School of Psychology

Honours Handbook

2016
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1 HONOURS ADMINISTRATION

1.1 SCHOOL CONTACTS

Honours Co-ordinator
Dr Evan Livesey
Room 480, Griffith Taylor; Phone 9351 2845
Email: evan.livesey@sydney.edu.au

Empirical Thesis Co-ordinator
Dr Laura Corbit
Room 611, Brain & Mind Centre; Phone 9351 0973
Email: laura.corbit@sydney.edu.au

Theoretical Thesis Co-ordinator
Dr Fiona Hibberd
Room 451, Brennan MacCallum; Phone 9351 2867
Email: fiona.hibberd@sydney.edu.au

Honours support
Room 332, Brennan MacCallum; Phone 9351 2866
Email: psychology.honours@sydney.edu.au

Please direct all administration inquiries to psychology.honours@sydney.edu.au, all academic inquiries concerning the Empirical Thesis to Dr. Laura Corbit, and all other academic inquiries to Dr. Evan Livesey. 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.

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:


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


1.1 PSYCHOLOGY CONTACTS

For administrative queries and the submission of forms and assignments, the Psychology Office counter is located on the ground floor of the Brennan MacCallum building. The staff will be available for in-person enquiries 1 pm and 3 pm, Monday to Friday during semester. The Honours Support email is monitored daily.
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 theorising and methodological clarity in the conduct of empirical research.

To achieve these broad objectives and to satisfy the Australian Psychology Accreditation Council’s requirements for an accredited fourth year programme that provides “for the completion of an integrated and comprehensive education in the discipline of psychology, to permit advanced level study in a range of areas, and to develop competence in conducting research.” (APAC Accreditation Guidelines, June 2010, p. 43), 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

Please refer to Page 8 for all due dates.

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).

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). Details are provided in Section 4.

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. 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. Details further below.

(ii) Ethics and Professional Issues (5%)

This involves one lecture per week for the first 7 weeks of Semester 2 and participation in workshops in Semester 2 (information about these workshops to follow). The Ethics and Current and Professional issues components of the course will be assessed in a formal exam detailed on Page 8.
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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Thesis</td>
<td>9000 - 12,000 words Submitted for assessment by 2 independent examiners</td>
<td>50%</td>
</tr>
<tr>
<td>Theoretical Thesis OR</td>
<td>8,000 words Submitted for assessment by 2 independent examiners</td>
<td>30%</td>
</tr>
<tr>
<td>Special Fields Seminars</td>
<td>Major written assessment for each SF submitted for assessment by 1 examiner, plus minor in-class assessments</td>
<td>30% (15% each Special Field)</td>
</tr>
<tr>
<td>Ethics and Professional Issues</td>
<td>Formal 1hr Examination in Week 8 of Semester 2</td>
<td>5%</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Details further below</td>
<td>15%</td>
</tr>
</tbody>
</table>

### 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 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.
HONOURS SCHEDULE FOR 2016

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 on the following page lists every important date for the year.

All required forms and assessable work must be submitted to the Psychology Student Office no later than 4pm on the date specified.
## 2.4 IMPORTANT DATES: SCHEDULE FOR 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 15 February 2016</td>
<td>Psychology Honours eLearning (Blackboard) site made available online.</td>
</tr>
<tr>
<td>Thursday 18 February 2016</td>
<td>Orientation session</td>
</tr>
<tr>
<td>Friday 17 March 2016</td>
<td>Due date for submitting your project details so a suitable reviewer can be allocated</td>
</tr>
<tr>
<td>Monday 21 March 2016</td>
<td>Special Fields Major Assignments available at seminars or sent to you by email.</td>
</tr>
<tr>
<td>Tuesday 5 April 2016</td>
<td>Research Methods (Part 1) examination.</td>
</tr>
<tr>
<td>Friday March 18 to Friday 8 April 2016</td>
<td>Complete Research Proposal, email to reviewer and arrange review meeting.</td>
</tr>
<tr>
<td>Friday 23 April 2016</td>
<td>Final day to submit Research Proposal and review meeting form (Appendix A) to the School.</td>
</tr>
<tr>
<td>Friday 13 May 2016</td>
<td>Research Methods (Part 2) examination.</td>
</tr>
<tr>
<td>Tuesday 21 June 2016</td>
<td>Submit two Special Fields Major Assignments</td>
</tr>
<tr>
<td>Friday 15 July 2016</td>
<td>Last day to submit Theoretical thesis draft.</td>
</tr>
<tr>
<td>Monday 25 July 2016</td>
<td>Last day to submit Theoretical Thesis.</td>
</tr>
<tr>
<td>Monday 12 September 2016</td>
<td>Ethics and Professional Issues examination.</td>
</tr>
<tr>
<td>Friday 23 September 2016</td>
<td>Submit Empirical Thesis Progress Report confirming that drafts of introduction, method, and results have been submitted to Supervisor (Appendix B – will be an online form).</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>From early February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange to meet with your supervisor to discuss your project</td>
</tr>
<tr>
<td>Begin reading the material relevant to your proposed topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meet regularly with supervisor to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop research questions and hypotheses</td>
</tr>
<tr>
<td>Discuss the literature you have read on the topic</td>
</tr>
<tr>
<td>Develop and refine research design</td>
</tr>
<tr>
<td>Write a draft of the Introduction to your thesis</td>
</tr>
<tr>
<td>Design research tools (e.g. questionnaires, experimental protocols etc.)</td>
</tr>
<tr>
<td>Write a draft of the Method section to your thesis</td>
</tr>
<tr>
<td>Prepare Draft Research Proposal and submit to supervisor for feedback</td>
</tr>
<tr>
<td>Revise proposal on the basis of supervisor feedback and complete Ethics Declaration</td>
</tr>
<tr>
<td>Submit Ethics application to University Ethics Committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April - May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Empirical Thesis Research Proposal and arrange review meeting</td>
</tr>
<tr>
<td>Finalise research instruments and methods</td>
</tr>
<tr>
<td>Discuss any issues raised by reviewer with supervisor and revise design/procedures if appropriate</td>
</tr>
<tr>
<td>Pilot procedures</td>
</tr>
<tr>
<td>Start conducting research study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June-August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue conducting research</td>
</tr>
<tr>
<td>Collate data and begin analyses</td>
</tr>
<tr>
<td>Continue to review relevant literature</td>
</tr>
<tr>
<td>Fine-tune Introduction and Method sections of thesis</td>
</tr>
<tr>
<td>Begin draft of Results section</td>
</tr>
<tr>
<td>You should have started data collection</td>
</tr>
</tbody>
</table>

If data collection is to commence after August 1, or continue beyond August 31, please notify the empirical thesis co-ordinator immediately, explain the circumstances in detail and describe the backup plan that is in place.

