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1 HONOURS ADMINISTRATION

1.1 SCHOOL CONTACTS

Honours Co-ordinator and Co-ordinator of Theoretical Thesis

Dr Fiona Hibberd
Room 451 Brennan MacCallum (BM)
Phone 9351 2867
Email fionah@psych.usyd.edu.au

Deputy Honours Co-ordinator and Co-ordinator of Empirical Thesis

Dr David Alais
Room 506 Griffith Taylor (GT)
Phone 9351 2873
Email david@psych.usyd.edu.au

Honours Administrative Assistant (from February 12, 2007)

Ms Keiko Narushima
Room 325 BM
Phone 9351 2872
Email keikon@psych.usyd.edu.au

Please direct all administration inquiries to Keiko Narushima, all academic inquiries concerning the Empirical Thesis to Dr Alais, and all other academic inquiries to Dr Hibberd.

Contact details for all School of Psychology staff can be found at the following URL: http://www.psych.usyd.edu.au/phoneDB/dir_all.msql

1.2 PSYCHOLOGY COUNTER

For administrative queries and submission of forms and assignments, the Psychology Counter is located on the ground floor of the Brennan MacCallum building. Opening hours may change depending on staffing and time of year, but the counter is generally open between 10am and 4pm, Monday to Friday.

The Honours Administrative Assistant (Keiko Narushima) is your contact for all administrative matters related to Honours. However, answers to many of the questions you may wish to ask can be found in this Handbook and on the School website. Before sending an email or making a phone call to the administrative assistant, please check to see whether the information you need is already available.

The School of Psychology web page is at: http://www.psych.usyd.edu.au/


You should check these websites regularly for updated information relevant to your courses and thesis work.

WebCT will be online from March 5, 2007.
2 PSYCHOLOGY 4 HONOURS PROGRAMME

2.1 COURSE OBJECTIVES

The distinctive feature of the Psychology 4 Honours course 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 enquiry as well as empirical enquiry. The Honours programme is designed to develop and evaluate students’ ability to demonstrate conceptual clarity in theorizing and methodological clarity in the conduct of empirical research.

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

(i) the planning, conduct, and reporting of a substantial Empirical Research project;

(ii) the arguing and writing of either a Theoretical Thesis OR essays and other assessments related to two Special Field seminars;

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

2.2 COURSE STRUCTURE AND ASSESSMENT

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

a. Empirical Thesis: Planning and implementation of a research project, under the supervision of a member of the university’s academic staff in Psychology, and presentation of this research project as a dissertation (9,000 - 12,000 words), due on Wednesday 17 October 2007.

b. Theoretical Thesis OR Special Fields coursework

(i) The Theoretical Thesis option involves the development and writing of a Theoretical Thesis (max. 8,000 words), due on Monday 6 August 2007 (Week 3 of Semester 2). This option is available to a maximum of 10 Honours students.

OR

(ii) The Special Fields coursework option involves attendance and completion of the specified assessments for two Special Fields Seminars during Semester 1. These courses all involve weekly seminars. Details of content and methods of assessment for each topic are provided in Section 3.4.

c. Compulsory coursework

(i) Research Methods

This course is held in Semester 1 only, and involves two components. The Statistics & Research Design (SRD) component involves 13 one hr. lectures and 12 one hr. tutorials, and is assessed via a 2 hour formal examination (held in the June examination period).

The Psychometrics component involves one lecture per week, one tutorial per fortnight (during wks. 7-12 only) and a 1.5 hour formal examination in the June examination period.

(ii) Ethics

This involves one lecture per week for the first 7 weeks of Semester 2 and an examination of 1.5 hours in Week 9 of Semester 2.
Supplementary coursework (not assessed)

You are encouraged to attend:

(i) the School Research Colloquium (Fridays at 4pm, approximately every 2 weeks during semester)
(ii) the Theory & Systems Special Field if you are completing the Theoretical Thesis option.

The general assessment requirements and weighting of each of these components in the calculation of students’ Honours grade is summarised in the Table on the next page. The assessment procedures used to standardise and combine the component marks, and the processes used to assign Honours grades on the basis of the weighted scores are, described in Section 8.

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Thesis</td>
<td>9000 - 12,000 words Submitted for assessment by 2 independent examiners</td>
<td>50%</td>
<td>17 October</td>
</tr>
<tr>
<td>Theoretical Thesis</td>
<td>8,000 words Submitted for assessment by 2 independent examiners</td>
<td>30%</td>
<td>6 August</td>
</tr>
<tr>
<td>OR</td>
<td>Special Fields Seminars: Approx. 4,000 words for each Seminar; major assignment submitted for independent assessment by 2 examiners</td>
<td>30% (15% each Special Field Seminar)</td>
<td>20 June</td>
</tr>
<tr>
<td>Ethics</td>
<td>Formal 1.5 hr Examination in Week 9 of Semester 2</td>
<td>5%</td>
<td>19 September</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Two formal examinations (2 hrs and 1.5 hrs) in Semester 1 exam period</td>
<td>15%</td>
<td>Exam period: 18 - 30 June</td>
</tr>
</tbody>
</table>

2.3 CHOICE OF THEORETICAL THESIS OR SPECIAL FIELDS COURSEWORK

In recent years, significant numbers of students have chosen the Theoretical Thesis option. For this year, a maximum of 10 places are available. If the number of students choosing the Theoretical option exceeds this quota of 10, students will be selected according to the following criteria: (i) History & Philosophy of Psychology and Psychiatry (HPSC 3023) essay mark, and (ii) overall History & Philosophy of Psychology and Psychiatry (HPSC 3023) mark. Once selected for this option, students are advised to attend the Special Fields seminars in Theory and Systems though they will not be examined in this.

Students choosing the Special Fields coursework option rather than the Theoretical Thesis option will be required to take two Special Fields seminars in Semester 1. See Section 3.4 for a listing of the Special Fields seminars to be offered in 2007 and a summary of their content and assessment methods. Each Special Field will contribute 15%, making a total of 30%, as for the Theoretical Thesis.

