

School of Psychology

University of Sydney

Honours Handbook

2012

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1 HONOURS ADMINISTRATION

1.1 SCHOOL CONTACTS

Honours Co-ordinator

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Please direct all administration inquiries to Julia Ashworth, all academic inquiries concerning the Empirical Thesis to Dr. Michael Cavanagh, and all other academic inquiries to Dr. Hibberd (Semester 1) or Dr Mullan (Semester 2) . However, before sending an email or making a phone call, please check to see whether the information you need is either in this Handbook or on the web.

Blackboard (WebCT) will be online from 5 March, 2012.

You must check your university email address on a regular basis (or have it redirected to an address you do check). Email is the primary way we communicate with students. Important reminders and messages are often sent to your university email. Information about email forwarding can be found at:

<http://sydney.edu.au/ict/switch/sydney-mail/forward-email.shtml>

Contact details for all School of Psychology staff can be found at the following URL:

<http://www.psych.usyd.edu.au/phoneDB/index.php>

Note the new style email address for staff: firstname.surname@sydney.edu.au

1.2 PSYCHOLOGY COUNTER

For administrative queries and the submission of forms and assignments, the Administration Office - Psychology counter is located on the ground floor of the Brennan MacCallum building. Opening hours may change depending on staffing and time of year, but the counter is usually open between 12:00 pm and 4pm, Monday to Friday.

2 PSYCHOLOGY HONOURS PROGRAMME

2.1 COURSE OBJECTIVES

The distinctive feature of the Psychology Honours programme at the University of Sydney is its *critical* approach to research and scholarship. Since its inception early last century, the School has valued and nurtured conceptual inquiry as well as empirical inquiry. The Honours programme is designed to develop and evaluate students' ability to demonstrate conceptual clarity in theorizing and methodological clarity in the conduct of empirical research.

To achieve these broad objectives and to satisfy the Australian Psychological Society's requirements for an accredited fourth year programme that completes "an integrated and comprehensive education in the discipline of psychology... [by providing] advanced level study in a range of areas and...advanced research training" (APS Accreditation Guidelines, October 2000, updated September 2002, p. 23), the Honours programme involves:

- (i) the planning, conduct, and reporting of a substantial Empirical Research project;
- (ii) the development and writing of either a Theoretical Thesis **OR** essays related to two Special Field seminars and other assessments;
- (iii) the rounding out of scholarship, methodological understanding and critical analysis through lectures, seminars, and reading on a range of topics in Ethics and Current and Professional Issues and Research Methods.

2.2 COURSE STRUCTURE AND ASSESSMENT

The course is *one* academic year in duration and includes the following components:

a. Empirical Thesis (50%)

Planning and implementation of a research project, under the supervision of a member of the university's academic staff in Psychology, and presentation of this research project as a dissertation (9,000-12,000 words), due on Wednesday, 17 October, 2012.

b. Theoretical Thesis OR Special Fields coursework (30%)

(i) The Theoretical Thesis option involves the development and writing of a Theoretical Thesis (max. 8,000 words), due by Monday, 6 August, 2012 **at the latest**.

OR

(ii) The Special Fields coursework option involves weekly attendance at two Special Fields seminars throughout semester 1 only and completion of the specified assessments for each seminar. These assessments are due on Tuesday, 26 June, 2012. SF assessment details are provided in Section 3.3.2.

c. Compulsory coursework (20%)

(i) Research Methods (15%)

The course consists of a core component with a choice of workshops to follow. The core component held in Semester 1 is assessable, and consists of 14 two-hour lectures, two per week, and 6 two-hour tutorials, one per week.

(ii) Ethics and Current and Professional Issues (5%)

This involves 6 hours of teaching during the Honours Orientation meeting on February 21st and 22nd, and one lecture per week for the first 7 weeks of Semester 2. The ethics component of the course will be assessed in a take home exam to be released on July 30th (Week 1 of Semester 2) and due Monday, 13th August (Week 3 of Semester 2). Current and professional issues will be assessed in a 1 hour formal exam on Monday, 17th September, 2012 (Week 8 of Semester 2).

d. Supplementary coursework (not assessed)

You are encouraged to attend:

- (i) the School Research Colloquium (Friday 4pm, every week during semesters 1 and 2).
- (ii) the Theory & Systems Special Field, **if you are completing the Theoretical Thesis option.**

The general assessment requirements and weighting of each of these components in the calculation of each student's final Honours grade is summarised in the following table. The assessment procedures used to standardise and combine the component marks, and the processes used to assign Honours grades on the basis of the weighted scores, are described in Section 8.

Component	Assessment	Weighting	Due Date
Empirical Thesis	9000 - 12,000 words Submitted for assessment by 2 independent examiners	50%	17 October
Theoretical Thesis	8,000 words Submitted for assessment by 2 independent examiners	30%	no later than 6 August
OR			
Special Fields Seminars	Approx. 4,000 words for each SF submitted for assessment by 2 examiners	30% (15% each Special Field)	26 June
Ethics	Take home exam	2.5%	13 August
Current and Professional Issues	Formal 1hr Examination in Week 8 of Semester 2	2.5%	17 September
Research Methods	Formal 2 hr Examination in week 8 of Semester 1	15%	TBA

2.3 CHOICE OF THEORETICAL THESIS OR SPECIAL FIELDS COURSEWORK

Students should note that the two options - Theoretical Thesis/Special Fields - differ in many respects. The thesis is best thought of as a large (8000 word) History & Philosophy of Psychology essay undertaken with the guidance of a supervisor and without the structure/constraints of weekly classes, presentations, etc. Special Fields students are required to attend these weekly classes and complete multiple, separate pieces of assessment, while Theoretical Thesis students are required to consult regularly with their supervisor and submit a single dissertation. Students should read carefully the sections in this handbook relevant to the Theoretical Thesis and the Special Fields seminars, and reflect on their own interests, capabilities and preferred form of work when deciding which option is best suited to them. Contact Dr. Hibberd if you're unsure and would like to discuss the two alternatives (fiona.hibberd@sydney.edu.au). **Note that you are no less likely to receive a good mark if you complete a Theoretical Thesis rather than the Special Fields option.**

2.4 WORKLOAD AND SCHEDULE FOR 2011

The Honours programme is very different in structure from your earlier undergraduate years. Although your studies are now concentrated in one School only and you have fewer class contact hours than in earlier years, the demands of the course are heavily concentrated into **8 months**. Completing the programme effectively will require you to carefully plan a schedule that allows you to carry out the reading, scholarship and writing required for your coursework and Theoretical Thesis (if you take that option), while continuously working on your Empirical Thesis. Thus, more than any of your previous undergraduate years, the Honours programme will test your ability to organise efficiently and pace your workload to meet the various deadlines.

It is **strongly recommended** that you begin data collection for the Empirical Thesis in May-June.

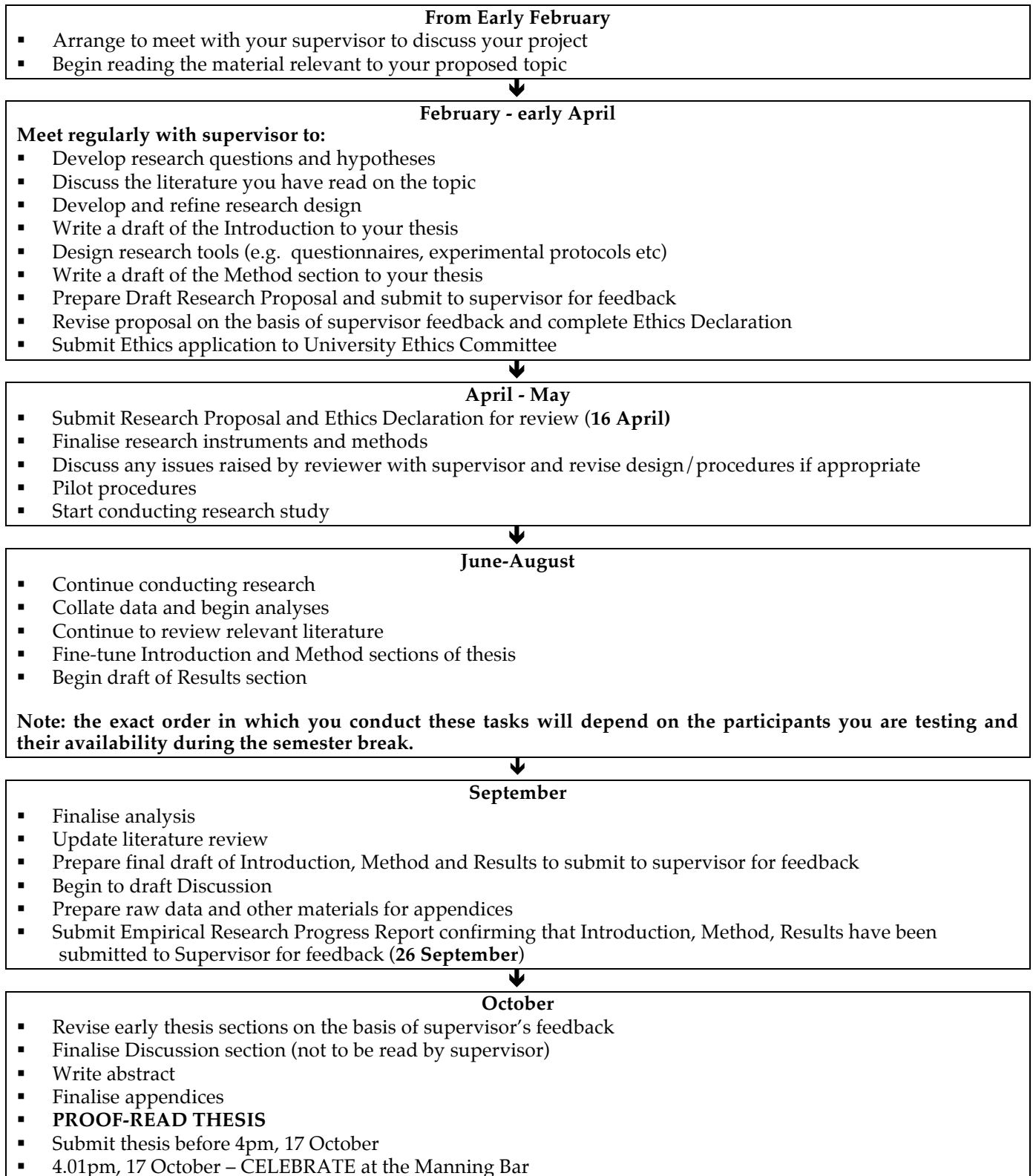
The schedule below summarises the important dates for the year.

Dates	
Tuesday 21 st & Wednesday 22 nd February	Attend Information session and Ethics workshop in Education Lecture Room 424
Friday, 23 March (Week 3)	Special Fields Major Assignments available at seminars or sent to you by email.
Monday, 16 April	Last day to submit Empirical Thesis research application.
Exams 30 April – 4 May Subject to change	Research Methods examinations.
Tuesday, 26 June	Submit two Special Fields Major Assignments (use cover sheets sent to you by email.)
Monday, 23 July	Last day to submit Theoretical thesis draft.
Monday, 13 August	Last day to submit Ethics take home exam
Monday, 6 August (Week 2)	Last day to submit Theoretical Thesis.
Monday, 17 September (Week 8)	Ethics and Current and Professional Issues examination.
Wednesday, 26 September (non-teaching week)	Submit Empirical Thesis Progress Report confirming that drafts of introduction, method, and results have been submitted to Supervisor (Appendix E).
Wednesday, 17 October (Week 11)	Submit Empirical Thesis.

All required forms and assessable work must be submitted to the Psychology counter *no later than 4pm* on the date specified.

2.5 TIMELINE FOR EMPIRICAL RESEARCH THESIS

The empirical research project requires you to work consistently throughout the year. To help you plan this major component of your workload, the flowchart below specifies the various activities associated with conducting your empirical research project and suggests a general time frame. You should discuss this timeline with your supervisor in the light of the specific demands of your project. Plan a schedule that you endeavour to keep.



3 COURSEWORK DETAILS

3.1 COURSEWORK TIMETABLE

The final timetable will be posted at: http://www.psych.usyd.edu.au/current_students/honours/index.shtml in the last week of February, 2012.

3.2 COMPULSORY COURSEWORK

3.2.1 RESEARCH METHODS (15% of Honours marks)

General Description

The aim of this course is to expand the menu of statistical and analytical tools and techniques available to students for their research, whether survey- or questionnaire-based, observational or experimental, and to develop their understanding of the conceptual bases of these tools. It is assumed that students are familiar with material covered in PSYC2012 and PSYC3010 (including analysis of variance, contrasts and multiple regression). The course consists of a core component with a choice of workshops to follow. The core component held in Semester 1 is assessable, and consists of 14 two-hour lectures, two per week, and 6 two-hour tutorials, one per week.

It is recommended that students purchase a copy of SPSS Graduate Pack (NOT the Student version) from the Co-Op bookshop. The Graduate pack is a fully-functioning version of SPSS. Note that version 20 for Mac and PC is the latest version, but earlier versions are more than adequate and have more generous licences for the Graduate pack. (For any version, check version/operating system compatibility.) Times will also be available in the School's computer labs for student use of SPSS.

Co-ordinator

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Teaching outcomes

- development of a critical and analytic approach towards measurement and psychometric theories
- understanding of conceptual issues relating to probability and null hypothesis significance testing
- an understanding of the empirical meaning of parameters in statistical models
- an understanding of experimental design issues: control of unwanted variability, confounding and bias, increasing power with covariate control
- understanding of indices of effect size and issues in power analysis
- ability to use dummy coding and contrast coding to test statistical hypotheses within the General Linear Model
- an ability to evaluate the methods, instruments used, and data gathered in non-experimental research, including surveys
- ability to undertake appropriate item analysis as a part of scale development
- ability to interpret exploratory and confirmatory factor analytic techniques
- ability to apply validity and reliability concepts to practical applications of testing
- ability to analyse data and interpret output in a scientifically meaningful way
- understanding of the limitations and shortcomings of psychometric/statistical models, packages, and inferences

Lecture/tutorial outline

Wk	Lecture No.	Lecturer	Lectures (2hrs each)	Tutorials (2 hrs)
1	1	FH	Measurement: conceptual issues	
	2	FH	Statistics: conceptual issues	
2	3	FH	Statistics: conceptual issues (cont.)	GLM Anova and Regression
	4	MC	GLM: Multifactor studies	
3	5	MC	Effect Size, Power- & Meta-analysis	GLM: Multifactor studies
	6	MC	Categorical variables in GLM: dummy variable and contrast coding	
4	7	MC	Interaction in GLM: categorical and continuous variables	Dummy variables & contrasts in GLM
	8	MC	Repeated Measures: within subjects and mixed designs	
5	9	MC	Logistic regression	Interaction (moderation) in GLM
			Public holiday	
		=	EASTER / MIDSEMESTER BREAK	
6	10	SK	Scale development / standards	Repeated measures and mixed designs
	11	SK	Exploratory Factor Analysis	
7	12	SK	Confirmatory Factor Analysis (intro)	Reliability
	13	SK	Data Handling	
8				
			Examination	

Assessment: An *examination* assessing the core components will be held in week 8 of semester 1. More information will be available at the relevant time.

Workshops: The aim of the *workshops* is to extend students' skills and knowledge in areas that might be considered relevant to their research interests. Workshops will not be formally assessed, and students can choose which workshops they will attend. Attendance at a minimum of two workshops is required, for a total of 4% of marks. Additional workshops of interest may be attended, without further credit, if space is available. Workshops will each be of 2 hours duration, and the format will vary from small group (tutorial) to large group (lecture) format depending on the content/presenter.

Workshop topics covered may include (1) Meta-Analysis (extensions of the lecture on effect sizes and power analysis), (2) Contrasts, simple effects and ANCOVA for more complex factorial designs, (3) Logistic regression, (4) Path Analysis and mediation using AMOS, (5) Exploratory Factor Analysis, (6) Confirmatory Factor Analysis, (7) Multidimensional scaling, (8) Qualitative Analysis.

The workshops will not be held until after the examination that covers the core material, so will not commence until after week 8 of semester one. Some workshops may not be held until semester 2. More information about timetabling of the workshops will be given when available via the eLearning site and email announcements

Recommended readings and references for both the core component and the workshops will be provided as appropriate.

3.2.2 Ethics and Current and Professional Issues (21st & 22nd February and semester 2, wks. 1-7)

Co-ordinator:	Dr. Barbara Mullan Room: BM 446 Phone: 9351 6811 E-mail: barbara.mullan@sydney.edu.au
Other teaching staff:	TBA
Format of Unit:	1 x 2 hour lecture per wk. x 7 wks.
Assessment:	Examination (1 hour) on Monday, 17 September 2012 at 3pm (subject to change)

Unit of Study General Description

This unit covers current ethical and professional issues in Psychology: underlying principles & concepts. The relevance of ethics in research, clinical, health and other settings will be covered. The Professional Codes of Conduct published by both the New South Wales Psychologists Registration Board and Australian Psychological Society will be discussed. A variety of ethical issues will be covered. The empirical foundations for evidence-based treatments and personality and cognitive assessment will be addressed. Certain professional issues such as interviewing and communication skills will be addressed and the unit of study will provide opportunities for students to explore the importance of certain professional issues to professional practice.

Learning Outcomes

By the end of the unit of study the student should be able to:

- Describe, explain, evaluate and apply principles of ethical conduct that apply to psychologists working in the areas of professional practice and research covered in the lecture series;
- Consider the importance of the code of conduct in the major psychological areas;
- Reflect on ethical dilemmas that are likely to be faced by practicing psychologists in a variety of areas;
- Compare and contrast the communication skills needed in the different spheres of Psychology;
- Consider a variety of professional issues faced by practising psychologists.

Text

APS Code of Conduct for Psychologists:

Israel, M. & Hay, I. (2006). *Research Ethics for Social Scientists*. Sage Publications: London

For each topic a variety of reading will be provided and it is expected that students will initiate independent reading.