**Note: the exact order in which you conduct these tasks will depend on the participants you are testing and their availability during the semester break.**

<table>
<thead>
<tr>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalise analysis</td>
</tr>
<tr>
<td>Update literature review</td>
</tr>
<tr>
<td>Prepare final draft of Introduction, Method and Results to submit to supervisor for feedback</td>
</tr>
<tr>
<td>Begin to draft Discussion</td>
</tr>
<tr>
<td>Prepare raw data and other materials for appendices</td>
</tr>
<tr>
<td>Submit Empirical Research Progress Report confirming that Introduction, Method, Results have been submitted to Supervisor for feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise early thesis sections on the basis of supervisor’s feedback</td>
</tr>
<tr>
<td>Finalise Discussion section(s) (not to be read by supervisor)</td>
</tr>
<tr>
<td>Write abstract</td>
</tr>
<tr>
<td>Finalise appendices</td>
</tr>
<tr>
<td><strong>PROOF-READ THESIS</strong></td>
</tr>
<tr>
<td>Submit empirical thesis before 4pm on specified due date (See Page 8)</td>
</tr>
<tr>
<td>4.01pm of due date: CELEBRATE end of Honours year (a venue to be arranged)</td>
</tr>
</tbody>
</table>
3 COURSEWORK DETAILS

3.1 COURSEWORK TIMETABLE

The final timetable will be posted to the e-learning site by the end of February.

3.2 COMPULSORY COURSEWORK

3.2.1 RESEARCH METHODS

<table>
<thead>
<tr>
<th>Co-ordinator:</th>
<th>Other teaching staff:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Damian Birney</td>
<td>Indako Clarke</td>
<td>Dr Fiona Hibberd</td>
</tr>
<tr>
<td>BM 452</td>
<td>GT 502</td>
<td>BM 451</td>
</tr>
<tr>
<td>9351 3354</td>
<td>9036 9215</td>
<td>9351 2867</td>
</tr>
<tr>
<td><a href="mailto:damian.birney@sydney.edu.au">damian.birney@sydney.edu.au</a></td>
<td><a href="mailto:indako.clarke@sydney.edu.au">indako.clarke@sydney.edu.au</a></td>
<td><a href="mailto:fiona.hibberd@sydney.edu.au">fiona.hibberd@sydney.edu.au</a></td>
</tr>
<tr>
<td>Dr Margaret Charles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BM 336</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9351 4346</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:margaret.charles@sydney.edu.au">margaret.charles@sydney.edu.au</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Description

The course consists of a core component with a choice of workshops to follow. The core component is held in Semester 1 and is assessable. It consists of 13 lectures and 6 tutorials (see Lecture/Tutorial Outline for durations).

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 students’ understanding of certain conceptual issues surrounding statistics and psychometrics. It is assumed that students are familiar with material covered in PSYC2012 and PSYC3010 (including analysis of variance, contrasts and multiple regression).

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 23 for Mac and PC is the latest version, but earlier versions are more than adequate. (For any version, check version/operating system compatibility.) Times will also be available in the School’s computer labs for student use of SPSS. The Learning Hub computers also have SPSS installed.

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
- 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

<table>
<thead>
<tr>
<th>wk</th>
<th>Lect</th>
<th>Staff</th>
<th>LECTURES (1hr)</th>
<th>Tutorial (2hr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>FJH</td>
<td>Measurement: Conceptual Issues (2hrs)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>FJH</td>
<td>Statistics: Conceptual Issues B (2hrs)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>IC</td>
<td></td>
<td>EFA/CFA and Reliability A (2hrs)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>IC</td>
<td></td>
<td>EFA/CFA and Reliability B and Data screening (2hrs)</td>
<td>1. EFA Reliability</td>
</tr>
<tr>
<td>6</td>
<td>DB</td>
<td></td>
<td>Structural Equation Modeling: Path analysis &amp; Mediation (2hrs)</td>
<td>**2. Mediation with SPSS &amp; AMOS</td>
</tr>
<tr>
<td>7</td>
<td>DB</td>
<td></td>
<td>Item Response Theory (2hrs)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DB</td>
<td></td>
<td>Multifactor designs (1.5hrs)</td>
<td>No tutorials</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>DB</td>
<td></td>
<td>Logistic Regression (1.5hrs)</td>
<td></td>
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<tr>
<td>11</td>
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<tr>
<td>13</td>
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</tbody>
</table>

**Mid-Semester 1.5hr Exam on Lectures 1-7

** End-Semester 1.5 hr Exam on Lectures 8-13

---

** Modified Tutorial Program due to public holiday

Lectures: Tuesdays and Fridays

**Assessment:**

The assessment in this component is a combination of examination and workshop attendance, together worth 15%. The two examinations will be held in Weeks 5 and 10 of Semester 1. More information will be available at the relevant time. Failure to attend workshops will result in a penalty of up to 4% (that is, 4 out of the 15 available marks).

**Workshops:** Dr Fiona Hibberd is the workshop co-ordinator.

The aim of the workshops is to extend students’ skills and knowledge in areas considered relevant to their research interests. Workshops will not be formally assessed, and students can choose which workshops they attend. However, attendance at two workshops is compulsory. A 2% penalty for each workshop not attended will be deducted from your 15% for Research Methods. Additional workshops of interest may be attended, without any 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) Effect size, power and meta-analysis, (2) Contrasts, simple effects and ANCOVA for factorial designs, (3) Logistic regression and contrasts, (4) The scientific cycle – understanding the role that theories and models play, (5) Exploratory factor analysis, (6) Confirmatory factor analysis.

