Your Guide to the 4th Year in Psychology 2018

A COMPREHENSIVE GUIDE FOR BACHELOR OF PSYCHOLOGY (HONOURS) AND BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS) CANDIDATES

(last updated on 29/01/2018)

Foreword

This 4th Year guide is intended to provide information to potential and current students of the Psychology 4th Year program at this University. Chapters 1 to 5 are particularly useful to potential Psychology Honours candidates, while Chapter 6 and beyond contain relevant information to students enrolled in the Psychology Honours program.

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. 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, please 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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School of Psychology, University of Wollongong
4th Year Guide 2018

Please read this guide carefully before you approach staff with queries. You should get the answers to most of your questions about the program in this Guide.

Key Contacts

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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/current-students/UOW049351

A Psychology Honours General Site on Moodle is available to enrolled psychology honours students, 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.

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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
20 November	Available honours research topics posted on Psych 4th 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 4th year students; introduction to issues important to successful completion of 4th year research and coursework requirements
Mid December	Honours students in their thesis year to submit honours supervisor preferences via designated Survey Monkey link
Third week of December	All honours thesis projects allocations finalised – allocation of projects posted on Psych 4th 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	1st 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
	Submit an electronic copy of research proposal and ethics application to 4th year coordinator via Honours Moodle site
Last day of S1 formal exam period (mid June)	Last day to submit PSYC410 draft Introduction chapter to Supervisor
	Complete on-line progress report
	Mid year Recess
Spring Session (S2)	
Week 1	Spring Session: 4th Year Classes restart
Friday Week 2	Last day to submit PSYC410 draft Methods chapter to Supervisor
Research Week (Mid term approx.)	Honours thesis data analysis posters on display
Friday Week 7	Last day to submit PSYC410 draft Results chapter to Supervisor
Friday Week 9	Last day to submit revised PSYC410 Introduction, 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

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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, Course 867, Course 354 or Course 1701; 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 undergraduate degree 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 Colleen Respondek of the School of Education (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 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.

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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.

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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 Bachelor of Psychology (Honours) 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 practise 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.

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4. Getting into 4th Year; Getting Started

4.1. ADMISSION REQUIREMENTS

4.1.1. Current Wollongong Bachelor of Psychology (Honours) students

To be eligible to enrol in the final year of your four-year course, you must have satisfied all 100- to 300-level course requirements (i.e., maintaining the minimum performance requirement and completing all subject and credit point requirements). The following subjects should be the only remaining ones to be completed towards your degree: PSYC407, PSYC408, PSYC409, and PSYC410 (see Section 5.1 of this Guide for information on these subjects).

4.1.2. Students seeking entry into the Bachelor of Psychological Science (Honours) Course (i.e., Course 353)

4.1.2.1 WOLLONGONG GRADUATES

To be eligible to apply for entry into Course 353, 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, are used for calculating entry into Course 353.

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 entry into Course 353, make sure you have met all the following requirements, namely you have:

- completed all credit point requirements for a degree with a major in Psychology;
- completed PSYC347, PSYC348, PSYC354 and PSYC251;
- completed at least 76 credit points of Psychology subjects at 200- and 300- levels;
- at least a good credit average for Psychology subjects at 200- and 300- levels.

4.1.2.2. 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 highly competitive, and 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 extremely 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 <u>not</u> to offer places to non-Wollongong graduates in any given year.

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4.2. 4TH YEAR ENTRY QUOTA AND IMPROVING MARKS IF YOU DON'T GET IN 1ST TIME

We take the maximum number of students that we can supervise, roughly 60 to 65 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. However, students 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 the HECs and other financial implications of your subject enrolment. Consider applying to more than one university also.

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 via the School of Psychology's Honours website 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 UOW Future Students. 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 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 the School of Psychology Test Library at psyc-testlibrary@uow.edu.au.

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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 psyc-testlibrary@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. UOW Future Students in the Central Administration (not the School of Psychology) makes the official offer, and all enrolment issues and matters are the responsibility of UOW Future Students. 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.

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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.

Check detailed descriptions of these subjects in the [University's 2018 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-time to part-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 School of Psychology's Teaching and Learning Committee via the 4th Year Coordinator in writing, and arrange for their supervisor to support them in their application. 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 IT Services at UOW. 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 the staff 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. To book a research consultation session with a UOW librarian, contact http://www.library.uow.edu.au/ask/UOW099888.html.

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 Psychology Honours 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 Psychology Honours 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. Details about tutorial/seminar times for particular subjects can be obtained from the subject timetable on SOLS.

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. Please 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. Please 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.

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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 2018 topics 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 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. Each research group is expected to consist of two or more academic staff members at the School of Psychology. 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 in Research Week

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.

