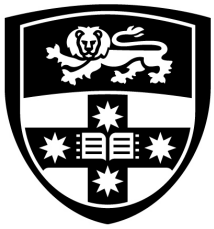

THE UNIVERSITY OF SYDNEY

School of Psychology

Honours Handbook

2017

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1. HONOURS ADMINISTRATION

1.1 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 Rebecca Pinkus
Room 444, Brennan MacCallum; Phone 8627 4641
Email: rebecca.pinkus@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

1.2 MAKING ENQUIRIES

Before you make an enquiry, please check whether the information you need is in this Handbook, on the School of Psychology website, or the Honours eLearning site.

Administrative Enquiries:
Can be made in person at Room 332, Brennan McCallum between 1:00pm and 3:00pm, Monday to Friday during semester, and by appointment outside of semester.

Academic Enquiries:
If you need more assistance, please direct your enquiry as follows:

Empirical Thesis: Dr Rebecca Pinkus
All other academic inquiries: Dr Evan Livesey

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

Contact details for all School of Psychology staff can be found at:
http://sydney.edu.au/science/psychology/phoneDB/index.php

2. PSYCHOLOGY HONOURS PROGRAM

2.1 COURSE OBJECTIVES

The distinctive feature of the Psychology Honours program 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 program 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 (APAC) requirements for an accredited fourth year program 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 program 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*, and

(iii) the rounding out of scholarship, methodological understanding and critical analysis through lectures, seminars, and reading on a range of topics in Ethics and Professional Issues, and Research Methods.

2.2 *CHOICE OF THEORETICAL THESIS OR SPECIAL FIELDS COURSEWORK

Theoretical Thesis and Special Fields options differ in many respects.

The **Theoretical Thesis** option:
- attempts to solve a conceptual problem that has empirical implications with the guidance of a supervisor and without the structure/constraints of weekly classes, presentations, etc.
- involves consulting regularly with your supervisor, and submitting a single dissertation

The **Special Fields** option:
- involves attending weekly classes
- involves completing multiple, separate pieces of assessment

Note that you are no less likely to receive a good mark if you complete a Theoretical Thesis rather than the Special Fields option.

2.3 COURSE STRUCTURE AND ASSESSMENT

The Honours program 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 (9000 – 12000 words). Details are provided in Section 5.

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

(i) **Theoretical Thesis** – written (max. 8000 words). Details are provided in Section 4.

OR

(ii) **Special Fields** coursework – completing *two* Special Fields seminars throughout *Semester 1 only*, and completion of the specified assessments for each Special Field. Details are provided in Section 3.3.

c) Compulsory coursework (20%)

(i) **Research Methods** (15%)

The course consists of a core component, and a choice of workshops. Details are provided in Section 3.1.

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

One lecture per week during Semester 2, ending before Empirical Thesis submission, and participation in workshops. Ethics and Professional Issues will be assessed in a formal exam. Details are provided in Section 3.2.

d) Supplementary coursework (not assessed)

You are encouraged to attend the School Research Colloquium (Fridays 4pm, weekly during Semesters 1 and 2)

2.4 ASSESSMENT SUMMARY

The table below lists all assessment requirements and weightings of each of the components that are used to calculate the final Honours mark. The procedures used to combine the component marks, and the processes used to assign Honours grades on the basis of the weighted scores are described in Section 8.

Assessment Name	Assessment Type	Assessment Details	Weighting
Empirical Thesis	Written Assessment (Honours Empirical Thesis)	9000 – 12000 words; Submitted for assessment by 2 independent examiners	50%
Theoretical Thesis OR	Written Assessment (Honours Theoretical Thesis)	8000 words; Submitted for assessment by 2 independent examiners	30%
Special Fields Seminars	Written Assessment (Essay)	Major written assessment for each Special Field; Submitted for assessment by 1 examiner, PLUS Minor in-class assessments	30% (15% each Special Field)
Ethics and Professional Issues	Exam	One formal examination	5%
Research Methods	Exam	Two formal examinations	15%

2.5 HONOURS SCHEDULE FOR 2017

The Honours program 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 program effectively will require you to carefully plan a schedule that allows you to carry out the reading, attendance in classes/seminars, and writing required for your coursework and Theoretical

Thesis (if you take that option), while continuously working on your Empirical Thesis. The Honours program 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 to June.

2.6 IMPORTANT DATES 2017

Date	Component
23 February	Honours Orientation Day Honours eLearning site available online
28 February	Before You Formulate Your Research Hypotheses seminar
17 March	Due date for submitting your empirical thesis project details so a suitable reviewer can be allocated
27 March	Special Fields Major Assessment details available
17 March to 7 April	Complete Empirical Thesis Proposal, email to reviewer and arrange review meeting
11 April	Research Methods (Part 1) examination
24 April	Final day to submit Empirical Thesis Proposal and proposal review meeting form (Appendix A)
19 May	Research Methods (Part 2) examination
26 June	Last day to submit Theoretical Thesis draft
27 June	Submit two Special Fields Major Assessments
18 July	Last day to submit Theoretical Thesis
18 September	Ethics and Professional Issues examination
29 September	Submit Empirical Thesis Progress Report (Appendix B – will be an online form)
18 October	Submit Empirical Thesis

2.7 EMPIRICAL THESIS TIMELINE

Planning well and early will lead you to success.

The Empirical Thesis is your ongoing project and requires you to work consistently throughout the year. To help you plan your workload, the flowchart suggests a general timeline for the various activities associated with conducting your empirical thesis project. You should discuss this timeline with your supervisor in the light of the specific demands of your project.

From early February

- Arrange to meet with your supervisor to discuss your project
- Begin reading the material relevant to your proposed topic

February – March

Meet regularly with supervisor to:

- Develop research questions and hypotheses
- Set up eNotebooks site
- Discuss the literature you have read on the topic
- Develop and refine research design
- Write a draft of the Introduction to your thesis
- Design research tools (e.g. questionnaires, experimental protocols etc.)
- Write a draft of the Method section to your thesis
- Prepare Draft Research Proposal and submit to supervisor for feedback
- Revise proposal on the basis of supervisor feedback and complete Ethics Declaration
- Submit Ethics application to University Ethics Committee
- Submit Empirical Thesis Research Proposal and arrange review meeting (March – April)

April - May

- Finalise research instruments and methods
- Discuss any issues raised by reviewer with supervisor and revise design/procedures if appropriate
- Pilot procedures
- Start conducting research study

June-August

- Continue conducting research
- Collate data and begin analyses
- Continue to review relevant literature
- Fine-tune Introduction and Method sections of thesis
- Begin draft of Results section
- You should have started data collection

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.