The workshops will not be held until after the Research Methods examinations, so will not commence until after week 10 of semester one. Some workshops may not be held until semester 2. More information about the timetabling of workshops will be given via the Blackboard 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 PROFESSIONAL ISSUES (Semester 2, wks. 1-7)**

**Co-ordinator:** Professor Caroline Hunt  
Room: BMC 316  
Phone: 9114 4340  
E-mail: caroline.hunt@sydney.edu.au

**Teaching staff:**  
Professor Caroline Hunt  
Dr Carolyn McCann

**Format of Unit:** 1 x 2 hour class per wk. x 7wks

**Assessment:** Examination (1 hour). Specific date outlined on Page 8.

**Unit of Study General Description**

This unit covers current ethical and professional issues in Psychology: underlying principles & concepts. The relevance of ethics in research and professional settings will be covered, including the regulatory environment for registered psychologists. The Professional Codes of Conduct for Psychology will be discussed. A variety of ethical issues will be covered. The empirical foundations for evidence-based interventions, 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 these issues to professional practice.

**Learning Outcomes**

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

(i) 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;

(ii) Consider the importance of the code of conduct in psychology practice;

(iii) Reflect on ethical dilemmas that are likely to be faced by practicing psychologists in a variety of areas;

(iv) Describe and apply the communication skills needed in different areas of psychology practice;

(v) Consider the empirical foundations for evidence based interventions, and personality and cognitive assessment.

**Text**

APS Code of Conduct for Psychologists:

For each topic a variety of readings will be provided and it is expected that students will initiate independent reading.
3.3 SPECIAL FIELDS SEMINARS

All seminars will run during weeks 1-13 inclusive and will be of 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 on the date specified on Page 8.

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 SPECIAL FIELD SEMINAR TOPICS

A brief description of each Special Field seminar topic can be found at the e-learning site.

The convener, time and assessment breakdown for each seminar is as follows:

Vision, illusion, and reality
Convener: Bart Anderson
Time: Monday 3-5pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Language
Convener: Sally Andrews
Time: Tuesday 12-2pm
Assessment:
2500-word essay on a question specified by the convener (50%)
Seminar presentation, summaries of target papers, contributions to discussion (50%)

Psychopharmacology: Drugs and Behaviour
Convener: Michael Bowen & Dave Allsop
Time: Thursday 1-3pm
Assessment:
Major: 2500-word essay on a question specified by the conveners (70%)
Minor: Seminar presentation (25%) and contributions to discussions (5%)
Decision making research
Convener: Bruce Burns
Time: Monday 11am-1pm
Assessment:
Major (50%) 2000-word essay on a question specified by the convener
Minor (50%) Seminar presentations and contributions to discussion

The placebo effect: all this hype about nothing?
Convener: Ben Colagiuri
Time: Wednesday 11am-1pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation/s and contributions to discussion

The neurobiology of extinction learning
Convener: Laura Corbit
Time: Thursday 3-5pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Existential Social Psychology: The Psychology of Death and Meaning
Convener: Ilan Dar-Nimrod
Time: Wednesday 3-5pm
Assessment:
Major (60%) 2200-word essay on a question specified by the convener
Minor I (30%) Seminar presentations and participation
Minor II (10%) Submission of 150-200 word weekly thought paper (ungraded, a mark based on submission only)

How can we use developmental psychology to improve education?
Convener: Micah Goldwater
Time: Wednesday 9-11am
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Animal Learning & Cognition
Convener: Justin Harris
Time: Thursday 10am-12pm
Assessment:
Written work: 56% of final mark.
Presentation/Participation: 44% of final mark

Binding in vision and memory: how we create our reality
Convener: Irina Harris
Time: Wednesday 1-3pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Theory & Systems
Convener: Fiona Hibberd
Time: Tuesday 1-3pm
Assessment:
Major (70%) 2500 word essay on a topic specified by the convenor
Minor (30%) Seminar presentation

Neurobiology of learning and memory
Convener: Ian Johnston
Time: Friday 1-3pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion
Surviving and thriving: patient and family adjustment to life after cancer
Convener: Ilona Juraskova
Time: Wednesday 11am-1pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Paediatric Neuropsychology
Convener: Sunny Lah
Time: Thursday 3-5pm
Assessment:
Major (70%) 2500-word essay
Minor (30%) Seminar presentation

Learning, cognition and action
Convener: Evan Livesey
Time: Tuesday 11am-1pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

Eyewitness Memory
Convener: Helen Paterson
Time: Wednesday 9-11am
Assessment:
1. Essay (70%): a 2,500 word essay.
2. Presentation (20%): a 30 minute critical appraisal of a case study delivered to the class followed by a 20 minute discussion led by the presenter.
3. Class participation (10%): this includes 1) attendance, 2) submission of a brief written summary of the articles you have read for each week, and 3) participation in the seminars in which you do not present.

Qualitative Inquiry: Introducing Theory and Methods
Convener: Paul Rhodes
Time: Tuesday 9-11am
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation and contributions to discussion

The psychology of religion & spirituality
Convener: Niko Tiliopolous
Time: Wednesday 2-4pm
Assessment:
Major (70%) 2500-word essay on a question specified by the convener
Minor (30%) Seminar presentation/s and contributions to discussion

Food, Fashion and Facebook: Unravelling the enigma of anorexia nervosa.
Convener: Stephen Touyz
Time: Monday 9-11am
Assessment:
Major (70%) 2500 word essay on a question specified by convenor
Minor (30%) Seminar presentation (20%) and contributions to discussion (10%)

"Not Guilty": The Sydney Exoneration Project
Convener: Celine Van Golde
Time: Monday 1-3pm
Assessment:
1. Essay (70%): a 2,500 word essay
2. Presentation (20%): a 30 minute critical appraisal of research related to the case delivered to the research group followed by a 20 minute discussion led by the presenter.
3. Class participation (10%): this includes attendance and participation in the seminars in which you do not present. NB - If you do not participate in any discussions, then you will receive zero.
3.3.2 SUBMISSION OF SPECIAL FIELDS MAJOR ASSIGNMENTS

The due date for Special Fields major assignments is outlined on Page 8.

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.

An electronic copy of each Special Fields major assignment must be submitted. Instructions for the online submission procedure will be made available prior to the deadline.

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.

3.4 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

Theoretical research involves questions that cannot be answered by any empirical test of the research question. Its method is conceptual analysis. Most commonly a theoretical thesis is concerned with some well-known theoretical concept that is influencing lines of empirical 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 could eventually 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, e.g., the nature of explanation, 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 researchers have neglected to control for empirical variables which may have been affecting the dependent variable (in effect suggesting a new experiment) is not a theoretical thesis—it is a literature review.

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 G), 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.

