Other Supervisor's name	Steven Roodenrys
Other supervisor's email address	steven@uow.edu.au
Title of Topic 1	The nature of frequency isolate effects in serial recall
Description of topic 1	The effect of a low frequency isolate embedded in a high frequency list (or vice versa) has been interpreted as a specific specific in the position the isolate was inserted, but new research suggests this might not be correct....
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of topic 2	What do differences in the frequency effect between serial recall and serial recognition actually mean?
Description of topic 2	Macken et al. (2014) argue that differences between serial recall and serial recognition with presentation modality are suggest that effects previously assumed to reflect differences in long-term knowlegde for words may in fact be associated with motor planning in speech output. This project looks more closely at this claim and appraises it in the light of the frequency effect.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Preferably completed PSYC345

PRIMARY SUPERVISOR CODE	SP
Primary Supervisor's name	Stephen Palmisano
Primary supervisor's email address	stephenp@uow.edu.au
Title of Topic 1	Causes of motion sickness.
Description of topic 1	What causes motion sickness? Is motion sickness the result of sensory conflict? For example, is it more likely during illusory self-motion (vection)? We will examine the evolution over time of specific symptoms of motion sickness (head ache, stomach awareness, disorientation, etc) while viewing vection and non-vection inducing displays.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	
Title of topic 2	Can spontaneous postural stability be used to predict vection?

Description of topic 2	Self-motion simulations (driving/flight/etc.) are much more effective/compelling for some people than others. This study examines whether individual differences in their standing sway (spontaneous postural stability as measured by a force plate) can be used to predict the strength ofvection induced by optic flow displays.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC349
Title of topic 3	Role of stereovision invection
Description of topic 3	Compelling illusions of self-motion, known asvection, can be induced in a stationary observer by visual motion stimulation alone. This project will examine the roles of both binocular vision and stereopsis in generating these illusions.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	PSYC349

PRIMARY SUPERVISOR CODE	JP
Primary Supervisor's name	John Philbeck
Primary supervisor's email address	johnp@uow.edu.au
Title of Topic 1	Aging, eye movements, and distance perception
Description of topic 1	Older adults tend to judge distances less accurately than younger adults, but only if they see objects briefly. This project aims to compare the eye movements of older and younger adults as they judge distances, to assess the possible role of eye movements in producing these effects.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	successful completion of PSYC349 Visual Perception
Title of topic 2	Ground texture and distance perception
Description of topic 2	A prominent theory posits that interruptions of ground texture decrease the accuracy of perceived distance. This has primarily been tested outdoors. This project will use video projectors to rapidly alter the ground texture in an indoor lab, to test the generalizeability of the ground texture effect to indoor environments.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	successful completion of PSYC349 Visual Perception
Title of topic 3	Judging object sizes during very brief glimpses

Description of topic 3	Object sizes can be dramatically misperceived if they are glimpsed very briefly. This project will test the role of distance information on these misperceptions of size, using a novel apparatus that can provide 10 ms glimpses of the surrounding environment.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	successful completion of PSYC349 Visual Perception
Title of topic 4	The role of environment size cues on perceived distance
Description of topic 4	Do big environments make us more likely to perceive objects as farther away? This study will project pictures of indoor vs. outdoor scenes on the walls of a lab to test this idea.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	successful completion of PSYC349 Visual Perception

PRIMARY SUPERVISOR CODE	SR
Primary Supervisor's name	Steven Roodenrys
Primary supervisor's email address	steven_roodenrys@uow.edu.au
Title of Topic 1	Temperament and working memory
Description of topic 1	Some aspects of temperament (personality) reflect an ability to control behaviour. This capacity to control behaviour and attention is viewed in cognitive terms as part of executive function. There is potential to examine the relationship between cognitive components of control and temperamental components.
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SR
Primary Supervisor's name	Steven Roodenrys
Primary supervisor's email address	steven_roodenrys@uow.edu.au
Other Supervisor's name	Leonie Miller
Other supervisor's email address	leonie_miller@uow.edu.au
Title of Topic 1	Is there a word frequency effect in complex span
Description of topic 1	There is a robust word frequency effect in immediate serial recall. Some researchers suggest serial recall (simple span) and complex span tap the same storage device. The presence or absence of a frequency effect in complex span has implications for the relationship between short-term and working memory
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	MS
Primary Supervisor's name	Mark Schira
Primary supervisor's email address	mschira@uow.edu.au
Title of Topic 1	fMRI study on the organisation of human visual cortex.
Description of topic 1	We have collected high resolution retinotopic mapping data on 8 subjects. The students will analyse these data Investigating specific aspects of cortical organisation.
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	completion of Psyc 349 is highly recommended, willingness to learn computer skills (such as matlab) is required.