Students should note that the two options (Theoretical Thesis/Special Fields) differ in many aspects. In particular, Special Fields students are typically required to attend weekly classes and complete multiple, separate pieces of assessment, while Theoretical Thesis students are required to consult regularly with their supervisor and submit a single dissertation. Submission dates for the Special Fields assessments also differ from the Theoretical Thesis (see schedule). Students should carefully read the Handbook sections about the Theoretical Thesis and the listing of Special Fields seminars, and reflect on their own interests, capabilities and preferred forms of work schedule and assessment in deciding which option is more suited to them. Note that you are not less likely to receive a good mark if you complete a Theoretical Thesis rather than the Special Fields option. In recent years, the number of 1st class Honours awarded for Theoretical Theses has matched the number of 1st class Honours awarded overall in Psychology.

Students intending to do the Theoretical Thesis option should contact Dr Fiona Hibberd (fionah@psych.usyd.edu.au) as soon as possible. All students must submit the Special Field/Theoretical Thesis preference form (distributed at the preliminary meeting) by 20 February, 2007. Special Fields allocations will be posted on the Honours website as soon as possible after forms have been submitted.
2.4 WORKLOAD AND SCHEDULE FOR 2007

The Psychology 4 course is very different in structure from your earlier undergraduate years. Although your studies are concentrated in one School and you have fewer class contact hours than in earlier years, the demands of the course are heavily concentrated into 9 months only. Completing the course effectively will require you to carefully plan a schedule that allows you to carry out the reading, scholarship and writing required for your coursework and Theoretical Thesis (if you take that option), while continuously working on your Empirical Thesis. Thus, more than any of your previous undergraduate years, Psychology 4 will test your ability to organise efficiently and pace your workload to meet the various deadlines.

The schedule below summarises the various formal deadlines associated with your coursework and research.

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Special Fields Option</th>
<th>Theoretical Thesis Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 20 February</td>
<td>Submit Special Fields/Theoretical Thesis preference form</td>
<td></td>
</tr>
<tr>
<td>Wednesday 28 March</td>
<td>Inform Administrative Officer of the topic chosen for Theoretical Thesis</td>
<td></td>
</tr>
<tr>
<td>(Week 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 4 April</td>
<td>Special Fields Major Assignments available on web</td>
<td></td>
</tr>
<tr>
<td>(Week 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 April – 18 April</td>
<td>Submit Empirical Research Proposal and ethics declaration.</td>
<td></td>
</tr>
<tr>
<td>(Week 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 18 June</td>
<td>Submit two Special Fields Major Assignments (use cover sheets provided on website)</td>
<td></td>
</tr>
<tr>
<td>Exams 18 – 30 June</td>
<td>Research Methods examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Details to be posted</td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 16 July</td>
<td>Submit draft of Theoretical Thesis</td>
<td></td>
</tr>
<tr>
<td>Monday 6 August</td>
<td>Submit Theoretical Thesis</td>
<td></td>
</tr>
<tr>
<td>(Week 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 17 September</td>
<td>Ethics Examination</td>
<td></td>
</tr>
<tr>
<td>(Week 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 3 October</td>
<td>Submit Empirical Thesis progress report confirming drafts of introduction, method, and results have been submitted to Supervisor (Appendix I)</td>
<td></td>
</tr>
<tr>
<td>(Week 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 17 October</td>
<td>Submit Empirical Thesis</td>
<td></td>
</tr>
<tr>
<td>(Week 12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Note: Applications for University Postgraduate Research Awards close at the end of October. Check with the Research Office (http://www.usyd.edu.au/ro/) for details.
2.5 TIMELINE FOR EMPIRICAL RESEARCH THESIS

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

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

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

<table>
<thead>
<tr>
<th>April - May</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Submit Research Proposal and Ethics Declaration (between 16 and 18 April)</td>
</tr>
<tr>
<td>• Finalise research instruments and methods</td>
</tr>
<tr>
<td>• Discuss any issues raised by Research Panel with supervisor and revise design/procedures if appropriate</td>
</tr>
<tr>
<td>• Pilot procedures</td>
</tr>
<tr>
<td>• Start conducting research study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June-August</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue conducting research study</td>
</tr>
<tr>
<td>• Collate data and begin analyses</td>
</tr>
<tr>
<td>• Continue to review relevant literature and draft Introduction</td>
</tr>
<tr>
<td>• Draft Method section of thesis</td>
</tr>
<tr>
<td>• Begin draft of Results section</td>
</tr>
</tbody>
</table>

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 you must delay completing your testing until Semester 2, you should concentrate on writing your Introduction, Method and Appendices during the break.

<table>
<thead>
<tr>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Finalise analysis</td>
</tr>
<tr>
<td>• Update literature review</td>
</tr>
<tr>
<td>• Prepare final draft of Introduction, Method, Results to submit to supervisor for feedback</td>
</tr>
<tr>
<td>• Begin to draft Discussion</td>
</tr>
<tr>
<td>• Prepare raw data and other materials for Appendices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Submit Empirical Research Progress Report confirming that Introduction, Method, Results have been submitted to Supervisor for feedback (3 October)</td>
</tr>
<tr>
<td>• Revise early thesis sections on the basis of supervisor’s feedback</td>
</tr>
<tr>
<td>• Finalise Discussion section (not to be read by supervisor)</td>
</tr>
<tr>
<td>• Write abstract</td>
</tr>
<tr>
<td>• Finalise Appendices</td>
</tr>
<tr>
<td>• PROOF-READ THESIS!</td>
</tr>
</tbody>
</table>