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 research 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 towards 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 inform the Honours co-ordinator 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 F). 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 the date specified on Page 8. Your supervisor will provide extensive 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 outlined on Page 8. Please 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 2011-2016) of the journals below. This will give you a sense of current theoretical research in Psychology

- American Journal of Psychoanalysis
- American Journal of Psychology
- American Psychologist
- Behavior and Philosophy
- History of the Human Sciences
- History of Psychology
- International Journal of Psychoanalysis
- Journal for the Theory of Social Behaviour
- Journal of the History of the Behavioural Sciences
- Journal of Mind & Behavior
- Journal of Theoretical and Philosophical Psychology
- Mind
- Mind & Language
- New Ideas in Psychology
- Philosophy of the Social Sciences
- Philosophy, Psychiatry & Psychology
- Philosophical Psychology
- Psychological Science
- Psychologist
- Social Studies of Science
- Theory and 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 on the next page.
Abnormal & Health Psychology
(i) The “scientist/practitioner model” in clinical psychology
(ii) The conceptual assumptions of health psychology
(iii) The concept of mindfulness
(iv) Positive psychology
(v) DSM-V

Cognitive Processes
(i) The concept of error
(ii) The concept of representation: causal or semantic?
(iii) Memory
(iv) The concept of metacognition
(v) 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 logical status of emergent properties in perception and/or cognition
(ii) 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) Is Western social psychology really social?

General Psychology
(i) Model-building in psychology
(ii) Phenomenology vs direct realism
(iii) The contributions from psychological research to theories in the philosophy of science
(iv) Meta-theories in psychology
(v) Qualitative research in psychology
(vi) Teleological explanation
(vii) The concept of agency
5 EMPIRICAL THESIS

5.1 GENERAL REQUIREMENTS OF THE 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, including both theoretical and methodological issues relevant to that research problem;
(iii) design a study that takes account of these issues and has the potential to answer the question(s) posed;
(iv) conduct the study with due regard to ethical and methodological issues, including appropriateness of the procedures and comparison groups;
(v) select and conduct appropriate statistical analysis of the data;
(vi) accurately interpret the data and relate the findings to the issues raised in the literature review, taking into consideration any limitations to the study;
(vii) report the results of the study clearly and concisely according to American Psychological Association conventions for publications.

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

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 a research 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 are encouraged to indicate a preferred supervisor, it is never possible to accommodate all requests. A variety of factors constrain the allocation of supervisors and research areas, but the School does make 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 Psychology Accreditation Council 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” (APAC Accreditation Guidelines, June 2010, p. 45). 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.

Note that these independence requirements do not prevent students from working on related projects and sharing aspects involved in data collection. For example, students might investigate 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 need to select a specific research question for their project and independently 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 must 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 must address different subsets of data and must 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 identify a research question that is broadly within your supervisor’s interests and expertise by thoroughly reading relevant existing literature on the topic. With the advice of your supervisor, you must refine the research question 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 for an honours project. Note that the research question should be new to you, that is, not a continuation of work you have done previously either with your supervisor or other researchers. If you have previous research experience, please discuss it with your supervisor.

Although the emphasis is on you 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, with experience of the practical constraints that limit the scope of Honours 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 issues.

Supervisory sessions
Meetings with the supervisor normally occur weekly, especially early in the year, and may last up to 1 hour. 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 need to agree to and attend regular supervision meetings. However, it is your responsibility to proactively seek meeting times with your supervisor. Supervisors are busy, so do not sit back and wait for your supervisor to contact you. Both you and your supervisor are responsible for 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 H.

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 also that no research staff or students within the School or associated laboratories (e.g., your supervisor’s PhD students or post-doctoral researchers) are permitted to provide commentary on Discussion sections. Breaches of this rule will be penalised.

Supervisor’s report (see Appendix D)
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 PROPOSAL

Once you and your supervisor have finalised your research topic and experimental design, you are required to complete an honours research proposal. You can download the Research Proposal form from the Honours Blackboard Learning site.

Research proposal (2000 words)
The proposal component 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.’

To do this, you need 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
- a statement of the required sample size, how participants will be recruited and 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.

Ethics and Local WHS Induction
Your proposal includes some simple questions to ensure that you have fulfilled (or are making plans to fulfil) your obligations regarding research ethics and work, health and safety (WHS) induction. Please note that the research proposal is in no way a substitute for gaining approval for your research from a relevant research ethics committee and from fulfilling your obligations regarding WHS induction. Your research must be approved by the relevant ethics committee and your local WHS induction must be completed and signed off by your supervisor PRIOR TO COMMENCING YOUR RESEARCH.

A School staff member (not your supervisor) from your general research domain will be assigned as your reviewer. You will be informed of their contact details in mid to late March.

You are responsible for arranging the meeting with your reviewer and supervisor and you should commence this process whilst completing your proposal (i.e. do not wait until you have finished it before arranging the meeting your reviewer may have several students to meet with in addition to their other commitments). After agreeing on a date and time for the meeting, you need to email your reviewer the full research proposal at least 5 days prior to the meeting date to give your reviewer time to read it.

NOTE: we expect that you will have completed your proposal and sent it to your reviewer within a three week period between late March and early April. Please refer to important dates outlined on page 8.

A Research Proposal Review Meeting should be organised between you and the reviewer such that once the reviewer has had time to read the research proposal, they will have an opportunity to discuss it with you and provide feedback. As noted above, you will be told who your reviewer is and it is your responsibility to contact them and organise a meeting to occur within two weeks of sending them your proposal. If it is at all possible, your supervisor should also attend this meeting. At the meeting, a Research Proposal Review Form (Appendix A) 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 should email the form to you and your supervisor (it might be a good idea to make a scan/photocopy at the time of the meeting).

Once the review meeting has taken place, you should submit both your proposal and the completed review form to the Honours submission link on e-learning (you will be emailed instructions closer to the date). NOTE: we expect to receive all proposal and review forms by late April. Please refer to important dates outlined on page 8. If your reviewer is away or unable to meet in the two weeks after you have sent them the proposal, this will be taken into account (please contact the Honours support and the empirical thesis coordinator if you have any concerns).

The Research Proposal is not assessable. 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.
5.4 RECRUITMENT AND ETHICS

You cannot conduct human or animal research without ethics approval. As well as detailed information provided on the University of Sydney Ethics website (http://sydney.edu.au/research_support/ethics/), there is detailed information in the Psychology Honours Recruitment and Ethics Manual that you need to read carefully. This can be found on the e-learning site.