PRIMARY SUPERVISOR CODE	RS
Primary Supervisor's name	Rebecca Sng
Primary supervisor's email address	rsng@uow.edu.au
Title of Topic 1	Development of Mindfulness Based Cognitive Behavioural Therapy Program for Year 11 girls
Description of topic 1	May involve help with the Stress Less HSC app project (based on mindfulness meditation). Contact supervisor for details
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no
Title of Topic 2	Using horses in therapy
Description of topic 2	This project is not confirmed and would include engaging the co-operation of Equine Time (an Equine Therapy centre in Bargo). Contact supervisor for more details
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	NS
Primary Supervisor's name	Nadia Solowij
Primary supervisor's email address	nadia@uow.edu.au
Other Supervisor's name	Samantha Broyd
Other supervisor's email address	sbroyd@uow.edu.au
Title of Topic 1	Topics in cannabis, cognition and psychosis
Description of topic 1	Contact supervisor for details
Maximum number of students allowed for this project?	2
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	GS
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Primary Supervisor's name	Gerard Stoyles
Primary supervisor's email address	stoyles@uow.edu.au
Title of Topic 1	Spiritual sensitivity in children and adolescents
Description of topic 1	How do children learn to sense their selves, others, and the world, and respond in a way that demonstrates empathy to these realities?
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Capacity to work with children & adolescents on a face to face basis
Title of topic 2	Listening to and valuing children's self-stories
Description of topic 2	When children have difficulty in life, especially when they are labelled as being problems, what is their story?
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Valuing the self-stories of children

PRIMARY SUPERVISOR CODE	ST
Primary Supervisor's name	Stuart Thomas
Primary supervisor's email address	stuartt@uow.edu.au
Title of Topic 1	Topics in Forensic Mental Health
Description of topic 1	To be determined in discussion with student
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	Completion of PSYC355 would be advantageous

PRIMARY SUPERVISOR CODE	SJT
Primary Supervisor's name	Susan Thomas
Primary supervisor's email address	stthomas@uow.edu.au
Title of Topic 1	Biological correlates of mental health
Description of topic 1	Research investigating links between mental health, quality of life and biological measures (e.g. oxytocin, cortisol, omega-3 fatty acids).
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	SV
Primary Supervisor's name	Stewart Vella
Primary supervisor's email address	stvella@uow.edu.au
Other Supervisor's name	Mark Allen
Other supervisor's email address	markal@uow.edu.au
Title of Topic 1	Brief Sports-Based Wellbeing Interventions for Adolescents

Description of topic 1	Brief interventions aimed at increasing wellbeing of adolescent sport participants. This may include positive psychology or family based interventions to be negotiated with the student.
Maximum number of students allowed for this project?	3
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	no

PRIMARY SUPERVISOR CODE	CW
Primary Supervisor's name	Coralie Wilson
Primary supervisor's email address	cwilson@uow.edu.au
Other Supervisor's name	Peter Caputi
Other supervisor's email address	pcaputi@uow.edu.au
Title of Topic 1	Mental wellbeing among university students with parents, children or siblings with a mental illness
Description of topic 1	This project is part of a national research program that is co-led by Dr Helen Stallman (UniSA) and developing mental health interventions for university students (e.g. thedesk). This research project investigates a currently unexplored research area and for the right student, has scope for continuing to PhD
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	The student working on this project chooses their own variables within the research topic and will work as part of a national research team -- they must demonstrate exceptional ability to work as part of a team and a high level of ability for theory development and statistics
Title of topic 2	Mental health and wellbeing among mature-aged university students
Description of topic 2	This project is part of a national research program that is co-led by Dr Helen Stallman (UniSA) and developing mental health interventions for university students (e.g. thedesk). This research project investigates a currently unexplored research area and for the right student, has scope for continuing to PhD
Maximum number of students allowed for this project?	1
Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	The student working on this project chooses their own variables within the research topic and will work as part of a national research team -- they must demonstrate exceptional ability to work as part of a team and a high level of ability for theory development and statistics
Title of topic 3	Mental health and wellbeing of telephone crisis line staff
Description of topic 3	This project is part of a national research program conducted in collaboration with Lifeline Australia. This research project investigates a currently unexplored research area and for the right student, has scope for continuing to PhD
Maximum number of students allowed for this project?	1