4pm (or earlier!) 17 OCTOBER
SUBMIT THESIS
# 3 Coursework Details

## 3.1 Coursework Timetable for 2007


The following is a DRAFT timetable as at January 31, 2007.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>* SRD Tutorial</td>
<td>* SRD Tutorial</td>
<td>* Psychometrics Tutorial</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>* Developmental SF Old Teachers' College 438</td>
<td>* SRD Tutorial</td>
<td>* SRD Tutorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neuropsych Rehab SF Room TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Perception SF Edward Ford 113</td>
<td>* Psychometrics Tutorial</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Models of Anxiety &amp; Depression SF Room TBA</td>
<td>Social SF Old Teachers' College 438</td>
<td>Intellectual abilities SF Old Teachers' College 440</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Social SF Old Teachers' College 438</td>
<td>* SRD Tutorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neuroscience SF Old Teachers' College Multimedia Rm. 331</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>* Health SF Mackie Seminar Rm 107</td>
<td>Child Clinical SF Badham 141</td>
<td>Language &amp; Decision-making SF Old Teachers' College 438</td>
<td>Eating and Weight Disorders SF Eastern Ave 115</td>
</tr>
<tr>
<td>3</td>
<td>* Health SF Mackie Seminar Rm 107</td>
<td>SRD Lecture Carslaw 173</td>
<td>At the Interface of Perception &amp; Cognition SF Main Quad S422</td>
<td>Language &amp; Decision-making SF Old Teachers' College 438</td>
</tr>
<tr>
<td></td>
<td>Learning SF Quadrangle S422</td>
<td></td>
<td></td>
<td>* SRD Tutorial</td>
</tr>
<tr>
<td>4</td>
<td>Theories &amp; Systems SF Education 323</td>
<td>At the Interface of Perception &amp; Cognition SF Main Quad S422</td>
<td>Psychometrics Lecture Carslaw 173</td>
<td>Colloquium Education 351</td>
</tr>
<tr>
<td>5</td>
<td>Semester 2: Ethics Carslaw 173</td>
<td>Theories &amp; Systems SF Education 323</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Time and room to be confirmed
3.2 COMPULSORY COURSEWORK

3.2.1 RESEARCH METHODS

This course consists of two components.

A. Statistics & Research Design (SRD)

Thirteen one-hour lectures and 12 one hour tutorials in Semester 1. See Honours notice board for tutorial allocations.

Coordinator: Dr Margaret Charles
Room: BM 452
Phone: 9351 3354
E-mail: margretc@psych.usyd.edu.au

Other teaching staff: Dr Sabina Kleitman
Room: BM 441
Phone: 9351 7703
E-mail: sabinak@psych.usyd.edu.au

General Description

The aim of this course is to expand the menu of statistical tools available to students for their research, whether survey based, observational or experimental, and to develop their understanding of the conceptual bases of these tools. Tutorials will involve computer work using SPSS and AMOS, while at the same time reinforcing the concepts discussed in lectures. It is assumed that students are familiar with material covered in PSYC2012 and PSYC3010 (including analysis of variance, contrasts and multiple regression).

It is recommended that students purchase a copy of SPSS Graduate Pack (NOT the Student version) from the Co-Op bookshop. Note, however, that at the time of writing, the Macintosh version will not work on the new Macs with the Intel chip (‘fixed’ version due for release in the US summer). It is possible to install Windows on those computers and use SPSS on the Windows side of the Mac. The Graduate pack is a fully-functioning version with a 4 year licence. Times will also be available in the School’s computer labs for student use of SPSS.

Teaching outcomes

- an ability to evaluate the methods, instruments used, and data gathered in surveys used in Psychology
- an ability to design and to conduct survey research, including scale development
- 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
- an understanding of the limitations and shortcomings of statistical models and statistical packages
- an ability to apply these design/statistical concepts in students’ individual research projects
- an ability to analyse data and interpret output in a scientifically meaningful way

Syllabus

Conceptual topics covered include: research methods in Psychology, questionnaire and scale development, the empirical meaning of parameters in statistical models, scientific control, the meaning of interaction.

Statistical models discussed include: Factor and Reliability analyses, Multiple Linear Regression (MLR), ANOVA and ANCOVA for between-subjects, within-subjects, and mixed designs, Logistic Regression.

The course will have a “critical” slant, aimed at communicating what the statistical tools offer, and what they do not offer, as research tools.

Assessment

Tutorial participation: 10%; Examination: 90%. (Two-hour examination in the Semester 1 exam period, part multiple choice, part short answer written questions).
Lecture/tutorial outline

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Questionnaire and Scale Development</td>
<td>No tutorials</td>
</tr>
<tr>
<td>Week 2 Questionnaire and Scale Development (cont.)</td>
<td>Outline of the course. Outline of the tutorial project. Planning stages of research.</td>
</tr>
<tr>
<td>Week 3 Analysing Data and Interpretations</td>
<td>Scale Development 1: items biases</td>
</tr>
<tr>
<td>Week 4 Sampling Issues and Options</td>
<td>Scale Development 2: Tutorial project</td>
</tr>
<tr>
<td>Week 5 General Linear Model: Revision</td>
<td>Scale Development 3: Tutorial project (cont).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Break</th>
<th>Matters of reliability and validity. Data analyses and interpretations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6 Multiple Regression: Revision and extensions</td>
<td>Data analyses and interpretations (cont). Review.</td>
</tr>
<tr>
<td>Week 7 Dummy variables and contrasts</td>
<td>Dummy variables &amp; contrasts</td>
</tr>
<tr>
<td>Week 8 Moderator variables: categorical</td>
<td>Moderator variables</td>
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<tr>
<td>Week 9 Moderator variables: continuous</td>
<td>Moderator variables</td>
</tr>
<tr>
<td>Week 10 Logistic Regression: odds ratios</td>
<td>Moderator variables</td>
</tr>
<tr>
<td>Week 11 Logistic Regression: multiple predictors</td>
<td>Logistic Regression</td>
</tr>
<tr>
<td>Week 12 Repeated measures AN(C)OVA</td>
<td>Logistic Regression</td>
</tr>
<tr>
<td>Week 13 Problems in repeated measures AN(C)OVA</td>
<td>Repeated Measures</td>
</tr>
</tbody>
</table>

Recommended reading

References will be provided in lectures and on the WebCT site.

B. Psychometric Principles and Applications

12 one-hour lectures and 3 one-hour tutorials in Semester 1.