Lecture outline:

Week		Hrs	Topic	Lecturer
Week 1	Ethics	1	The Professional Code of Conduct & Ethics in Psychology	Dr. Barbara Mullan
Week 2	Current and Professional Issues	1	Theoretical and empirical foundations for evidence based interventions	Dr. Barbara Mullan
Week 3	Current and Professional Issues	1	Professional issues	Dr. Barbara Mullan
Week 4	Current and Professional Issues	1	Interviewing skills	Dr. Barbara Mullan
Week 5	Current and Professional Issues	1	Interviewing skills	Dr. Barbara Mullan
Week 6	Current and Professional Issues	1	Life after Honours	Dr. Barbara Mullan
Week 7	Current and Professional Issues	1	Personality and Cognitive Assessment: Approaches & Issues	TBA

3.3 SPECIAL FIELDS SEMINAR ELECTIVES

All seminars will run during weeks 1-13 inclusive and will be of 1-2 hours duration.

Special Fields teaching objectives

These objectives apply to each of the Special Field areas, but specific areas may have additional objectives unique to that field.

- (i) To develop in-depth knowledge of current developments in research and/or theory in the area covered by the Special Field seminars.
- (ii) To take a critical stance in evaluating empirical evidence and/or psychological theories in the Special Field area.
- (iii) To develop an appreciation of methodological issues in the Special Field area.
- (iv) To develop an appreciation of ethical issues in the Special Field area.
- (v) To be able to give an oral presentation of theoretical or empirical material relevant to the Special Field area.

General assessment guidelines for Special Fields seminars

The assessment for each Special Fields seminar will require the equivalent of approximately 4,000 words of written work. This total will be made up of various specific assessment tasks. Details of the assessment requirements for each Special Field seminar are given in section 3.3.2. However, all Special Fields seminars require the completion of a **Major Assignment** consisting of a substantial essay or critical review of at least 2,500 words. **Topics for this major assignment will be available at seminars or sent to you via email by Friday, 23 March.**

Each of the Special Fields major assignments must be written on distinctly different topics: there should be minimal or no overlap in the literatures and reference lists. Similarly, if the potential reference list for a student's major assignment question were to overlap substantially with the references for the Empirical Thesis, then that topic is **not** appropriate as a major assignment for that student.

Note that if you do not take the Theoretical Thesis option, you MUST attend the weekly meetings for your two Special Fields seminars over the entire semester and contribute to the required seminar presentations or other nominated assessments. Students missing more than 20% of seminars during semester because of illness or misadventure must apply for special consideration through the School of Psychology.

3.3.1 SUBMISSION OF SPECIAL FIELDS MAJOR ASSIGNMENTS

The due date for Special Fields major assignments is **no later than 4pm, Tuesday 26 June.**

Although both major Special Fields assignments are due on the same day, you are strongly advised to set personal deadlines and pace your Special Fields seminar work, preparation and writing throughout the time available.

Two copies of each Special Fields major assignment must be submitted to the Psychology counter. Special Fields assignments do not need to be bound, but each copy must have the appropriate cover sheet, as well as a second page that contains **only** the title of the essay and an accurate word count (excluding abstract and references, but including in-text citations). To ensure anonymity during the examination process, the student's name and SID must not appear anywhere. Cover sheets will be sent to you by email.

Format: Each major essay must contain an abstract (maximum 200 words), and a reference list, and **must not exceed the word length** specified for that Special Field assignment (excluding abstract and references, but including in-text citations). The student will be penalised if they fail to provide an abstract and/or if the word length is exceeded by more than 5%. For further details regarding format and word limits, see Section 7.

3.3.2 SPECIAL FIELD SEMINARS

GROUP A

Current Approaches in Advanced Social Psychology

Convenors: Dr. Fiona White & Dr. Lisa Zadro

Time: Monday 10-12pm

These seminars aim to introduce students to current theories and methodologies of Advanced Social Psychology, promote analytical reasoning and effective communication skills. Following a detailed introduction by the convenors, the unit will primarily consist of student-led seminars. The first section will predominantly focus on issues relating to prejudice such as affirmative action, impression formation, social cognitive neuroscience, inter-group contact, family influences and developmental aspects. The second section will focus on issues related to social influence and the power of the situation such as determinants of attraction, violence in the media, and mood. Each student seminar presentation will be evaluated on the: (i) style of presentation, (ii) ability to critically evaluate research methods and theories, (iii) structure of presentation, and (iv) ability to stimulate discussion and answer questions.

Assessment:

Major	(70%)	A 2,500 word essay on a topic specified by the convenors
Minor	(30%)	A seminar presentation evaluated by the convenors

Current Issues In Developmental Psychology

Convenors: A/Prof. Pauline Howie & A/Prof David Livesey

Time: Thursday 9:30-11am

This seminar will address current issues in human development, with particular emphasis on the ways in which different research methodologies are used to address different research questions. Where applicable, we will consider the implications of developmental research findings as a basis for social policy. Each student will present at least one seminar, in which they will be expected to outline the key issues in a contemporary research topic, and lead discussion on that topic. The areas covered will be those addressed in the book *Current Directions in Developmental Psychology* (2009) edited by L.S. Liben

Assessment:

Major	(70%)	2,500 word essay on a topic to be specified by convenors
Minor	(30%)	Seminar presentation and contributions to discussion throughout semester

Individual Differences

Convenors: Dr Sabina Kleitman

Time: Tuesday 10-12pm

This seminar aims to introduce students to a wide variety of individual differences research, ranging from classic paradigms through to current research findings. Students should develop the ability to independently evaluate the methodology and conceptual basis underlying this area of research, and develop an appreciation of some of the applications of individual differences to personnel psychology and educational psychology. The course will focus on methodological issues (factor analysis, path analysis, cross-cultural studies and structural equation modelling) as well as substantive issues. Topics explored will include intelligence, meta-cognition, decision-making, and personality. The format of the course will be a series of student-lead seminars based on key readings drawn from journal articles and book chapters. All students in the course will need to present a seminar based around one key paper. These presentations should involve more than a summary of the paper and include a critical evaluation of the paper with respect to other related research.

Assessment:

Major	(70%)	2,500 word essay on a topic specified by convenors
Minor	(30%)	Seminar presentation (including 1-page summary handout)

Language and Decision Making

Convenors: Professor Sally Andrews & Dr. Bruce Burns

Time: Thursday 3-5pm

This seminar series will focus on the cognitive processes involved in language processing and decision making. Although these two domains have been investigated relatively independently, there are strong links between them. Language processing can be seen as a set of decisions about how sensory input maps onto conceptual representations and how these concepts are combined to determine the meaning of a spoken or written discourse. Theories of language processing therefore focus on specifying on how conceptual knowledge is represented and retrieved. Decision making also depends critically on how information is represented and retrieved. Moreover, much of the information we use to make decisions is provided to us in the form of written or spoken language. Thus, understanding how language is represented and processed contributes to understanding the processes and outcomes of decision making and to a range of applied issues.

The particular topics to be discussed in the seminar will be determined in consultation with students in the first class. Possible topics include bilingualism, language acquisition, naturalistic decision making and neuro-economics. The seminars will be organised around research articles published on these topics. The initial seminars will be led by the lecturers who will discuss major theories and evidence in the domains of language and decision making and consider the relationships between them. In later classes, students will be responsible for leading discussions on papers related to language and decision making.

Assessment:

Major	(50%)	2,500 word essay on a question specified by convenors
Minor	(40%)	Depending on class numbers, 2-3 students will work as a team to lead the discussion of each topic and select relevant paper(s) to present to the class. Each student will be part of two pairs/triples, for seminars on different topics. Assessment will be based on the presentation in class.
	(10%)	Students will be expected to read a short target article for each week's seminar and to contribute to their discussion about it. Assessment will be based on the quality of each student's contribution.

Neuroscience

Convenor: Dr Ian Johnston and Professor Iain McGregor

Time: Friday 2-3pm

This seminar discusses recent important developments in the fields of behavioural neuroscience and psychopharmacology. The scope of the seminar is wide and involves consideration of studies involving both humans and laboratory animals. Each week, individual students or pairs of students do a presentation on a relevant topic. There is one "key paper" to read each week and every student is expected to read it – not just those presenting. The talk should not be all about the paper but should draw on the wider area of science surrounding it. Every Honours student attending the seminar must participate in at least one presentation.

Assessment:

Major	(70%)	2,500 word essay in which students are required to evaluate one of a number of recent research studies.
Minor	(25%)	Seminar presentation (including a one page written summary of presented topic)
	(5%)	Contributions to discussion throughout semester

Perception: From Unconscious Processing to Multi-modal Awareness

Convenors: Prof. Colin Clifford and Prof. David Alais

Time: Wednesday 1-2pm

The aims of this seminar are to develop critical understanding of current issues and developments in perception and sensory neuroscience, and to develop skills in critical evaluation of the scientific worth of research reports. The seminar will cover a broad range of topics, chosen from journal articles and book chapters, organized along two main themes: unconscious processing and multi-modal integration. The seminars on unconscious processing will address general issues on what it means for processing to be unconscious and how unconscious processing can be measured, as well as focussing on specific paradigms such as blind-sight and binocular rivalry. The seminars on multi-modal integration will include discussion of binding within and between modalities, the cross-modal construction of space, and the role of attention in sensory integration.

Assessment:

Major	(70%)	2,500 word essay on a topic to be specified by convenors
Minor	(20%)	Seminar presentation (content and structure)
	(10%)	Contribution to discussion throughout the semester

Theory & Systems**Convenor: Dr. Fiona Hibberd****Time: Tuesday 1-3pm**

This special field considers a number of key theoretical papers in contemporary Psychology. It will begin with an introduction to the function of theoretical and philosophical psychology and its method, conceptual analysis. It will then turn to research papers that either drive current research in, or aim to change the current approach of, some of Psychology's sub-disciplines. There will be seminar presentations (and group discussion) of papers that turn on assumptions about agency and determinism, intentionality, causation, motivation, emotion, cognition, and reductionism. Particular attention will be given to how such assumptions shape interpretations of the data.

Assessment

Major	(70%)	2500 word essay on a topic specified by the convenor
Minor	(30%)	Seminar presentation

NB: the satisfactory completion of HPSC 3023, or its equivalent, is NOT a pre-requisite for entry into this special field.

GROUP B

Students are usually limited to participate in 1 of these seminars only

Abnormal Psychology: Problem gambling: public health initiatives and treatment interventions**Convenor: Prof. Alex Blaszczyński****Time: Monday 12:30-2pm**

In this course, students will develop an understanding of the concept of problem gambling as a non-substance behavioural addiction and/or disorder of impulse control. Students will critically evaluate the psychological theories and evidence base informing public health responsible gambling initiatives and the effectiveness of psychological treatment programs. A range of explanatory models will be discussed including the addiction, learning/conditioning, and neurobiological, cognitive and critical pathways frameworks. Students will gain an understanding of the structural and situational characteristics of electronic gaming machines and their relationship with principles of classical and operant conditioning and the development of cognitive distortions. The classes will be structured as student-led seminars and group discussion. Students will be required to give an oral presentation of a journal article and to lead the class in a critical discussion of the relevant topic/theme being studied. The class will be expected to have read that article in preparation for the class.

Assessment:

Major	(70%)	2,500 essay on a topic specified by the co-ordinator and related to a different topic than the seminar presentation.
Minor	(30%)	Each student will give an oral presentation (20%) and will actively contribute to class discussions (10%). Set readings will form the basis of the presentation and discussion.

Child Clinical Psychology**Convenors: A/Prof. Caroline Hunt & Dr. David Hawes****Time: Wednesday 11-1pm**

This course will expose students to theoretical, methodological and clinical issues relevant to the aetiology, diagnosis and treatment of childhood psychological disorders. The classes will be structured as student-led seminars. The introductory classes will overview current theoretical and empirical approaches to the conceptualisation and measurement of childhood disorders. The remainder of the course will focus on new developments in understanding internalising and externalising disorders of childhood.

Assessment:

Major	(70%)	2,500 word essay on topic specified by convenors.
Minor	(30%)	Presentation and class discussion

Eating Disorders

Conveners: Dr. Paul Rhodes & Prof. Stephen Touyz

Time: Friday 2-4pm

This course will encourage students to critically evaluate theoretical, methodological, and clinical issues relevant to the aetiology, diagnosis, and treatment of eating disorders. Set readings which address current themes or have been highly influential in the field of eating disorders will form the basis of each class. The classes will be structured as student-led seminars. Each student will be required to provide an oral presentation on one of the set-readings, to lead a class discussion on issues relevant to the paper, and to read the weekly set-readings in preparation for the class.

Assessment:

Major	(70%)	2,500 essay on topic specified by convenors and related to a different topic than the seminar presentation.
Minor	(30%)	Each student will be required to present a seminar topic (20%) and participate in seminar discussions (10%).

Neuropsychological Rehabilitation

Convenors: Dr. Karen Croot & Dr. Sunny Lah

Time: Thursday 1-3pm

These seminars will introduce students to theory and practice in the rehabilitation of a range of neuropsychological impairments. Impairments discussed will include disorders of memory, language, attention, visual perception, executive function, and social/emotional functioning, following neurological insult in children and adults. The seminars will survey how research into effective rehabilitation is formulated in each of these areas. We will consider the brain bases and cognitive bases for restoration of function during rehabilitation, and discuss whether it is more appropriate to seek to restore cognitive function or to develop compensatory strategies. Students will learn about the design of rehabilitation studies and consider the advantages and disadvantages of double-blind randomised control studies compared with single case methodologies. Students will be expected to read from the recommended text in preparation for weekly discussion and from the published scientific literature on neuropsychological rehabilitation to prepare for their major essay and for seminars. Students will also be in charge of leading one of the seminars on a topic of their choice within the areas covered. By the end of the seminar series, students will have a broad overview of current progress in rehabilitation across cognitive domains, as well as in-depth knowledge about two or three topics of their choice.

Assessment:

Major	(70%)	2,500 word essay on a topic to be specified by convenors
Minor	(20%)	Seminar presentation. Please hand in two copies of power-point slides or overhead transparencies used in presentation (one for each convenor) before presentation.
	(10%)	Contributions to discussion throughout semester

Understanding and treating anxiety disorders

Convenors: Dr. Marianna Szabo & Dr. Maree Abbott

Time: Wednesday 2-4pm

This seminar will examine recent developments in the understanding and treatment of anxiety disorders. In this context the seminar will provide students with a more detailed understanding of two specific anxiety disorders. One section of the seminar will focus on Generalised Anxiety Disorder, and the other section on Social Phobia (Social Anxiety Disorder). Individual seminars will explore issues concerning the assessment, diagnosis, causation, maintenance and treatment of each of these two disorders. Developmental aspects of both Generalised Anxiety Disorder and Social Phobia will also be discussed. Students will be expected to present a seminar paper and lead a group discussion on their chosen topic.

Assessment:

Major	(70%)	2,500 word essay on a topic to be specified by convenors
Minor	(30%)	Seminar presentation and contributions to discussions throughout the semester

3.4 SUPPLEMENTARY COURSEWORK

You are encouraged to attend the **School of Psychology Research Colloquium**

These are held on Fridays during semester time between 4 and 5pm in Education Lecture Room 424. Papers are presented dealing with current research in a range of areas in Psychology, some by researchers in other Australian and overseas universities, and some by members of our own staff. Presentations are followed by a question session. Attendance at the Colloquium will provide you with a valuable opportunity to hear psychologists – often internationally renowned – present their ideas and research. As well as expanding your awareness of research and providing you with insights into effective presentation techniques, attending these seminars will expose you to a range of ideas, which may be of direct help in your Honours work, and will allow you to make contact with people in the field. The Colloquium programme will be posted on the School's web page.

4 THEORETICAL THESIS

4.1 NATURE OF THE THEORETICAL THESIS

Most commonly a theoretical thesis is concerned with some well-known theoretical concept that is influencing lines of research in an area of Psychology. The aim of your thesis should be to disentangle the theoretical presuppositions from the factual material that is supposed to support or exemplify them, and then to examine the theoretical component to see whether it is logically coherent, whether it can be expressed without necessarily leading to self-contradiction, whether it can be put to any conceivable empirical test, whether it can possibly increase our understanding of the phenomenon under study or only appear to do so, and so on. Most of the topics suggested in Section 4.4 below refer to theoretical concepts of that kind. Others deal with aspects of theory-building as such: e.g., the nature of explanation, of confirmation and disconfirmation, the types and uses of theoretical constructs. These should always be worked out taking actual psychological theories as examples. A thesis which surveys some field of research and contends that the researcher has neglected to control for some empirical variable which may have been affecting the dependent variable (and so in effect suggests a new experiment) is not a theoretical thesis. It is a literature review – it offers the kind of analysis and criticism relevant to the empirical thesis.

Generally, then, the theoretical thesis should be conceived as an exercise in purifying existing theories.

The thesis is assessed on the extent to which a student can carry out the sort of problem outlined above by exercising their own critical judgement. Students should guard against:

- (i) adopting a particular theoretical position on some contentious issue without recognising that it is a subject of dispute;
- (ii) accepting theory-loaded definitions as if they were statements of fact;
- (iii) drawing conclusions which in fact simply do not follow from the material cited;
- (iv) treating theories which contradict each other as if they were talking about different parts of the subject-matter, and so could peacefully co-exist;
- (v) not being aware of relevant classic studies, where 'classic' means widely influential studies which established a new trend of thought;
- (vi) taking one statement as definitive of an author's position when it has been modified in a later work, as sometimes happens;
- (vii) padding, irrelevancies, obscurities of language.

In the final assessment of the year's work, the theoretical thesis can earn a good mark if it has some real depth and substance. Serious intellectual work of this kind takes time. Students are advised to make their decision about a topic and begin their reading early in the year, thus allowing their ideas an adequate period of gestation.

Examiner's report form

The report form, which each examiner completes as part of the examination of the final thesis (Appendix H), gives a clear indication of the assessment criteria used.

4.2 PREPARATION OF THE THEORETICAL THESIS

Dr. Hibberd (Rm 451 Brennan Building; phone 9351 2867; email fiona.hibberd@sydney.edu.au) is the co-ordinator of the theoretical thesis. Please consult with her regarding a topic. You will be allocated a supervisor, after which changes of supervisor will be permitted only under exceptional circumstances. Changes of topic under the same supervisor are permissible if the supervisor is agreeable. Please inform Dr. Hibberd as soon as possible of any such changes.