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.

September

- Finalise analysis
- Update literature review
- Prepare final draft of Introduction, Method and Results to submit to supervisor for feedback
- Begin to draft Discussion
- Prepare raw data and other materials for appendices

October

- Submit Empirical Research Progress Report confirming that Introduction, Method, Results have been submitted to Supervisor for feedback
- Revise early thesis sections on the basis of supervisor's feedback
- Finalise Discussion section(s) (not to be read by supervisor)
- Write abstract
- Finalise appendices
- PROOF-READ THESIS
- Submit Empirical Thesis
- CELEBRATE end of Honours year

3. COURSEWORK

COMPULSORY COURSEWORK

3.1 RESEARCH METHODS

Co-ordinator: Dr Damian Birney (damian.birney@sydney.edu.au)

Other teaching staff:
Dr Fiona Hibberd (fiona.hibberd@sydney.edu.au)
Dr Carolyn MacCann (carolyn.maccann@sydney.edu.au)
Dr Sabina Kleitman (sabina.kleitman@sydney.edu.au)
Dr Steson Lo (steson.lo@sydney.edu.au)

Workshops Co-ordinator: Dr Fiona Hibberd (fiona.hibberd@sydney.edu.au)

Research Methods Components (worth 15% of Honours mark)

Research Methods consists of a Core component (A) and a Workshops component (B).

A) CORE COMPONENT
Lectures: 13 lectures and 5 tutorials (see Lecture/Tutorial Outline below for durations) run in Semester 1 only
Assessment: Two examinations in Semester 1 (in Week 6 and 10)

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 IBM SPSS Statistics STANDARD Grad Pack (NOT the BASE version) from the Co-Op bookshop. The Standard Grad 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.) 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

3.1.1 Research Methods Lecture And Tutorial Schedule

Week	Lecture	Date	Staff	LECTURES (2 hours)	TUTORIALS (2 hours)
1	1	7-Mar	FJH	Measurement: Conceptual Issues	No Tutorials
	2	10-Mar	FJH	Statistics: Conceptual Issues A	
2	3	14-Mar	FJH	Statistics: Conceptual Issues B	No Tutorials
	4	17-Mar	CM	Test Theory	
3	5	21-Mar	SK	EFA/CFA and Reliability A	No Tutorials
	6	24-Mar	SK	EFA/CFA and Reliability B & Data screening	
4	7	28-Mar	CM	Structural Equation Modelling: Path Analysis & Mediation	1. EFA & Reliability
	8	31-Mar	DB	Multifactor Designs & Effect Sizes	
5	9	4-Apr	DB	GLM: Hypothesis testing, Contrasts	2. Mediation with SPSS & AMOS
	10	7-Apr	DB	Interactions: Categorical & Continuous Variables	
6		**11-Apr**	**Part 1 (Mid-Semester) Exam on Lectures 1 – 7 (1.5 hours)**		No Tutorials
		14-Apr	Public Holiday – no lecture		
		18-Apr	Break		
		21-Apr	Break		
7		25-Apr	Public Holiday – no lecture		3. ANOVA
	11	28-Apr	DB	Interactions: Mixed designs	
8	12	2-May	DB	Extension 1: Logistic Regression	4. Interaction in GLM
	13	5-May	DB	Extension 2: Multi-level models	
9		9-May	DB	Revision	5. Mixed Designs
		12-May			
10		16-May			No Tutorials
		19-May	**Part 2 (End of Semester) Exam on Lectures 8 – 13 (1.5 hours)**		

Lectures: Tuesdays and Fridays
Assessment: Mid-Semester Exam (1.5 hours) on Lectures 1 – 7 (in week 6); End of Semester Exam (1.5 hours) on Lectures 8 – 13 (in week 10)

B) WORKSHOPS COMPONENT

Lectures: 2-hour workshops usually scheduled after Research Methods examinations (after Week 10 of Semester 1), some may be held at other times – more details will be sent via eLearning announcements.
Assessment: attendance. Failure to attend workshops will result in a penalty of up to 4% (that is, 4 out of the 15 available marks).

Topics 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 aim of the workshops is to extend students' skills and knowledge in areas considered relevant to their research interests and students can choose which workshop they attend. Workshops will not be formally assessed but attendance 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 format varies from small group (tutorial) to large group (lecture) format depending on the content/presenter.

3.2 ETHICS AND PROFESSIONAL ISSUES

Co-ordinator: Professor Stephen Touyz (stephen.touyz@sydney.edu.au)
Brain and Mind Centre Room 316
Phone: 9114 4340

Other teaching staff: Dr Haryana Dhillon

Lectures: One 2-hour class per week over 8 weeks
Assessment: One 1-hour Examination

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 Code 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. Core professional skills such as interviewing and communication skills will be addressed and the course will provide opportunities for students to practice these skills.

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

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

Lectures: 2-hour seminars during weeks 1-13 inclusive

Major Assessment: for each Special Fields topic students must submit one Major Assessment – a substantial essay or critical review of at least 2,500 words. Each of the Special Fields major assessments 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 assessment question were to overlap substantially with the references for the Empirical Thesis, then that topic is not appropriate as a major assessment for that student.

Topics for this major assessment will be available at seminars or sent to you via email on the date specified in the Important Dates (Section 2.6). Both Special Fields Major Assessments are due on the same day.

Format of each major assessment must contain an abstract (maximum 200 words), and a reference list, and must not exceed the word length specified for that Special Field major assessment (excluding abstract and references, but including in-text citations). See Section 7.

Penalties will apply if you submit NO abstract or the word length is exceeded by more than 5%.

Other written Assignments: assessment requirements for each Special Field Seminar are listed below.

Note that if you do **not** choose 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.

You are strongly advised to set personal deadlines and pace your Special Fields seminar work, preparation and writing throughout the time available to submit both major assessments by the deadline. Submission is electronic via Turnitin on the Honours eLearning site.