Tutorials start in week 7 and you are required to attend one per fortnight. You will be allocated to either odd weeks (Weeks 7, 9, & 11) or even weeks (Weeks 8, 10 & 12).

Co-ordinator

Dr. Damian Birney
BM 449; Tel: 9351 4236
damianb@psych.usyd.edu.au

Other Teaching Staff

Dr. Fiona Hibberd
BM 451; Tel: 9351 2867
fionah@psych.usyd.edu.au

Overview

The lectures and tutorials consider two core issues surrounding psychological measurement. First, we examine a number of concepts which underpin the use of statistics and measurement in Psychology. Second, we consider the theoretical underpinnings and applications of selected psychometric theories.
The aims are for students to:

(i) understand the origins of, and problems with, null-hypothesis testing and the use of confidence intervals;
(ii) appreciate the conceptual flaws that ground the ‘quantitative imperative’ in Psychology;
(iii) develop an awareness of the requirements of fundamental measurement;
(iv) develop an appreciation for the limitations of ALL measurement approaches in Psychology;
(v) develop a basic understanding of “modern test theory” and in particular the Rasch Measurement Model, which attempts to address some of the measurement concerns.

Part (i). Dr. Fiona Hibberd

Lectures Weeks 1 – 5; No Tutorials

Overview: statistical practice prior to WWII; statistical practice post WWII; the inference revolution (1940-1955); null-hypothesis testing (NHT) and the concept of probability deployed in psychological research. // The informal concept of probability; frequency theories; subjective theories; the concept of objective chance. // The logic of NHT; some of the differences between Fisher’s NHT and that of Neyman & Pearson; Psychology’s illusions about NHT; the use of confidence intervals. // The relationship between measurement and scientific method; S. S. Stevens’ representational theory of measurement; Stevens’ scales of measurement; problems with Stevens’ theory. // The classical concept of measurement; when is an attribute quantitative?; testing for quantitative structure; does psychological measurement ever occur?

Part (ii). Dr. Damian Birney

Lectures 6 – 12; 3 tutorials.

Overview: Introduction to Item Response Theory, with an emphasis on the conceptualisation of fundamental measurement using the Rasch Measurement Model and typical applications

Assessment: 1.5 hour examination in the Semester 1 exam period, part multiple choice, part short answer written questions.

Lecture/tutorial outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The application of statistical techniques to psychological testing</td>
<td>FJH</td>
<td>No tutorials</td>
</tr>
<tr>
<td>2</td>
<td>Concepts of probability</td>
<td>FJH</td>
<td>No tutorials</td>
</tr>
<tr>
<td>3</td>
<td>Null-hypothesis testing (NHT) orthodoxy</td>
<td>FJH</td>
<td>No tutorials</td>
</tr>
<tr>
<td>4</td>
<td>Measurement in Psychology</td>
<td>FJH</td>
<td>No tutorials</td>
</tr>
<tr>
<td>5</td>
<td>The classical concept of measurement, realism, and testing for quantitative structure</td>
<td>FJH</td>
<td>No tutorials</td>
</tr>
<tr>
<td>6</td>
<td>Rethinking Classical Test Theory and Validity</td>
<td>DB</td>
<td>No tutorials</td>
</tr>
<tr>
<td>7</td>
<td>Introduction to Item Analysis: Classic &amp; IRT approaches</td>
<td>DB</td>
<td>Validity &amp; CTT analysis</td>
</tr>
<tr>
<td>8</td>
<td>Item Response Theory: 1 and 2 parameter models</td>
<td>DB</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Rasch Measurement Model – Dichotomous Models 1</td>
<td>DB</td>
<td>Rasch Analysis 1</td>
</tr>
<tr>
<td>10</td>
<td>The Rasch Measurement Model – Dichotomous Models 2</td>
<td>DB</td>
<td>Rasch Analysis 2</td>
</tr>
<tr>
<td>11</td>
<td>The Rasch Measurement Model – Polytomous Models 1</td>
<td>DB</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Rasch Measurement Model – Polytomous Models 2</td>
<td>DB</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No lectures</td>
<td></td>
<td>No tutorials</td>
</tr>
</tbody>
</table>
**Required Readings**
As specified in lectures

**Recommended Text**

### 3.2.2 ETHICS AND CURRENT ISSUES

**Co-ordinator:** Prof Alex Blaszczynski  
Room: CPU 119  
Phone: 9351 7612  
E-mail: alexb@psych.usyd.edu.au

**Other teaching staff:** Dr Barbara Mullan  
Room: BM 446  
Phone: 9351 6811  
E-mail: barbara@psych.usyd.edu.au

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

**Assessment:** Examination (1.5 hours) on Monday 17 September 2007 at 4.30pm  
(subject to change)

**Unit of Study General Description**
This unit covers current ethical and professional issues in Psychology. The Professional Codes of Conduct published by both the New South Wales Psychologists Registration Board and Australian Psychological Society will be discussed.

**Teaching Outcomes**
(i) Ability to describe, explain, evaluate and apply principles of ethical conduct that apply to psychologists working in the areas of professional practice covered in the lecture series.

**Text**
APS Code of Conduct for Psychologists.

Other references vary with topics covered each year.

### 3.3 SPECIAL FIELDS SEMINAR ELECTIVES

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

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

The assessment for each Special Fields seminar will require the equivalent of approximately 4,000 words of written work. This total will be made up of various specific assessment tasks. Details of the assessment requirements for each Special Field seminar are given below.

The assessment requirements for all Special Fields seminars will include a Major Assignment consisting of a substantial essay or critical review of at least 2,000 words that is worth at least 60% of the total mark for the seminar. Major assignments will be independently marked by two staff members or associates. Topics for Special Fields major assignments will be available to download from the Honours web-page on or after Wednesday 4 April. Details of the other assessments for each Special Fields Seminar are summarised below in section 3.3.2.

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

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

3.3.1 SUBMISSION OF SPECIAL FIELDS MAJOR ASSIGNMENTS

The due date for Special Fields major assignments is no later than 4pm on Monday 18 June.