Any assumed knowledge? (e.g., is completion of a specific undergraduate psychology subject a prerequisite?)	The student working on this project chooses their own variables within the research topic and will work as part of a national research team -- they must demonstrate exceptional ability to work as part of a team and a high level of ability for theory development and statistics
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APPENDIX B
Request for Funding to Cover Expenses on Conducting 4th Year Research Projects
- eg Test materials

[This comes out of the Postgraduate Fund and there are limits to the amount available. A reimbursement of up to \$150 per 4th year research project may be requested. This may be discussed with the School's Head of Postgraduate Studies (HPS), Frank Deane]

IMPORTANT NOTE: As from 2013, 4th year students may only request for funding to cover expenses *directly related to conducting their research project* (e.g., purchase of test materials, token monetary incentives associated with participant recruitment). The School of Psychology no longer subsidises the cost of 4th Year students' conference attendance (registration, travel, accommodation). This applies to all 4th Year students, including those who have not sought a reimbursement for the cost of other research materials and expenses.

INSTRUCTIONS: Fill in this form; get your supervisor to sign it.

- If it is a request for tests or test materials, first take the form to the Admin Assistants in the Test Library to get an estimated costing of the item. Then take the request to the HPS for approval.
- If it is a request for some other item (e.g. cash reimbursement for research participants recruited outside the Psychology 1st Year Subject Pool, stickers for child research participants), make sure that there is a documented estimate of the cost. Take the request to the HPS for approval.

APPLICATION DETAILS

Name (s):

Course:

Purpose of item:

Estimated cost of item

Signature of Student:Date:

Signature of Supervisor:Date:

Signature of HPSDate:

APPENDIX C

Marking Procedure - 4th Year Theses

The submission, marking and reporting of feedback for Theses is done via a dedicated On-line Thesis Submission Tool (OTST).

Please read each thesis and assign an overall mark using the Grading Criteria listed below. More detailed guidelines for evaluating different components of the thesis are included in the ensuing sections of this document.

In assigning a mark you should be aware that students have been offered the opportunity to receive feedback on two drafts of their Introduction, Method and Results sections (for each experiment, where applicable). However, supervisors do not read the Discussion (either for individual experiments and/or General Discussion) nor provide feedback to students. For this reason, *in arriving at a final mark, you are asked to place greater weight on your evaluation of the Discussion relative to the other sections.*

Please consult the Supervisor Report for an indication of the relative contributions of student and supervisor to the design and execution of the project and to the data analyses.

GRADING CRITERIA FOR ASSIGNING AN OVERALL MARK - HONOURS THESES

95 – 100	Approaching professional quality; shows conceptual sophistication and originality well beyond that expected of a student at this level. Such a mark is for the absolutely exceptional thesis and is rarely given.
90 – 94	Outstanding quality on all dimensions; has clear capacity for scholarship/research; clearly on top of conceptual/methodological issues.
85 – 89	Very high quality on most dimensions; demonstrates clear potential for development of PhD research capabilities; very thorough grasp of issues/methods. Well-argued discussion.
80 – 84	High quality on most dimensions with some minor inadequacies; the work of a competent student who would be capable of undertaking a PhD. A good thesis overall. Strong discussion but not outstanding.
75 – 79	Competent thesis; moderately well-rated on most dimensions with some obvious weaknesses; for example, “cook book” presentations of literature/analysis, local inconsistencies in argument, some awkwardness of expression or organization or minor misinterpretation of findings.
70 – 74	Only moderately well rated on some dimensions, with more glaring weaknesses; for example, simplistic exposition of literature and/or limited or inappropriate focus on aspects of literature, major errors in interpretation of results. Moderately weak discussion of findings.
<70	Very limited in perspective; Poorly rated on most dimensions, for example, simplistic exposition of literature, limited understanding of subject matter, weak and simplistic discussion.