Teaching Objectives

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

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

3.3.1 Special Field Seminar Topics

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

ANIMAL COGNITION
Convener: Justin Harris
Time: Thursday 10am-12pm
Description: This Special Fields class will run as a series of seminars on topics relevant to animal cognition. Each week will focus on a recent published article, covering topics on comparative cognition in non-human animals, such as memory systems in other species, and reasoning and tool use in primates. Each week one student will present a paper to the class and lead discussion. All students will also submit a brief summary of each paper and identify a pertinent question for class discussion. Both the presentations and weekly summaries are assessable. For the major assessment for the course, students will submit an extended review of an article, which first summarises and then critiques the work.
Assessment:
Written work: 56% of final mark for this Special Field
Presentation/Participation: 44% of final mark for this Special Field

COACHING PSYCHOLOGY
Convener: Anthony Grant
Time: Monday 10am-12pm
Description: This seminar series will explore various contemporary issues in coaching psychology and positive psychology. The seminar will consist of discussions of key papers and issues that represent major topics in the field of coaching psychology. Each student will give at least one presentation for class discussion. Some practical applications of coaching and/or positive psychology may form part of the seminar series.
Assessment:

Major (75%): 2500 word essay on a question specified by the convener
Minor (25%): Seminar presentation and contributions to discussion

CURRENT TOPICS IN THE SOCIAL PSYCHOLOGY OF GENDER
Convener: Karen Gonsalkorale
Time: Thursday 10am-12pm
Description: Gender is one of the most salient dimensions that we use to categorise other people, shaping social life in a myriad of ways. In these seminars, we will explore how gender influences the way we perceive, evaluate, and relate to others in both interpersonal and societal contexts. Current social psychological theories, methods, and research related to gender will be discussed. Specific topics may include gender differences and similarities, gender roles, masculinity and femininity, gender stereotypes, forms of sexism, and gender inequality.
Assessment:
Major (65%): 2500 word essay on a question specified by the convener
Minor I (25%): Seminar presentation
Minor II (10%): Attendance, class participation, and weekly submission of a thought paper (half a page)

EYEWITNESS MEMORY
Convener: Helen Paterson
Time: Tuesday 10am-12pm
Description: Forensic psychology is currently one of the fastest developing and most popular aspects of psychology. This course will focus on the contribution of psychological theory and research to our understanding of eyewitness memory. In particular, we will discuss topics including the accuracy of eyewitness evidence, mistaken identifications, eyewitness evidence in court, repressed and recovered memories, and enhancing eyewitness memory.
Assessment:
Essay (70%): a 2500 word essay
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
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

FOOD, FASHION AND FACEBOOK: UNRAVELLING THE ENIGMA OF ANOREXIA NERVOSA
Convener: Stephen Touyz
Time: Monday 9am-11am
Description: Our understanding of anorexia nervosa is currently undergoing a rapid metamorphosis. New pioneering experimental laboratory research coupled with exciting findings from neuroscience are starting to change the way that patients with anorexia nervosa are both being conceptualized and treated. Over the past few years, there have been a number of seminal randomized controlled trials that have incorporated new discoveries into their treatment delivery. This seminar series will take you on an exciting journey of discovery into an illness which still has one of the highest mortality rates in psychiatry.
Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation/s and contributions to discussion

HOW MUCH STRUCTURE DO CHILDREN NEED?
Convener: Micah Goldwater
Time: Wednesday 9am-11am
Description: It seems developmental psychologists and researchers should be able to give coherent recommendations to parents, teachers, and policy-makers about how best to interact with children, structure their environment, and design school curricula. However, the empirical literature appears rampant with inconsistencies. On the one hand, the current trend in parenting books warns of "helicopter parenting," over-controlling children and stifling their innate creativity. On the other hand, many behavioural problems and delayed cognitive development can be linked an apparent lack of quality parenting and environmental stimulation more broadly. On yet a third hand, behavioural genetics studies seem to suggest that these variables have much smaller effects than genetics anyway, so why even bother? In this course we will try to make sense of these apparent contradictions (...we may fail in this attempt).
Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation and contributions to discussion

INDIVIDUAL DIFFERENCES IN EMOTIONAL PROCESSES
Convener: Carolyn MacCann
Time: Monday 2pm-4pm
Description: Appraisal theories of emotions outline the types of situational appraisals thought to generate emotional reactions. For example, appraisals of injustice and other-cause often generate a feeling of anger. Models of emotion regulation and coping outline the strategies that people use to change these emotions. There has been recent research examining the way that these appraisal and regulation

processes differ among individuals. This special field will introduce students to theories of appraisal, emotion regulation and coping, and also the way that these may differ across individuals. The special field will also consider individual differences in emotional capacities such as emotional intelligence.
Note: Papers examining individual differences in emotional processes can involve complex statistics such as multi-level modeling. While the convener will explain these models and provide guidance in interpretation, students who are not confident in correlational statistics may find this material challenging.

Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation, dot-point summary of each reading, and contributions to discussion

LANGUAGE
Convener: Sally Andrews
Time: Tuesday 11am-1pm
Description: Language is a remarkable capacity that is, arguably, unique to humans. This seminar will focus on current theories and research on the psychological and neurobiological processes that enable humans to comprehend and produce language. Specific topics will be tailored to students' interests but potentially include language acquisition, reading, bilingualism, the neural basis of language processing, language dysfunctions and the relationship between language and thought. The format of the course will primarily consist of student-led seminars designed to develop critical thinking, communication and presentation skills. Students will also have the opportunity to gain hand-on experience with eye tracking methods of investigating reading processes and a range of current computational models of word recognition.
Assessment:
2500 word essay on a question specified by the convener (50%)
Seminar presentation, summaries of target papers, contributions to discussion (50%)

LGBTI PEOPLE AND THE HEALTHCARE SYSTEM
Convener: Haryana Dhillon
Time: Monday 12pm-2pm
Description: Sexual and gender minority groups are known to experience health disparities as a result of a range of socio-cultural factors. LGBTI people experience higher prevalence of physical and mental health conditions, barriers to accessing health care, and likely poorer quality of life. In this special fields group we will explore:

- what is known about LGBTI peoples' health and experience of the healthcare system
- how LGBTI people experience and respond to existing measurement tools,
- how to engage with LGBTI people in research co-design

More broadly the concepts discussed will be relevant to research design, interpretation, and clinical care in marginalized populations within the health care setting.
Assessment:
Major (60%): 2500 word essay on a question specific
Minor (20%): Seminar presentation critically appraising research related LGBTI people and the healthcare system
Minor (20%): Class participation, includes attendance and participation in the seminars you do not present

NEUROBIOLOGY OF APPETITE AND EXERCISE
Convener: Ian Johnston
Time: Wednesday 3pm-5pm
Description: This seminar series will explore the various neurobiological systems important for behaviours related to appetite and exercise, and how breakdowns of these processes can lead to disorders. This seminar series will cover key topics from genes to synapses to neurobiological systems, and the major techniques used in researching learning and memory in behavioural neuroscience and cognitive neuropsychology, as they relate to appetite and exercise. The seminar will consist of discussions of key research papers that represent the major areas of research in this field. Each student will present at least one research paper for discussion. Note that this seminar series will cover some technical aspects of neurobiology and behaviour.
Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation and contributions to discussion

NOT GUILTY: THE SYDNEY EXONERATION PROJECT
Convener: Celine van Golde
Time: Wednesday 3pm-5pm
Description: "I am here to tell you that you can get justice even when you think that all is lost!" (Michael Chamberlain, Father of Azaria)
Miscarriages of justice can and do occur in countries like Australia; Not Guilty is a research project in which cases of possible wrongful convictions are reviewed. In addition to the significant social justice implications of the project, Not Guilty also provides an educational experience in which students will need to apply the knowledge acquired during their courses. While investigating a real life case students will be required to use psychological theory and research in relation to understanding of topics such as eyewitness memory, accuracy of eyewitness evidence, mistaken identifications, and repressed and recovered memories.

Assessment:
Essay (70%): a 2500 word essay
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
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

ONLINE RISK TAKING AND GAMBLING
Convener: Sally Gainsbury
Time: Wednesday 9am-11am
Description: This seminar will seek to understand the psychological processes underlying risk taking online, focusing on the impact of social cues. The online environment can be accessed anonymously, with asynchronous information between users, two factors that can contribute to behavioural disinhibition. Risk taking online can be highly detrimental, with real-world consequences, such as excessive spending on online gambling sites or revealing too much personal information leading to the experience of cyber abuse or scams. This seminar will critically examine new research to understand how specific online environmental cues can impact risk taking. The format of the course will primarily consist of student-led seminars designed to develop critical thinking, communication and presentation skills. There are no pre-requisites for this seminar, however, students should have a good understanding of a broad array of online activities, including social interactions and transactions online.
Assessment:
Major (70%): 2500 word essay on topic question specified by the convener
Minor (20%): Seminar presentation and facilitation of group discussion
Minor (10%): Contributions to group discussions

PAEDIATRIC NEUROPSYCHOLOGY
Convener: Sunny Lah
Time: Thursday 3pm-5pm
Description: Paediatric neuropsychology is concerned with diagnosis and treatment of cognitive and behavioural/emotional difficulties that arise in children with acquired brain injuries or neurodevelopmental disorders. We will examine how brain insults sustained during childhood impact subsequent development of a child. Theories and factors that influence outcomes, such as the state of CNS development, psychological/cognitive maturity at the time of insult, plasticity (vulnerability) and environmental influences will be discussed. We will also examine principles and evidence for efficacy of paediatric neuropsychological rehabilitation. Moreover, issues relating to practice of child clinical neuropsychology will be discussed. Students will be expected to read the recommended texts in preparation for in class discussions. Furthermore, each student will lead one of the seminars on a topic of their choice, within the subjects included in the seminars. On completion of this seminar series, students will gain an overview of paediatric neuropsychology and understanding of core theoretical issues and clinical applications.
Assessment:
Major (70%): 2500 word essay
Minor (30%): Seminar presentation

PERCEPTION
Convener: David Alais
Time: Tuesday 1pm-3pm
Description: This seminar will introduce students to key issues in perception and focus on questions such as how information is combined within the visual system, what sort of 'perception' is possible without awareness, and how the brain combines information across senses. These and other questions will be studied through readings and presentations. Each week, a student will give a presentation based on a selected article and take responsibility for leading the class discussion. Students will gain an understanding of some of the fundamental questions in perception and neuroscience that are currently being investigated to unravel how the brain provides us with a rich and coherent experience of the world around us. The assessment for the course will consist of a major written essay, a presentation to the class, and participation in class discussions.
Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (25%): Seminar presentation
Minor (5%): Contributions to class discussion

PLACEBO EFFECTS, PSEUDOSCIENTIFIC BELIEFS, AND OTHER WAYS THAT BELIEFS INFLUENCE HEALTH
Convener: Ben Colagiuri
Time: Wednesday 11am-1pm
Description: There are many ways in which beliefs influence health. The placebo effect is one of the most fascinating. It occurs when the treatment context elicits expectancies for improvement, which in turn trigger changes in the central nervous system that lead to better health outcomes. However, there are many beliefs that are maladaptive. For instance, some individuals develop pseudoscientific beliefs about health. These include believing that vaccinations cause autism, that alternative medical treatments can cure diseases, and that wind

turbines cause illness. In this seminar we will explore how health beliefs develop and the mechanisms by which they can influence health, both positively and negatively.

Assessment:

Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation and contributions to discussion

PSYCHO-ONCOLOGY: ADJUSTING TO LIFE AFTER CANCER

Convener: Ilona Juraskova

Time: Wednesday 11am-1pm

Description: Cancer is a life-changing diagnosis, with many survivors describing the end of treatment as a transition to a new world where they have to adjust to new feelings, new problems and different ways of looking at life. Family members often accompany survivors on this life-changing experience. This seminar will explore current understandings of fundamental issues faced by many cancer survivors, including changes to relationships and sexuality, dealing with fear-of-cancer-recurrence, cognitive impairment, and the specific challenges of being a child/young cancer survivor. Drawing on the latest research findings and also clinical practice, we will critically evaluate current interventions and models of care to help survivors and their family adjust to life after cancer.