Topic selection

A theoretical thesis may deal with any conceptual topic in Psychology, with the restriction that it may not be in the same specific area as that in which you are carrying out empirical research. The purpose of this requirement is to ensure that students' work is not too narrowly specialised. Topics in the same general area of Psychology (e.g., Learning, Social, Neuroscience) are not specifically excluded, but permission must be obtained from Dr. Hibberd. Permission will only be granted where it is clear that the student will be undertaking work in substantially different topic areas and there is minimal or no overlap in the literatures.

Frequency of supervision consultation

The supervisor should be consulted at least once a fortnight with more frequent consultations likely in the early stages and toward the end. In general, the frequency of consultation is a matter for the supervisor and the student to determine, but it is the student's responsibility to ensure that s/he makes proper use of the supervision facilities and informs Dr. Hibberd if problems arise.

Supervisor's report

After the thesis submission date, as part of the thesis examination process, your supervisor will be asked to provide a report of your work, including ratings of the amount of consultation, the extent of the supervisor's involvement in choice and definition of the topic, the extent of editorial assistance, the extent to which thesis draft(s) were read, the extent of any outside help, and any special circumstances which may be relevant (See a copy of the supervisor's report form in Appendix G). The supervisor's report will not affect the examiner's final assessment unless any of these aspects fall *outside* the normal range.

4.3 WRITING THE THEORETICAL THESIS

Submission of Draft

The theoretical thesis draft must be submitted directly to your thesis supervisor **no later than Monday, 23 July, 2012**. Supervisors will provide comments on drafts submitted by this date only if they are written in consecutive prose style, i.e., drafts should not be in note form.

Submission of Final Theoretical Thesis

The due date for submission of the theoretical thesis is **no later than 4pm on Monday, 6 August, 2012**. **Note:** refer to Section 7 for detailed instructions on how to submit the final copies of your Theoretical Thesis.

Word limit

The theoretical thesis **MUST NOT EXCEED 8,000 WORDS IN LENGTH** (including in-text citations, but excluding abstract, tables, captions, references and appendices). **Where the word length is exceeded by more than 5%, the student will be penalised.** There is **no** penalty for word counts which are less than 8,000 words.

4.4 POSSIBLE THEORETICAL THESIS TOPICS

You are advised to consult recent issues (say 2006-2011) of the journals below. This will give you a sense of current theoretical research in Psychology.

American Journal of Psychoanalysis	Mind
American Journal of Psychology	Mind & Language
American Psychologist	New Ideas in Psychology
Behavior and Philosophy	Philosophy of the Social Sciences
History of the Human Sciences	Philosophy, Psychiatry & Psychology
History of Psychology	Philosophical Psychology
International Journal of Psychoanalysis	Psychological Science
Journal for the Theory of Social Behaviour	Psychologist
Journal of the History of the Behavioural Sciences	Social Studies of Science
Journal of Mind & Behavior	Theory and Psychology
Journal of Theoretical and Philosophical Psychology	

Other possible topics are listed below. If you wish to write on a subject not listed below, then you're free to specify your own topic in consultation with Dr. Hibberd, bearing in mind the restriction that your thesis may not be in the same specific area as that of your empirical research.

Note: some topics could be classed under more than one of the headings below.

Abnormal Psychology

- (i) Multiple personality and personal identity
- (ii) The "rationality" of depression
- (iii) The "scientist/practitioner model" in clinical psychology.
- (iv) The conceptual assumptions of health psychology
- (v) The concept of mindfulness
- (vi) Positive psychology

Cognitive Processes

- (i) The concept of error
- (ii) The concept of information
- (iii) The metaphorical status of information-processing
- (iv) The logical status of mental representation
- (v) Memory
- (vi) The concept of metacognition
- (vii) Rational intuition

Conceptual Foundations of Qualitative and Quantitative Methods

- (i) The concept of measurement
- (ii) Null hypothesis significance testing and confidence interval estimation
- (iii) Meta-analysis

Individual Differences and Personality

- (i) The concept of emotional intelligence
- (ii) Ability, capacity, potential, and other similar dispositional concepts
- (iii) The contribution of factor analysis to the study of individual differences in abilities or personality
- (iv) The concept of personality trait in contemporary and recent psychology
- (v) The concept of mental energy in psychoanalytic theory

Motivation / Human Performance

- (i) Emotion as a motivational concept in contemporary and recent psychology
- (ii) The distinction between energy and direction in behaviour
- (iii) Current concepts of motivation
- (iv) The motivational component of error

Perception

- (i) The concept of perceptual structure
- (ii) In what sense can psychological and neuro-physiological experiments provide an explanation of perceptual events?
- (iii) Do neural networks explain perception or behaviour?
- (iv) The logical status of emergent properties in perception and/or cognition
- (v) The logical status of Gibson's concept of "affordance"

Physiological Psychology

- (i) Reductionism
- (ii) The concept of emergence
- (iii) The relationship between psychoanalysis and neuroscience

Social Psychology

- (i) The logic of socio-biological explanations
- (ii) What is evolutionary psychology?
- (iii) The concept of attitude
- (iv) Is Western social psychology really social?

General Psychology

- (i) Model-building in psychology
- (ii) Phenomenology vs direct realism
- (iii) The contribution of psychological research to theories in the philosophy of science
- (iv) The social construction of psychological phenomena
- (v) Qualitative research in psychology

5 EMPIRICAL THESIS

5.1 GENERAL REQUIREMENTS OF PROJECT

Students conduct a research project under the supervision of a staff member and report this project in a thesis of between 9,000 and 12,000 words (main text only: excluding abstract, tables, captions, references, and appendices, but including in-text citations). Students are evaluated on their ability to:

- (i) identify a research problem to be investigated;
- (ii) demonstrate understanding of relevant background literature and appreciation of theoretical and methodological issues;
- (iii) design a study that takes account of these issues and has the potential to answer the question(s) posed;
- (iv) conduct an investigation with due regard to adequate procedure and controls;
- (v) appropriately analyse the data;
- (vi) correctly interpret the data, taking account of any inadequacies and ambiguities, and adequately relate the findings to the issues raised in the literature review, and
- (vii) report the results of the research project concisely and clearly using the publication conventions of the American Psychological Association.

The aspects listed above are reflected in the Empirical Thesis Assessment Criteria (Appendix D) and the Examiner's Report form that each examiner completes as part of the assessment of the final thesis (Appendix F).

5.2 SUPERVISION OF EMPIRICAL RESEARCH PROJECTS

Allocation of supervisors

Supervision of empirical research projects is usually carried out individually. On very rare occasions, students may work in pairs or collaborate with other students on aspects of a research project. In such cases, students are still required to develop and investigate individual research questions. Once allocated to a supervisor, the student and supervisor discuss and refine the topic and decide on the most appropriate supervision arrangements.

Note that while students entering Honours are asked to submit their empirical research area preferences, and may even indicate a preferred supervisor, it is never possible to accommodate all requests. A variety of factors constrain the allocation of supervisors and research areas although the School makes every effort to satisfy as many student preferences as possible.

Independence and originality of research

It is a requirement that students investigate and report on **independent research questions**. The Australian Psychological Society guidelines for fourth year programs specify that each student must "*participate in all of the steps involved in research including formulation of research questions, the design of the study including selection of appropriate methodology, the collection and analysis of data to test the research question, the interpretation of findings and the writing up of the report*". Each student's research question must be independent in the sense that it is neither a direct replication of an existing study, nor a project already designed by the supervisor. The supervisor may, however, point students in a particular direction or suggest a broad issue that needs investigation.

These independence requirements do not prevent students working on related projects and sharing aspects of the work involved in data collection. For example, students might use different aspects of the data they have obtained from a single survey or questionnaire, or investigate the effect of different variables on a phenomenon under study, or conduct different experiments on the same or closely related topic (possibly even using the same apparatus, techniques, participants). However, each student would still select a specific research question for their project and would develop an appropriate design and methodology to investigate it. Such cases might involve joint supervision sessions because of the overlapping areas of relevance in the two projects, but the projects have to remain distinct and separable. Students working within such arrangements may collaborate in the collection of data where appropriate (e.g., large surveys), but their empirical reports would have to treat different subsets of data, and be written up **completely independently**. Note that any deviation from these requirements would be immediately obvious during assessment since the same examiner would normally mark both theses under such circumstances.

Identifying a research question

In consultation with your supervisor, you will read carefully in your topic area and identify a research question that is broadly within your supervisor's interests and expertise. In discussion with your supervisor, **you must refine the topic into one that can be practically addressed within the available time.** You should not expect your supervisor to answer the question "What should I do?". Rather, you should develop specific questions and possible hypotheses, designs, procedures, etc., for your supervisor to comment on. The reading process is about acquiring important background knowledge in your area and narrowing the scope of your project's central question to something manageable within the brief period available.

Although the emphasis is on your generating your own research ideas and methodologies, most students will not do this entirely independently. You are an apprentice in the research process and your supervisors have the expertise to guide you and experience of the practical constraints that limit the scope of fourth year research projects. Thus, while supervisors expect students to generate their own ideas about possible research projects, students have the right to guidance from supervisors and advice regarding potential conceptual, methodological or analytical shortcomings.

Supervisory sessions

Meetings with the supervisor normally occur weekly, especially early in the year, and may last up to 1 hour, preferably at the same time each week. Students who are working on related topics will normally meet the supervisor at the same time. During certain periods of the year, meetings may be more frequent while at other times, for example during testing, they may be less so, but the average frequency will tend to be once a week. Both students and supervisors have the responsibility of organising and attending regular supervision meetings and of notifying the Honours Empirical Thesis co-ordinator of any problems that are impeding the supervision process. It is a good idea to set agendas for meetings and to keep a record of the goals set for the next meeting (both by the student and the supervisor – e.g., agreements to read and comment on drafts or assistance with aspects of the analysis). An example of such a form is given in Appendix I.

Reading the Draft thesis

Supervisors have a responsibility to read and provide detailed feedback on **one Draft** of the Introduction, Method and Results sections of your thesis. Supervisors may be willing to provide more limited feedback on a revision of these sections. Supervisors are **not permitted** to read or provide comments on the written version of your Discussion, although you can discuss the ideas for your Discussion with your supervisor. The Discussion is a crucial section where students can show their ability to interpret data and theorise about their findings. Keeping it free of the supervisor's direct input provides an opportunity for examiners to evaluate your ability independently of the supervisor's influence.

Note that research staff or students within the School (e.g., your supervisor's PhD students or post-doctoral researchers) are also not permitted to provide commentary on Discussion sections. Breaches of this rule will be penalised.

Supervisor's report (see Appendix E)

After the thesis submission date, as part of the examination process, the supervisor will report on the independence of each student's contribution to the various components of the research process. The report covers the extent of the supervisor's involvement in choice of topic and experimental design, the amount of consultation, the extent of statistical assistance, amount of editing assistance on drafts, and the extent of any outside help. The report is an important part of the assessment process as it takes account of differences between students in the degree of help received. Remember, though, that all students need advice from their supervisor at various times so you should not over-emphasise the importance of demonstrating independence. Your final mark will not be adversely affected unless the level of assistance was **outside the normal range.** Conversely, very high ratings for independence will not guarantee you a high mark if your failure to seek advice resulted in major flaws in your research.

5.3 EMPIRICAL RESEARCH APPLICATION

Once you and your supervisor have finalised your research topic and experimental design, you are required to submit an honours research application that consists of two components: an ethics component and a proposal.

The ethics component is a standard ethics application form. In this section, you will be required to demonstrate to reviewers that you have considered the ethical ramifications of your project.

The proposal component is part of the ethics form; specifically, it requires you to:

'Outline the theoretical, empirical and/or conceptual basis, background evidence and methodology for the research proposal with reference to the relevant literature.'

In this 2000 word section, you are required to provide:

- a brief summary of the relevant background literature
- a clear statement of the research hypotheses to be tested
- the research design, methods and procedures to be used
- an outline of how the data will be analysed

It is recommended that your proposal consider different potential outcomes. What results will you find if your hypothesis is confirmed? Which alternative outcomes may arise? Carefully considering hypothetical outcomes and their implications helps you think clearly about your hypotheses and whether your planned experiments really do address them. You may include hypothetical data plots to summarise your predictions.

Your supervisor will read a draft of your Research Application and provide you with feedback on content and clarity. Discussion of the proposal with your supervisor may reveal unforeseen problems and scope for further improvement.

The final version of your Research Application must be submitted online by **Monday April 16th**. You may submit the application earlier, from **Friday April 6th**. *Instructions for online submission can be found on the Honours Blackboard Learning site (former WebCT)*. A School staff member (not your supervisor) from your general research domain will read your proposal and provide feedback, commenting on the clarity of the research question and hypotheses, appropriateness of the design and methods, and proposed statistical analyses, and any potential issues that the student and supervisor should consider.

The Research Application is not assessable and reviewers will primarily comment on the proposal section, not the ethics component (you will receive a separate approval—or request for further clarification—from the School Ethics Subcommittee regarding the ethics component if you apply for Standard/Blanket ethics and submit Booklet A. If you are applying for University Ethics—and submit Booklet B or Booklet C—your ethics approval will come directly from the University. The School will not be assessing the ethics section of your booklet). Its main purpose is to provide you with independent input from another expert who may be able to observe shortcomings and/or suggest improvements. Very often there is no single “right answer” regarding design and methodology, so the review will not necessarily “approve” or “disapprove” of the project but may instead offer alternative approaches. The review also gives students a preliminary experience of the peer review processes that they are likely to encounter in their professional lives as psychologists.

Once the research proposal has been read by the reviewer, a Research Proposal Review Meeting should be organised between you and the reviewer to discuss the feedback. You will be told who your reviewer is and it is your responsibility to contact them and organise a meeting **within two weeks** of the proposal submission date. If it is at all possible, your supervisor should also attend this meeting. At the meeting, a Research Proposal Review Form (Appendix B) should be completed, detailing the issues identified by the reviewer and discussed at the meeting. The form should be signed by everyone present. The reviewer will submit this form and you and your supervisor will be emailed a copy for your records (it might be a good idea to make a photocopy at the time of the meeting). If it is not possible to organise this meeting in a timely fashion (within two weeks of proposal submission), the reviewer will provide written feedback to the student using the same form. An early submission might expedite this feedback.

You can download the Research Application from the *Honours Blackboard Learning site (former WebCT)*. There are three versions of the application—you need to complete the appropriate application.

BOOKLET A: Human Projects—Standard (Blanket) Ethics Approval should be completed if you are conducting a human research project AND you are applying for Standard (Blanket) Ethics approval (see Section 5.4). This can only occur if your project falls under Type 1 or Type 2 experiments.

BOOKLET B: Human Projects—University Ethics (HREC) should be completed if you are conducting a human research project AND your project DOES NOT satisfy the requirements for Type 1 or Type 2 experiments (see Section 5.4). In this scenario, you should complete an application for ethics approval by the Human Research Ethics Committee (HREC) either individually or through a modification to your supervisor’s pre-existing ethics approval.

BOOKLET C: Animal Projects should be completed if you are conducting an animal research project. You should discuss ethics approval for your study with your supervisor (see also Section 5.4.2)

Once you have completed the application, *instructions for online submission can be found on the Honours Blackboard Learning site (former WebCT).*

5.4 ETHICS REQUIREMENTS AND SUBJECT RECRUITMENT PROCEDURES

5.4.1 APPLYING FOR ETHICS APPROVAL

All research conducted at the University of Sydney requires formal ethics approval. Students should consult with their supervisor to determine what action is needed with regard to ethics approval for their projects.

In honours, there are three typical ethics scenarios.

Case 1: Standard/Blanket Ethics Approval

In many cases, research projects by Honours students using Psychology 1 students as participants are covered by a general approval (referred to as ‘Standard’ or ‘Blanket’ Ethics) issued to the School of Psychology by the University’s Human Research Ethics Committee (HREC). This approval covers many standard psychological procedures, but is limited to those specifically outlined in the School’s application. The experiments that are allowed under this application are referred to as ‘Type 1’ or ‘Type 2’.

TYPE 1 EXPERIMENTS

These consist of experiments which investigate aspects of various psychological processes such as memory, learning, skilled performance, problem solving, pattern recognition, attention, perception. Typically, they employ the presentation of some kind of stimulus material (for example, words or visual patterns presented on a computer screen, on cards or projected; words or other auditory stimuli presented via headphones or a loudspeaker) and participants are required to respond in some manner, either immediately or at a later time, as in memory experiments. Such responses may involve pressing an appropriate key, tracking a moving target, selecting from an array of items in a recognition test, or psycho-physiological measures such as changes in skin conductance or heart rate.

Type 1 experiments use one or more of the following procedures:

• Reaction times measured by keyboard press, mouse button or voice key
• Presentation of visual stimuli (including faces, alphanumeric characters, geometric forms) on computer monitors, cards, or projected onto a screen
• Presentation of auditory stimuli, including words, melodies, single tones or complex sounds via headphones or loudspeakers
• Presentation of tactile stimuli, such as weak vibrations applied to the finger-tips via a conventional vibrotactile device.
• Presentations of combinations of the visual, auditory or tactile stimuli described above
• Assessment of body shape of photographic images
• Recording of eye position using infra red sensing device or video-photography memory tasks, involving words, faces, video-taped events, other visual or auditory patterns, odours
• Reasoning tasks, including arithmetic, anagram and concept formation tasks
• Memory tasks, involving words, faces, video-taped events, or other visual or auditory patterns
• Presentation of computer-simulated driving tasks, and measurements of steering, accelerator and brake responses
• Tracking tasks involving continuous responding to changing visual or auditory patterns
• Motor tasks involving grip strength, throwing or motor discrimination tasks
• Non-invasive electrophysiological measures: cardiovascular, heart rate monitors using an ear lobe clip, electroencephalographic (EEG), skin conductance, electromyographic and electro-oculographic measures
• Evaluation of transfer of training on a variety of computer tasks - e.g. library database searches
• Judgement of food or drink flavours and sniffed odours, and consumption of commonly available food and drinks

- Perceptual tasks involving judgement of visual, auditory or tactile stimuli, or combinations of these.