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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 or 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 Psychology Honours Moodle site early in the academic year.
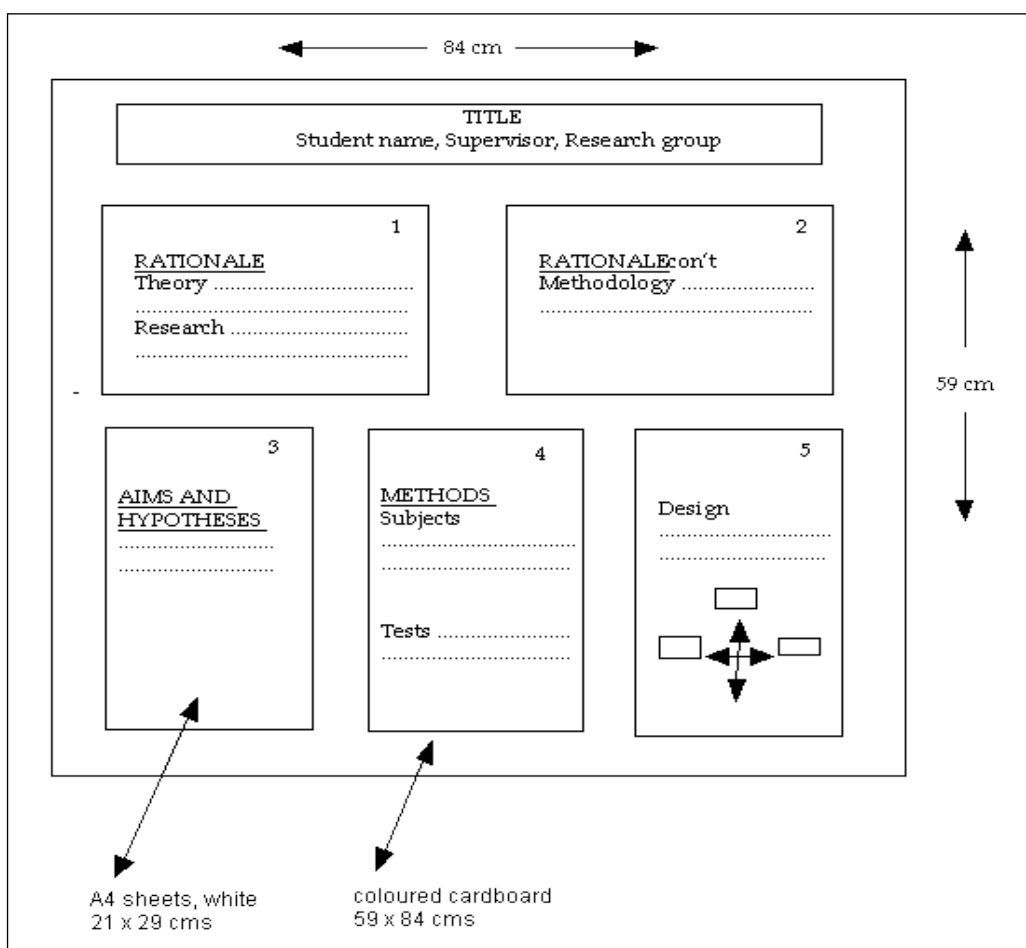
Overall measure of poster is that of a standard A1 sheet.

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7.4.2. The written literature review (i.e., Introduction chapter)

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 proposal and 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 proposal and 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 a research ethics application for their PSYC410 research project (including all appendices and attachments) via the Psychology Honours Moodle site by the end of Week 7 in Autumn Session.

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 chapter.

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.

7.4.7. The written Discussion chapter

The Discussion section is not read in draft by your supervisor, though you may discuss its themes with him or her. Students should aim at completing a full draft of the Discussion chapter at least two weeks before the thesis due date. This will allow for ample time for completing, editing and proof-reading the entire thesis before it is due for submission.

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 current edition of 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 Honours Thesis

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 must be included at the foot of the contents page.* **Exclude** the following from the word count:

- Table of Contents
- numerical tables
- Acknowledgments
- Abstract
- References section
- appendices

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 may 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.

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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).

Below are some important things to consider in writing your Introduction.

Definitions

Note the importance 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? Do not assume that your reader has any expert knowledge in your specific area of research. It is up to you to ensure that all relevant terms and concepts are defined sufficiently clearly to *all types of readers*.

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.

Bear all of the above in mind as you consider methodological issues relevant to your chosen topic of research and the choices you make for your study's design.

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 participant 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. Other examples of limitations include the participant's reading ability in completing your survey, and examining residents from a very specific geographical location only. These considerations are important because they help you identify the scope of your study.

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.

Bear in mind that it is your responsibility to clearly justify the choices you make towards the design of your study at the outset. Do not leave it to your reader to infer the rationale behind your decision making.

Method

Participants

Describe participants' characteristics.

Equipment/Materials/Instruments

If you are using a self-developed survey or task, 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. This is important for your reader to evaluate the merit of your study and to potentially replicate it.

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

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

Refer to the current edition of the APA Manual. It is the definitive source for citing all types of references, with excellent examples by reference types.

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 WRITTEN DRAFTS OF THE PSYC410 THESIS FOR FEEDBACK

Students are asked to submit written drafts of the Introduction, Methods, and Results chapters to their supervisor for feedback (see Section 7.4 for information on requirements and milestones). For equity reasons, if an honours student's project has more than one thesis supervisor, only the primary supervisor should comment on written drafts of the student's thesis.

To further promote equity across the entire PSYC410 cohort, the primary supervisor may read and comment on two written drafts of the student's Introduction, Methods, and Results chapters only. The written Discussion chapter must be entirely the student's own work. *Honours students should not request or accept offers to have their Discussion chapter read and/or commented on by their supervisor*; doing the contrary would severely compromise the integrity of all those involved. Refer to Section 8.1 for further details on the responsibilities of honours supervisors and students.

7.7. 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 Psychology Honours 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 cover sheet, 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). For example:

Self Esteem in the Decorticate Louse: A Phenomenological Study

Jane Smith

Psychology Honours

201x

Format: APA style. It must be double spaced and single-sided. 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.