Marks and feedback will be released to the students by the coordinator on a set date approximately 4 weeks after submission.

Online Thesis Submission Tool: Marking Sheet for PSYC410 Honours Empirical Thesis - for use while examining. When finished please transfer the information to the online version. The cells do not carry an exact weighting or mark. Use them to give an indication of the student's performance on each aspect of the work. Amplify the report with qualitative comments in the comments section to give complete feedback.

Student Name:

Thesis Title:

	(Fail)	Poor	Fair	Good	Excellent
ABSTRACT					
Clarity, succinctness					
INTRODUCTION					
Literature review and rationale for the present study					
Descriptions of the research question(s)					
METHOD					
Descriptions allow a full replication					
Appropriate choice (e.g. participant, variables, design, procedure)					
RESULTS					
Appropriateness of Methods for data handling					
Clarity of description					
DISCUSSION					
Address the proposed question(s)					
Relate to relevant theories/ models					
Appreciation of implications					
PRESENTATION					
Use of language					
Referencing					
OVERALL					
Coherence of the report					
Analytical and critical capacity					
Novelty in contribution					
<p>POSITIVE ASPECTS OF THIS THESIS</p> <p>AREA(S) FOR IMPROVEMENT</p> <p>OTHER COMMENTS</p> 					
Mark Awarded:					

School of Psychology, University of Wollongong

Honours research marking criteria (adapted with permission from the Department of Psychology, ANU)

- This description is intended as a guide only.
- For any one criterion, the candidate does not have to satisfy all points under each rating category to obtain that rating.
- The candidate may satisfy any one criterion at different levels. Markers must exercise their own judgement in determining their ratings against each criterion.

Criterion 1 : [INTRODUCTION] Review of relevant research. Statement of the problem and its justification in the light of previous theory and research.

Rating	Description
Excel- lent	<ul style="list-style-type: none">• Review represents a thorough and appropriately detailed coverage of the relevant literature. The candidate may incorporate novel (but relevant) areas of research/ literature• Presentation and interpretation of theories and research findings are accurate and insightful• Interpretations of theory and statements of fact are clearly presented and given a strong and convincing basis in evidence• Where the candidate cites evidence, s/he uses the most appropriate reference• The candidate goes beyond already published claims and presents his or her own substantiated interpretation of the literature• The problem driving the research is clearly stated. The problem is broken down in terms of clear hypotheses, themselves in the form of statements of causal relationships• The problem and associated hypotheses are demonstrably derived from a sound and accurate understanding of the literature• The proposed problem or the approach to understanding the problem is worth pursuing and is insightful or creative
Good	<ul style="list-style-type: none">• Review covers all core areas of the literature in sufficient detail, with no significant intrusions of irrelevant material• The material presented is clearly understood by the candidate• Statements of fact or claims made are accurate, supported by evidence and are based on fact/logic, not opinion• The problem behind the research is identifiable and is framed in terms of statements of hypotheses. The candidate gives a clear presentation of predictions• The research problem represents a logical step forward, based on the presentation of the literature• The candidate proposes to make an original and worthwhile contribution to the development of theory, methodology or scientific knowledge

Criterion 1(continued) : [INTRODUCTION] Review of relevant research. Statement of the problem and its justification in the light of previous theory and research.

Rating	Description
Fair	<ul style="list-style-type: none"> • Review covers most areas of the literature accurately but omits other key areas • The candidate may spend some time introducing areas of work that do not appear to make any real contribution • Statements of fact or claims made are usually but not always supported by evidence • The literature is presented in a descriptive way, rather than in an analytical way • The candidate does not take up obvious opportunities to make conclusions or important points salient to the reader • The candidate may rely too heavily on a small number of references • The broad aims of the research are evident but are not spelled out in terms of distinct hypotheses or predictions • The research problem makes sense in the light of the literature
Poor	<ul style="list-style-type: none"> • Review is relevant but heavily one-sided • The candidate does not explain theories adequately, does not appear to ‘engage’ with the literature or does not appear to fully understand the material • Minor statements of fact or claims are wrong or misinterpreted from the literature • The literature is presented in an uncritical way • Makes improbable leaps of logic in the presentation of literature or arguments • Research aims and hypotheses are evident but do not follow from the treatment of the literature
Fail	<ul style="list-style-type: none"> • Presentation and interpretation of theories and research findings is obviously and consistently wrong • Material has been clearly and substantially plagiarised (NOTE: sufficient for Fail grade of thesis) • The candidate fails to present any mention of his/her research aims/problem • The problem under investigation is irrelevant or not psychological in nature

Criterion 2 : [METHOD] Competence and sophistication of research design, including skills in design of measurement, equipment, or selection of subjects.