5.5 CONSULTATIONS FOR RESEARCH DESIGN AND STATISTICS

Your supervisor is your first point of consultation for research design and statistics. However, there may be some circumstances in which both you and your supervisor need advice regarding these issues, for example, when the analyses are complicated. In these circumstances, you may wish to consult one of the honours statistics advisers, listed below.

Your supervisor will need to attend any consultation with one of the statistics advisers along with yourself. Before, seeking advice, you should make sure you have a clear understanding of your intended (or actual) design and be able to summarise this for the advisers.

<table>
<thead>
<tr>
<th>STAFF MEMBER</th>
<th>AREAS OF EXPERTISE</th>
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<tbody>
<tr>
<td>Dr. Rebecca Pinkus</td>
<td>ANOVA (including interactions), Multiple Regression (including interactions),</td>
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<tr>
<td>Rm 444 BM; ph 8627 4641;</td>
<td>Mediation, Multilevel Modelling, Structural Equation Modelling</td>
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<tr>
<td><a href="mailto:rebecca.pinkus@sydney.edu.au">rebecca.pinkus@sydney.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Margaret Charles (available</td>
<td>ANOVA, ANCOVA, Repeated Measures ANOVA, Contrast, Trend Analysis, Multiple Linear</td>
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<tr>
<td>July to September)</td>
<td>Regression, &amp; Binary Logistic Regression</td>
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<td>Rm TBC; ph TBC</td>
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<tr>
<td><a href="mailto:margaret.charles@sydney.edu.au">margaret.charles@sydney.edu.au</a></td>
<td></td>
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<tr>
<td>Dr. Carolyn MacCann</td>
<td>Regression, Exploratory Factor Analysis, Confirmatory Factor Analysis, Path</td>
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<tr>
<td>Rm 449 BM ; ph 9351 4236</td>
<td>Analysis, Structural Equation Modelling &amp; Test Development (e.g. reliability,</td>
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<tr>
<td><a href="mailto:carolyn.maccann@sydney.edu.au">carolyn.maccann@sydney.edu.au</a></td>
<td>validity), mediation, moderation</td>
</tr>
<tr>
<td>Ms Indako Clarke</td>
<td>Factor Analysis – Exploratory, Confirmatory; Path Analysis, Regression; Scale</td>
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<tr>
<td>Rm 502 GT ph 9351 7787;</td>
<td>Development</td>
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<tr>
<td><a href="mailto:indako.clarke@sydney.edu.au">indako.clarke@sydney.edu.au</a></td>
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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 them 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 B) to psychology.honours@sydney.edu.au by the date outlined on Page 8. 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.
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) copy of ethics approval, participant information statement and consent form (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 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 or USB. 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/USB. A separate CD/USB 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 programme’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: 0=male; 1=female”).
APA Format

Your thesis should be a polished piece of work that is easy to read and well presented. 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 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 NOT A TARGET, 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. However, 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:


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 Dr Michael Cavanagh (Room 421 Brennan MacCallum, ph. 9351 6791, email: michael.cavanagh@sydney.edu.au). Requests for research laboratory space must be directed to Dr Cavanagh who should be informed of the commencing and anticipated final dates for usage.

Students can also book the Teachers College Psychology Computer Tutorial rooms for the running of experiments with multiple participants. Details on how to book the rooms are available at: http://sydney.edu.au/science/psychology/current_students/honours/index.shtml once all the tutorial bookings have been finalised just before or in WK 1 of each semester.

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. The Head of School’s assistant (GT 492) is responsible for issuing keys and facilitating after-hours access to buildings. If you need a key and/or after-hours building access you should take a supporting letter from your supervisor to the Head of School’s assistant, 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 and/or after-hours access.

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. For any programming or IT work the supervisor must contact the associate head of resources in the first instance. Students should not directly contact support staff and requests should be made via the supervisor.

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. Details, including the claim form will be posted to the e-learning site. 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://sydney.edu.au/science/psychology/current_students/honours/index.shtml

Honours Blackboard and online thesis library are usually available from mid-February. Information for Honours students will be displayed on the web, Blackboard or sent to students via email. It is in your own interest to log on regularly and check the web and your email to ensure you have not missed an announcement.
University provided Learning Hubs
There are multiple learning spaces available to use at the University, including the Learning Hub, at the front of the Brennan MacCallum building. The Learning Hub contains good computing facilities, including computers, space for your personal laptop and wifi. More info (including links to info about other Learning Hubs across campus) is available here:


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.

Data collection and experimental control software:

<table>
<thead>
<tr>
<th>Software</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquisit</td>
<td>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. Those of you who will be using Inquisit for your research will need access to the license that we have purchased specifically for Honours. Access to this license will now be available in the Graphics Lab GT472. To use the Graphics Lab, please book a time with the computing staff. General enquiries regarding the use of this lab can be directed to: Computer Systems Officers, Psychology Helpdesk Phone 9351 2905; email <a href="mailto:helpdesk@psych.usyd.edu.au">helpdesk@psych.usyd.edu.au</a></td>
</tr>
<tr>
<td>Qualtrics</td>
<td>A sophisticated online survey research software. that allows you to collect and analyse data. Contact Ethel Harris, <a href="mailto:ethel.harris@sydney.edu.au">ethel.harris@sydney.edu.au</a> if you wish to use Qualtrics</td>
</tr>
</tbody>
</table>

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 (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.

Laser-printing facilities
Honours students may use the School’s laser printing facilities. 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 enquiries | 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 |
| 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.

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://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/140&RendNum=0

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://ww2.bsa.org/country.aspx?sc_lang=en-AU

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

Please see: http://sydney.edu.au/ict/student/locations/

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 previous year from Blackboard. These have been provided to enable you to learn from the work of former students.

(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://sydney.edu.au/science/psychology/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 supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:

Psychology Guide
Includes links to Psychology databases, internet resources, information on tests and more.
http://libguides.library.usyd.edu.au/psychology
7 GENERAL INSTRUCTIONS FOR SUBMITTING WRITTEN WORK

7.1 FORMAT FOR MAJOR ASSIGNMENTS AND THESES

All theses are independently marked by two examiners. The Special Fields major assignment is marked by the convener. In preparing these items for marking, students must adopt the following format:

(i) Type on A4 paper,
(ii) Minimum font size 12,
(iii) Spacing between lines should be set to 1.5, except figure captions, which should be set to 1.0,
(iv) 2.5 cm margin on all sides,
(v) An abstract (maximum 300 words for the thesis and 200 for the SF assignment) is compulsory,
(vi) Word count must appear on the title page (see section 7.1.1),
(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 preferred.