Assessment:

Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation and contributions to discussion

PSYCHOPHARMACOLOGY: DRUGS AND BEHAVIOUR

Convener: Michael Bowen

Time: Thursday 12-2pm

Description: This Special Field will consider various 'hot topics' in the field of psychopharmacology. The overall emphasis will be on the neural, behavioural, cognitive and therapeutic effects of prescription psychotropic drugs (e.g. antidepressants, antipsychotics), recreational drugs (e.g. cannabis, alcohol) and novel emerging psychoactive substances (e.g. synthetic cannabinoids, cathinones and hallucinogens). Key studies performed at a cellular, preclinical (i.e. animal) and clinical level will be open for discussion with students free to choose their own specific topic to present to the group. No prior knowledge of chemistry or pharmacology is assumed.

Assessment:

Major: 2500 word essay on a question specified by the convener (70%)
Minor: Seminar presentation (25%) and contributions to discussions (5%)

SEXUALITY: A TOUR DE FORCE OF PSYCHOLOGICAL PERSPECTIVES

Convener: Ilan Dar-Nimrod

Time: Wednesday 1pm-3pm

Description: Sex and sexuality have fascinated people throughout the ages. Ample literary works, theological and moral musings, philosophical accounts, social discourse, and popular presentations of various aspects of different aspects of their related behaviour and their underlying meaning have been depicted, communicated for a wide variety of purposes. People's curiosity about sex seems to know no bound. These accounts are fascinating from a theoretical and conceptual point-of-view and the present Special Field will only provide a sample of the rich psychological research on sex and sexuality, with a special focus on social psychology perspectives. It will be structured around reviewing recent theoretical and empirical research spanning intrapersonal, interpersonal, inter-group and societal effects of various relevant research related, among others, to sexual orientation, various sexual behaviours (e.g., fetishes, BDSM), sex and morality, and cultural elements.

Assessment:

Major (60%): 2000 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)

VISUAL MEMORY

Convener: Irina Harris

Time: Wednesday 1pm-3pm

Description: This seminar will cover some of the processes involved in recognition and retention of visual information. Some of the questions that we will consider are: What are the capacity limitations of visual memory? Are objects retained as bound configurations or collections of individual features? What is the role of feature ambiguity in our ability to remember objects, and how does the brain resolve this ambiguity? How do we encode complex scenes? Each week, we will consider one or two articles concerned with such questions and students will take turns to present these studies to the rest of the class and lead the class discussion. There may be some opportunity to gain direct exposure to some of the phenomena discussed in class through experimental paradigms.

Assessment:

Major (70%): Written essay
Minor (30%): Combination of presentation and class participation

WHY DOES THE WORLD APPEAR THE WAY IT DOES?

Convener: Bart Anderson
Time: Monday 3pm-5pm
Description: Perception provides our understanding of what the world is like. This seminar will focus on the theoretical and empirical issues involved in understanding what we experience about the world, and how this informs us about the nature of the world and our place in it. This seminar will involve one student presenting a paper to the class and leading a discussion on that topic. All students will submit a brief summary of each paper and identify a pertinent question for class discussion. The major assessment for the class will involve a 2500 word essay on a topic to be specified by the convener.
Assessment:
Major (70%): 2500 word essay on a question specified by the convener
Minor (30%): Seminar presentation and contributions to discussion

3.4 SUPPLEMENTARY COURSEWORK

You are encouraged to attend the School of Psychology Research Colloquium

These are held on Fridays during semester between 4:00pm and 5:00pm in Carslaw Room 275 (Semester 1) or Heydon Laurence Room 217 (Semester 2). 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 program is available on the School's website: http://sydney.edu.au/science/psychology/colloquium/

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, though these questions have empirical consequences. 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. You 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 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.

4.2 PREPARATION OF THE THEORETICAL THESIS

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

Consulting with your Supervisor

Your 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.

Examiner's Report
The Psychology Honours Theoretical Thesis is marked by two Examiners. The Examiner's Report form, which each examiner completes as part of the examination of the final thesis (see Appendix G), gives a clear indication of the assessment criteria used.

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 in the Important Dates (Section 2.6). Your supervisor will provide extensive comments on your draft only if it is written in consecutive prose style, i.e., a draft should not be in note form.

Submission of Final Theoretical Thesis
The due date for submission of the Theoretical Thesis is specified in the Important Dates (Section 2.6). Please refer to Section 7 for detailed instructions on how to submit your Theoretical Thesis.

Word Limit
The theoretical thesis **MUST NOT EXCEED 8000 WORDS IN LENGTH** (including in-text citations, but excluding abstract, tables, captions, references, and appendices). Penalties will be applied if the word length is exceeded by more than 5%. There is no penalty for theses that are less than 8000 words.

4.4 POSSIBLE THEORETICAL THESIS TOPICS

Recent issues of journals that you may want to consult for theoretical research in Psychology:

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

Possible topics are listed below as examples but you may prefer 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 fit under more than one of the areas of psychology.

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: definition and classification

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

Students conduct a research project under the supervision of a staff member and report this project in a thesis of between 9000 and 12000 words (main text only; excludes abstract, tables, captions, references, and appendices, but includes 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 (or qualitative analysis if applicable);
(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.

Consulting with your Supervisor

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.

Feedback on Draft of the Empirical Thesis

Supervisors have a responsibility to read and provide detailed feedback on **one draft** of the Introduction, Method and Results sections of your Empirical 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 written Discussion sections. Breaches of this rule will be penalised.**

Supervisor's Report (see Appendix D)

After the submission of the Empirical Thesis, the supervisor will report on the independence of each student's contribution to the various components of the research process which is one part of the assessment 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 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 eLearning 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.

Checklists for 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 (Section 2.6).

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 submission link on the Honours eLearning site. 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 the Important Dates (Section 2.6). 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 Honours Support and the Empirical Thesis Co-ordinator 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 eLearning 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.

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. Please complete the Research Design and Statistics Consultation Request form from the Honours eLearning site to make an appointment with one of the advisers.

5.6 WRITING THE EMPIRICAL THESIS

Submission of Empirical 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 Thesis Timeline in Section 2.7). 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 Thesis Progress Report (Appendix B) by the date outlined in Important Dates (Section 2.6). 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 (as applicable), 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 (and/or qualitative) 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 (as applicable);
(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 include 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 electronic 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, DVD 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/DVD/USB. A separate CD/DVD/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 program's Save menu.