Rating	Description
Excellent	<ul style="list-style-type: none"> • The approach to answering the research question is highly original and imaginative. The design reflects an advanced understanding of the key issues in this area of research • Variables have been operationalised in creative and novel ways • The candidate employs a method of gathering data that is ideally suited to answering the research question. The method chosen is also technically sophisticated or highly creative. This study has been very well constructed and executed • The study contains nothing that is superfluous or irrelevant • AND – all criteria for a "Good" rating (see below) have been satisfied
Good	<ul style="list-style-type: none"> • The research is original (not a simple replication, using the same design, sample, measures etc as a previous study) • The design will allow a clear test of the research aims/hypotheses • The candidate has chosen an appropriate method/equipment to investigate the research question • Variables have been operationalised in a way that is valid • Measures are well targeted and their inclusion is justified (e.g. Measures are sensitive enough and allow the researcher to draw conclusions about causal factors) • If standard measures are being used, they are the most relevant available. The candidate has used a novel combination of instruments or measures • Manipulation checks (where appropriate) have been included and are appropriate • Scales are appropriate and useful • The study has been designed in such a way as to allow findings to be generalised beyond the sample tested • The sample is representative and theoretically relevant • The sample size is appropriate
Fair	<ul style="list-style-type: none"> • The research represents a very simple extension of past work, using existing, standard measures • The method of gathering data (e.g. survey, experiment) is suited to the research question • The candidate appears to have included measures unnecessarily or without justification and/or the candidate may have omitted some key measures • The design has been constructed in order to provide a test of the research aims
Poor	<ul style="list-style-type: none"> • The study is a simple replication of past research (is not original in any significant respect) • The method of gathering data is suitable but suboptimal for addressing the research question • The study is unwieldy or unnecessarily complex • Measures may make sense in the light of research aims but are not well thought out or constructed • The sample size is inadequate even though it would have been possible to obtain an adequate sample
Fail	<ul style="list-style-type: none"> • The research method or design does not allow the candidate to address the research question

Criterion 3 : [RESULTS] Competence in data analysis, and presentation of results.

Rating	Description
Excellent	<ul style="list-style-type: none">• The results section provides a very clear, insightful and appropriately detailed summary of the data• Analyses are appropriate for the hypotheses and are performed with a high degree of competency• The candidate has demonstrated a sophisticated knowledge of the procedures used• The result section gives the impression that the candidate is completely familiar with the purpose of the study and with the data• The results section does not contain any omissions or errors
Good	<ul style="list-style-type: none">• Data analysis is appropriate and provides a summary of the data that is relevant to hypotheses• All appropriate statistics/measures are reported (for quantitative studies)• The data are presented clearly and the results section is succinct and easy to follow
Fair	<ul style="list-style-type: none">• The analyses performed may not be optimal but they allow the candidate to draw conclusions about the data• The candidate may fail to report all measures or effects or may not perform all analyses implied by hypotheses/research aims
Poor	<ul style="list-style-type: none">• The candidate presents analyses that are unnecessarily complex or insufficiently detailed• The candidate may not report all necessary measures• The candidate may not appear to have fully understood the data or purpose of the study
Fail	<ul style="list-style-type: none">• The techniques used are fundamentally incorrect or are used incorrectly, despite being appropriate for a 4th year level thesis• The analysis may be done correctly but the candidate fundamentally misinterprets the data

Criterion 4 : [DISCUSSION] Ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research.