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 Student Office Counter (BM 325). An electronic copy of the thesis must also be submitted online. Detailed instructions will be emailed to you closer to the due date.

DUE DATE AND TIME for BOTH the hard copies and the electronic copy is specified on Page 8. To avoid late penalties: You must submit BOTH the two hard copies AND the electronic copy before 4PM on the due date. The psychology counter will close at 4PM.

Please leave yourself plenty of time to complete your submissions.

The two hard copies will be used for the examination process. Apart from the requirements outlined above, each copy must:

- be double-sided
- be bound using plastic spiral binding with plastic front cover,
- have the special coversheet as the first page (this will be emailed to you)
- have the second page as the title page. The title page should contain: the title of your thesis, the words “Empirical Thesis submitted in partial fulfillment of the requirements for Honours, 2016” and show an accurate word count
- NOT include any identifying details. All references to supervisor and student name should be deleted – make sure you check all your appendices as well)
- have a USB/CD containing properly labeled raw data files stuck to the inside of the back cover

These should be submitted to the School of Psychology Student Office Counter (open 12:30-4PM Mon-Fri during semester). You will not get these back after the marking process.
The electronic copy (PDF or Word doc) should be submitted via Turnitin (instructions will be emailed to you). Note the following:

- should have a title page as the first page (the title page should contain: the title of your thesis, your name, the words “Empirical Thesis submitted in partial fulfillment of the requirements for Honours, 2016” and show an accurate word count
- should have a second page as the acknowledgements page
- all other aspects of this copy should be IDENTICAL to the hard copies***
- the filename should be in the format of: 2016-EM-XXX (where XXX is the unique code on the coversheet that will be emailed to you)

***some markers will request an electronic copy for marking – if so, the electronic copy will be de-identified and sent to the marker.

Please give your supervisor a hard copy version of the electronic copy (i.e. the one with your name and acknowledgments).

7.3 PLAGIARISM

Please see the university’s 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 did not realise 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, to 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, it is no defence to claim that you did not realise that not citing the source, even though it is expressed in your words, constitutes plagiarism. So, be careful!

Citing a piece of work implies that you have read it. Therefore, you should only ever cite work that you have actually read. If you are relying on a secondary source, then make this clear. For example, if you want to cite Allport’s (1921) work but have only seen this referred to by another author, e.g. Nicholson (2003), and have not actually read Allport (1921), then this should be cited as: Allport’s (1921) diary (as cited in Nicholson, 2003). And, the reference list at the end of your paper/thesis should only include the Nicholson reference, not Allport (1921). But note, every effort should be made to find the primary source. The above should only be used if there is no way that you can access the primary source.

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. Sometimes you will need an existing figure but you need to add or change parts. In that case, you should add ‘Adapted from’ followed by the exact source.
More details of how to cite various types of work in APA style can be found here: http://www.wideopendoors.net/apa_style/in-text_citation.html

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. Penalties will apply to late submissions. The late penalties are:

For submissions up to 1 day late, 2 marks (out of 100) will be deducted from the final mark.
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 fourth 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

Please refer to the “Guidelines for applying for extensions, supplementary assessment, and other special considerations” document available on Blackboard for information about how to apply for an extension for any assessment submitted as part of Psychology Honours.

7.6 APPLYING FOR A SUPPLEMENTARY EXAM

Please refer to the “Guidelines for applying for extensions, supplementary assessment, and other special considerations” document available on Blackboard for information about how to apply for a supplementary assessment for any assessment submitted as part of Psychology Honours.

7.7 APPLYING FOR SPECIAL CONSIDERATION

Please refer to the “Guidelines for applying for extensions, supplementary assessment, and other special considerations” document available on Blackboard for information about how to apply for special consideration for any assessment submitted as part of Psychology Honours.
8 SCHOOL ASSESSMENT & EXAMINATION PROCEDURES

Overall assessment is normally based on a weighted sum of the components listed in 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 MARKING SPECIAL FIELD MAJOR ASSIGNMENTS

Major assignments for Special Fields courses are each marked by the convener of that Special Field. 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, moderation of marks will occur.

8.1.2 EXAM MARKING

Exams are not double marked. Marks awarded may be subject to subsequent moderation.

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 C and E). 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 resolve on a single mark for the thesis.
• The supervisor receives the examiners’ marks and reports.
• A 3- marker will be considered if, and only if, one of the following occurs:
  (i) there is greater than a 12-mark discrepancy between markers, or
  (ii) there is a discrepancy smaller than 12 marks but at least one examiner is not satisfied with the outcome, or
  (iii) after reading the entire thesis (including the discussion section) 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 3- marker, which includes a written argument as to the reasons for the request. Requests will be reviewed by the Honours Empirical Thesis coordinator, Dr. Laura Corbit.
• The third marker does not submit a formal Examiner’s Report Form or mark. Rather, 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.
• All cases involving additional marking beyond the initial two markers will be reported at the Examiners’ meeting (November).
• 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. However, unless a convincing case for an alternative is made during the Examiners’ meeting, the minimum cut-offs that will be used for H1 and H2.1 will be 80.00 and 75.00, respectively.
(iv) Final raw marks are moderated to conform with the University-wide Honours scale (Hons 1: 80-100; Hons 2.1: 75-79.999; Hons 2.2: 70-74.999; Hons 3: 65-69.999). Therefore, your final raw mark may 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 2016, 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 SCIWAM 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 undergraduate record and their final Honours mark. Faculty requirements apply unless it can be demonstrated that the undergraduate performance 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 undergraduate record 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 4-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 comprises a free one-year associate membership to the APS and an invitation to present at the annual APS conference. The prize is awarded to the student who achieves the highest overall mark in Fourth Year Psychology.

The O’Neil Prize


The Dick Thomson Prize


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 (MCP) or coursework degree (Master of Applied Science, Psychology of 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, a “life after honours” Seminar will be provided at the Honours Introduction Meeting.

9.1 RESEARCH ONLY POSTGRADUATE DEGREES (PHD & M.PHIL)

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 as for a broader range of research / policy development positions in the government or private sector.

PhD and M.PhiL 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 M.PhiL 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://sydney.edu.au/science/psychology/future_students/

For research degree admission enquiries, contact Dr Ilan Dar-Nimrod (BM 420, phone 9351 2908, email: psychology.pgadmis@sydney.edu.au).