TYPE 2 EXPERIMENTS

These are usually employed in Health and Social Psychology projects or cognate areas. They involve the administration of a self-report questionnaire or test, which is either a standard instrument (for example, kinds of personality, mood or ability tests) or an instrument which has been specifically developed for a specific study. Such projects cover diverse topics, for example, rating perceptions of health risks, rating the importance of various aspects of friendship.

Type 2 experiments use one or more of the following procedures:

• Various standard intelligence tests
• Various standard personality tests
• Various standard tests assessing mood and emotional state
• Standard format tests of associations between words and concepts
• Widely available questionnaires on attitudes, including measures of prejudice, stereotypes and attitudes
• Questionnaires covering various aspects of behaviour, for example, social interactions, eating behaviour recreational behaviours.
• Questionnaires requiring estimates of the likelihood of future events, for example, health related, accidents, academic performance
• Journal-keeping or diarising of behaviour or mood

If your project falls under Type 1 or Type 2 experiments, you are eligible to apply for Standard/Blanket Ethics approval. To do so, complete Research Application **BOOKLET A: Human Projects—Standard (Blanket) Ethics Approval**. After you upload your completed form, it will be directed to the Ethics coordinator, Dr. Lisa Zadro (ethics@psych.usyd.edu.au). You will then be notified if/when your project is approved. You will need to forward this approval to the SONA coordinator (see Appendix C).

The full application and the protocol approval numbers can be found on the School's Honours web page:

http://www.psych.usyd.edu.au/current_students/honours/index.shtml

Case 2: Research covered by supervisor's ethics approval

In some cases, a student's research project may be closely related to the supervisor's ongoing research activity for which ethical approval will already have been given. If your research is covered under your supervisor's approval, your supervisor will submit a 'modification' request to the Ethics Office adding your name as a student investigator on the project.

Once permission is granted, you will need to submit a copy of the Ethics approval letter to the Psychology Administration Office. If your study involves Psych 1 student participants, also email this letter to the subject pool coordinator, Dr Caleb Owens (you won't be given approval to use SONA until this happens); make sure you also forward Dr Owens the additional material at points 1-2 in Case 1. Otherwise, once you have Ethics permission, you may begin testing.

If your project falls under this category of ethics approval, complete Research Application **BOOKLET B: Human Projects—University Ethics (HREC)**.

Case 3: Individual submissions to the University Ethics Committee

If your research is not covered by Case 1 or Case 2, you will need to submit an individual ethics application to the relevant University Ethics Committee. The following research falls into this category:

- 1) Any research activity using Psychology 1 students that employ procedures **not** covered in the School's general approval (i.e. NOT a Type 1 or Type 2 experiment)
- 2) All human research that involves participants other than Psychology 1 students.

3) All animal research projects.

Be warned that the process for separate ethics approval can be long and time-consuming so plan your ethics submission early. **You cannot start your experiments until approval is granted.** Application forms are available at the following web pages:

Research involving humans:

http://sydney.edu.au/research_support/ethics/human/forms.shtml

Research involving animals:

http://sydney.edu.au/research_support/ethics/animal/forms.shtml

Individual applications must be read and signed **first** by your supervisor, and **second** by the Head of School **before** submission to the relevant University Ethics Committee. Ethics committee meetings occur fortnightly and submission deadlines are strictly enforced, so make an appointment with the relevant School advisor at least 7 days prior to the Ethics submission deadline. The dates of Ethics Committee meetings and deadlines for submissions are available here:

Human Ethics: http://sydney.edu.au/research_support/ethics/human/deadlines.shtml

Animal Ethics: http://sydney.edu.au/research_support/ethics/animal/deadlines.shtml

If your project falls under this category of ethics approval, complete Research Application BOOKLET B: Human Projects—University Ethics (HREC) or BOOKLET C: Animal Project (as appropriate).

Ethics advisors in the School of Psychology

Human Ethics Advisors:

Dr Sunny Lah
BM422, phone 9351 2648. Email: suncica.lah@sydney.edu.au

Dr Andrew Kemp
SB247, phone 9351 7585. Email: akemp@sydney.edu.au

Dr. David Hawes
BM440, phone 9351 4068 Email: david.hawes@sydney.edu.au

Animal Ethics Advisor:

Dr. Ian Johnston
BM 454, phone 9351 4353. Email: i.johnston@sydney.edu.au

Obtaining participants from outside the School of Psychology

Where a research project requires the use of participants outside the School of Psychology, supervisors should monitor student experimenters as closely as they would normally. They will also ensure that formal arrangements are in place if an organization outside the School is involved (e.g., a school, clinic, office, theatre, etc).

Even though a project may be conducted entirely outside the University, the University Human Research Ethics Committee must still approve the project. The Supervisor and the School's ethics advisor will guide the student. The ethics advisor should review and sign the application before submission no later than 5pm Thursday before the closing date. The University Ethics Committee usually takes three to four weeks to approve submissions, but can take longer if modifications are required.

NOTE: some external organizations will require a separate ethics application to be submitted, in addition to the University's application. Additional time should be allowed for this process.

Use of school children as participants

Applications to conduct research in schools need to be made to the State Office of the Department of School Education, through the State Education Research Approval Process (SERAP). Proposals must have the approval

of the University Ethics Committee before final approval can be granted by the Department of School Education. You will need to make a case that your research will “add to the store of knowledge and understanding”, will not adversely affect students, and will involve an “acceptable level of disruption to the teaching and learning programs of the schools”. Approval must also be obtained from the principals of participating schools. SERAP applications can be made online at the Department of Education and Training’s web site:

<https://www.det.nsw.edu.au/serap/>

Applications to the Department of School Education should be submitted at least six weeks before the time at which the research is to commence, as proposals may need to be revised and re-submitted.

The *Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools*, incorporating further details and application forms, can be accessed at the following URL:

<https://www.det.nsw.edu.au/research/index.htm>

Requests to use school children in the Catholic school system may need to be made formally to the Catholic Education Office for the relevant diocese. Enquiries should be made in the first instance to the school principals. The use of non-Catholic independent school children has usually been by personal arrangement by the Honours student with the school.

Note that the new guidelines require all researchers who will be testing children to complete a Prohibited Employment form (“Form B”) which declares that: (a) they are aware of the special responsibilities associated with undertaking research with children, particularly in relation to child protection; (b) they do not have a criminal record, and (c) that there are no other circumstances which might preclude their undertaking research with children and young people. This form should be submitted to Ms Sandra Cheng, Manager of Finance and Administration, School of Psychology. Schools may also require a copy of this form. The form is available from the Ethics Office or DET.

5.4.2 COURSE ON ANIMAL EXPERIMENTATION

Students undertaking research using animals and animal tissue are required to attend a course on Animal Experimentation **before** they initiate their research. Make sure that you discuss this requirement with your supervisor if you are conducting research with animals. Laboratory Animal Services will be running its next ‘Introduction to Animal Research’ course on February 28th and 29th 2012 (tentative dates). The course focuses on the ethical and legal aspects of animal use in research and teaching. Program details and online registration are available from the Ethics Office website:

http://sydney.edu.au/research_support/ethics/animal/training/introduction.shtml

5.4.3 RECRUITING PARTICIPANTS FROM PSYCHOLOGY 1

General ethical considerations for research using Psychology 1 students

Psychology 1 students are encouraged to participate in research being conducted by School staff and students. Experimenters must follow the agreed procedures laid down by the University’s Human Ethics Committee. Carefully read the Research Participation information provided to Psychology 1 students so that you are familiar with the procedures. Particularly note the following important issues:

Clear description: information provided to students about the experiment should make it clear - from the title and a brief description - what the study will entail for participants. It must not be misleading. A Subject Information Sheet must be provided when requesting participants. In some cases there are good reasons why the description cannot reveal the main aim of the study, although this should be explained in debriefing information.

Debriefing: all participants should be informed about the aims and design of any study in which they participate. Although many students will be content with a brief description, opportunity should always be provided for further discussion with those who are interested. Research participation provides Psychology 1 students with direct experience of psychological research and they receive a small amount of course credit for participating. It is important that researchers take care to make this opportunity educational for them.

Strict confidentiality: extreme care should be taken to ensure that all personal information, including phone numbers, and any means of identifying individual participants, is confidential to the researcher only. Any record of such information should be destroyed as soon as the study is completed.

Right to withdraw at any time: it should be made clear to students that they have the right to withdraw, without consequence, from a study at any time, particularly if it involves stress or personal data. Researchers should not exert any pressure on students to remain in an experiment if they indicate they wish to leave.

Procedures for recruiting Psychology 1 participants (see Appendix A)

The research participation of Psychology 1 students is managed on-line using a system called SONA. Training in the use of this system will be provided in the Honours software information session.

Each researcher is permitted to use no more than 120 hours per year (60 hours per semester) from the Psychology 1 subject pool. Towards the end of semester, if demand exceeds supply, these constraints will be relaxed. As Psychology 1 students are expected to complete 4 hours of research participation, no project using the SONA pool can exceed 4 hours of testing (even if across different testing sessions).

5.5 CONSULTATIONS FOR RESEARCH DESIGN AND STATISTICS

The School's statistical advisers are:

Dr. Margaret Charles (S1, Room 452 Brennan McCallum, phone 9351 3354 ; email : margaret.charles@sydney.edu.au)

Dr. Lisa Karlov (Room 343 Brennan McCallum, phone 9351 3901; email: lisa.karlov@sydney.edu.au)

Dr. Sabina Kleitman (Room 441 Brennan McCallum, phone 9351 7703; email: sabina.kleitman@sydney.edu.au)

Dr. Niko Tiliopoulos (Room 448 Brennan McCallum, phone 9036 9223; email: niko.tiliopoulos@sydney.edu.au)

Dr. Paul Rhodes (Room 149 Mackie Building, phone 9351 6708, email: p.rhodes@sydney.edu.au)

To ensure that these staff are not overburdened, Honours students and staff are asked to observe the following procedures:

- (i) Your supervisor should be your initial and primary source of consultation on matters of designing an empirical study and possibilities for statistical analyses.
- (ii) If necessary, the school's statistical advisors should be consulted on more technical matters of design and analysis or where student and supervisor may disagree on the appropriate statistical analysis. If you or your supervisor decide that such a consultation is needed, the supervisor should arrange for a meeting and would normally attend with the student.

5.6 WRITING THE EMPIRICAL THESIS

Submission of thesis Drafts

Arrange with your supervisor a timetable for writing drafts of the various thesis sections so that you pace yourself appropriately and receive feedback on the non-Discussion sections in time to incorporate it into your final submission. Some supervisors prefer to read a complete draft of the Introduction, Method and Results while others prefer to read each section separately as you complete it. Regardless, it is important to work out a writing schedule and keep to it (see Empirical Project Timeline in Section 2.5). Thesis Drafts should be in legible form, written in consecutive prose style, not note form. Supervisors may, legitimately, refuse to read drafts that do not satisfy these criteria.

To monitor your writing progress and to identify any factors that have impeded your progress, you are required to submit an **Empirical Progress Report** (Appendix C) to the Administration Office by Wednesday 26th September. This provides you with the opportunity to inform the Honours co-ordinator of any factors that have impeded the progress of your research project. These factors must be noted if they are to provide the basis for Special Consideration or for an extension request. The report must be signed by your supervisor.

5.7 FORMAT OF THE EMPIRICAL THESIS

The body of the Empirical Thesis should contain:

- (i) an abstract (a single paragraph with a maximum of 300 words);
- (ii) a clear statement of the study's aim and a critical review of the relevant literature, providing a rationale for the study to be conducted;
- (iii) a statement of the dependent and independent variables, and the hypotheses being tested;
- (iv) descriptions of participants, stimulus materials, apparatus, procedure, instructions and method of data collection;
- (v) a description and justification of statistical methods, demonstrating an understanding of the scientific appropriateness of those methods;
- (vi) an appropriate summary of descriptive results, with tables and/or graphs;
- (vii) an appropriate summary of the statistical analyses;
- (viii) a discussion of your findings in relation to the problem addressed and the findings of others;
- (ix) a discussion of your project's shortcomings and the implications/suggestions for future research;
- (x) a high level of presentation, as well as clarity and conciseness of exposition;
- (xi) evidence of originality and an indication of ability to conduct and report research work.

It is a good idea to follow the format of the major journals in your area of research when structuring various sections of your thesis. This will ensure that the sections are appropriately laid out and will reduce the likelihood of changes being suggested by your supervisor.

Appendices

Appendices should be comprehensive and include all back-up documentation, including:

- (i) ethics approval, subject information sheets and consent forms (taking care to remove references to your name, in the interests of anonymity during the marking process);
- (ii) questionnaires, tests and other materials;
- (iii) full details of instructions, equipment used etc.;
- (iv) details of statistical analyses not included in the main body of the thesis. Be intelligently selective in the statistical output you select from statistical packages. You should make clear in the body of your thesis what has been done; relevant but **incidental detail** should be placed in an appendix;
- (v) raw data in disc form (see guidelines below).

There is no specific word limit for appendices, and they are not included in the thesis word count. However, note that an appendix is not an appropriate way of adding extra text to your thesis. Examiners are not impressed by the sheer bulk of an appendix and your appendix will **not be examined** as part of your thesis, but rather used by the examiner to clarify aspects of your procedures or analysis. Note that it is unlikely that both of your markers will be specialists in your research area: be sure to include sufficient details of experimental procedure so that a psychologist who is not a specialist in your specialised area can understand what you have done. If you have a large number of appendices, a contents page at the beginning of the appendices section is strongly advised.

Guidelines for submitting raw data

You must include the raw data from your experiments in your thesis, attached inside the back cover on a CD. The "raw data" are the data you used for your analyses. For example, if your research required you to assess a given subject several times to calculate a stable average response for your analysis, your raw data in such a case would be the mean response measures (for each subject and condition). Alternatively, you may have created a difference score between two variables on which you did your analysis. Then you should include the difference score as a variable along with the original variables from which the difference scores were derived. In short, the data you analysed are the raw data and they must be submitted on a CD. A separate CD is required for each copy of the thesis.

Ensure that anyone who opens the file will be readily able to access and analyse your data. The data must be in either an Excel file (preferable, as it is most versatile) or an SPSS data file. SPSS files can be transformed into Excel files by selecting the appropriate option in the program's 'Save' menu.

Identifying the variables in your raw data

You need to include an appendix within the printed thesis describing the nature and structure of the raw data file. That is: (a) identify all the variables and the order in which they appear (b) if necessary, make clear what each

variable name signifies, and (c) indicate the coding used for each variable (e.g., "Variable 'gender': biological sex of each participant: 1= male; 2=female").

Journal format

Aim for publication. Think of your research project as something that could be submitted for publication, given necessary changes and edits following the examination process. The headings you use should follow those recommended in the American Psychological Association Guidelines for Publication, i.e., sections, rather than chapters. If you have multiple experiments, it is a good idea to group methods and results together for each experiment, rather than have a Method section for all experiments and a Results section for all experiments. This will make it easier for examiners to keep the information pertaining to each experiment in mind as they read the thesis.

Your empirical thesis, however, will deviate from typical journal articles in several ways. The Introduction will usually be longer, as you demonstrate your scholarship through a thorough literature review, followed by clear statements of rationale, research questions, and specific hypotheses. Other sections are also likely to be longer than the typical journal paper (including statistics and methods). In journal papers, there is a less stringent requirement to demonstrate in detail the author's understanding of the concepts underlying the research reported. In a thesis, you need to give clear evidence that you understand the scientific appropriateness of the analyses you are performing. Therefore, use journal articles as models only, but be aware that more detail is required in a thesis.

Remember, too, that the word limit is not a goal. The 12,000-word limit is an absolute upper limit, and the quality of an empirical thesis does not depend on its length. Concise reporting is part of the marking criteria, and is a hallmark of all good theses. The Australian Psychological Society's minimum length requirement is 9,000 words of main text.

5.8 INTELLECTUAL PROPERTY ISSUES AND POTENTIAL PUBLICATION OF RESULTS

The work you complete under the supervision of a staff member is **your** intellectual property. The University of Sydney recognises that students own any intellectual property that they create unless there is a law that says otherwise or the student agrees otherwise. Also, the Copyright Amendment (Moral Rights) Act (2000) recognises the right of authors to be identified as the author of a work, to take action against false attribution of authorship, and to object to derogatory treatment of his/her work that prejudicially affects his/her honour or reputation. For more information and detailed policy, see: <http://sydney.edu.au/sydnovate/staff-intellectual-property.html>

It is, therefore, important to clarify with your supervisor issues of authorship if you are planning to publish any of your Honours work. It is a good idea to discuss these issues early on in the life of the project, even if there is little likelihood that a publication would eventuate, to avoid potential misunderstandings later on.

If you plan to publish your Honours work as a self-contained article, and given that the University policy states that the work is the student's intellectual property, the expectation would be that you would take primary responsibility for the write-up and be first author on such an article. However, under certain circumstances (e.g., if the student is not interested in writing up the article, or cannot do it in a reasonable time-frame), then the supervisor may take primary responsibility for writing up the research and be first author on the publication. This should be done following discussion and with agreement from all parties. If your project will form part of a larger project with your supervisor or other collaborators, be sure to discuss the issue of authorship and the order of authors, so that everyone is clear on the expectations and agrees on a course of action.

6 SCHOOL FACILITIES, RESOURCES AND SERVICES

Full details of these facilities and services are available from the School of Psychology web (http://www.psych.usyd.edu.au/dept_documents/resources/). This contains important information about how to access services, and about regulations governing their use. A summary of the issues of particular relevance to Honours students is provided below. The contact person for matters concerned with the technical and computing resources of the School are computer Systems officers (ph. 9351 2905, email: helpdesk@psych.usyd.edu.au).

6.1 ACCESS TO SPACE AND BUILDINGS

Research Laboratories

Students requiring laboratory space for projects should approach their supervisor who may be able to arrange laboratory facilities. The use of all School research laboratory space is supervised by Prof. Sally Andrews (Room 447 Brennan MacCallum, ph. 93518297, email sally.andrews@sydney.edu.au). Requests for research laboratory space must be directed to Prof. Andrews who should be informed of the commencing and anticipated final dates for usage.