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

Two copies of each Special Fields major assignment must be submitted to the Psychology counter. Special Fields assignments do not need to be bound, but each copy must have the appropriate cover sheet, as well as a second page that contains only the title of the essay and an accurate word count (excluding abstract and references). To ensure anonymity during the examination process, the student's name must not appear on the second cover sheet of the Special Field Assignment, nor anywhere else apart from the first cover sheet. Cover sheets will be available to download from the Honours website.

Format: Each major essay should contain an abstract (maximum 200 words), and a reference list, and must not exceed the word length specified for that Special Field assignment (excluding abstract and references). Where the word length is exceeded by more than 5%, the student will be penalised. For further details regarding format and word limits, see Section 7.

3.3.2 SPECIAL FIELD SEMINARS

GROUP A

Current Approaches in Advanced Social Psychology
Convenor: Dr Lisa Zadro
Time: Tuesday 12pm (may run until 2pm)

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

Assessment:
Major (70%) A 2,500 word essay on a topic specified by the coordinators
Minor (30%) A seminar presentation evaluated by the coordinators
Current Controversies In Developmental Psychology  
Convenors: Dr Pauline Howie & Dr David Livesey  
Time: Monday 10–11:00am, TBC

This seminar will address some current controversial issues in human development, with particular emphasis on the ways in which different research methodologies are used to address different research questions. Where applicable, we will consider the issue of whether developmental research findings provide a useful basis for social policy. Each student will present at least one seminar, in which they will be expected to outline the key issues in a recent research paper, and lead discussion on the paper. The areas covered will be determined by the interests of the participants, and could include a wide range of developmental areas across the entire life span.

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

Intellectual Abilities: Definitions and Issues  
Convenors: Dr Damian Birney & Dr Sabina Kleitman  
Time: Thursday 12-1pm

These seminars aim to introduce established and developing conceptualisations of intellectual abilities and to consider issues surrounding their definition, assessment, and subsequent application. Students will be introduced to modern topics in the field that extend beyond a traditional view of intelligence. We will consider broader conceptualisations of abilities that often use a combination of individual differences and experimental methods. These may include theories concerned with the context and socio-cultural environment (e.g., at work, education, and everyday life) in which abilities develop and are applied. Issues to be considered may include the modifiability of abilities; cultural specificity of abilities; practical, social, and emotional intelligence; the role of knowledge (e.g., long-term working-memory; expertise); the role of meta-cognitive abilities/skills (e.g., self-confidence, self-monitoring, and knowledge about knowledge aspects of metacognition); working-memory from an individual differences perspective; and potential links with creativity and wisdom. The course will focus on student-led presentation and discussion of issues and controversies surrounding the theories and the limitations and strengths of the methods used.

Assessment:
Major (70%) 2,500 word essay on a topic to be specified by convenors
Minor (15%) Seminar presentation
(10%) Written critical summary of presentation topic (600wds)
(5%) Contributions to discussion throughout semester

Learning: Current Issues  
Convenors: Dr Justin Harris & Dr Ian Johnston  
Time: Monday 3-4pm

The aims of this seminar are: to introduce and develop students’ understanding of selected issues in the study of human and animal learning; to develop students’ ability to evaluate a piece of research in terms of its theoretical and methodological contributions; and to develop students’ skills in presenting and discussing empirical research and theories in this area of psychology. Four to six topics are examined in some depth, with up to three seminars devoted to a topic. Topics in both animal and human learning are likely to include some of the following: food preferences, social learning, perceptual learning, human causal judgements, learning about absent events, instrumental learning, conditioning models of drug tolerance.

Assessment:
Major (70%) 2,500 word essay in which students are required to evaluate one of a number of recent research studies.
Minor (20%) Seminar presentation
(10%) Contributions to discussion throughout semester
Language and Decision Making  
Convenors: Professor Sally Andrews & Dr Bruce Burns  
Time: Thursday 2-3.30pm

This seminar series will focus on the cognitive processes involved in language processing and decision making. The initial seminars will be led by the lecturers who will discuss major theories and evidence in the domains of language and decision making and consider the relationships between them. Language processing can be seen as a set of decisions about how the sensory input maps onto conceptual representations and how these concepts combine to determine the meaning of the spoken or written discourse. Theories of language processing therefore depend critically on assumptions about how knowledge is represented. Decision making also depends critically on how information is represented and much of that information is provided to us in the form of written or spoken language. Thus understanding how language is represented and processed contributes to understanding the processes and outcomes of decision making.

The seminars will be organised around research articles published on these topics. Initially, discussions will be led by one of the lecturers. In later classes, students will be responsible for leading discussion on papers related to language and/or decision making.

Assessment:
Major (70%) 2,500 word essay on a question specified by convenors and related to a different topic than the student’s seminar presentation.
Minor (20%) Students will be required to present and lead the discussion of at least one article in class. For this, they will need to outline the major arguments presented in the paper(s), critique the conclusions and encourage discussion of the issues raised. Assessment will be based on the presentation in class and a written summary of the presentation.
(10%) Students will be expected to read the articles for each week and to contribute to their discussion. Assessment will be based on the quality of each student’s contribution.

Neuroscience  
Convenor: Professor Iain McGregor  
Time: Tuesday 1-2pm

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

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

At the Interface of Perception and Cognition  
Convenors: Dr Alex Holcombe and Dr Irina Harris  
N.B. Aspects of this seminar are subject to revision.  
Time: Wednesday 3-5pm

This seminar will introduce a few fundamental concepts and several salient phenomena important for understanding the connection between perception and cognition and the neural underpinnings of this connection. Our perceptual systems present an enormous amount of information to more central mental processes at every instant. How can cognition, which seems of such limited capacity to be actually single-minded at times, cope? Phenomena such as the attentional blink, change blindness, visual neglect and extinction, indicate that the bridge between perception and cognition is often shaky and that "what you see" is not always "what you get". Our experience of space and time as continuous is also difficult to explain, as the readings in the class will illustrate. Finally, what role does consciousness play in all this, if any? A major aim of the readings, presentations, and discussion in this seminar is to cultivate a critical attitude toward recent behavioural and neuro-scientific research addressing these issues and to give students a deeper understanding of the functioning of our perceptual and cognitive systems.
**Assessment:**