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7.8. 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 thesis supervisor and 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 10 points or less, 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.

7.8.1. Getting reports on the research

An interim honours thesis report and feedback is available online about three to four weeks after submission via the OTST. Students will receive an email notification when the feedback is 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.

7.9. 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. A reciprocal arrangement between the School of Psychology at UOW and the psychology departments at other Australian universities (e.g., the Department of Psychology at the Australian National University and the University of New England) has been in place since 2010. At regular intervals, a random selection of past psychology honours theses is exchanged with our partner institutions to gauge the comparability of the psychology honours thesis assessment standards between UOW and other APAC-accredited psychology departments.

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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. <u>Supervisors do not read and provide feedback on the Discussion section</u>**; 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

Extensions are granted only in special circumstances, information about which may be found in School and University documents. **If you are in need of up to three calendar days, 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 longer extensions, the official procedure for extensions to Honours theses must be followed. 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 procedures:

(1)   First work out with your supervisor how long is being asked for (arrange an appointment with the 4th Year Coordinator to discuss your case if necessary)

(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
- Relevant substantiating documentation.

The 4th Year Coordinator will let you know the result via SOLS as soon as possible afterwards.

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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. Importantly also, **delays to project progress caused by poor research planning and/or poor time management are not 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.). This may result in delays in finalising the assessment outcome of a thesis that has been submitted after a substantial extension.

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

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 School of Psychology's Head of Postgraduate Studies. 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)

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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/current-students/UOW049351

Psychology Honours Moodle Site
(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 Policy
- Admissions Procedures
- Admissions Rules
- Co-curricular Recognition Policy (UOWx)
- Course Progress Policy
- Coursework Student Academic Complaints Policy
- Credit for Prior Learning Policy
- Credit for Prior Learning Procedures
- Examination Rules
- Examination Procedure
- Examination Procedure for Offshore Students
- Fees Policy
- General Course Rules
- Information Literacy Integration Policy
- Student Academic Consideration Policy
- Student Academic Consideration Guidelines
- Supplementary Assessment Guidelines
- Teaching and Assessment: Code of Practice - Teaching
- Withdrawal From Subjects Guidelines

Research
- Authorship Policy
- Code of Practice - Honours
- Code of Practice - Research
- Ethical Objection by Students to the Use of Animals and Animal Products in Coursework Subjects Policy
- Higher Degree Research (HDR) Student Academic Complaints Policy
- Higher Degree Research Supervision and Resources Policy
- Joint Doctor of Philosophy Agreement Policy
- Joint Doctor of Philosophy Degree Guidelines

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Student Welfare and Support

- Academic Advice to Students Policy
- Bullying Prevention Policy
- Critical Incident Guidelines
- Disability Policy - Students
- Grievance Policy
- International Student Release Procedure
- OS-HELP Loan Procedures
- Outbound Student Mobility Critical Incident Procedure
- Privacy Policy
- Procedure for UOW Global Student Mobility Travel Grants
- 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 Disclosure Review Guidelines
- 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 (currently under review)

Information Technology

- Computer Room Access Policy (currently under review)
- Email Access Policy (currently under review)
- Internet Access Policy
- Internet Access Guidelines
- IT Acceptable Use Policy

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APPENDICES

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Primary Supervisor's name	Mark Allen
Primary supervisor's email address	mark_allen@uow.edu.au
Title of Topic 1	Perceptions of doping in sport: The attractive leniency effect and attributions of guilt and punishment
Description of Topic 1	It has been well established that attractive people are given less harsh punishments than unattractive people. To date, this has not been explored in the context of doping in sport. This study aims to conceptually replicate the Swami et al. (2017) to establish whether attractive athletes are given less harsh punishments for doping in sport.
Maximum number of students allowed?	1
Any assumed knowledge?	Background reading: Swami, V., Arthey, E., & Furnham, A. (2017). Perceptions of plagiarisers: The influence of target physical attractiveness, transgression severity, and sex on attributions of guilt and punishment. Body Image, 22, 144-147.

Primary Supervisor's name	Mark Allen
Primary supervisor's email address	mark_allen@uow.edu.au
Other Supervisor's name	Amy Chan
Other supervisor's email address	amychan@uow.edu.au
Title of Topic 1	Counterfactual thinking at the 2016 Summer Olympic Games: A Conceptual replication of Medvec, Madey, and Gilovich (1995)
Description of Topic 1	This research aims to replicate the first two studies of Medvec et al. (1995) that showed Olympic bronze medalists are happier than silver medallists (Study 1) and that this is because bronze medallists tend to experience downward counterfactual thoughts (how things could have been worse) whereas silver medallists tend to experience upward counterfactual thoughts (how things could have gone better) (Study 2)
Maximum number of students allowed?	2
Any assumed knowledge?	Useful readings: McGraw, A. P., Mellers, B. A., & Tetlock, P. E. (2005). Expectations and emotions of Olympic athletes. Journal of Experimental Social Psychology, 41(4), 438-446. Medvec, V. H., Madey, S. F., & Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. Journal of Personality and Social Psychology, 69, 603-610.