Keys and access to School facilities

Honours students may only be issued with a key to the laboratory in which they are conducting their project. Julia Ning (GT 492; phone 9351 2865, email julia.ning) is responsible for issuing keys. If you need a key you should take a supporting letter from your supervisor to Julia, along with a completed key request form available on the web (<http://www.psych.usyd.edu.au/Local/Forms/>). Please note that it may take up to 4 days to arrange the issue of a key.

After-hours access to the Griffith Taylor Building can be obtained from the Security Office, Services Building. Staff are NOT permitted to lend keys to students.

6.2 TECHNICAL AND FINANCIAL SUPPORT

Technical assistance

There are many students in Psychology Honours and the School's technical staff have a heavy workload. The School has licenses for many experimental and statistical computer applications and most supervisors have apparatus appropriate for their research area. In general, Honours students should use these existing programs and apparatus to conduct their research. Because minor modifications may be necessary for a particular project, Honours students are entitled to a **maximum of 6 hours technical support time**. This includes time for modifying programs, setting up laboratories, editing videotapes, consulting about statistics packages etc. The computing and technical staffs have been instructed **not** to write new programs for Honours students but they will modify existing programs, within the 6 hour time limit. If there are truly exceptional circumstances, this time limit will be extended, but a case for such extension would have to be made in writing with a supporting statement from the supervisor to Dr. Barbara Mullan. Requests for assistance from technical support staff must be submitted by supervisors through the online Technical Services Request System.

<http://www.psych.usyd.edu.au/Local/techRequest/>

Students may not directly contact the support staff except for urgent matters (such as printer paper jams).

Fourth year maintenance allowance

Each Honours student is entitled to a maximum of \$100 of School funds to support the costs of research material or thesis production. Application for this allowance must be made on forms available from the Head of School Administrative Assistant, Ms. Julia Ning (GT 492; 9351 2865; email julia.ning), and signed by the supervisor. Receipts must be provided. Because of the limited School resources, Psychology students are **not** permitted to use the School's photocopiers. Students can present receipts for the costs of photocopying in other locations for reimbursement from their \$100 allowance. To expedite payment, claims should be made as early as possible, and no later than the end of October.

6.3 COMPUTING RESOURCES

School of Psychology Home Page

The School has a specific page for the Honours programme (http://www.psych.usyd.edu.au/current_students/honours/index.shtml) and Blackboard is available from March 5th, 2012.

Information for Honours students will be displayed on the web, Blackboard or sent to students via email. **It is in your own interests to log on regularly and check the web and your email to ensure you have not missed an announcement.**

Computer Room

Non-teaching computer room: Room 200 Griffith Taylor is a non-teaching computer room available for the use of Honours students for word processing, data entry and analysis etc. **This room is not to be used for testing or teaching purposes.** Macintosh and PC computers are available, with Microsoft Office (Word, Excel, PowerPoint) and SPSS, through your UniKey account.

Resources on PCs and Macintosh Computers

The personal computers throughout the School offer word processing (Microsoft Word), spreadsheet (Microsoft Excel), presentation (Microsoft Powerpoint), statistical analysis (SPSS), web access (IE, FireFox, Safari) and e-mail software. In addition, there is software for data collection and experimental control to which the student may be directed by the supervisor as they are needed. Further information about these resources will be provided in the computing information session on February 21 and 22, 2012.

Data collection and experimental control software:

Inquisit	Inquisit is a psychological experiment generator that allows the researcher to create custom questionnaires, reaction time tasks, signal detection tests, attitude measures, and experiments in cognition and perception.
LimeSurvey	LimeSurvey is an open source questionnaires software that allows easy construction of on-line questionnaires for staff or research students who wish to run questionnaires in an electronic format through the Internet. The program is highly flexible, allowing a range of types of answer styles (multiple-choice, Lickert scale, short-answer, etc.) and more complex elements such as graphics and conditional branching. Once constructed, the questionnaires are run from the School's server and results can be downloaded through a web browser. LimeSurvey tutorial session will be offered in late March 2011.

Knowledge of software

Knowing how to operate standard software, such as Microsoft Word, Excel and SPSS, is assumed, and you will need these skills for your data analysis and written work. You are encouraged to obtain manuals from the University Information Services and to use the on-line help accompanying the software. Your supervisor is the primary source for help about relevant software and fellow students will be another excellent resource. Some expert help may be available from Dr. Sabina Kleitman or Dr. Niko Tiliopoulos (see table below for contact details). For more specialised software, assistance may be available from the computer support staff.

Back-ups

It is important not to leave your files on the School's computers: **all such files on hard disks on these computers are deleted each night.** Always keep good backups of your files in at least two places. Form a habit of copying your file from your memory stick onto the hard disk of the computer you are working on, and work on only the hard disk copy. After you finish working on the file, copy it back to two separate places under a new name, so that you do not overwrite the older version. Then, delete the file from the hard disk.

Graphics Laboratory

Room 472 Griffith Taylor contains the School's graphics suite, with scanner and colour printing. Students must book a time with the computer staff to use this facility.

Colour printing

The school's graphics lab has an A3 Epson stylus colour ink-jet printer and an A4 colour laser printer. Colour printing is, however, very expensive. Please consult with your supervisor as to the necessity of colour printing if you wish to use this facility for your research. The cost must be negotiated with the computing staff beforehand.

Teaching computer labs

The facilities in the School's teaching computer laboratories may be used for data collection or general use when not required for teaching. You must book the teaching computer labs in advance at the Psychology Administration Office (BM 325).

Laser-printing facilities

Honours students may use the School's laser printing facilities. Each student's usage is automatically recorded against his/her account. The cost of laser-writer output is 10 cents per page, and students may use their \$100 allowance to meet this charge. Printing costs which exceed this allowance will be charged to the student. It should be noted that the School's system does not support all the type fonts available on Macintosh computers, and students should verify that the type font they wish to use is available. Students preparing material at home and intending to use the laser-printers in the School should select "Postscript" on the word processor for the correct page layout. If you plan to use the School's facilities for producing your theses you are very strongly encouraged to **do test runs** well in advance of the deadline to ensure that the document is properly produced.

Computing Contact Numbers

Computer Account and system inquiries	John Holden Phone 9351 3024; email john.holden@sydney.edu.au Nenad Petkovski Phone 9351 5695; email nenad.petkovski@sydney.edu.au
General enquiries	Computer Systems Officers Psychology Helpdesk Phone 9351 2905; email helpdesk@psych.usyd.edu.au
Statistical analysis and software inquiries	Dr. Margaret Charles (S1) Rm 452 BM ; ph 9351 3354 ; email : margaret.charles@sydney.edu.au Dr. Lisa Karlov Rm 343 BM; ph9351 3901; email : lisa.karlov@sydney.edu.au Dr. Sabina Kleitman Rm 441 BM ; ph 9351 7703 ; email : sabina.kleitman@sydney.edu.au Dr. Niko Tiliopoulos Rm 448 BM; ph. 9036 9223; email: niko.tiliopoulos@sydney.edu.au Dr. Paul Rhodes Rm 149 MAC; ph 9351 6708; email: p.rhodes@sydney.edu.au
Teaching computer lab, dedicated rooms and general room bookings	Psychology Counter, Psychology Administration Office, 325 Brennan MacCallum (BM) NB Bookings are <i>not</i> accepted by email, fax or phone.
Access to research facilities	Prof. Sally Andrews BM 447; ph. 9351 8297; email sally.andrews@sydney.edu.au
Requests for technical assistance	Computer Systems Officers Psychology Helpdesk Phone 9351 2905; email helpdesk@psych.usyd.edu.au http://www.psych.usyd.edu.au/Local/techRequest/

Your responsibilities regarding use of computer resources

Do not abuse your privileges! Students using the School's computing facilities must produce their SID card if requested to do so by a member of the Psychology staff or a Security Officer. No food or drink is permitted in the computer rooms. Please close windows and turn off lights if you are the last person to leave the room.

The web and printer accesses provided by the School of Psychology are separate from the similar services provided by the University. Students do not need to pay for the web access provided by our School, whereas students have to pay for services (other than e-mail) provided by the University (for more information, see <http://helpdesk.usyd.edu.au/services.html>).

Use of the internet is monitored, and is strictly for purposes related to your Honours work. As we can trace users, students with unjustified usage (e.g. in the nature of usage, or with extremely high network traffic) may be denied access to the system or asked to pay actual charges.

When using School or University computing facilities, you must observe the University "Conditions of Use" and also its "Code of Conduct". See <http://www.usyd.edu.au/ICTRPolicy/>

It is a criminal offence to:

- (i) Obtain access to data without authority (Penalty 2 years imprisonment)
- (ii) Damage, delete, alter or insert data without authority (Penalty 10 years imprisonment)
- (iii) Illegally copy copyrighted software ("software piracy"). There are substantial fines and you may be sued for even larger damage claims, see: <http://www.bsaa.com.au/bsaaweb/main/>

Improper usage of a machine will result in the individual being barred access to the system and more serious steps will be taken if individuals are found to be deliberately attempting to damage or disable ("hack") the system or other people's files.

Other University computing resources

Students can also buy access to computing resources at Fisher, Carslaw, Education, and PNR Computer Access Centres (more info: <http://itassist.usyd.edu.au/>).

6.4 LIBRARY RESOURCES AND SERVICES

6.4.1 SCHOOL LIBRARIES

(i) Thesis Library

You can download Honours empirical and theoretical theses completed for the School of Psychology, from 2004 to the current year from WebCT. These have been provided to enable you to learn from the work of former students. Physical copies of theses submitted prior to 2010 are stored in Rm 337, Brennan MacCallum Building. Provided that a class or meeting is not booked into this room, students may borrow theses between 12:00pm and 4pm Mondays to Fridays. Students must obtain access to the room by approaching staff at the Psychology Administration Office (BM 325) and leave their student card at the counter while using the Thesis Library. Two theses can be borrowed at any one time for a period of one week. Students must take the selected thesis to the Psychology Counter to sign the Borrowing Book, and return the thesis back to the Psychology Counter on or before the due date.

(ii) Test Library

The Clinical Psychology Unit (CPU) maintains a library of test materials for use by staff and students from the School of Psychology. The library is located in room 138, Mackie Building K01. All enquiries should be directed to the test librarian (9036 9236; psychology.testlibrary@sydney.edu.au). Hours of opening are posted on the door of the Test Library and on the test library website (http://www.psych.usyd.edu.au/clinical_psychology/test_library/index.shtml). Borrowers can check if a particular item is held by the Test Library by consulting the inventory, available online at www.psych.usyd.edu.au/TestLibrary/

The Research Collection is comprised of equipment funded by the School of Psychology and from the clinic income and has been set aside for the purpose of research. Borrowing from the Research Collection is limited to academics from the School of Psychology, all Psychology research and Honours students, and their supervisors. The loan period for the Research Collection is up to two weeks, renewable in person and dependent upon other requests for the materials. Library resources are such that consumable test materials (e.g. response forms) will not be supplied for research. Students are liable for the cost of the test if it is incomplete on its return. As with other libraries, graduation will not proceed until these matters are resolved.

6.4.2 THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library is a distributed system of libraries with a collection of over 5 million items. Fisher Library has the most resources relevant to Psychology and is located on Eastern Avenue, Camperdown Campus.

<http://sydney.edu.au/library>

Faculty Liaison Librarian

Your Faculty Liaison Librarian, Mattew Davis supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:

<http://sydney.edu.au/library/contacts/subjectcontacts.html#sci>

Psychology Guide

Includes links to Psychology databases, internet resources, information on tests and more.

<http://libguides.library.usyd.edu.au/psychology>

Psychology material in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection of required and recommended items on Psychology reading lists. Reading list material can be searched by unit of study or lecturer via the catalogue:

<http://opac.library.usyd.edu.au/search/r>

7 GENERAL INSTRUCTIONS FOR SUBMITTING WRITTEN WORK

7.1 FORMAT FOR MAJOR ASSIGNMENTS AND THESES

All Theses and Special Fields Major Assignments are independently marked by two examiners. In preparing these items for marking, students must adopt the following format:

- (i) Type on A4 paper.
- (ii) Minimum font size 12.
- (iii) Double or one-and-a-half spacing between lines.
- (iv) 2.5 cm margin on **all** sides.
- (v) Provide an abstract.
- (vi) Word count (excluding abstract, tables, captions, references and appendices but including in-text citations) to appear on the title page.
- (vii) References conform to the American Psychological Association Guidelines for Publication.
- (viii) Any material taken from other sources to be properly acknowledged and referenced (author's name and date given for all references; page number given for direct quotations). Failure to observe this basic convention will be regarded as plagiarism.
- (ix) Double-sided printing is recommended.

7.1.1 Word length requirements

The ability to write concisely is an important consideration in assessing the work. Where the required word length is exceeded by 5% or more, the student will be penalised. The title page of each piece of work submitted must include an accurate word count (excluding abstract, tables, captions, references and appendices but including in-text citations).

7.1.2 Receipts for submitted work

When submitting any major piece of written work, except drafts or outlines, students will be provided with a receipt via email. No responsibility will be taken by the School for pieces of work if the student is unable to provide the relevant receipt.

7.2 INSTRUCTIONS FOR BINDING AND SUBMITTING THESES

For both the empirical and theoretical theses, two hard copies of the thesis must be submitted to the Administration Office (BM 325). Each copy must include an abstract (maximum 300 words). An electronic copy of the thesis must also be submitted online to enable plagiarism and word count checks.

The electronic copy must:

- Have a title page with the student's name and SID
- Contain the following words on the title page: "Theoretical (or Empirical) Thesis submitted in partial fulfilment of the requirements for Honours, 2012", and show an accurate word count.
- Have an acknowledgements page.
- Include appendices, in the case of theses.
- Be submitted via the website:

<http://www.psych.usyd.edu.au/teachAdmin/honours/submission/index.cgi>

(login and password will be supplied closer to the submission date)

Two hard copies will be used for the examination process. Each copy:

- Must be bound using plastic spiral or comb binding
- Must not contain the student's name or SID anywhere
- Must contain the following words on the title page: "Empirical (or Theoretical) Thesis submitted in partial fulfilment of the requirements for Honours, 2012", and show an accurate word count.
- Must contain a raw data disc.

After examination, please collect one of your examination copies from the Administration Office. Present your SID card upon collection.

7.3 PLAGIARISM

Please see the university's new plagiarism policy at the honours website. In writing theses, essays or reports to meet coursework requirements, you must use your own words. In some contexts (theoretical research, for example) it is appropriate to use quotations. If you do, this should be indicated in the conventional way - by enclosing the passage within quotation marks and providing citation for the source of the quote, including the page number. In many contexts, especially reports of empirical work, quotations are typically avoided.

Using your own words

"Using your own words" means NOT borrowing from the writing of others – whether from fellow students or published authors. Thus, it is not acceptable to base an essay, for example, on text from various sources, even if you have edited it to some degree, and even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something that is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed an idea far more clearly than you could. One reason is the need to learn to express yourself clearly in writing and, like most other skills, this only comes with practice. Another is the failure to demonstrate that you thoroughly understand information or ideas if all you have done is to reproduce, with some editing, what someone else has written about the topic.

As an Honours student, it is no defence to claim that you didn't realize doing the above constituted plagiarism.

Citing your sources

When you express in your own words what you have learned from various sources, you must cite each source. The standard convention for most written work in psychology is to list references at the end rather than, for example, use footnotes. Expressing an idea without giving a citation implies that it is your own idea. Therefore, if it is in fact an idea from someone else, this must be acknowledged **after you have expressed their idea in your own words**.

Again, as an Honours student, it is no defence to claim that you didn't realize not citing the source, even though it is expressed in your words, constituted plagiarism.

Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear; e.g. '... salivary conditioning' (Pavlov, 1927; cited in Mazur, 1998).

The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to 'quote' a figure from some other source; if you do so, you should make its origin quite clear and include the page number.

In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this could be appropriate, make sure that the other student acknowledges your contribution as the original author. Otherwise what may perhaps have been intended as an act of generosity could have harmful consequences.

The School of Psychology's policy with regard to coursework based very closely on the work of others is that:

- (i) Criteria for marking any piece of submitted coursework include meeting the requirement that the student has used his or her own words in writing it. Similarly, any non-textual content should clearly be the student's own work. In the rare case (non-theoretical work) that a direct quotation is appropriate, it should be indicated as such by being placed within inverted commas and followed by a reference to the original source, including the page number. If a piece of coursework submitted for assessment is very closely based on the work of others, it will receive a fail and the student will be cautioned, even if the sources are properly cited.
- (ii) Where the student has intentionally obscured the fact that some of the content of an essay or report is closely derived from the work of others, it will be treated as a case of misconduct and referred to the Registrar in accordance with the student disciplinary provisions of Chapter 8 of the University of Sydney By-law 1999.

7.4 PENALTIES FOR LATE SUBMISSION

You must allow adequate time to complete the final versions of your work and proof-read it before the relevant due date. The amount of time this takes is easily underestimated. If a piece of work is submitted for assessment up to 4 weeks after its due date, it will be marked but will incur an automatic penalty.

For submissions up to **2 days late, 5 marks** (out of 100) will be deducted from the final mark.

For submissions from **3 days to one week late, 10 marks** will be deducted.

An additional 10 marks will then be deducted for each week after the first week up to the end of the 4th week.

So, if a piece of work is submitted 8 days late, 20 marks will be deducted. **Beyond the 4th week, the work will not be accepted for marking.**

In the case of Special Fields Major Assignments, penalties will apply only to the mark for the particular piece of work that is late. Thus, if only one of the two essays is submitted late, only the mark for the late essay will incur a penalty, but if both are submitted late, both will incur a penalty.

7.5 APPLYING FOR EXTENSIONS OF TIME

Extensions of time will be granted only in cases of serious illness, misadventure or, in the case of Empirical Thesis submission, where there has been an **on-going, substantial impediment** to progress that is beyond the student's control. Students requiring an extension must apply **in writing** to the Honours Co-ordinator, Dr Fiona Hibberd (Semester 1)/Dr. Barbara Mullan (Semester 2), **no later than 7 days** after the due date. Letters of applications must include:

- (i) the reason for requesting the extension with supporting documentary evidence
- (ii) the student's SID, email address and phone number.