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 12000-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 9000 words of main text.

5.8 INTELLECTUAL PROPERTY ISSUES AND POTENTIAL PUBLICATION OF RESULTS

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

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

For matters concerned with the technical and computing resources available at the University, contact ICT Support on 9351 2000 or see http://sydney.edu.au/ict/student/get-help/index.php

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 and allocation of all School research laboratory space is supervised by the Technical and Resources team. The request must clearly state the commencing and anticipated final dates of your studies.

You are also able to book the Old Teachers' College Psychology tutorial rooms to run experiments with multiple participants. Details on how to book the rooms are available at:
http://sydney.edu.au/science/psychology/current_students/honours/booking_otc_tutorial_rooms.shtml once all the tutorial bookings have been finalised in Week 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 Executive Assistant (Griffith Taylor Building Room 492) is responsible for issuing keys and facilitating after-hours access to buildings. Speak to your supervisor about requesting keys and/or after-hours building access. Please note that it may take up to 5 business 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. Any requests for extra programming or IT related work must be made via the supervisor directly.

Honours 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 Honours eLearning site in September. 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 (after release of the claim form), and no later than the end of October.

6.3 COMPUTING RESOURCES

School of Psychology Home Page

http://sydney.edu.au/science/psychology/current_students/honours/index.shtml

The Honours eLearning site and the online thesis library are available from late-February. Information for Honours students will be displayed on the website, eLearning site, and/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 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:
http://sydney.edu.au/ict/student/computers-and-spaces/index.shtml

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 (Firefox, Safari), and email software. In addition, there is software for data collection and experimental control to which the student may be directed by their supervisor as they are needed.

Data collection and experimental control software:

Inquisit	Inquisit is a psychological experiment generator that allows the researcher to create custom questionnaires, reaction time tasks, signal detection tests, attitude measures, and experiments in cognition and perception. Those of you who will be using Inquisit for your research will need access to the licence that we have purchased specifically for Honours. Access to this licence will now be available in the Graphics Lab Griffith Taylor Room 472. To use the Graphics Lab, please book a time with the computing staff.
Qualtrics	Qualtrics is a sophisticated online survey research software that allows you to collect and analyse data. If you wish to use Qualtrics, contact Ethel Harris (ethel.harris@sydney.edu.au) and she will provide details on how to get access to Qualtrics. **Do not** create a free Qualtrics account, as it is very limited; instead contact Ethel Harris.

Use of eNotebooks

All Honours students are required to maintain an electronic notebook for their Honours empirical project. The University recommends and supports the use of eNotebooks software for this purpose. Students will be given instructions on how to create their own account and project file, and to maintain the eNotebook with updates of important documents, data, protocols etc. This information will be made available on the Honours eLearning site. Some supervisors may prefer students to

join an existing eNotebook project once they have set up an account. You should discuss this with your supervisor when you begin planning your project in February.

To log in to eNotebooks: http://sydney.edu.au/enotebooks/login

The University has a support team for eNotebooks. You can contact them for assistance using eNotebooks and other data management questions using this email: enotebook.support@sydney.edu.au

Some important points to note in relation to the use of eNotebooks for Honours research:

(i) Your empirical supervisor should always have access to the eNotebook project page that documents your Honours project, either as the owner or an administrator. Note that ownership of this eNotebooks page is not the same as intellectual ownership of the research (see Section 5.8 for information about Intellectual Property).
(ii) If the student is the owner of the eNotebooks project, it is expected that they will transfer ownership of the page to their supervisor before submission of the thesis. Honours marks may be withheld until students have completed this step.
(iii) Students should **never** upload to eNotebooks any information that personally identifies participants or has the potential to re-identify anonymous participant data. As is the case with any context involving data storage and communication, researchers should always be careful to adhere to procedures outlined in an approved ethics protocol when it comes to data storage and the analysis and communication of results. The University has a Research Data Store (RDS) for archiving data securely. Please discuss your data management options with your supervisor if you are uncertain about what can and cannot be uploaded to eNotebooks.
(iv) Information stored on eNotebooks is stored permanently and cannot be deleted easily. Moving files to the eNotebooks trash does not delete those files. If you upload something that should not be there for ethical reasons then please tell your supervisor immediately and contact the eNotebooks support team for further assistance.

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 (http://library.sydney.edu.au/) and to use the online help that accompanies 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. 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

Griffith Taylor Room 472 contains the School's graphics suite, with scanner and colour printing. Students must book a time with the Technical team (helpdesk@psych.usyd.edu.au) 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.

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's 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 from 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 of Psychology Libraries

Thesis Library

You can download past Honours empirical and theoretical theses completed in the School of Psychology from the Honours Theses eLearning site. These have been provided to enable you to learn from the work of former students.

Test Library

The Clinical Psychology Unit (CPU) maintains a library of test materials for use by staff and students from the School of Psychology. A link to the Test Library catalogue, opening hours, and contact details are all listed on the test library website: http://sydney.edu.au/science/psychology/clinical_psychology/test_library/index.shtml

The Test Library 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://library.sydney.edu.au/

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 can be found at: http://library.sydney.edu.au/contacts/subjectcontacts.html

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 MAJOR ASSESSMENTS AND THESES

All theses are independently marked by two examiners. The Special Fields major assessments are marked by the Special Field's 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 theses, and 200 words for the Special Fields assignment) is compulsory
(vi) Word count must appear on the title page
(vii) References conform to the American Psychological Association Guidelines for Publication
(viii) Any material taken from other sources to be properly acknowledged and referenced (author's name and date given for all references; page number given for direct quotations). Failure to observe this basic convention will be regarded as plagiarism
(ix) For printed submissions, double-sided printing is preferred
(x) For all electronic submissions using Microsoft Word, any tracked changes should be accepted or removed (if you merely change the view to hide tracked changes, they may still appear in Turnitin)

Word Length Requirements

The ability to write concisely is an important consideration in assessing submitted work. Where the specified 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).