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Primary Supervisor's name	Emma Barkus
Primary supervisor's email address	ebarkus@uow.edu.au
Title of Topic 1	The effects of loneliness on social functioning in those with social anhedonia
Description of Topic 1	As humans we have a need to belong and be connected to those around us. Therefore social anhedonia, a lack or diminished reward from social situations presents as an intriguing personality trait. Can those with social anhedonia be lonely? And how does this affect their preferences for social situations
Maximum number of students allowed?	1
Any assumed knowledge?	No
Title of Topic 2	Relationship between schizotypy and aggression
Description of Topic 2	Schizotypy represents a constellation of behaviours, experiences and emotional biases which leave individuals vulnerable to psychotic experiences. There is a known relationship between experiences such as bullying and psychotic-like phenomena. However, it is possible that schizotypal individuals may also be the bullies as well as the bullied. Therefore we would like to understand the nature of the relationship between schizotypal traits and aggression.
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Robert Barry
Primary supervisor's email address	rbarry@uow.edu.au
Title of Topic 1	Topics in relation to the Orienting Reflex (OR)
Description of Topic 1	Contact supervisor to discuss possibilities.
Maximum number of students allowed?	2
Any assumed knowledge?	Good performance in PSYC352 or equivalent.
Title of Topic 2	Arousal/activation and the EEG
Description of Topic 2	Contact supervisor to discuss the topic.
Maximum number of students allowed?	2
Any assumed knowledge?	Good performance in PSYC352 or equivalent.
Title of Topic 3	Stimulus processing and its ERP outcomes.
Description of Topic 3	Contact supervisor to discuss the topic.
Maximum number of students allowed?	2
Any assumed knowledge?	Good performance in PSYC352 or equivalent.

Primary Supervisor's name	Robert Barry
Primary supervisor's email address	rbarry@uow.edu.au
Other Supervisor's name	Genevieve Steiner
Other supervisor's email address	g.steiner@westernsydney.edu.au

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Title of Topic 1	Functional brain changes in young women with endometriosis-related chronic pelvic pain versus age-matched controls
Description of Topic 1	Endometriosis is the most common cause of chronic pelvic pain worldwide. Dysfunctional endogenous pain inhibition is commonly found in chronic pain conditions, however, it has received little attention in endometriosis-related chronic pelvic pain. This project aims to elucidate central pain processing mechanisms in women with endometriosis using electroencephalograph (EEG).
Maximum number of students allowed?	2
Any assumed knowledge?	PSYC352

Primary Supervisor's name	Amy Bird
Primary supervisor's email address	abird@uow.edu.au
Other Supervisor's name	Brin Grenyer
Other supervisor's email address	grenyer@uow.edu.edu
Title of Topic 1	Mother-child conversations: maternal mental health and children's social emotional development
Description of Topic 1	Original data collection, quantitative and qualitative analyses within established project http://ihmri.uow.edu.au/illawarraborn/index.html
Maximum number of students allowed?	1
Any assumed knowledge?	Nil

Primary Supervisor's name	Amy Bird
Primary supervisor's email address	abird@uow.edu.au
Other Supervisor's name	Kate Senior
Other supervisor's email address	ksenior@uow.edu.au
Title of Topic 1	A wellbeing program to facilitate primary school children's discussion and understanding of social and academic challenges
Description of Topic 1	Building on a well established framework with adolescents, this program has been adapted for primary school age children. Working in small groups and using visual prompts, children 'build and describe' a character, and help this character navigate a common social or academic dilemma. The goal of this project will be to evaluate a larger pilot of this program through local primary schools.
Maximum number of students allowed?	2
Any assumed knowledge?	No, but an interest in developmental psychology would be preferable.

Primary Supervisor's name	Mitch Byrne
Primary supervisor's email address	mbyrne@uow.edu.au
Other Supervisor's name	Barbara Meyer
Other supervisor's email address	bmeyer@uow.edu.au

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Title of Topic 1	Does Omega 3 enhance management outcomes for severely behaviourally disturbed youth?
Description of Topic 1	This is primarily a qualitative study to evaluate the contribution of Omega 3 supplements to the services offered by Evolution Support Services. Students should be aware that travel and engagement with clients may be required in the conduct of this research
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Peter Caputi
Primary supervisor's email address	pcaputi@uow.edu.au
Other Supervisor's name	Laura Robinson
Other supervisor's email address	laurar@uow.edu.au
Title of Topic 1	Topics in Applied Psychology
Description of Topic 1	Available to discuss topics in occupational psychology, especially occupational health psychology.
Maximum number of students allowed?	3
Any assumed knowledge?	No

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	Thoughts of "what if" and "if only" are pervasive and commonplace in our everyday life. Such thoughts can have broad implications for judgement and learning. For example, how may the development of counterfactually-mediated emotions (e.g., regret and relief) relate to other aspects of social and cognitive development? How may a "hypothetical thinking mindset" influence adult learners' performance in novel tasks? I would be happy to discuss topic ideas to develop an honours project of mutual interest.
Maximum number of students allowed?	2
Any assumed knowledge?	A solid background and interest in experimental psychology, quantitative research methods and developmental psychology will be desirable.