**Major** (70%) 2,500 word essay on a topic to be specified by the coordinators

**Minor** (20%) Seminar presentation

(10%) Contributions to discussion throughout the semester

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### Perception: From Unconscious Processing to Multi-modal Awareness

**Convenors:** A/Prof Colin Clifford and Dr David Alais

**Time:** Wednesday 11am-12pm

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

**Assessment:**

**Major** (70%) 2,500 word essay on a topic to be specified by coordinators

**Minor** (20%) Seminar presentation (content and structure)

(10%) Contribution to discussion throughout the semester

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### Theory & Systems

**Convenors:** Dr Fiona Hibberd & Dr Hans Pols

**Time:** Tuesday 4-5.30pm

Scientifically investigating psycho-social phenomena involves thinking about people in ways that conflict with many of the metaphysical presuppositions taken for granted in other areas of life. We will explore some of these conflicts, such as determinism versus free will, the mind-body problem, and discuss fundamental psychological concepts, such as cognition, motivation, emotion, the self and abnormality. In response to some of these conflicts, the idea of scientific knowledge has been questioned and a range of epistemological objections has been raised to the possibility of Psychology as a science. Thus, issues relating to the logic of science will also be discussed.

**Assessment:**

**Major** (100%) 4000 word essay on a topic to be arranged in consultation with one of the co-ordinators.

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**GROUP B**

Students are limited to participate in 1 of these seminars only

### Child Clinical Psychology

**Convenors:** Dr Caroline Hunt & Dr David Hawes

**Time:** Tuesday 2-3pm

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

**Assessment:**

**Major** (70%) 2,500 word essay on topic specified by coordinators.

**Minor** (30%) Presentation and class discussion
Eating And Weight Disorders  
Conveners: Dr Elizabeth Rieger & Professor Stephen Touyz  
Time: Friday 2-3pm

This course will provide an overview of current research on various biological, psychological, and social factors associated with eating disorders and obesity. Seminars will be equally divided between those led by the convenors and those presented by students. Several recent papers will provide a focus for the seminar discussions. Topics pertaining to eating disorders will include a focus on anorexia nervosa, cross-cultural issues in eating disorders, a comparison of individual and group treatment for bulimia nervosa, motivation to change, a critical evaluation of the Karolinska model, an evaluation of empirical studies regarding the treatment of eating disorders, and questions regarding the diagnostic categories for eating disorders. Topics on obesity will include the aetiology of obesity, psychological factors in obesity, childhood obesity, and the dieting controversy.

**Assessment:**  
Major (70%) 2,500 word essay on a question specified by the convenors and related to a different topic than the seminar presentation.  
Minor (30%) Students will be required to present a seminar topic and participate in seminar discussions. Set readings will form the basis of these discussions. Each student will present a topic for discussion (20%) and will contribute to class discussions (10%).

Models of Anxiety and Depression  
Convenors: Dr Marianna Szabo & Dr Maree Abbott  
N.B. Aspects of this seminar are subject to revision.  
Time: Monday 12 – 1pm

This course will introduce students to theoretical, methodological and clinical issues relevant to the assessment, diagnosis and treatment of anxiety and depression. Several of these issues will be discussed with reference to differences between adults, children, and adolescents. The classes will be structured as student-led seminars. Student participation will include giving an oral presentation of one paper, participating in class discussion, and reading one paper each week in preparation for the class. The introductory classes will overview current theoretical and empirical approaches to the conceptualisation and measurement of anxiety and depression. The next section of the course will focus on major cognitive and behavioural models of depression, and their applicability to children and adolescents. The last part of the course we will concentrate on new developments is understanding anxiety in general and specific anxiety disorders in particular (for example, Social Phobia, Obsessive Compulsive Disorder, Panic Disorder with Agoraphobia).

**Assessment:**  
Major (70%) 2,500 word essay on topic specified by coordinators.  
Minor (30%) Seminar presentation (including a written summary)

Health Psychology  
Convenors: Professor Phyllis Butow, Dr Barbara Mullan, Dr Melanie Price & Dr Ilona Juraskova  
Time: Monday 2 – 4pm

The aim of this course is to introduce students to the theoretical, methodological and clinical issues relevant to Health Psychology. The introductory classes will provide an overview of the field of health psychology, major models of health behaviour and the role of psycho-social factors in cancer development. The remaining sessions will be student-led seminars focusing on risk perception, genetic counselling, health promotion, adjustment to illness, psycho-social interventions, health inequalities & multicultural issues, pain, doctor-patient communication, social support and end of life issues. Throughout the course, we will discuss measurement and design issues in conducting research in this field. A range of illness and conditions will be used as case examples, including cancer, heart disease, rheumatoid arthritis and chronic pain.

**Assessment:**  
Major (70%) 2,500 essay on topic specified by coordinators (choice of three)  
Minor (30%) Assessment of presentation to class.
Neuropsychological Rehabilitation
Convenors: Dr Karen Croot & Dr Sunny Lah
Time: Monday 10 – 11am

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

RECOMMENDED TEXT:

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

3.5 SUPPLEMENTARY coursework

You are encouraged to attend the following:

3.5.1 SCHOOL OF PSYCHOLOGY RESEARCH COLLOQUIUM

These are held on Fridays, approximately fortnightly, during semester time between 4 and 5pm in Education Lecture Room 424. Papers are presented dealing with current research in a range of areas in Psychology, some by researchers in other Australian and overseas universities, and some by members of our own staff. Presentations are usually fairly informal and 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 allow you to make contact with people in the field. The Colloquium programme will be posted on the Psychology 4 noticeboard and on the School’s web page.
4 THEORETICAL THESIS