9.2 MASTER OF CLINICAL PSYCHOLOGY (MCP)

At the University of Sydney clinical training is provided through a postgraduate degree, the Master of Clinical Psychology (MCP). Applications close on the last Friday in October. There is no mid-year entry. For further information go to:


For enquiries, contact Ms Belinda Ingram (146 Mackie Building, phone 9351 6180; email psychology.pgadmin@sydney.edu.au).

Procedures and criteria for selecting MCP 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 MCP 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.


### 9.3 OTHER COURSEWORK POSTGRADUATE DEGREES AND DIPLOMAS

**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://sydney.edu.au/science/psychology/psychology/coach/](http://sydney.edu.au/science/psychology/psychology/coach/)

For enquiries, contact A/Prof Anthony Grant Ph. 9351 6792; email anthony.grant@sydney.edu.au

**Masters of Teaching (School Counselling)**

This degree is available at The University of Sydney in the Faculty of Education and Social Work. Students complete a teaching qualification and a school counselling/school psychology qualification over 21 months, with the degree HECS liable. Pre-requisites are a four year Psychology Honours or equivalent sequence, and a suitable secondary teaching area. Importantly, for the school counselling students only, a Psychology major (three year sequence) is a suitable pre-requisite for Society and Culture teaching, with one unit of first year Geography being taken concurrently in Semester 1, Year 1 of the program. Full time and reduced load sequences are available.


For enquiries, contact Dr Susan Colmar Ph: 9351 6265, email susan.colmar@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:**


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

**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).

For information about international fees and other scholarships and deadlines go to:


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

**Other funding (MCP candidates):**

The Tanya Sackville Memorial Scholarship: Awarded annually to a full time MCP 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 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.
- **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
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. When is data collection likely to commence and finish?
   a. Expected start date:_____________ Finish Date_____________  
      (If data collection is to commence after August 1, or continue beyond August 31, please indicate  
      this in question 9 and identify any other risks of delays accordingly)

5. Is the scope and size of the project appropriate for honours? Are processes in place to ensure timely  
   collection of data? Should the student have a backup plan in case data cannot be collected?
   Comment:

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

7. Research ethics. Please indicate which is appropriate regarding the student’s application for ethics  
   (Note: this may differ from what appeared in the proposal):
      ☐ submitted (or about to submit) modification to supervisor’s pre-existing ethics approval  
      ☐ submitted (or about to submit) an individual application to HREC/AEC  
      ☐ still developing project, haven’t submitted application and not about to submit.

   If an application has been submitted, please indicate its current status:
      ☐ permission by HREC / AEC has been granted  
      ☐ permission by HREC / AEC is pending (application is currently under review)

   If none of the options above applies, please specify:

8. Work, Health and Safety induction. The student has supplied a copy of the local laboratory WHS  
   induction, signed by both the student and their supervisor or appropriate delegate.

   Yes   No
9. **Risk of delays to project.** It is important that the student/supervisor (and Honours coordinators, where appropriate) are made aware of the potential risk of delays in their research that may jeopardise the timely completion of an Honours thesis. Below is a list of factors that are common sources of delays to Honours research projects. Please indicate whether, in the course of reading the proposal or in discussing the research with the student, it has become apparent the project involves any of the following (tick all that are appropriate).

- [ ] data collection is to commence after August 1, or continue beyond August 31
- [ ] the project involves an external collaborator or external supervision for some aspect of the research.
- [ ] the project uses a resource (e.g. apparatus, software, analysis, test, drug, chemical, etc.) supplied by an external researcher.
- [ ] the project involves testing a human sample that cannot be accessed using the SONA pool (e.g. school-aged children, toddlers, clinical sample, professional sample).
- [ ] the project involves testing an animal sample that is maintained or sourced externally (i.e. any animal population that the supervisor does not already have housed in their laboratory).
- [ ] the project will require permissions from committees/bodies in addition to the HREC/AEC.
- [ ] the project is likely to be rejected by the HREC/AEC because of the serious ethical concerns associated with the research.
- [ ] there is another factor that you have identified that has a reasonable chance of substantially delaying the progress of the project.*

*(if ticked, please specify): _____________________________________________________________
APPENDIX B
EMPIRICAL THESIS – PROGRESS REPORT (Note this will be an online form)

You will need to submit an online form to report your progress in the empirical thesis. The following questions will be in the form:

Student name: ___________________________ Student number: ___________________________

Supervisor name: ___________________________ Research category: ___________________________

Draft thesis title and Abstract

______________________________________________

The primary methods used in analysing data in my project are:

☐ Quantitative  ☐ Qualitative  ☐ Mixed (mix of quant and qual)

I have submitted the following Draft sections to my supervisor:

☐ Introduction  ☐ Method  ☐ Results

I have made arrangements for data storage as outlined in my ethics approved protocol

☐ I have provided my supervisor with any signed consent forms etc. as appropriate

☐ I have provided my supervisor with a copy of my raw data

☐ I have arranged to return lab keys and passwords as appropriate

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

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
APPENDIX C

EMPIRICAL THESIS ASSESSMENT CRITERIA

There are 7 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 HD (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. The literature review should focus on a synthesis of the relevant previous empirical work, which can include a history of the theoretical or philosophical issues related to the area of study.

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

A clear statement of the research aims and hypotheses. The aims/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. Design and method

For quantitative theses: the study is well designed to test the hypotheses, with adequate controls and samples as appropriate. The choice of variables, materials, and procedures are appropriate and there are no obvious confounds.

For qualitative theses: The study is well designed to explore its aims. A justification is provided for the theoretical/philosophical approach selected. The sampling, data collection and analysis methods are also clearly justified and operationalised and fit with the philosophical assumptions of the research. Strategies to ensure rigour or reflexivity should be provided.

4. Presentation of results and data analysis

For quantitative theses: the data are clearly described in the text and presented in tables or figures. The statistical analysis is appropriate and well justified. The results are accurately and clearly reported and interpreted.

For qualitative theses: The data are clearly summarised in the text and justified by quotes. Quotes should be used to succinctly explain the phenomena described and should be chosen wisely. The qualitative analysis closely follows the conventions of the method that has been selected.

5. Discussion

The results are discussed in an analytical manner with appropriate treatment of any unexpected or inconsistent results. The findings are effectively integrated with the theoretical framework in the introduction. Limitations to the study and directions for future research are discussed that demonstrate critical ability.