Receipts for Submitted Work

When submitting written assessments via Turnitin, Turnitin provides a receipt page. Students are encouraged to save these receipts of submission. No responsibility will be taken by the School for pieces of work that the student is unable to provide relevant receipts for.

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 Education Support Office (Brennan MacCallum Room 332). An electronic copy of the thesis must also be submitted online. Detailed instructions will be emailed to you closer to the relevant due date.

Due dates for both the hard copies and the electronic copy of the thesis is specified in Section 2.6 (Important Dates). **To avoid late penalties you must submit BOTH the two hard copies AND the electronic copy before 4:00pm on the due date.**

Please leave yourself plenty of time to complete your submissions.

The two hard copies of your thesis will be used for the examination process and will **NOT** be returned to students.

In addition to the requirements outlined above, each hard copy of the thesis must:

(i) be double-sided
(ii) be bound using plastic spiral binding with plastic front cover
(iii) have any required coversheet as the first page (more details will be released closer to the relevant due date)
(iv) have the title page as the second page. The title page should contain: the title of your thesis; the words "Empirical Thesis submitted in partial fulfilment of the requirements for Honours, 2017"; and show an accurate word count
(v) NOT include any identifying details. All references to supervisor and student name should be deleted – make sure you check all your appendices as well)
(vi) have a CD/DVD/USB containing properly labelled raw data files stuck to the inside of the back cover

The electronic copy should be submitted via Turnitin (instructions will be released closer to the relevant due date). Note the following:

(i) The electronic copy should have a title page as the first page. The title page should contain: the title of your thesis; the words "Empirical Thesis submitted in partial fulfilment of the requirements for Honours, 2017"; and show an accurate word count
(ii) All other aspects of this copy should be IDENTICAL to the hard copies
(iii) The filename should be in the format of: 2017-EM-XXX (where XXX is the unique code on the coversheet that will be emailed to you)

Please give your supervisor a copy of your submitted thesis.

7.3 PLAGIARISM

Please read the University's plagiarism policy:
http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0

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 a 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, using 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 essay/thesis should only include the Nicholson (2003) 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 that is 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 proofread it before the relevant due date. The amount of time this takes is easily underestimated. Penalties will apply to late submissions.

You will receive a penalty of 2% of the maximum value of the assessment (e.g. 2 marks out of 100) for each calendar day (or part thereof) it is late, up to the closing date of the assessment, after which no more submissions will be accepted. Unless explicitly stated otherwise, the closing date for each written assessment is 4 weeks after the initial due date.

In the case of Special Fields Major Assessments, 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 the Honours eLearning site 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 the Honours eLearning site 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 the Honours eLearning site 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 2.3, 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 Assessments

Major assessments for Special Fields seminars are each marked by the convener of that Special Field. Feedback on major assessments 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 (neither of whom are the student's thesis supervisor). Supervisors submit a report for each student they supervise which is forwarded to relevant examiners. Before reading the Supervisor's Report, 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 in the Empirical Thesis Assessment Criteria and the Examiner's Report (see Appendices C and E). The Examiner's Report is also used in discussions between examiners and as a basis for feedback to students after results have been posted.

- The two examiners communicate to discuss their evaluations and resolve on a single mark for the thesis.
- The supervisor receives the examiners' marks and reports.
- A 3rd examiner will be considered if, and only if, one of the following occurs:
    - there is a discrepancy of more than 12 marks between the two examiners, or
    - there is a discrepancy that is less than 12 marks but at least one examiner is not satisfied with the outcome, or
    - 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 3rd examiner, which includes a written argument as to the reasons for the request. Requests will be reviewed by the Honours Empirical Thesis Co-ordinator.
- The 3rd examiner does not submit a formal Examiner's Report or mark. Rather, all three examiners will meet to decide on a final resolved mark. The supervisor may attend this meeting, but only to answer questions from the examiners.
- All cases involving additional marking beyond the initial two examiners 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 Hons 1 and Hons 2.1 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: 75-79.9999; Hons 2.2: 70-74.9999; Hons 3: 65-69.9999). 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 2017, 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 the 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 workload, 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 4th year Honours program with First Class Honours (Hons 1) 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

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

The Dick Thomson Prize

Established in 1974 by a donation of $462 from the colleagues and friends of the late R. J. Thomson, M.A., Dip.Ed., as a memorial to him. Awarded annually on the recommendation of the Head of the School of Psychology to the student who presents the best Empirical Thesis in Social Psychology, provided the thesis is of sufficient merit. The thesis should have social psychological theories as a primary focus, investigate social psychological processes, and use social psychological methodologies. Value $200. Theses that have multiple foci (e.g., social + clinical, social + forensic, social + developmental) will be eligible.

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. The thesis should have theories of learning and motivation as a primary focus, investigate psychological processes related to learning and motivation, and use learning and motivation methodologies. Value $200. Theses that have multiple foci (e.g., motivation + behavioural neuroscience, learning in a cognitive discipline, learning + clinical applications) will be eligible.

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 MPhil), clinical degree (MCP), or coursework degree (Master of Science in Coaching Psychology). The information provided below applies to the University of Sydney, 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 "Further Study After Honours" information session will be presented at the Honours Orientation Day.

9.1 RESEARCH ONLY POSTGRADUATE DEGREES (PhD & MPhil)

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

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

PhD and MPhil degree applications are open all year round and have deadlines based on the Research Period in which you wish to start; see 'Find a Course' (http://sydney.edu.au/courses/) for details. Offers of places are based on your Honours performance and the availability of supervision. A First Class Honours (Hons 1) 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 MPhil 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/msc_phd/index.shtml

For research degree admission enquiries, contact the Postgraduate Admissions Co-ordinator Dr Ilan Dar-Nimrod (Brennan MacCallum Room 420; Phone: 9351 2908; Email: psychology.pgadmis@sydney.edu.au).

9.2 MASTER OF CLINICAL PSYCHOLOGY (MCP) and combined MCP/PhD

At the University of Sydney clinical training is provided through a postgraduate degree, the Master of Clinical Psychology (MCP), and a combined Master of Clinical Psychology and research PhD (MCP/PhD). Applications close on the **second last Thursday in October**. Students must submit separate applications for the MCP and/or MCP/PhD. There is no mid-year entry. For more information on the content of and selection process for the MCP, visit the Clinical Psychology Unit website:
http://sydney.edu.au/science/psychology/clinical_psychology/future_stud/index.shtml

For enquiries, contact Ms Belinda Ingram (Phone: 9114 4345; 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 (e.g. 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.