4.1 NATURE OF THE THEORETICAL THESIS

Most commonly a Theoretical Thesis is concerned with some well-known theoretical concept that is influencing lines of research in an area of Psychology. The aim of the thesis should be to disentangle the theoretical presuppositions from the factual material that is supposed to support or exemplify them, and then to examine the theoretical component to see whether it is logically coherent, whether it can be expressed without necessarily leading to self-contradiction, whether it can be put to any conceivable empirical test, whether it can possibly increase our understanding of the phenomena under study or only give a spurious appearance of doing so, and so on. Most of the topics suggested in Section 4.4 below refer to theoretical concepts of that kind. Some other topics deal with aspects of theory-building as such: eg. the nature of explanation, of confirmation and disconfirmation, the types and uses of theoretical constructs. These should always be worked out taking actual psychological theories as examples. A thesis which surveys some field of research and contends that the researcher has neglected to control for some empirical variable which may have been affecting the dependent variable, and so in effect suggests a new experiment, is not suitable for this part of the year’s work. That kind of analysis and criticism would be relevant when working up the experimental design for the Empirical Thesis.

Generally, then, the Theoretical Thesis should be conceived as an exercise in purifying existing theories.

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

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

In the final assessment of the year’s work, the Theoretical Thesis can earn a good mark only 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 first semester, thus allowing their ideas an adequate period of gestation.

Examiner’s report form

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

4.2 PREPARATION OF THE THEORETICAL THESIS

Dr Fiona Hibberd (Rm 451 Brennan Building; phone 9351 2867; email fionah) is the Co-ordinator of the Theoretical Thesis option. Please consult with her regarding a topic. You will be allocated a supervisor, after which changes of supervisor will be permitted only under exceptional circumstances, and must be approved by Dr Hibberd. Changes of topic under the same supervisor are permissible if the supervisor is agreeable. Please inform Dr Hibberd as soon as possible of any such changes.

Topic selection

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

The supervisor should be consulted at least once a fortnight with more frequent consultations likely in the early stages and toward the end. In general, the frequency of consultation is a matter for the supervisor and the student to determine, but it is the student’s responsibility to ensure that s/he makes proper use of the supervision facilities and informs the Psychology 4 Co-ordinator if problems arise.

Supervisor’s report

After the thesis submission date, as part of the 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 draft(s) were read, the extent of outside help, and any special circumstances which may be relevant (See a copy of the supervisor’s report form in Appendix D). The supervisor’s report will, however, not affect the examiner’s final assessment unless any of these aspects fall outside the normal range.

4.3 WRITING THE THEORETICAL THESIS

Submission of Draft

The Theoretical Thesis draft must be submitted with the cover sheet (available on website and at Admin office) to Keiko Narushima no later than 4pm on Monday 16 July 2007. Supervisors will provide comments on drafts submitted by this date. Drafts not submitted by this date may not be read.

Note: Supervisors will normally only provide written comments on one draft of the thesis. Drafts must be typed. They should be written in consecutive prose style, not in note form and without a lot of inserts and "see overs".

Submission of Final Theoretical Thesis

The due date for submission of the Theoretical Thesis is no later than 4 pm on Monday 6 August 2007. Note: Please refer to Section 7.2 for detailed instructions on how to submit the final copies of your Theoretical Thesis.

Word limit

The Theoretical Thesis MUST NOT EXCEED 8,000 WORDS IN LENGTH (including citations, but excluding abstract, tables, references and appendices). Where the word length is exceeded by more than 5%, the student will be penalised. There is no penalty for word counts which are less than 8,000 words.
4.4 POSSIBLE THEORETICAL THESIS TOPICS

You are advised to consult recent issues (say 2004-2006) of the journals below. This will give you a sense of current theoretical research in Psychology.

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

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

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

Abnormal Psychology
(i) Multiple personality and personal identity
(ii) The “rationality” of depression
(iii) Conceptual issues in defining personality disorders
(iv) Conceptual issues in psychiatric classification
(v) The “scientist/practitioner model” in clinical psychology.
(vi) What is "health psychology"?

Cognitive Processes
(i) The concept of error
(ii) The concept of "information"
(iii) The metaphorical status of "information-processing"
(iv) The distinction between implicit and explicit memory
(v) The concept of metacognition

Conceptual Foundations of Quantitative Methods
(i) The concept of measurement
(ii) Operationalism in psychology: Empiricism or rationalism?
(iii) The quantitative/qualitative distinction in psychology

Developmental Psychology
(i) Piaget’s 'constructivist' approach to language acquisition
(ii) Innatism vs constructivism: A barren confrontation?
(iii) The concept of a language acquisition device
(iv) Piaget’s concept of egocentrism
(v) The concept of "attachment"
(vi) The development of the concept of an object

Individual Differences and Personality
(i) The concept of 'intelligence' in contemporary psychology
(ii) Ability, capacity, potential and the like - unnecessary constructs?
(iii) The contribution of factor analysis to the study of individual differences in abilities or personality
(iv) Heredity vs environment in intelligence - an irresolvable issue?
(v) The concept of 'task-difficulty'
(vi) The status of the notion of sexual difference in psychological theorising
(vii) The concept of personality "trait" in contemporary and recent psychology
(viii) The concept of mental energy in psychoanalytic theory
(ix) Biological bases of intelligence - reductionism in its crudest form?
Learning
   (ii) The claim that animals acquire propositional knowledge
   (iii) The claim that all forms of learning are associative in nature
   (iv) The concept of awareness as a correlate of learning
   (v) The distinction between explicit and implicit learning
   (vi) Memory in non-human animals

Motivation / Human Performance
   (i) Emotion as a motivational concept in contemporary and recent psychology
   (ii) The distinction between energy and direction in behaviour
   (iii) The concept of mental effort
   (iv) The value of the concept of “arousal” to psychology
   (v) Relating electrophysiological recordings to psychological phenomena

Perception
   (i) The concept of perceptual structure
   (ii) In what sense can psychological and neurophysiological experiments provide an explanation of perceptual events?
   (iii) Parallel Distributed Processing network models: Do they provide explanations of behaviour?
   (iv) Do neural networks explain perception or behaviour?
   (v) The logical status of emergent properties in perception and/or cognition
   (vi) The logical status of Gibson’s concept of “affordance”

Physiological Psychology
   (i) Is there any difference between reward and reinforcement?
   (ii) The concept of emergence.