Primary Supervisor's name	Adam CLarke
Primary supervisor's email address	aclarke@uow.edu.au
Title of Topic 1	Topics in the psychophysiology of AD/HD
Description of Topic 1	The project will be negotiated with the student but will look at EEG abnormalities in children with AD/HD.
Maximum number of students allowed?	2
Any assumed knowledge?	Having completed psyc352 is helpful but not required

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Primary Supervisor's name	Anna Dalecki
Primary supervisor's email address	adalecki@uow.edu.au
Other Supervisors' names	Rodney Croft, Sarah Loughran
Other supervisors' email addresses	rcroft@uow.edu.au; loughran@uow.edu.au
Title of Topic 1	Mobile Phone Radiofrequency Effects on EEG and Cognition
Description of Topic 1	A study is available for two students to work on which will be looking at various aspects of mobile phone-like exposures on the brain, with a particular focus on EEG and cognition
Maximum number of students allowed?	2
Any assumed knowledge?	No

Primary Supervisor's name	Marc de Rosnay
Primary supervisor's email address	marcd@uow.edu.au
Title of Topic 1	The emergence of caregiving behaviours in the early years
Description of Topic 1	This topic will explore how children's caregiving behaviours emerge through their normal interactions with other children and adults, and through their play behaviours. There is a well established literature documenting profound empathic and prosocial skills as in children as young as two years of age, but considerable individual differences in how this is manifest. In this project students will be encouraged to explore different aspect of how caregiving emerges and its links with empathy and pro-social skills.
Maximum number of students allowed?	2
Any assumed knowledge?	None. Experience working with young children will be a benefit, but it is not necessary
Title of Topic 2	Social cognition in preschool children: Associations with cooperation and perspectival discourse
Description of Topic 2	This topic will explore how children's everyday understanding of other people's thoughts and feelings (commonly termed 'Theory of Mind' or social cognition) is associated with (1) their social interactions with other children and adults (cooperation), and (2) their capacity to formulate full mental state arguments that link intentional attitudes (e.g., beliefs, desires, wishes, feelings, intentions, etc) with their causes, consequences or 'objects' (e.g., 'she didn't get an invitation to go to the party and that made her sad'; 'he is going to open that box because he thinks there are sweets in there'; 'she is angry about the broken toy')
Maximum number of students allowed?	2
Any assumed knowledge?	None. Experience working with children will be helpful for this topic but it is not required.

Primary Supervisor's name	Elisabeth Duursma
Primary supervisor's email address	eduursma@uow.edu.au
Other Supervisor's name	Jane Herbert

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Other supervisor's email address	herbertj@uow.edu.au
Title of Topic 1	Father involvement and child development
Description of Topic 1	Examining father engagement with young children and the impact on child language outcomes
Maximum number of students allowed?	2
Any assumed knowledge?	No
Title of Topic 2	SMSb4school: engaging fathers in school readiness
Description of Topic 2	Fathers will receive SMS messages regarding book reading and play to foster their preschoolers' school readiness skills
Maximum number of students allowed?	1
Any assumed knowledge?	No

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	Investigation of processes involved in recognising the identity, expression/emotion, or other information conveyed by the face. Methods include aftereffects, individual differences and behavioural tasks. Other factors of interest in face recognition are motion and viewpoint.
Maximum number of students allowed?	3
Any assumed knowledge?	PSYC345 or PSYC349

Primary Supervisor's name	Frederik Freudenstein
Primary supervisor's email address	frederik@uow.edu.au
Other Supervisor's name	Rodney Croft
Other supervisor's email address	rcroft@uow.edu.au
Title of Topic 1	Risk perception and risk communication
Description of Topic 1	The project is devoted to the field of risk research, i.e., understanding how people perceive risks and how they respond to risk communication strategies. First, the sustainability of lay people's subjective perception regarding various environmental risks will be investigated. Second, effects of different risk communication strategies will be analysed, using the example of radio frequency electromagnetic fields (such as those emitted from mobile phones). In this honours project, students will conduct experiments that offer insights into how lay people's risk perception is structured and how risk communication strategies may be improved.
Maximum number of students allowed?	2
Any assumed knowledge?	No

Primary Supervisor's name	Lisa-Marie Greenwood
Primary supervisor's email address	lgreenwo@uow.edu.au
Other Supervisor's name	Nadia Solowij

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Other supervisor's email address	nadia@uow.edu.au
Title of Topic 1	Cannabis dependence
Description of Topic 1	Low-risk cannabis guidelines (published in July 2017) aim to reduce cannabis-related harms by informing behavioural choices among users. There is need to determine behavioural risk factors, such as compulsive tendencies, that may lead to increased severity of cannabis dependence. Although draft project options have been developed to address this need, there is scope to modify the research question to suit the student's interest.
Maximum number of students allowed?	1
Any assumed knowledge?	Interested in models of addiction

Primary Supervisor's name	Brin Grenyer
Primary supervisor's email address	grenyer@uow.edu.au
Other Supervisor's name	Elizabeth Huxley
Other supervisor's email address	ehuxley@uow.edu.au
Title of Topic 1	Narcissistic vulnerability in personality disorders
Description of Topic 1	Original data collection, quantitative and qualitative analyses, work within established research team http://www.projectairstrategy.org
Maximum number of students allowed?	1
Any assumed knowledge?	Nil

Primary Supervisor's name	Brin Grenyer
Primary supervisor's email address	grenyer@uow.edu.au
Other Supervisor's name	Ely Marceau
Other supervisor's email address	elym@uow.edu.au
Title of Topic 1	Neuropsychology of personality disorder
Description of Topic 1	Original data collection, quantitative and qualitative analyses, work within established research team http://www.projectairstrategy.org
Maximum number of students allowed?	1
Any assumed knowledge?	Nil