If an extension is sought because of an **on-going, substantial impediment** to progress on the Empirical Thesis, consideration will only be given if the impediment has been formally documented in the Empirical Research Progress Report submitted in early October.

The following will **not be accepted** as grounds for an extension:

- (i) work commitments either in other areas of the Honours programme or in employment
- (ii) minor illness (colds, sore throats, headaches, etc.)
- (iii) problems associated with getting the document into its final version
- (iv) malfunctioning of word-processors, computers, printers; lost data, lost thesis drafts, etc.
- (v) power cuts.

7.6 APPLYING FOR A SUPPLEMENTARY EXAM

Students may apply to sit a supplementary exam if illness or misadventure prevented them from taking the original exam. Applications must be made **in writing** to the Honours Co-ordinator, Dr Fiona Hibberd (Semester 1)/Dr. Barbara Mullan (Semester 2), **no later than 7 days** after the exam missed. Letters of application must include:

- (i) the reason for requesting the supplementary exam with supporting documentary evidence
- (ii) the student's SID, email address and phone number.

7.7 APPLYING FOR SPECIAL CONSIDERATION

For Honours students in the School of Psychology, all requests for special consideration are dealt with within the School, **not by the Faculty of Science.**

Students may apply for special consideration in cases where illness or misadventure is judged to have affected their performance either across the year in general or in a particular component of the Honours programme. Requests for special consideration will not be accepted if an application for an extension or a supplementary exam has been granted for the same piece of work.

Students requiring special consideration must apply **in writing** to the Honours Co-ordinator, Dr. Barbara Mullan, no later than Friday, 26th October, 2012. Letters of application must include:

- (i) the reason for requesting special consideration with supporting documentary evidence
- (ii) the student's SID, email address and phone number,

It should be noted that only well-attested *serious* illness or misadventure will warrant special consideration. Occasional brief or trivial illness will not be regarded as sufficient. Upon receipt of the application, the Honours co-ordinator will meet with the student and will subsequently decide whether the application should be presented at the Honours Examiners' Meeting in November for the examiners to consider. Typically, the application will only be considered if the student's rank is such that they have **just missed** the cut-off for a higher class of Honours degree or **just missed** being awarded a medal or a prize.

8 SCHOOL ASSESSMENT & EXAMINATION PROCEDURES

Overall assessment is normally based on a weighted sum of each of the four components (see section 2.2), but very poor performance in any one of these components may alone be sufficient to render a candidate ineligible for the award of an Honours degree.

8.1 COURSEWORK MARKING PROCEDURES

8.1.1 DOUBLE MARKING SPECIAL FIELD MAJOR ASSIGNMENTS

Major assignments for Special Fields courses are each marked by two examiners, appointed by the co-ordinator(s) of the relevant Special Field after consultation with the Honours Co-ordinator. The final mark is determined by consultation between the two examiners. If major discrepancies are identified between the examiners that cannot be resolved by consultation, an additional examiner is appointed. Feedback on major assignments will be provided to students when marking is completed.

Checks will be made to ensure equity in marking across Special Fields and, where necessary, some re-scaling of marks will occur.

8.1.2 EXAM MARKING

Exams are not double marked. Marks awarded may subsequently be scaled.

8.2 THESIS MARKING

Empirical and theoretical theses are examined by two members of staff, not including the supervisor. Supervisors submit a report for each student they supervise which is forwarded to relevant examiners. Before reading the Supervisor's Report Form the examiner assigns a mark out of 100 which s/he subsequently reviews in the light of the supervisor's report. Marking is based on consideration of those aspects listed on the Empirical Thesis Assessment Criteria and the Examiner's Report Form (see Appendices F and G). This form is also used in discussions between markers and as a basis for feedback to students after results have been posted.

- The two markers communicate to discuss their evaluations and, where necessary, resolve mark differences.
- The supervisor receives the examiners' marks and reports.
- A 3rd marker will be considered if, and only if, one of the following obtains:
 - (i) there is a greater than 15 mark discrepancy between markers, or
 - (ii) there is a <15 mark discrepancy but at least one examiner is not satisfied with the outcome, or
 - (iii) after reading the discussion section of the thesis (at the very least) AND the examiners' reports, the supervisor still strongly believes that the resolved mark is inappropriate.
- The supervisor has two days to lodge a formal request for a 3rd marker which includes a written argument as to the reasons for the request.
- All three examiners will meet to decide on a final mark. The supervisor may attend this meeting, but only to answer questions from the examiners.
- If the three examiners fail to agree on a single mark, this is conveyed to the Examiners' meeting (November) where a final mark will be determined.

Following the examiners' meeting, the student will receive their thesis mark and both examiners' reports.

NB (i) the examination of theses is very thorough and follows a strict timetable, and (ii) requests for re-marking by students will not be considered.

8.3 CALCULATION OF FINAL HONOURS MARK

8.3.1 PROCEDURE AT EXAMINERS' MEETING

The class of Honours degree awarded is based upon the following principles:

- (i) All pieces of work must be submitted by the final deadline before any grade can be awarded.
- (ii) The marks for the Empirical Thesis, the Theoretical Thesis/Special Fields, Research Methods, and Ethics are weighted 50%, 30%, 15% and 5% respectively, and the resulting sum out of 100 for each candidate is used to establish an **initial** rank order of the candidates.
- (iii) On the basis of University and School guidelines and other relevant factors, the Honours Examiners' Meeting determines the minimum final raw mark criterion for each Honours band.
- (iv) Note that the raw-scaling criterion for Hons 1 in the School of Psychology is 85. **Final raw marks are rescaled to conform with the University-wide Honours scale (Hons 1: 80-100; Hons 2.1: 75-79; Hons 2.2: 70-74; Hons 3: 65-69). Therefore, your final raw mark will differ from your final Honours mark. It is the latter which is recommended to Faculty and which appears on your academic transcript.**

If any changes to the above occur during 2012, students will be notified.

8.3.2 FACULTY REQUIREMENTS AND TRANSCRIPTS OF RESULTS

The School Examiners' meeting makes a recommendation to the relevant Faculty regarding the mark and award for each candidate. This recommendation is usually accepted, provided that Faculty's requirements are also met. In the **Faculty of Arts**, it was stipulated by the 1998 Board of Examiners that there should generally be no more than 10 marks difference between the student's final recommended Honours mark and that student's performance in the third year of their Honours subject. In the **Faculty of Science**, the undergraduate WAM must be at least 80 for the University Medal and questions will be asked of the School if there is a substantial difference between the student's WAM and their final Honours mark. Faculty requirements apply unless it can be demonstrated that the WAM was affected by sickness, misadventure, an unusually high academic work load, and/or that performance in the Honours unit of study was exceptional. Students who consider their WAM to have been affected by exceptional circumstances and who are concerned that their final Honours grade may be unfairly prejudiced because of this, should write to the Dean explaining the circumstances and provide documentation where appropriate. A copy of any correspondence should be forwarded to the Honours Co-ordinator. This will allow the school to be informed about your case when it is considered by the Faculty Board of Examiners at the end of the year.

8.4 HONOURS PRIZES AND AWARDS

The University Medal

A bronze medal awarded by the Faculties of Science and Arts to the top candidates in the 4th year Honours programme with First Class Honours where the candidate's work across the entire course of their undergraduate degree is of outstanding merit.

The Australian Psychological Society Prize in Psychology

This annual prize is donated by the Australian Psychological Society (APS). It's a free one-year associate membership to the APS and an invitation to present at the annual APS conference. It's awarded to the student who achieved the highest overall mark in Fourth Year Psychology.

The O'Neil Prize

Established in 1989 by a donation of \$2000 from Emeritus Professor W. M. O'Neil and Mrs W. M. O'Neil. Awarded annually on the recommendation of the Head of the School to the student who presents the best Theoretical Thesis, provided the thesis is of sufficient merit. Value \$200.

The Dick Thomson Prize

Established in 1974 by a donation of \$462 from the colleagues and friends of the late R. J. Thomson, M.A., Dip. Ed., as a memorial to him. Awarded annually on the recommendation of the Head of the School of Psychology to the student who presents the best Empirical Thesis in Social Psychology, provided the thesis is of sufficient merit. Value \$200.

The Dick Champion Prize

Established in 1999 by the School of Psychology to perpetuate the memory of Professor Dick Champion, a former Head of the School of Psychology. This prize is awarded annually on the recommendation of the Head of the School of Psychology to the Honours student who presents the best Empirical Thesis in the areas of learning or motivation, providing the thesis is of sufficient merit. Value \$200.

9 POSTGRADUATE STUDY AT THE UNIVERSITY OF SYDNEY

You are strongly encouraged to consider postgraduate research and training in Psychology, either in a research-only (PhD or MSc), clinical degree (DCP/MSc) or coursework degree (Master of Applied Science, Health Psychology or Coaching). The information provided below applies to Sydney University, but you should consider a range of options, with a view to optimising the match with your research and professional interests.

In addition to the information below in second semester a “life after honours” Seminar will be provided

9.1 RESEARCH-ONLY POSTGRADUATE DEGREES (PhD OR MSc)

A research degree encompasses a substantial project, often involving a series of studies, that addresses and reaches some resolution of a research question independently developed by the student in consultation with their supervisor. Additional coursework requirements need to be met during candidature, such as presentation and participation in seminars throughout the first six semesters of candidature.

Postgraduate research is suited to students who have enjoyed the experience of conducting independent research, usually in their Honours year. If there is an area of psychology you find sufficiently engaging to want to devote three years to researching, then you should consider enrolling in a research degree. The skills you acquire during your candidature will prepare you for work in academia as well for a broader range of research / policy development positions in the government or private sector.

PhD and MSc degree applications should be lodged by the end of October. Offers of places are based on your Honours performance and the availability of supervision. A First Class Honours degree is necessary to be eligible for PhD candidature, but if you have applied for a PhD and obtain Second Class Honours, you can be offered MSc candidature, which you can apply to upgrade to a PhD at the end of your first year of candidature.

As part of your application for a postgraduate research degree you need to provide a brief research proposal and indicate that you have contacted a potential supervisor. Note that you do not have to continue with the same supervisor or research area as your Honours project.

For information about how to apply, including application forms, go to:

http://www.psych.usyd.edu.au/future_students/msc_phd/index.shtml

For research degree enquiries, contact Dr Marc de Rosnay (BM 343, phone 9351 4528, email marc.derosnay@sydney.edu.au).

9.2 DOCTOR OF CLINICAL PSYCHOLOGY/MASTER OF SCIENCE (DCP/MSc)

At the University of Sydney clinical training is provided through a postgraduate double degree, the Doctor of Clinical Psychology/Master of Science (DCP/MSc). Applications close on the last Friday in October. There is no mid-year entry. For information about application, go to:

http://www.psych.usyd.edu.au/clinicalpsychology/future_stud/applying/index.shtml

For enquiries, contact Ms Belinda Ingram Ph. 9351 6180; Email belinda.ingram@sydney.edu.au

Procedures and criteria for selecting DCP/MSc applicants

Universities differ in their criteria for selection for professional courses and will not necessarily use the same procedures. At the University of Sydney, selection is based on submitted application materials, followed by an interview of selected applicants conducted by an interview panel comprising at least two academic staff members, with at least one being internal (academic or clinical staff from the Clinical Psychology Unit). Additional interview panel members include academics from the School of Psychology. Only those applicants with Honours 2.1 or above will be considered for the course. From this pool, applicants are selected for interviews on the basis of:

- (i) Academic records: undergraduate academic performance and postgraduate (i.e. MSc, PhD) qualifications in Psychology (where applicable)
- (ii) Publications: published journal articles, published reports, conference presentations
- (iii) Relevant work experience (including voluntary work or relevant research assistance)
- (iv) Two satisfactory referees' reports.

Note that only a limited number of interviews are conducted. The interview process assesses relevant academic, research and work experience performance, aptitude for clinical psychology and awareness of ethical issues relevant to clinical practice.

NOTE: It is **NOT** a requirement for acceptance into the DCP/MSc that a student must have completed an empirical or theoretical thesis in the area of Abnormal, Clinical or Health Psychology. The selection process aims to identify students with a demonstrated interest in abnormal or clinical psychology, an awareness of clinical issues, and experience related to the area, but this can be demonstrated in a number of ways. Furthermore, projects in many areas of psychology (e.g., Cognitive, Developmental, Individual Differences, Human Learning, Neuroscience, Perception, Social Psychology) may have clinical relevance or implications.

For more information on the content of and selection process for the DCP/MSc, visit the Clinical Psychology Unit website:

<http://www.psych.usyd.edu.au/clinicalpsychology>

9.3 COURSEWORK POSTGRADUATE DEGREES AND DIPLOMAS

Master of Applied Science (Health Psychology)

Graduate Certificate and Graduate Diploma programs in Health Psychology are also offered. For further information, go to:

<http://www.psych.usyd.edu.au/info/health/>

For enquiries, contact Ms Emily Kothe (S1) Ph. 9351 6811 ; email emily.kothe@sydney.edu.au
Dr Barbara Mullan (S2) Ph. 9351 6811 ; email barbara.mullan@sydney.edu.au

Master of Applied Science (Psychology of Coaching)

Graduate Certificate and Graduate Diploma programs in Psychology of Coaching are also offered. For further information, go to:

http://www.psych.usyd.edu.au/future_students/coach/index.shtml

For enquiries, contact Dr Tony Grant Ph. 9351 6792 ; email anthony.grant@sydney.edu.au

9.4 POSTGRADUATE FEES AND SCHOLARSHIPS

For postgraduate coursework degrees, fees differ for domestic and international students, and depend on the number of credit points involved.

For research-only postgraduate degrees, international students pay fees, but domestic students do not.

For detailed information about fee structures, go to:

http://sydney.edu.au/future_students/costs_scholarships.shtml

Australian Postgraduate Research Awards (APAs) provide stipends to assist with living expenses for research students who are Australian residents. There is a very strict application deadline (usually the end of October), so if there is any possibility that you may want to undertake postgraduate studies next year, you should apply for a scholarship **before this date**. **Application forms** are available on the postgraduate website (see above). University Postgraduate Awards (UPAs), which provide stipends to the same value as APAs, are also available for students who narrowly miss out on APAs, or continuing students (who are already enrolled in a postgraduate degree).

You need to have First Class Honours in order to be considered for an APA or UPA. In some situations a case can be made for Honours 1 equivalence based on completed a Masters coursework degree with a substantial research component, or on a high level of documented research experience and output since graduation.

APA and UPA awards are based on a weighted combination of Honours mark, undergraduate performance, and a Research Potential Indicator (RPI) based on publications and conference presentations. Most students with Hons 1 and a good undergraduate record will be successful in being awarded an APA or UPA, but students who miss out can work on increasing their RPI and re-apply in subsequent years. A smaller number of APAs and UPAs are also available for Semester 2 (deadline for applications is usually late August).

Note that highly ranked students for the APA may also be awarded top-up scholarships (varying values), either by the University or the School.

As coursework degree students are not eligible for APAs or UPAs, DCP/MSc students should apply at the end of their second year, when they are about to begin the full time research degree component of the program. **Note however that the requirement for Honours 1 or equivalent still holds.**

International postgraduate research students can apply for Endeavour International Postgraduate Research (IPRS) or University International Scholarships (USydIS). These are highly competitive and First Class Honours or equivalent is a minimum requirement. These scholarships are awarded to **commencing** students only (unless a currently enrolled student could not be considered at commencement because of the timing of their application).

There is no separate application form for international scholarships. Applicants simply indicate that they wish to be considered for the scholarships in the relevant section of their Postgraduate Research Application form. To be considered for a scholarship, applicants must submit their postgraduate application by 31 July (for Semester 1 commencement) or 31 December (for Semester 2 commencement), and receive a firm offer of postgraduate candidature (without English Language conditions) by mid September (for Semester 1 commencement) or late February (for Semester 2 commencement).

For information about international fees and other scholarships go to:

http://www.usyd.edu.au/future_students/international_postgraduate_research/costs_scholarships/scholarships/index.shtml

The Scholarships Office can also be contacted on 61 2 8627 8112

Other funding (DCP/MSc candidates):

The Tanya Sackville Memorial Scholarship: Awarded annually to a full time DCP/MSc candidate who is an Australian resident and has demonstrated both academic excellence and financial hardship or need Current value \$7,000 per annum.

Other funding (Research-only postgraduate candidates):

The School of Psychology offers a number of scholarships for which only research students enrolled in the School are eligible to apply:

- Margaret Stewart Scholarship: For postgraduate research-only candidates who are Australian residents and are conducting research into relationships between ethics and behaviour. Stipend equivalent to APA. Offered subject to availability of funding (currently unavailable)
- Lucy Firth Scholarship: For F/T PhD candidates who are Australian residents. Offered subject to availability of funding. Stipend currently \$14,690 annum for up to 3 years
- Winifred O'Neill Scholarship: Up to \$3,570 p.a. for FT PhD candidate for up to 2 yrs. Offered subject to availability of funds. Based on meritorious performance in UG Psychology. Preference given to students with visual impairment or other disability
- Campbell Perry International Research Scholarship, for APA (or equivalent) holders, normally in their 2nd year of candidature (up to \$6,000 for 2-8 weeks travel to relevant research group/institution).

Other funding available to research students for specialist research and/or travel to conferences includes:

- School Postgraduate Research Grants
- School Travel Allowance
- University Postgraduate Research Support Scheme

Research students in the School of Psychology also benefit from:

- Well-equipped labs in a variety of areas
- Your own desk and computer
- Opportunity to be employed as a casual tutor
- School support for social and other activities

APPENDIX A

Subject Pool Procedures 2012 – prepared by Dr. Caleb Owens

This section describes how Honours students who require human subjects may recruit 1st year students to participate in studies.