For more information on the content of and selection process for the MCP, visit the Clinical Psychology Unit website:
http://sydney.edu.au/science/psychology/clinical_psychology/future_stud/index.shtml

9.3 OTHER COURSEWORK POSTGRADUATE DEGREES AND DIPLOMAS

Master of Science in Coaching Psychology

Graduate Certificate and Graduate Diploma programs in Coaching Psychology are also offered. For further information, go to:
http://sydney.edu.au/science/psychology/coach/

For enquiries, contact Associate Professor Anthony Grant (Phone: 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 further information, see:
http://sydney.edu.au/education_social_work/future_students/graduate_entry/mteach/school_counselling.shtml

For enquiries, contact Dr Susan Colmar (Phone: 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 being completed.
For research-only postgraduate degrees, international students pay fees, but domestic students do not.

For detailed information about fee structures, go to: http://sydney.edu.au/study/finances-fees-costs.html

Research Training Program Scholarships (RTPs) provide stipends to assist with living expenses for research students who are Australian residents. University Postgraduate Awards (UPAs), which provide stipends to the same value as RTPs, are also available. Applications should be submitted at least three months prior to the commencement of a research period to guarantee a decision on the scholarship prior to commencement. For more information and application forms, see:
http://sydney.edu.au/scholarships/research/postgraduate_awards.shtml

International postgraduate research students can apply for Research Training Program Fee Offset and Stipend Scholarships, or University of Sydney 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, scholarships and deadlines go to:
http://sydney.edu.au/scholarships/prospective/international_postgraduate_scholarships.shtml

The Scholarships Office website: http://sydney.edu.au/scholarships/

Other Funding (MCP candidates)

The Tanya Sackville Memorial Scholarship is 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 $7000 per annum.

Other Funding (Postgraduate Research candidates)

The School of Psychology offers a number of scholarships for which only research students enrolled in the School are eligible to apply. For details of available scholarships and prizes, please see the following website:
http://sydney.edu.au/science/psychology/current_students/msc_phd/pg_scholarships.shtml

Research students in the School of Psychology also benefit from:

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

APPENDIX A – EMPIRICAL THESIS PROPOSAL REVIEW MEETING FORM

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 (e.g., has the 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?

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 research 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 research proposal or in discussing the research with the student, it has become apparent that 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
- ❑ the supervisor has identified that the project is outside of their area of expertise
- ❑ the supervisor is likely to be on leave and not easily contactable for a continuous period of more than 2 weeks over the course of the Honours year
- ❑ there is another factor that you have identified that has a reasonable chance of substantially delaying the progress of the project. **Please specify:**

APPENDIX B – EMPIRICAL THESIS PROGRESS REPORT

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 quantitative and qualitative)

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
☐ I have transferred ownership of my eNotebook project to my supervisor

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 High Distinction (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)

For quantitative theses: 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.
For qualitative theses: A clear statement of the research questions and their rationale. The research question must be clearly derived from or related to the literature review. The aims should be novel and original; they may be addressing a new area of enquiry where insufficient data exists to guide alternate study designs and/or when questions of process are examined. Hypotheses are very rarely used in qualitative research and should only be stated if they can be derived from the reviewed literature. Primary and secondary aims should be clearly identified as such.

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 and a rationale is provided for how the research design supports the inferences needed to examine and address the research question. 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. It is expected that for all research projects, the future research directions will include consideration of quantitative designs relevant to the research question. Qualitative research projects should also consider future qualitative research directions.

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 outlined criteria 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.

Category	Mark range	Within-Category Criteria
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** 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.

Please 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:

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

5. Data processing and statistical analysis

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

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

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

6. Editorial assistance on the thesis

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

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

1	2	3	4	5
A lot less independent		About what I would		A lot more independent

than expected of an Honours student	expect of an Honours student	than expected of an Honours student

7. Amount of consultation with the student

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

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

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

8. Did the student collect all of his/her own data?

YES NO

If the student did NOT collect all of his/her own data, what percentage did he/she collect? _____%

Please describe the source and nature of the data, and the nature of the student's involvement in data collection:

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

10. Consideration for prizes.

Note: if nominating a student for one of the prizes below, please paste the thesis title and abstract here:

Dick Champion Prize

Criteria: The thesis should have theories of learning and motivation as a primary focus, investigate psychological processes related to learning and motivation, and use learning and motivation methodologies. Theses that have multiple foci (e.g., motivation + behavioural neuroscience, learning in a cognitive discipline, learning + clinical applications) will be eligible.

This thesis meets the criteria for consideration for this prize:

YES NO

If yes, please provide a brief justification:

Dick Thomson Prize
Criteria: The thesis should have social psychological theories as a primary focus, investigate social psychological processes, and use social psychological methodologies. Theses that have multiple foci (e.g., social + clinical, social + forensic, social + developmental) will be eligible.

This thesis meets the criteria for consideration for this prize:

YES 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%, i.e. less than 12600 words) 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)
(*For quantitative theses:* Clear statement of aims and hypotheses; aims/hypotheses logically derived from lit review; represents an advancement in knowledge. *For qualitative theses*: Clear statement of research questions and their rationale; aims should be novel and original; primary and secondary aims should be clearly identified)

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/philosophical 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 theses:* 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; unexpected or inconsistent results are addressed appropriately; limitations and suggestions future directions – quantitative designs for *all* theses, and qualitative designs for qualitative theses – 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.

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

1. Amount of consultation

1	2	3	4	5
Infrequent meetings		Regular meetings (once per week for most of the year)		Frequent/prolonged meetings (more than once per week)

Comments:

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

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

Comments:

3. Extent of originality of student's contribution

1	2	3	4	5
Little originality				High level of originality

Comments:

4. Extent of editorial assistance

1	2	3	4	5
Did not read draft		Read/commented on one full draft		Read/commented on more than two drafts

Comments:

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?**

APPENDIX G – 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 (i.e., 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 references 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 (these comments will be passed on to the student):

APPENDIX H – SUPERVISION RECORD TEMPLATE

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

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