Primary Supervisor's name	Jane Herbert
Primary supervisor's email address	herbertj@uow.edu.au
Title of Topic 1	Parents and technology
Description of Topic 1	This research will examine how parents use digital media. Issues could include how parents use digital media to inform them on topics related to pregnancy, to document and share their pregnancy, and support their psychological well-being as they transition to parenthood, or how and why parents engage infants with technology.
Maximum number of students allowed?	2
Any assumed knowledge?	No
Title of Topic 2	Early numeracy abilities

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Description of Topic 2	The effect of the early literacy environment on children's later academic success is well-established but the early numeracy environment is less understood. This research topic will consider under 3 year olds' experience with numeracy and how these experiences may be effected by parental attitudes to maths.
Maximum number of students allowed?	2
Any assumed knowledge?	No

Primary Supervisor's name	Harold Hill
Primary supervisor's email address	harry@uow.edu.au
Title of Topic 1	Hollow-face illusion
Description of Topic 1	Various project ideas on the hollow-face/depth reversal available for development
Maximum number of students allowed?	2
Any assumed knowledge?	No
Title of Topic 2	Unfamiliar face matching
Description of Topic 2	Various ideas available for development
Maximum number of students allowed?	2
Any assumed knowledge?	No
Title of Topic 3	Learning names for faces
Description of Topic 3	Various project ideas available for development (or bring your own).
Maximum number of students allowed?	2
Any assumed knowledge?	No

Primary Supervisor's name	Steven Howard
Primary supervisor's email address	stevenh@uow.edu.au
Title of Topic 1	Capturing Children's Self-Regulation in the Early Years
Description of Topic 1	The evidence is in: Early self-regulation sets the stage for later developments into childhood, adolescence and adulthood across a range of areas. However, current methods of capturing children's early self-regulation are problematic. This study will implement and evaluate different approaches to self-regulation assessment in the pre-school years, to demonstrate and evaluate their comparative strengths and limits.
Maximum number of students allowed?	2
Any assumed knowledge?	Some experience with young children (aged 3-5) would be beneficial.

Primary Supervisor's name	Stuart Johnstone
Primary supervisor's email address	sjohnsto@uow.edu.au
Title of Topic 1	Topics in EEG and/pr ERPs

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Description of Topic 1	Project is to be defined in consultation between the supervisor and student(s). A lab-based EEG and/or ERP study is the general topic area.
Maximum number of students allowed?	2
Any assumed knowledge?	Pass mark in PSYC352

Primary Supervisor's name	Peter Leeson
Primary supervisor's email address	pleeson@uow.edu.au
Title of Topic 1	The role of social causation in ideology.
Description of Topic 1	Contact supervisor to discuss the topic
Maximum number of students allowed?	2
Any assumed knowledge?	None
Title of Topic 2	Topics in personality and social psychology.
Description of Topic 2	Contact supervisor to discuss the topic
Maximum number of students allowed?	1
Any assumed knowledge?	None

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	Sleep and Health
Description of Topic 1	A range of different sleep projects would be available within our current research streams, which focus on sleep and health related to mobile phones, screen time use, sleep across development, and sleep in psychiatric settings.
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Sebastien Miellet
Primary supervisor's email address	smiellet@uow.edu.au
Title of Topic 1	Topics in Road Safety for Vulnerable Pedestrians
Description of Topic 1	This is an open project and the student will contribute to the design of the study. I am happy to develop a project in conjunction with a student on the general topic of road safety for vulnerable pedestrians. The emphasis will be on visual processing during road crossing for children and elderly pedestrians.
Maximum number of students allowed?	2
Any assumed knowledge?	A solid background and interest in experimental psychology, quantitative research methods and developmental psychology will be desirable. Statistical knowledge and computational interest are also welcome

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Primary Supervisor's name	Leonie Miller
Primary supervisor's email address	leoniem@uow.edu.au
Title of Topic 1	Topics in short-term, working or long-term memory.
Description of Topic 1	Topics will be identified based on the student's interests and background.
Maximum number of students allowed?	3
Any assumed knowledge?	PSYC345 preferable.

Primary Supervisor's name	Stephen Palmisano
Primary supervisor's email address	stephenp@uow.edu.au
Title of Topic 1	Visually induced illusions of self-motion
Description of Topic 1	I am prepared to develop a project in conjunction with a student on the general topic of vection (visually induced illusions of self-motion).
Maximum number of students allowed?	1
Any assumed knowledge?	No
Title of Topic 2	Perception in Virtual Reality
Description of Topic 2	I am prepared to develop a project in conjunction with a student on the general topic of perception in virtual reality.
Maximum number of students allowed?	1
Any assumed knowledge?	No
Title of Topic 3	Visually induced motion sickness
Description of Topic 3	I am prepared to develop a project in conjunction with a student on the general topic of visually induced motion sickness.
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Judith Pickard
Primary supervisor's email address	jpickard@uow.edu.au
Other Supervisor's name	Brin Grenyer
Other supervisor's email address	grenyer@uow.edu.edu
Title of Topic 1	Social-emotional development in infants as reflected by parental attachment, compassion and mindfulness
Description of Topic 1	Original data collection, quantitative and qualitative analyses within established project http://ihmri.uow.edu.au/illawarraborn/index.html
Maximum number of students allowed?	1
Any assumed knowledge?	Nil

Primary Supervisor's name	Samantha Reis
Primary supervisor's email address	sreis@uow.edu.au
Other Supervisor's name	Brin Grenyer