6. Overall presentation

The writing is clear and concise. Overall presentation of the thesis and associated materials is of a high standard.
7. **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.

Please note: The criteria outlined below should be applied independently of whether or not the study produced positive findings. The emphasis should be on the quality of the literature review, rationale, design, analysis and interpretation, discussion, and presentation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark range</th>
<th>WITHIN-CATEGORY CRITERA</th>
</tr>
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</table>
| HD       | 85-100     | **Upper 96-100**  
The thesis is outstanding in all aspects.  
The level of original, creative thinking and the independence of execution is striking – the highest quality to be expected of an Honours student. Such a mark should be reserved for the exceptional thesis and rarely given. |
|          |            | **Middle 90-95**  
The thesis is at least superior in all aspects and outstanding on some.  
Generally excellent; substantial sections of the thesis demonstrate originality but some revision would be necessary for the work to be of publishable quality (this does not take into account the need to run additional experiments). Shows considerable independence of thought and execution. |
|          |            | **Lower 85-89**  
The thesis is superior in the large majority of aspects, but there may not be areas of “outstanding” performance; or there may be one area which is adequate, but this is compensated for by outstanding performance elsewhere.  
Still well written, clear argument, appropriately analysed and well interpreted, with some novel insights. However, less independence of execution than expected for Upper HD. |
| D        | 75-84      | **Upper 82-84**  
The thesis is at least adequate in all aspects, and is superior in more than one aspect.  
An overall competent piece of work but less well evaluated for the grasp of issues and methods than required for an HD. No substantial errors in the design or conduct of the study, its analysis or interpretation. |
|          |            | **Middle 78-81**  
The thesis is at least adequate in all aspects, or may have a weakness in one area that is compensated for by superior performance in other areas. |
|          |            | **Lower 75-77**  
The thesis is adequate in most aspects, but may have a weakness in one area. |
| CR       | 65-74      | **Upper 72-74**  
The thesis is adequate in most aspects, but has more than one weakness or a serious flaw. |
|          |            | **Middle 68-71**  
The thesis is generally adequate, but has many weaknesses or some serious flaws. |
|          |            | **Lower 65-67**  
Major flaws in more than one aspect. |
| P        | 64-50      | Not up to Honours standard in any aspect of the thesis |
APPENDIX D
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.

NOTE: Please do not refer to the student by name or otherwise reveal personal information that may identify them. Please comment only on their research and conduct during the Honours year as it relates to their level of independence. Do not comment on their intentions, interests or aspirations beyond the Honours year.

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:

<table>
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<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>A lot less independent than expected of an Honours student</td>
<td>About what I would expect of an Honours student</td>
<td>A lot more independent than expected of an Honours student</td>
<td></td>
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</table>

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:

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<tbody>
<tr>
<td>A lot less independent than expected of an Honours student</td>
<td>About what I would expect of an Honours student</td>
<td>A lot more independent than expected of an Honours student</td>
<td></td>
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</table>

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:

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<tbody>
<tr>
<td>A lot less independent than expected of an Honours student</td>
<td>About what I would expect of an Honours student</td>
<td>A lot more independent than expected of an Honours student</td>
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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?

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<tbody>
<tr>
<td>A lot less than average</td>
<td>About right</td>
<td>A lot more than average</td>
<td></td>
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</tbody>
</table>

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)


This thesis meets the criteria for consideration for the following prize:

**Dick Champion Prize**
Criteria: the thesis has a substantial focus on learning and/or motivation regardless of the species on which the experiments were conducted or the dependent variables assessed.

\[ \text{YES} \quad \text{NO} \]

If yes, please provide a brief justification:


**Dick Thomson Prize**
Criteria: The thesis is focused in the area of social psychology involving human participants. The thesis should include relevant social psychological theories and methodologies that are appropriate for publication in a social psychology journal.

\[ \text{YES} \quad \text{NO} \]

If yes, please provide a brief justification:


APPENDIX E
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, well structured; synthesis of previous empirical work, which may include theoretical and philosophical issues as appropriate)

Rationale for and aims of research (including hypotheses)
(Clear statement of aims and hypotheses; aims/hypotheses logically derived from lit review; represents an advancement in knowledge)

Design and method
(For quantitative theses: Appropriateness of design to test hypotheses; adequacy of controls; sampling methods clearly described; appropriateness of variable, materials, and procedures. For qualitative theses, well-designed to achieve aims, justification for the theoretical/physiological approach, sampling, data collections, analysis methods clearly described and fit with philosophical assumptions; strategies for rigour/reflexivity provided.)

Presentation of results and data analysis
(For quantitative theses: Data are clearly presented in text, tables, and/or figures; analysis is appropriate; results are accurate and clearly reported/interpreted. For qualitative, data clearly summarised in text; quotes used appropriately and justify summary of data; analysis clearly follows conventions of selected method, with results serving as a synthesis of findings)

Discussion
(Findings related to stated aims and hypotheses and to previous literature, including the theoretical framework described in the introduction; limitations and suggestions future directions demonstrate critical ability)

Overall presentation
(Conciseness; clarity; sufficiency of detail; referencing)

Overall grade (out of 100):
APPENDIX F
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

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<tbody>
<tr>
<td>Infrequent Meetings</td>
<td>Regular Meetings</td>
<td>Frequent/Prolonged meetings - more than once/week over semester</td>
<td></td>
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RATING (1-5):
Comment:

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

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<tbody>
<tr>
<td>Little/No direction in topic selection</td>
<td>Directed reading &amp; discussed student's ideas</td>
<td>Directed student to specific topic</td>
<td></td>
<td></td>
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RATING (1-5):
Comment:

3. Extent of originality of student's contribution

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<th>2</th>
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<th>5</th>
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<tbody>
<tr>
<td>Little originality</td>
<td>High level of originality</td>
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RATING (1-5):
Comment:

4. Extent of editorial assistance

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<tr>
<td>Did not read Draft</td>
<td>Read/Commented on 1 full Draft</td>
<td>Read/Commented on more than 2 Drafts</td>
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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)
6. Was significant assistance received from anyone else?

7. Any other comments?

8. What effect do you think your report should have on the examiner's assessment of this thesis?
## 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

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date</th>
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<td>Points discussed</td>
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</table>

| Action plan | |

| Next session | |

Student ............................................  Supervisor ............................................