Rating	Description
Excel-lent	<ul style="list-style-type: none"> • Discussion provides a very thorough exploration of the implications of the findings for all relevant theoretical perspectives • The candidate provides a full discussion of hypotheses in the light of findings and does not go beyond or downplay the significance of the data • Candidate is appropriately critical of the design and method, neither downplaying nor overstating problems. Where there are problems, the candidate indicates how they may be avoided in future and may even give details of an improved design • The discussion of future research directions is insightful and reflects a thorough understanding of key issues • Any issues raised in the introduction are re-visited and addressed • The discussion section draws together and summarises the main points
Good	<ul style="list-style-type: none"> • The candidate provides a discussion of the fate of hypotheses • Discussion provides an exploration of the meaning of findings but may not give full attention to all relevant theoretical issues • The conclusions drawn in the discussion are reasonable, accurate and follow from the results obtained. They serve to clarify and explain the results to the reader • The candidate makes a successful effort to examine his/her own research for methodological/statistical weaknesses and to suggest improvements • The candidate suggests future research directions. This is logical and well targeted
Fair	<ul style="list-style-type: none"> • An effort is made to present the findings and discuss their meaning • The significance of the findings for relevant theoretical perspectives is addressed but in a limited fashion. The candidate may not demonstrate a full understanding of the issues • New and unexpected theoretical perspectives or issues are presented in the discussion • The candidate may draw some conclusions that are not warranted, or that s/he has no real evidence for • The candidate may fail to emphasise the strengths of the study, or may overstate or ignore the significance of obvious weaknesses • The candidate accurately points out limitations of the study but doesn't recommend how these may be remedied
Poor	<ul style="list-style-type: none"> • The candidate provides a descriptive rather than an analytical account of the findings • Conclusions drawn are wrong in parts • The discussion may target hypotheses but represents a clear attempt to 'push' a one-sided interpretation of findings
Fail	<ul style="list-style-type: none"> • The discussion of findings is overwhelmingly wrong or too brief to be useful

Criterion 5 : [PRESENTATION and OVERALL ASSESSMENT] Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

Rating	Description
Excellent	<ul style="list-style-type: none"> • The main points are developed logically. The reader quickly gains the sense of a developing 'story' that is maintained throughout the thesis • The candidate presents a clear and consistent argument through the thesis • The writing is fluent e.g. Paragraphs and sentences are well constructed and follow logically on from each other • Correct grammar and spelling are used • The candidate demonstrates an excellent command of language. S/he writes in clear, plain English. The writing style is not overblown, verbose or unsophisticated • Headings are clear and accurately describe the content that follows • All sources are acknowledged correctly • References and citations are presented in the appropriate format • The thesis as a whole is presented neatly, using easily readable font and spacing
Good	<ul style="list-style-type: none"> • The main points are developed logically and, taken together, present a coherent picture • The argument is consistent – the candidate does not 'change tack' in the middle of the thesis • The thesis is easy to read and generally flows well • The writing is clear and can be read and understood with minimal effort • Correct grammar and spelling are used, with a few minor exceptions • Headings make sense and help to structure the thesis • All sources are acknowledged correctly • References and citations are presented in the appropriate format • The thesis as a whole is presented neatly, using easily readable font and spacing
Fair	<ul style="list-style-type: none"> • The thesis is structured as a psychology report and material is categorised under the correct headings • The candidate makes a clear effort to present a logical argument • The argument, or material presented to support the argument, may not be consistent throughout the theses e.g. The candidate may present key theoretical material in the discussion that did not appear in the introduction or vice versa • Although main points are clear the thesis is difficult to understand at times, either due to poor sentence/paragraph construction or due to a lack of structure in the argument as a whole • Grammar and spelling are wrong in places – the thesis does not have a 'polished' feel to it • Headings help to structure the thesis but may not be written clearly or may not be well chosen • The candidate makes an effort to use appropriate referencing but clear errors creep in • References and citations contain some errors but are presented a consistent format

Criterion 5 (continued): [PRESENTATION and OVERALL ASSESSMENT] Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

Rating	Description
Poor	<ul style="list-style-type: none">• The thesis as a whole is presented as a psychology report and each section contains relevant information.• The candidate has made an effort to structure the thesis around some core issues but the argument as a whole may be quite difficult to grasp• The thesis is difficult to read as a whole and contains consistent and obvious errors in grammar and spelling• The candidate has used a consistent but incorrect format for referencing (e.g. Uses a style usually employed for a history rather than a psychology thesis)
Fail	<ul style="list-style-type: none">• The candidate may have failed to structure the thesis as a psychology report• It is difficult to discern any coherent argument• The writing style is confusing and the thesis as a whole is extremely difficult to read• The thesis contains no references or citations

APPENDIX D
Student's Report on Supervision of Honours Research.