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Other supervisor's email address	grenyer@uow.edu.edu
Title of Topic 1	Narcissism, emotional processing and depression
Description of Topic 1	Original data collection, quantitative analyses, work within established research team www.projectairstrategy.org
Maximum number of students allowed?	1
Any assumed knowledge?	Nil

Primary Supervisor's name	Laura Robinson
Primary supervisor's email address	laurar@uow.edu.au
Other Supervisor's name	Peter Caputi
Other supervisor's email address	pcaputi@uow.edu.au
Title of Topic 1	Topics in health and/or organisational psychology
Description of Topic 1	This is an open project in applied psychology to be developed further with the student who will contribute to the design of the study. Topic of interest includes organisational health psychology such as burnout, the work-family interface, work engagement and wellbeing in the workplace.
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Laura Robinson
Primary supervisor's email address	laurar@uow.edu.au
Other Supervisor's name	Peter Kelly
Other supervisor's email address	pkelly@uow.edu.au
Title of Topic 1	Topics in mental health and substance abuse treatment
Description of Topic 1	Projects in the area of mental health, substance abuse treatment, and/or health psychology. Happy to discuss further with student
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Steven Roodenrys
Primary supervisor's email address	steven_roodenrys@uow.edu.au
Title of Topic 1	Projects in verbal short-term memory
Description of Topic 1	Possible projects could focus on : Improving our understanding of how output interference may be responsible for loss of information in short-term memory; Does the tone of vowels in Chinese influence short-term memory in the same way that phonemic overlap between items produces the phonological similarity effect? ; other possible topics could be developed in discussion with the student
Maximum number of students allowed?	3
Any assumed knowledge?	The topic on tone similarity will require Chinese language proficiency

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Title of Topic 2	Computer coding/Computational thinking
Description of Topic 2	Projects would examine the cognitive processes underlying computer programming or the concept of "computational thinking"
Maximum number of students allowed?	1
Any assumed knowledge?	No
Title of Topic 3	Verbal short-term memory and reading ability
Description of Topic 3	The project would be aimed at improving our understanding of why short-term memory capacity relates to reading ability
Maximum number of students allowed?	1
Any assumed knowledge?	No

Primary Supervisor's name	Mark Schira
Primary supervisor's email address	mschira@uow.edu.au
Title of Topic 1	High resolution fMRI data analysis Early human visual cortex
Description of Topic 1	A key property of visual cortex is the existence of multiple retinotopic maps; each of these maps contains a topographically organised representation of the retina. These maps are not simply an anatomical property, but a key principle in the functional organisation of information processing in the human brain. Retinotopic mapping with functional magnetic resonance imaging (fMRI) allows identifying and describing these areas in individual subjects. When studying fMRI data from retinotopic mapping closely, one finds that a small number of voxels (2D pixels, data locations in the brain) respond anomalously; they do this consistently and across repeated measurements. This project will work on analysing data of retinotopic mapping closely, characterize the responses of anomalous voxels across measurements. The student will also participate in conducting fMRI experiments in the lab and learn the techniques.
Maximum number of students allowed?	2
Any assumed knowledge?	None
Title of Topic 2	Crowding in letter recognition
Description of Topic 2	Our visual acuity is best in the centre of the visual field, and gradually decreases the further an object is the periphery. Hence, we constantly move our eyes to bring objects of interest into the centre of gaze (fovea). This is particularly true when reading, where we typically move our eyes in rapid succession, bringing 3-6 letters at a time into the fovea where they are recognized, before the eye moves on to the next set of letters. We can recognize very small letters in the fovea, but the further away from the fovea, the larger letters need to be recognizable. Interestingly, when a target letter that is just large enough to be recognized, is flanked by other objects (flankers), it may no longer be recognized. This is called crowding. Increasing the distance between flankers and target, or increasing the size of the target letter will restore recognition. Interestingly, crowding is absent for letters presented in the fovea, but only present in the periphery.

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Maximum number of students allowed?	2
Any assumed knowledge?	PSYC349

Primary Supervisor's name	Nadia Solowij
Primary supervisor's email address	nadia@uow.edu.au
Other Supervisor's name	Lisa-Marie Greenwood
Other supervisor's email address	lgreenwo@uow.edu.au
Title of Topic 1	Topics related to medicinal and recreational cannabis use
Description of Topic 1	There is a shift towards international legalisation of medicinal and adult recreational cannabis use. Research questions can be formulated with the student in the areas of neuropsychological assessment, neurobiology or online surveys.
Maximum number of students allowed?	1
Any assumed knowledge?	Interests in Abnormal Psychology and Biological Psychology

Primary Supervisor's name	Sue Thomas
Primary supervisor's email address	sthomas@uow.edu.au
Title of Topic 1	Cognitive deficits in OCD
Description of Topic 1	Cognitive/ neuropsychological deficits often co-occur with OCD. The specificity of these deficits in relation to those in other psychiatric disorders and nature of deficits is still unclear. This project will investigate aspects of cognition in relation to OCD symptoms.
Maximum number of students allowed?	1
Any assumed knowledge?	Abnormal psychology, an interest in cognition.
	Yes, proceed to information page for the next project topic
Title of Topic 2	A topic related to clinical psychology
Description of Topic 2	To be determined with some input from the student. Related to OCD, depression or other clinical conditions.
Maximum number of students allowed?	1
Any assumed knowledge?	Abnormal psychology