The subject pool administrator for Semester 1, 2012 is: Dr Caleb Owens, sonapool@psych.usyd.edu.au

Key issues for Honours students recruiting first year students:

- **You have limited hours to test.** The subject pool is a limited resource. Each semester it is no more than around 6000 hours (and closer to 4000 hours in Semester 2). Honours students are permitted to use no more than 60 hours per semester; postgraduate students are permitted 100 hours per semester. This means that only a handful of researchers could deplete the entire pool if everyone used their maximum allocation. Thankfully not all researchers use their maximum allocation, and there is generally enough to go around. Be mindful of the limit **from the very beginning of your project**:
 - **The limit is strictly enforced – do not waste hours, and do not plan a project which clearly requires more than the limited number of hours.** If your supervisor places pressure on you in regard to statistical power, simply tell them that the particular project may not be practical with the first year subject pool. If they want to do it then you will need to find funding and pay other participants. Realistically though, why would you plan an Honours projects in search of an effect which is so hard to detect, so unreliable, or so small (and practically insignificant) that hundreds of subjects would be required? Start reading results sections of papers and find an effect which can be found reliably with 30-40 participants per study.
 - **There is no point planning a project hoping to get more hours when the pool “opens”.** It is true that at the end of Semester 1 limits are *usually* removed for the last few weeks; but competition becomes so fierce (with 70+ studies available) that any extra hours cannot be relied upon. Note importantly that the pool often opens in Semester 2 as well, but that occurs AFTER Honours theses are due.
- **You do not have to use all your hours!** In previous years Honours students have seemed intent on using up all their research hours regardless of whether they needed them. More is not better. Using just the right number of subjects to detect the effect you want, and no more, is a sign of your research skill. Using four times the number of subjects such that every last interaction contrast is significant and your discussion is mired by complications is neither elegant nor useful.
- **You cannot trade hours.** It’s always been against the rules for supervisors to give students their unused hours; yet every year supervisors try. It does not matter if your Honours project is part of a larger research project with shared ethics with a dozen other researchers. Work within your own limits always.
- **You do not have to wait for your proposal to be reviewed in order to start testing.** Of course feedback is useful, but with proposals only sent out for review in April and some of them coming back much later, it is best to start planning and even start testing before you hear back. A sensible strategy might be to run a pilot study to establish the basic effect you are looking for. Simply starting testing of some kind might give you ideas that you never thought of when you were simply reading papers.
- **Understand what you need to do for ethics.**
 - Refer to the Ethics Appendix of this Handbook. Studies cannot be made visible on SONA until ethics approval is gained.
- **Treat the subject pool as a limited resource.** Do not waste hours; do not give away more credit time than what each subject has earned, and do not offer enticements like double the credit time or **travel time**. Credits are limited, and they are linked to course marks, so making up your own uses for them represents serious misconduct.
- **Honours is, in part, a demonstration of your research management skills.** Too often Honours students feel pressure to produce publishable research, and miss the point that the Honours year is about demonstrating critical thinking and research skills (and later writing skills). Many Honours students might benefit from a hundred extra hours or so in order to run another three studies and “finish” everything; but this is not what Honours is about and anxiety over creating the perfect project is misplaced. Research at any level is always faced with limits, and making the most of what you have will always be your number one concern.
- **SONA runs with university email addresses at its core.** If you have left it until Honours to find out how to access your university email address, then it is time to do it. If you must rely on web based email accounts, at least log in to your university account once and have it redirected. Having constant access to your university email address is essential if you wish to use SONA.

Subject pool policy for Honours students

Each Honours student is permitted to use no more than 60 hours per semester, and these hours may **not be carried over semesters**. Projects should be planned with this key restriction in mind. Subject hours may be added together if you collaborate with colleagues on an experiment. However supervisors cannot allocate their own research hours to you even if they do not plan to use this time themselves.

Who uses the subject pool?

The subject pool is a finite asset of the School of Psychology. Because it consists of 1st Year Psychology students, only experiments concerning this population are appropriate. However many researchers also use the pool as a source of control subjects in their developmental or abnormal psychology studies. Because of limitations in subject pool usage, studies which require large numbers of subjects are usually not possible without extensive collaborations. And some researchers may not feel comfortable explaining the full nature of their studies to students, even after all participants have been run. A consideration of the educational requirements of the psychology students involved however should be uppermost in researcher's minds so **if a full debrief is not possible within the semester a study is conducted then this subject pool should not be used**. That is because a huge number of students from first semester (up to 30%) do not return in second semester, because it is an entirely separate course.

Getting the most out of your research hours

- Consider the nature of your research and the statistical power required. More is not always better, and if a crude approach to research is not possible within the constraints of the subject pool a more elegant design (e.g. a within-subjects design if possible) may be the solution.
- If your experiment runs a fraction of an hour, consider collaborating with other researchers to create a slot advertised as a single experiment which consists of several small studies.
- Consider the demand for and supply of studies throughout both semesters when planning when to conduct research (supply here refers to the number of experiments available, demand refers to the likelihood students will sign-up):
 - Early Semester 1 - Low supply, moderate demand (Honours projects not yet running)
 - Mid Semester 1 – Moderate supply, high demand (Some Honours projects but students increasingly keen to 'finish' their hours)
 - Late Semester 1 – High supply, high demand (busy all round and often hard for less 'popular' experiments to get a foothold)¹
 - Early Semester 2 – High supply, high demand (Honours projects start from Week 1, and students are fully aware of the system by now)
 - Mid Semester 2 – Moderate supply, moderate demand
 - Late Semester 2 – Low supply, moderate demand (Honours projects have finished, but students still keen to complete their hours)
 - The last day of testing in each semester is **the last day of Stuvac**.

Consider testing in the break between Semesters 1 & 2. You do not receive extra hours to do this, but it is considerably more relaxed with less competition for lab space. Because SONA will not be working, you will need to recruit potential subjects and manage appointments yourself (including record participants' consent); keeping in mind that **credits can only be earned by students for PSYC1002. Do not give PSYC1001 students the impression they can earn 'late' credits for a course which has finished**. If students complete holiday experiments, you can then credit the students formally once SONA comes up again in Semester 2 (you do this by asking students to sign-up for slots created for you (and which could be reserved for them if you lock the study with a password).

Overview of the online sign-up system

The Psychology 1 students making up the entire subject pool are registered in the online SONA system at the beginning of semester as participants. Also at the beginning of each semester, all research staff and students we are aware of (including Honours students) will be registered in the SONA system as researchers. **Your login is your UNIKEY. Your password is randomly generated, so the first time you log in go to the SONA website and then in the bottom left go to: "Lost your password? Click Here to Retrieve It!**). You can use this feature any time you need your password. You clearly must be able to access your university email.

As everyone is registered to begin with, this means that researchers will be able to enter experiment information online and prepare for testing from a very early date. Before participants are able to sign up for experiments however, researchers must lodge their ethics approvals and debriefs and request approval.

¹ In late Semester 1 and Early Semester 2, demand for experiments reaches its high point of the year, yet paradoxically this is when researchers are most likely to claim that students 'are not signing up'. This perception arises because the sheer number of experiments available (up to 110) means that even record high demand is spread very thin.

Studies are advertised online with a brief description, location, and timeslots. Students can then register for the times which they wish to attend the study. After each student has participated in the study, the researcher uses the on-line system to award credit to the students – or to penalise students who failed to turn up for registered times (students can withdraw up to 24 hrs before a registered time without penalty). The system keeps track of how much credit students have accumulated, and how much credit researchers have used up.

Placing your experiment online

Go to the SONA website, login, and create an experiment for yourself.

The url is: <http://sydneypsych.sona-systems.com/>

Step 1. Entering information online

Once logged in as a researcher, start by selecting “Add new study”. There are four options, choose the one that is appropriate. Note that an “online internal” study is a questionnaire running within SONA and is very rarely used (see later section on “Online studies”). Also note that if your study requires multiple appointments, the easiest approach is to use SONA to arrange the first appointment, and then make further appointments yourself directly with the participants (see later section on “Multi-part Studies”).

Next, enter the **basic information** about your study: name, a brief abstract which contains a few sentences summarising what you study involves, and a more detailed description which allows you to clearly specify the nature of the study and what participants will be required to do.

These descriptions also function as advertisements for participants, however please restrain yourself from going beyond a basic description of your study. The use of more than one exclamation mark in a row is forbidden. Phrases like “easy” and “fun” are forbidden (these words are often misleading and also disadvantage researchers who conduct research which is not fun). Most importantly phrases which imply that more credit is being given out than is being earned are strictly forbidden. In fact **there is no need to mention time or credit at all** (put this information in the duration and credit boxes below). The only situation where you might want to discuss time or credit in this section, might be if there are multiple sessions; in such a case phrases like “You must complete all sessions of the study to receive any credit” are useful. Casual statements such as “lots of slots available” and “last days” are inappropriate, and are no longer practical anyway as these descriptions cannot be easily changed.

Note importantly: After approval, changes to the study description, title and requirements will result in the study being automatically removed from visibility, and re-approval must be sought. **The system does not warn you before it does this, but it certainly tells you once the changes are made that it has hidden your experiment! Importantly, participants who have already signed up are retained, SONA has simply prevented you from recruiting any more for the time being.** You can change many other details without fear of your experiment being hidden: for example location (you might not have booked rooms yet), or sign-up deadline, are things you may need to change frequently. However if participants have already signed up, there are other key details you cannot change, such as credits awarded. For example it would be unethical to advertise a study as offering 2 credit points, then reduce this to 1 credit point once participants had given their consent. Even the subject pool administrator is unable to change credit values if participants have pending slots. If you notice any changes have been made to the description after it is approved, it might be because the pool coordinator noticed a problem and corrected it for you (e.g. typo, inappropriate ad, mention of time in description – the slots have location fields). If the correction is inappropriate, make the change and send through a reapproval request.

Before you enter any information into **eligibility requirements** consider making use of the pre-screening responses. Many basic demographic features do not require ethics approval to use. You *can* simply type “males only” into this box, or you could tell SONA that you only want people who said they were male to be able to see your experiment (see Pre-screening section below).

When calculating the **duration** of the experiment, include travel time², time between participants, extra time for questions, and variation in how long each participant might actually take. Make sure the **duration** matches **the credits, where 1 hour equals 1 credit**. Also, if your study has between subject conditions which run for different times (i.e. Condition 1 is 30min but Condition 2 is 55min) then separate them into two different studies at sign-up. In such a situation you *cannot* randomly allocate participants because they have already signed an agreement based on a particular study duration. If your study involves extensive ‘waiting’ time (e.g. to wait for a drug to have an effect, or a retention interval in a memory study), and it is not practical to schedule two sessions, consider teaming up with another researcher who can complete meaningful research in that gap (e.g. a retention interval of 30 minutes might be filled with a ‘distractor task’ which is actually a real self contained experiment run by another researcher). In this case researchers send a joint application and place only one study advertisement which contains descriptions of all the components.

² Reasonable travel time at Uni is 10 minutes, hence all lectures, tutorials (and studies in this case) should start at 5 minutes past the hour and finish 5 minutes before the hour. Travel time does NOT refer to extensive travel time for off-campus studies. You should not credit students for time spent travelling to an off-campus location.

The most common change the pool coordinator will make to your description concerns time. Too many studies initially contain phrases like: "This 45 minute study....", when the time listed is for a 1 hour study. Students understand the university 5 minute rule about travelling which removes 5 minutes at the beginning and end of each hour. Putting statements like this makes the advertisement more coercive and possibly deceptive since most studies take different students different amounts of time. Rather than send emails back and forth to try to explain this to you, the pool coordinator will most likely just remove the phrases from your description; however if it is clear your study will **consistently run under time**, you are wasting subjects pool hours as well as your own hours, and your study will not be approved.

Preparation might include information like "please do not eat or drink less than 6 hours before the study", but most researchers will leave it blank.

You will see that you can select more than one **researcher** to have access to the study. Ensure you include all the researchers who are contributing hours, however decide beforehand with your collaborators who will be in charge of administering the online sign-ups or things could get very confusing.

Include your **Human Ethics Committee Approval Code** if you are not an Honours researcher.

If you are ready to begin testing make your study **active, and press the request approval button**. Once approved it will appear to students. If you are still preparing, then select no to keep it inactive.

Consider **prerequisite** and **disqualifier** experiments, respectively studies which participants have to have done or must not have done to sign up for yours. If other researchers are performing similar experiments or if you yourself are running several versions of the same experiment, these are important. By default, no participant can sign up for the same study more than once – if you wish them to be able to, select yes to this question at the option further down.

Using an **invitation code** is useful for studies in which are only available to some participants; because the study ran between semesters, or eligibility is based on completion of a prior (separate) study.

If your study is **web based** then there is a place for you to include the url. You will need to develop a system which insures the anonymity of your participants, but also allows you to return to SONA and credit them. Do not collect data from an online study if you have no way of recording which participants have completed it (see later section on "Online studies").

The **participant sign-up deadline** is the minimum time before an experiment runs that participants can sign up. If your experiment takes an hour to set up then set it to one hour, however if you want to be able to see your subjects for the next day (so you know when you have to wake up and be in the lab), set the lead time to 24 hours so there are no surprises. It is common for researchers to increase lead time at the end of each week to prevent participants signing up over the weekend and surprising them on Monday.

Finally if you wish to have more or less than 100 hours allocated to the experiment (or more or less than 60 hours if you are an Honours student), explain this in the "**private comments**" section of the study information (the very last box). Please also include in this box the more specific contact details of the researcher in charge of managing the online system (i.e. their mobile number). Students will not be able to see this.

Once your information is entered online, email the subject pool coordinator (sonapool@psych.usyd.edu.au) the required documents. IMPORTANT: For a prompt approval of your study, try to email documents and click the "request" approval button in close proximity (~15 minutes). Too often researchers send through their ethics days or even weeks before the study approval request (or days after). It is hard to match up documentation with such a large gap.

Step 2. Lodge Documents with subject pool administrator via email

The following documents must be lodged with the subject pool coordinator via email (electronically). You must email your documents within 15 minutes of pressing the "send an approval request" button on SONA. Errant ethics emails or lone approval requests will be ignored. Send emails to sonapool@psych.usyd.edu.au, with "Request for Approval: <YOUR STUDY'S NAME>" as the email subject line and the required documents in either PDF or WORD format as *attachments* to the email (not in the body). If you only have hardcopies, a scanner is available in the graphics lab (GT level 4). Also please indicate in your email the level of researcher you are (i.e. Honours, Postgrad, Staff, RA working for X, etc.) as this will affect how many hours your study is given. If you are collaborating with other researchers describe explicitly how many hours from each researcher (and who they are) is being contributed.

1. Ethics approval

Refer to the Ethics Appendix in this Handbook. Whatever kind of approval your study requires, you will need to submit a PDF of the approval to the SONA coordinator.

2. Subject debrief

All subjects must be fully debriefed at the end of each study. Verbally debriefing subjects is always the best way, and often gives researchers the best insights into whether subjects were completing the study as expected. However this is not always possible, and does not allow for students to reflect on their experience later, so all researchers must create a written debrief for their study which can be either handed to participants or emailed to them once the study is completed.

The debriefing information must include:

- the title of the experiment
- the researchers involved and the email of the researcher in charge of running the study
- when the experiment was run / will be run (e.g. Semester 1: Weeks 6-8)
a description of the experiment and what was actually done
a background to the experiment, involving a theoretical and practical justification for what was done
- expected results and their meaning in straightforward terms
- at least 2 references to previous research relating to the current research (in APA format so they can be found)
- It should be approximately 500-1000 words, and may include diagrams, graphs or pictures. For Honours students, a reasonable debrief is often made by editing your research proposal and making it more readable for a 1st year audience.

Note: Students must be fully debriefed for every study they have completed at the end of each semester. Studies which require a year long deception or studies which can never be explained fully **cannot be run**.

Once you have lodged your documents via email and entered the information online, your study may be approved and can be made visible. Ensure you return to SONA to the *study information* section and where it says *Approved* there should be a hyperlink called *Send an approval request*.

Step 3. Managing your experiment

- **Creating slots** : Log in to SONA and go to my studies > the study you want > view / administer time slots > add a timeslot. You can see that for each timeslot you can have a different location, and there are several ways to add multiple time slots. Note importantly that when you enter the time for each timeslot, use the 24 hour time system or specify AM or PM. For example if you want to run a study at 145pm, then enter 13:45 or enter 1:45pm. If you just enter "1:45" then you will create a timeslot at 145am in the morning!
- **Crediting participants** : Once the study appointment time has come and gone, return to the view / administer timeslots page and you will see under the 'recent timeslots' list that participants are listed as *awaiting action*. Click on 'modify' for the timeslot, go to the sign-ups section of the next screen and select the appropriate option:
 - **Participated** : is what you select if the participant did complete the study (or make a serious attempt before discontinuing). Note that you can change the amount of credit awarded just in case the study goes over time.
 - **No-show (Penalty Assessed)** : is what you should select if the participant has not arrived within 15 minutes of their appointment time (or sooner for shorter studies). Once this action is taken, students often immediately email with an excuse. It is up to the individual researcher to negotiate a new appointment time (outside SONA, then the same slot can be returned to and credited later), or to change the judgement to 'no-show (no-penalty)' if the student provides documentation demonstrating why they could not attend. Note that while students might consider it polite to contact researchers less than 24 hours before the experiment is due to begin to say they cannot make it, they should still be penalised if their excuse is not valid since they have still disrupted the research by preventing others from signing up.
 - **No-show (No Penalty)** : Is for situations where you cannot be there for the study. If you are giving this notice >24 hours before the study is due to commence, use the comments to apologise to students, and perhaps ask them to sign up again. If you have to cancel the study <24 hours before it is due to begin, do not select this option, select "Participated" instead because students given <24 hours notice deserve credit and you deserve to be penalised³. Also, this no-show option means the same subject can sign up for your study again. Therefore it should **not** be considered an option for researchers reluctant to penalise – if that's the reason you are selecting this option, then the same unreliable student will be able to disrupt your study again and again until you do penalise them.

³ The worst case scenario for any researcher is to be absent on a day when huge numbers of subjects are booked in to be run. If you are running 60 hours of subject hours in one day, make sure there is someone who can take your place, or if you suffer a misadventure you will be forced to forgo your entire quota by having to credit a large number of angry students.