Note: A Survey Monkey link will be available in Spring Session for students to complete and submit their report on-line.

CONFIDENTIAL: Fill in this report and submit it for the PSYC410 Subject Coordinator's information. If there is a reason, relevant parts may be shown to the examiners of your thesis. Your supervisor will not see it until after all the marks are decided.

Name of student

Name of supervisor

Brief Title of Thesis

Please indicate the nature of your contribution, and that of the supervisor, to your research

1. Initial research idea

- | | |
|---|---|
| • Degree to which it was my own idea | 1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely |
| • Degree to which the idea was already a part of an existing larger research project, etc | 1-----2-----3-----4-----5
Not at all--little—somewhat--mostly---entirely |

2. Theoretical development of thesis

- | | |
|--|---|
| • I initiated the investigation of theory; | 1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely |
|--|---|

3. Design and methods

- | | |
|--|---|
| • I was responsible for the design and execution of the study | 1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely |
| • Was the method already a standard part of an existing larger research project? | 1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely |

4. Data collection

- | | |
|--|---|
| • I collected my own data; | 1-----2-----3-----4-----5
Not at al---little ---- some---mostly---entirely |
| • The project involved the interrogation of an existing data set | Yes/ No |
| • If yes, above, were any additional data collected by me, etc. | Yes/ No |

5. Technical assistance

- *I depended on assistance given on technical equipment, use of laboratory apparatus, software etc.,*

1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely

6. Data analysis

- *I depended on assistance given for data analysis, statistical procedure, etc.*

1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely

7. Interpretation of results and discussion

- *I depended on assistance given in the interpretation of results*
- *I depended on advice given on matters requiring detailed theoretical discussion*

1-----2-----3-----4-----5
Not at all--little—expected av.—mostly--entirely

1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely

8. Supervision meetings

- *I attended supervision sessions*

1-----2-----3-----4-----5
None-----few-----some-----most-----all

- *On average during term I was **offered** supervision* 1-----2-----3-----4-----5
Rarely-occasionally-monthly-fortnightly-weekly

9. Reading of drafts and feedback

Supervisor read drafts of and gave feedback on

- *Introduction, yes/no*
- *Method yes/no*
- *Results yes/no*
- *Discussion yes/no*

10. You are welcome to comment on any other issues you want to bring to the attention of the examiner(s) to do with supervision. Were these discussed with the supervisor?

APPENDIX E

Supervisor Report on 4TH Year Students, for Examiners

Please indicate below the nature of your supervisory contribution, the student's use of your supervision, and their independence.

Judge against the standards for your area of psychology.

Student Name:

Thesis Title:

Supervisor:

	Not at all	little	Some /Somewhat	Mostly	Entirely
Initial research idea					
<i>It was the student's own idea</i>					
Theoretical development of thesis					
<i>Student initiated investigation of theory(finding references etc)</i>					
Design and methods					
<i>Student was responsible for the design and execution of the study</i>					
Data collection					
<i>Student collected his/her own data</i>					
<i>The project involved the interrogation of an existing data set</i>	Yes/ No				
<i>(If the project involved the interrogation of an existing data set) Student gained experience in research data collection for a current project of a similar nature</i>	Yes/No				
Data analysis					
<i>Student depended on assistance given for data analysis, statistical procedure, etc</i>					
Technical Assistance					
<i>Student depended on assistance given on equipment, use of lab apparatus, software etc</i>					
Interpretation of results and discussion					
<i>Student depended on advice given on matters requiring detailed theoretical discussion</i>					
Supervision					
<i>Student submitted written work as requested</i>					
<i>Supervisor gave feedback on submitted work</i>					
<i>Student attended offered supervision sessions</i>					

Please comment on:

- (i) any difficulties/problems which were discussed with the student;**
- (ii) whether or not the Literature Review is sufficiently comprehensive and up to date;**
- (iii) any pertinent information about the project itself (e.g. relevance to supervisor's research program, contribution to the area, etc.); &**
- (iv) any other issues you want to bring to the attention of the examiner(s).**