Primary Supervisor's name	Michelle Townsend
Primary supervisor's email address	mtownsen@uow.edu.au
Other Supervisor's name	Brin Grenyer
Other supervisor's email address	grenyer@uow.edu.edu
Title of Topic 1	Self-harm in primary school students
Description of Topic 1	Original research data collection, qualitative and quantitative analyses, work with school psychologists
Maximum number of students allowed?	1
Any assumed knowledge?	nil

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Primary Supervisor's name	Stewart Vella
Primary supervisor's email address	stvella@uow.edu.au
Title of Topic 1	Sport participation and developmental outcomes for children
Description of Topic 1	Investigating the relationships between sports participation and multiple indicators of child development
Maximum number of students allowed?	3
Any assumed knowledge?	No

Primary Supervisor's name	Tracey Woolrych
Primary supervisor's email address	woolrych@uow.edu.au
Title of Topic 1	Online vs Face to Face Responding
Description of Topic 1	More studies are being conducted online compared to traditional face to face testing. This project seeks to establish any differences between these two modes of psychological testing
Maximum number of students allowed?	2
Any assumed knowledge?	No assumed knowledge - but driven students required as face to face testing is often more difficult to achieve the required sample size.
Title of Topic 2	Cultural differences in empathy
Description of Topic 2	There is very little research that one's cultural background may have on different types of empathy. This project seeks to investigate this.
Maximum number of students allowed?	1
Any assumed knowledge?	No

APPENDIX B
REQUEST FOR FUNDING TO COVER EXPENSES ON CONDUCTING 4TH YEAR RESEARCH PROJECTS - E.G. 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 Administration Manager Len McAlear (lmcalear@uow.edu.au)]

IMPORTANT NOTE: Honours 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 Len McAlear 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 Len McAlear for approval.

APPLICATION DETAILS

Name (s):

Course:

Purpose of item:

Estimated cost of item

Signature of Student:	…………………………………….Date: ....

Signature of Supervisor: …………………………………..Date: ....

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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.

Examiners' 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					

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POSITIVE ASPECTS OF THIS THESIS

AREA(S) FOR IMPROVEMENT

OTHER COMMENTS

Mark Awarded:	

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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
Excellent	• 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	• 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

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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	• 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	• 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 are 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	• 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

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

Rating	Description
Excellent	- 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	- 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	- 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	- 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	The research method or design does not allow the candidate to address the research question

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

Rating	Description
Excel-lent	• 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	• 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	• 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	• 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	• 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

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

Rating	Description
Excellent	• 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	• 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	• 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	• 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	• The discussion of findings is overwhelmingly wrong or too brief to be useful

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

Rating	Description
Excellent	• 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	• 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	• 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	• 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	• 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

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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**	
(a) Degree to which it was my own idea	Not at all—little---somewhat---mostly---entirely
(b) Degree to which the idea was already a part of an existing larger research project, etc	Not at all--little—somewhat--mostly---entirely
2. Theoretical development of thesis: I initiated the investigation of theory.	Not at all—little---somewhat---mostly---entirely
3. Design and methods	
(a) I was responsible for the design and execution of the study	Not at all—little---somewhat---mostly---entirely
(b) Was the method already a standard part of an existing larger research project?	Not at all—little---somewhat---mostly---entirely
4. Data collection	
(a) I collected my own data	Not at all—little---somewhat---mostly---entirely
(b) The project involved the interrogation of an existing data set	Yes / No
(c) If the response to Question (b) above is 'yes' were any additional data collected by me?	Yes / No
5. Technical assistance: I depended on assistance given on technical equipment, use of laboratory apparatus, software, etc.	Not at all—little---somewhat---mostly---entirely
6. Data analysis: I depended on assistance given for data analysis, statistical procedure, etc.	Not at all—little---somewhat---mostly---entirely
7. Interpretation of results and discussion	
(a) I depended on assistance given in the interpretation of results	Not at all—little---somewhat---mostly---entirely
(b) I depended on advice given on matters requiring detailed theoretical discussion	Not at all—little---somewhat---mostly---entirely
8. Supervision meetings	
(a) I attended supervision sessions	None-------few-------some--------most------all
(b) On average during term I was *offered* supervision	Rarely-occasionally-monthly-fortnightly-weekly
9. Reading of drafts and feedback	
(a) Supervisor read draft(s) of and gave feedback on *Introduction*	Yes / No
(b) Supervisor read draft(s) of and gave feedback on *Method*	Yes / No
(c) Supervisor read draft(s) of and gave feedback on *Results*	Yes / No

(d) Supervisor read draft(s) of and gave feedback on **_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?	

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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					
It was the student's own idea					
Theoretical development of thesis					
Student initiated investigation of theory(finding references etc)					
Design and methods					
Student was responsible for the design and execution of the study					
Data collection					
Student collected his/her own data					
The project involved the interrogation of an existing data set	*Yes/ No*				
(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	*Yes/No*				
Data analysis					
Student depended on assistance given for data analysis, statistical procedure, etc					
Technical Assistance					
Student depended on assistance given on equipment, use of lab apparatus, software etc					
Interpretation of results and discussion					
Student depended on advice given on matter requiring detailed theoretical discussion					

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Supervision					
Student submitted written work as requested					
Supervisor gave feedback on submitted work					
Student attended offered supervision sessions					

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).

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