- **No Action Taken** : This is the setting the timeslot begins with. Note that if you are not continually checking and accounting for slots by either crediting or penalising students, then “No Action Taken” timeslots will automatically become “Participated” timeslots after 48 hours, and the credit will be taken from your quota. You can turn this automatic crediting off in the study’s options.

Use of Pre-screening tool for recruiting participants

Before the beginning of each semester, the Pre-screen Coordinator (Lisa Zadro, lisa.zadro@sydney.edu.au) will ask for submissions regarding the pre-screening survey. All students are given the option to complete the survey the first time they log on to SONA. The survey begins with a general section asking about basic demographics and common study requirements. Further sections consist of questions contributed by individual researchers who have ethics approval to pre-screen for various variables.

If you have HREC ethics approval to pre-screen there is no guarantee your pre-screen questions will be included. The pre-screening questionnaire cannot be longer than 30min in total. Limit your number of questions, and consider how many other researchers or labs are likely to be contributing the same questionnaire. Do not submit a long questionnaire that is unlikely to be useful to anyone else and expect it to be included. Consider that **no data from the pre-screen is made available to anyone, not even you**. Rather than try to include a full 34 point clinical scale, the data for which will be lost anyway, consider a shorter version since you will have to give the longer version in the study itself.

Researchers with HREC ethics approval to pre-screen should be aware of their responsibilities if certain students who may need assistance are identified.

For researchers who have not contributed a questionnaire themselves (or are not listed on a project which has HREC approval to pre-screen), you **cannot make use of clinical or other research scales to pre-screen for your own subjects**. However the pre-screen begins with a “basic demographics” section which everyone can use and which can be very helpful.

Basic demographics questions are things like: sex, language, age, religion, smoking status etc. . Researchers and research groups should ask Lisa Zadro before each semester if the categories they require are represented. For example the language option “Mandarin” might not meet your needs, because you need to know if a person is a native speaker.

The pre-screening tool works like this. Begin by going to the ‘study information screen’, then select *Prescreen restrictions – View/Modify Restrictions*. Select the sections you wish to use then click on *set restrictions*. For each question, select the responses which correspond to the participants you require for the study. If you return to the *study pre-screen restrictions* screen you will see just how many students actually meet your requirements. If the number is too low, then consider changing your criteria.

What happens is that if a participant has completed the pre-screen survey, and selected a particular option on a particular question, then **only** that participant will be able to see and sign up for the study. This is why making the requirements too restrictive is a bad idea.

The advantage is that participants who ignore study requirements (e.g. smokers only), cause less trouble, since they will not even be able to see studies they are not eligible for. The system only fails if a participant gets the questions wrong on the pre-screen, e.g. some students do not even get the male/female question correct and find themselves signing up for all the wrong studies.

Note importantly that the pre-screen tool is best thought of as a **filter** NOT a method of data collection. Pre-screening is, as it says, for pre-screening. No researchers, regardless of their ethics approval will be allowed access to the complete data set for their questionnaire. Researchers will not be able to see the students’ actual responses to any pre-screen questions. This means:

- If you set pre-screen restrictions across a range then you know when a participant arrives that they have met the criteria you set, but you will not have access (then or ever) to their particular score. You will need to have them take the questionnaire again if you require their data.
- If you set a pre-screen restriction to people who answer yes to “Male?”, then you can of course be confident anyone who manages to sign up is a male. However if you need to know in advance which category a student belongs to, create multiple versions of your experiment and make the restrictions complementary. For example make “Body Image Study 1” restricted to males only, and “Body Image Study 2” restricted to females only. Since students will only be able to see one of them, there is no confusion for them, and you will know in advance who has signed up. This technique is also useful for balancing out the size of experimental conditions (e.g. if you need equal numbers of Mandarin and English speakers).

Multipart Studies

SONA allows you to select “Two-Part Standard Study” when you first create your study. However if your study has multiple parts choosing **this option is not recommended**. For a start it won’t work for studies with three or more parts, but importantly:

- You can vary the amount of credit awarded for each slot if a study goes over time, but you cannot vary any penalty a participant receives. If a penalty is selected for a two-part study, the student receives a penalty of a magnitude as if they had missed both parts.
- SONA allows you to vary the time of the second part, or have it set automatically – but it is cumbersome, and allows researchers to accidentally set second parts a week after stuvac (after testing has finished).
- Researchers who have used this tool on SONA have had to invent workarounds to ensure participants come to the final part, such as making the second part worth all the credit – confusing participants about how long each part is.

So, if you wish to set up a multipart study, describe this clearly on SONA for potential sign-ups – that is, how long each part is, when the second (or third or fourth...) parts could be completed, mention that all parts needs to be completed for credit to be awarded, but when choosing a study select “Standard Study” and only place a slot on SONA for the first part. Mention in the description how you will make an appointment with them to complete the other parts; and when a participant signs up contact them to organize the other parts. Also be sure to switch off the automatic 24 hour credit granting in your study.

Online Studies

Almost all online studies run with SONA should be created as an: “Online External Study”. This means that your study will be run using online software such as “Inquisit” or “Survey Monkey”. There are three challenges which you face which do not affect other kinds of research:

- Knowing whether participants have completed your study so you can credit them requires a crafty use of participant codes (to guarantee anonymity). Most researchers with online studies do not provide a url to the study itself, they instead put a message like: “you will be sent a url and participant code via email after signing up”.
- Online studies often require participants to have computers of certain specifications. Make this very clear in the study description. It is participants’ responsibility to ensure they can get the study working. Simply award students a ‘no-show, no penalty’ if they cannot with minimal effort. Students increasingly think of smartphones as fully fledged computers, so be prepared to let them down promptly so they don’t waste their time.
- Since appointment slots for online studies do not refer to specific times, be aware that participants may sign-up and never feel compelled to complete the study, because without a set time to come and go, they don’t feel they can ever be penalised. All you can set is a “participation deadline”. However it is irresponsible to simply launch a study, place the deadline at the end of semester, and ignore students who sign up in Week 2 yet never seem to make it to the website. For best results, set the participation deadline monthly or even weekly, and at the end of each period penalise those students who have simply done nothing. Students should receive a reminder email 24 hours before the deadline, which might be the only thing which motivates them, so keep the deadlines coming and keep watching the slots. Also keep in mind that the last day of testing each semester is **the last day of stuvac**.

IMPORTANT

1. NEVER RUN A SUBJECT WHO HAS NOT SIGNED UP FOR YOUR EXPERIMENT.

Students can get the room numbers wrong, bully researchers into letting them be tested, or are just so convinced that they pressed the sign-up button they won’t take no for an answer. The best rebuttal is a print-out of your sign-ups taken directly off SONA after your lead time has expired. **Know who is coming to your experiment**. And stick your list to the door also if you don’t want your session interrupted by wanderers. ‘I think I signed up for this experiment but I’m not sure’ is simply not an excuse anymore with online record keeping. The administration time needed to track down subjects who have been run but never signed up is exorbitant, the ethical risk of running subjects who have not signed their consent is unacceptable, and students can even be penalised for studies they should have been at running at the same time in a different location.

2. TAKE RESPONSIBILITY FOR FILLED SLOTS.

When a student signs up for study, the slot created is the responsibility of the researcher. If the student arrived at the study and made a serious attempt, credit them. If they had to cancel but supplied documentation to justify their absence, select no-show (no-penalty). If they cancelled past the 24 hour point or simply did not turn up, penalise them. Take this action as soon as possible. Never forget that **study credits give students course marks** so being unreliable or inconsistent or unfair will lead to significant student anxiety.

Also, taking account of slots does not mean selecting “no-show (no penalty)” for any students researchers ‘aren’t sure about’. If students participate, credit them, and if they do not, then penalise them. Only students with a valid excuse or medical certificate should be offered the no-penalty option.

APPENDIX B**Empirical Thesis Proposal - Proposal Review Meeting**

Please comment on strengths and weaknesses. Alert students to potential problems or ambiguities and help them to refine their study, even if you find the research proposal highly satisfactory.

1. The research question appears to be well justified in light of existing literature.

Yes No

Comment (Has student touched on related issues? Have they considered alternative views?):

2. Goals and major hypotheses of the study have been clearly stated.

Yes No

Comment:

3. The following are clearly described and appear to be appropriately selected/ defined:

Independent and dependent variables	Yes	No
Stimulus materials	Yes	No

Procedures	Yes	No
Characteristics and availability of subject pool	Yes	No
Proposed analyses	Yes	No
Ethics requirements have been observed	Yes	No

Comment:

4. **Other advice given to student:**
Please note any other important issues discussed.

Student..... Reviewer Supervisor

APPENDIX C**Empirical Thesis - Progress Report**

This form must be signed by your supervisor and submitted to the Administration Office no later than 26th September 2012.

Student name: _____ Student number: _____

Draft thesis title: _____

I have submitted the following Draft sections to my supervisor:

Introduction Method Results

Please summarise below any circumstances that have significantly impeded your progress:

For completion by supervisor:

I have received this student's Draft thesis sections as indicated above.

Supervisor name

Supervisor signature

Date

APPENDIX D EMPIRICAL THESIS ASSESSMENT CRITERIA

There are 8 aspects of the thesis that are assessed during examination. Each of these aspects should be evaluated on the following 5-point scale:

- a. Outstanding
- b. Superior
- c. Adequate
- d. Weak
- e. Not at Honours level (seriously flawed).

Below are the criteria for Superior performance within each aspect of the thesis. A thesis considered for a 1st Class mark (85 and above) should meet or exceed these criteria for the large majority of areas assessed.

1. Literature review

Comprehensive and thorough, it covers all the issues relevant to the topic. Well structured, insightful review of the literature showing a high level of critical and original analysis, and synthesis of the relevant previous empirical work.

2. Rationale for and aims of the research (including hypotheses)

A clear statement of the research aims and hypotheses. The hypotheses are novel and original (i.e., not a direct replication, or a minor extension or variation of previous work) and are logically derived from the literature review.

3. Choice of methods and techniques

The psychological factors and constructs have been operationalised with an appropriate and rigorous methodology that will test the research hypotheses with minimal confounding variables. The methods are clearly described.

4. Analysis of results

The data are clearly described in the text and presented in tables or figures. The student demonstrates mastery of statistical or qualitative analytical methods and the ability to accurately and clearly interpret them.

5. Discussion of results

The results are discussed in an analytic manner with skilful treatment of any unexpected or inconsistent results and recognition of any limitations in the methodology

6. Integration of results with theory

The findings are effectively integrated with the theoretical framework in the introduction, and the research hypotheses are addressed.

7. Overall presentation

The writing is clear and concise. Overall presentation of the thesis and associated materials is of a high standard.

8. Supervisor's comments on independence

The supervisor's report should indicate above average rankings for independence on most criteria (though perhaps not all – e.g., it may be appropriate for the student to receive substantial assistance with various aspects of the work, such as programming or highly technical data analysis). The supervisor's report on the independence of the student may be taken into account to adjust the mark.

APPENDIX E EMPIRICAL THESIS SUPERVISOR'S REPORT

Different kinds of research projects place different demands on students at various stages of their execution. Some areas are more technically demanding than others and so it is appropriate for students to receive more assistance from their supervisors in certain aspects of the project. The purpose of this report is to provide a clear idea of the input received from the supervisor and the student's independence in executing different aspects of the research project.

Provide written comments in response to all questions and rate the student's level of independence on the following aspects of the empirical thesis.

1. Definition of the research question

Describe the student's contribution to the choice of research question and the nature and extent of your involvement in this process (e.g. directed student to general area, specified question, helped them derive hypotheses, etc):

Rate the student's level of independence in this area:

1	2	3	4	5
A lot less independent than expected of an Honours student		About what I would expect of an Honours student		A lot more independent than expected of an Honours student

2. Experimental design

Describe the student's contribution to the experimental design and the nature and extent of your involvement in this process (e.g. fine-tuned the design suggested by the student, suggested major adjustments, provided the design yourself).

Rate the student's level of independence in this area:

1	2	3	4	5
A lot less independent than expected of an Honours student		About what I would expect of an Honours student		A lot more independent than expected of an Honours student

3. Setting up the experiment/s

Describe the student's contribution to setting up the experiment and the nature and extent of your involvement in this process (e.g. assistance with stimulus selection, programming experiments, designing questionnaires, etc). Please specify if assistance was obtained from someone else (e.g., post-doc or research assistant).

Rate the student's level of independence in this area:

1

2

3

4

5

A lot less independent
than expected of an
Honours student

About what I
would expect of an
Honours student

A lot more independent
than expected of an
Honours student

4. Running the experiment/s

Describe the student's contribution to running the experiment and the nature and extent of your involvement in this process (e.g. assistance with subject recruitment, testing procedures, participant interviewing, etc). Please specify if assistance was obtained from someone else (post-doc, research assistant, etc).

Rate the student's level of independence in this area:

1

2

3

4

5

A lot less independent
than expected of an
Honours student

About what I
would expect of an
Honours student

A lot more independent
than expected of an
Honours student

5. Data processing and statistical analysis

Describe the student's contribution to data processing and data analysis and the nature and extent of your involvement in this process (e.g. provided instruction, discussed student's analysis, specified the analysis, conducted the analysis yourself, etc). Please specify if assistance was obtained from someone else (post-doc, research assistant, etc). If necessary, distinguish between analysis of behavioural data and other types of data (e.g., physiological measures, EEG, fMRI)

Rate the student's level of independence in this area:

1

2

3

4

5

A lot less independent
than expected of an
Honours student

About what I
would expect of an
Honours student

A lot more independent
than expected of an
Honours student

6. Editorial assistance on the thesis

Describe the extent of editorial assistance provided on the thesis (e.g. the number of drafts read, commented extensively/ suggested major changes, suggested only minor changes, help with figures, etc).

Rate the student's level of independence in this area

1	2	3	4	5
A lot less independent than expected of an Honours student		About what I would expect of an Honours student		A lot more independent than expected of an Honours student

7. Amount of consultation with the student

- a. How often and for how long did you meet with the student on average?
- b. Do you consider this amount of consultation satisfactory?

How do you rate the amount of consultation with this student?

1	2	3	4	5
A lot less than average		About right		A lot more than average

8. Did the student collect all of his/her own data? YES NO

If the student did NOT collect all of his/her own data, what percentage did he/she collect? ...%
Please describe the source and nature of the data, and the nature of the student's involvement in data collection:

9. Any special circumstances that you consider relevant? (Do not include here any circumstances for which an extension or special consideration has been requested)

What effect do you think your comments should have on the examiner's mark?

Adjust mark up	No change in mark	Adjust mark down
----------------	-------------------	------------------

APPENDIX F**EMPIRICAL THESIS EXAMINER'S REPORT**

Please comment on each of the aspects listed below.

Word length

(within 5% - less than 12,600).

Yes

No

Literature review

(Comprehensive; shows grasp of issues; shows critical ability)

Rationale for and aims of research

(Well described; represents an advancement in knowledge)

Design and method

(Choice of variables; appropriateness of design to test hypotheses; adequacy of controls; sampling; originality and appropriateness of materials and procedures)

Presentation of results and data analysis

(Appropriate and clearly labelled tables and graphs; appropriate statistical analysis with justification of choice if necessary; consideration of power; raw data included)

Discussion

(Findings related to stated aims and hypotheses and to previous literature; projection to future research; theoretical implications; awareness of shortcomings)

Overall presentation

(Conciseness; clarity; sufficiency of detail; referencing)

Overall grade (out of 100)

(a) Pre-supervisor's report:

(b) Post-supervisor's report:

APPENDIX G

THEORETICAL THESIS SUPERVISOR'S REPORT

Please answer the following queries about the supervision received by this student and add comments where you feel this could be helpful. Indicate your answers by marking the scale at the appropriate point.

1. Amount of consultation

1	2	3	4	5
Infrequent Meetings		Regular Meetings (once per week for most of year)		Frequent/Prolonged meetings - more than once/week over semester

RATING (1-5):

Comment:

2. Extent of supervisor's role in choice and definition of problem

1	2	3	4	5
Little/No direction in topic selection		Directed reading & discussed student's ideas		Directed student to specific topic

RATING (1-5):

Comment:

3. Extent of originality of student's contribution

1	2	3	4	5
Little originality				High level of originality

RATING (1-5):

Comment:

4. Extent of editorial assistance

1	2	3	4	5
Did not read Draft		Read/Commented on 1 full Draft		Read/Commented on more than 2 Drafts

RATING (1-5):

Comment:

5. Any special circumstances that you consider relevant? (Do not include here any circumstances for which an extension or special consideration has been requested)

APPENDIX H

THEORETICAL THESIS EXAMINER'S REPORT

Please indicate the selected option by underlining or circling the text.

1. The student has exceeded the 8000 word limit (excluding abstracts, tables, captions, references and appendices) by more than 5%:

Yes	No			
-----	----	--	--	--

2. The student's statement of the issue or question to be addressed is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

3. The student's statement of the thesis to be argued is:

Not stated	Stated, but not clearly	Clearly stated
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4. The student's acquaintance with the relevant literature is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

5. The student's account of the conceptual errors which have been made, and/or the misunderstandings which have arisen, concerning this particular problem is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

6. In developing her/his thesis the student's demonstrated concern for the requirements of logical validity of argument is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

7. The logical arrangement of the thesis (ie., the degree to which its parts cohere to form a cumulative argument) is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

8. Suggestions which the student makes as to how errors or misunderstandings may be avoided, or problems overcome, are:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

9. The originality displayed in the thesis is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

10. With respect to clarity, the thesis is generally:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

11. In matters of English usage, succinct expression, spelling, punctuation etc, the thesis is:

Very poor	Poor	Adequate	Good	Very Good
-----------	------	----------	------	-----------

12. In the care taken with technical detail (such as citation of references, presentation of the Bibliography in the approved form, and so on) the thesis is:

Very poor	Poor	Adequate	Good	Very Good
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Overall grade

(a) Pre-supervisor's report:

/100

(b) Post-supervisor's report:

/100

Please provide reasons for awarding grade X rather than Y or Z. (Your comments will be passed on to the student.)

APPENDIX I

Supervision record Template

Students and supervisors might find keeping a common record of agreed actions useful to the supervision process: Use of this form is not compulsory.

Student:	Date
Points discussed	
Action plan	
Next session Student Supervisor.....	