Psycholinguistics
   (i) Thought and language
   (ii) The concept of a “mental lexicon”

Social Psychology
   (i) The logic of socio-biological explanations
   (ii) What is Evolutionary Psychology?
   (iii) The concept of attitude

Theory and Systems
   (i) The value of ‘model-building’ in psychology
   (ii) Phenomenology vs direct realism
   (iii) The explanatory power of social constructionism
   (iv) The logical status of “representations” in psychological theory
   (v) The contribution of psychological research to theories in the philosophy of science
   (vi) In what sense (if any) is behaviour creative?
   (vii) The social construction of ‘psychological’ phenomena
   (x) The motivational component of error
   (xi) The relationship between psychoanalysis and neuroscience
5  EMPIRICAL RESEARCH PROJECT AND THESIS

5.1  GENERAL REQUIREMENTS OF PROJECT

Students conduct a research project under the supervision of a staff member and report this project in a thesis of between 9,000 and 12,000 words (main text only). Students are evaluated on their ability to:

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

The criteria listed above are reflected in the Examiner’s Report form that each examiner completes as part of the examination of the final thesis (Appendix A).

5.2  SUPERVISION OF EMPIRICAL RESEARCH PROJECTS

Allocation of supervisors

Supervision of empirical research projects will usually be carried out individually, but students may on rare occasions work in pairs or collaborate with other students on aspects of the research project depending on the number of students allocated to each supervisor and the topic area of each student’s research. In such cases, all students are still required to develop and investigate individual research questions. Once students have been allocated to a supervisor, the supervisor and students will discuss and refine the exact topic and the most appropriate form of supervision. Note that although students entering Honours are asked to submit their preferences for an empirical research area, and may even indicate a preferred supervisor, it is usually not possible to accommodate all requests. A variety of factors constrain the allocation of supervisors and research areas and you may not get your first preference, even though the School makes every effort satisfy as many student preferences as possible.

Independence and originality of research

All students must investigate and report on independent research questions. The APS 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”. The research question investigated by each student must be independent in the sense that it is neither a direct replication of an existing study, nor a project already designed by the supervisor. The supervisor may, however, point students in a particular direction or suggest a broad issue that needs investigation.

These requirements for independence do not prevent students working on related projects and sharing aspects of the work involved in data collection. Students might use different aspects of the data 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 using the same apparatus, techniques, participants). For example, a pair of students may be interested in the visual perception of orientation and could examine a number of different variables associated with that task. The general area of investigation is therefore common, but particular aspects will be identified by each student who will select a specific research question as the focus of their own project and develop an appropriate design and methodology to investigate this question. Alternatively, the two projects may be more loosely related, in that they are concerned with the same broad area and would probably use similar procedures and face similar methodological or design problems, such that a pair of students would benefit from joint supervision sessions. There would be overlapping areas of relevance in the two projects, but the projects would be quite distinct. Although students working within such arrangements may collaborate in the collection of data if this is appropriate, their empirical reports must cover separate data, and be written up completely independently. Any deviation from this requirement would be immediately obvious to examiners since the same examiner will normally mark the theses of both students working in these circumstances.
Identifying a research question

It is your responsibility, in consultation with your supervisor, to read carefully in your topic area in order to identify a research question that can be addressed within the time and practical constraints of the fourth year course and one that is compatible with the interests and expertise of your supervisor. You should not expect your supervisor to answer the question “What should I do?”. Rather, you should come up with specific questions and ideas, or with possible hypotheses/designs/experimental procedures/methodological issues for your supervisor to comment on. Most students start with various possibilities in mind and gradually narrow and refine their ideas in the light of recent literature in the area and their supervisor’s advice. You should expect to encounter some blind alleys – topics that appear to have already been comprehensively researched and understood or research questions that do not appear to be amenable to effective empirical investigation, at least as a fourth year research project.

Although you are expected to generate your own ideas about possible topics and approaches and to conduct independent scholarly research to develop and refine these ideas, it is not expected that all, or even most, students will design their complete research project entirely independently. You are an apprentice in the research process. Your supervisors have expert knowledge about the content domain and the strengths and limitations of particular methodological and analytic approaches that have been gained through their experience of research and scholarship. Supervisors also have experience of the practical constraints that govern fourth year research projects. Thus, in the same way that supervisors have the right to expect that students will generate their own ideas about possible research projects and critically evaluate the advice provided by their supervisor and review panel, students have the right to expect that supervisors will guide them in the selection and design of a manageable, appropriate research question and design and attempt to alert them to potential conceptual, methodological and analytic pitfalls that they may not have been aware of.

Supervisory sessions

Meetings with the supervisor normally occur weekly, especially early in the year, and may last up to 1 hour, preferably at the same time each week. Students who are working on related topics will normally meet the supervisor at the same time, which will be organised in consultation with the supervisor. During certain periods of the year, meetings may be more frequent while at other times, for example during testing, they may be less frequent, but the average frequency will tend to be once a week. Both students and supervisors have the responsibility of organising and attending regular supervision meetings and of notifying the Psychology 4 co-ordinator of any problems that are impeding the supervision process.

Reading of the draft thesis

Your supervisor will provide feedback on all sections of your thesis except the Discussion. Supervisors have a responsibility to provide detailed feedback on one draft of the Introduction, Method and Results sections of the thesis. Supervisors may be willing to provide more limited feedback on a revised version of these sections. You can discuss the ideas for your Discussion section with your supervisor, but supervisors are not permitted to read or provide comments on the written version of your Discussion section because this section provides an opportunity for examiners to evaluate your ability to independently write and revise this most crucial component of the research report, taking into account the feedback on writing style and organization provided on earlier sections of the thesis. That is, it provides an opportunity to assess your individual work “uncontaminated” by your supervisor’s contributions.

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

Supervisor’s report

After the thesis submission date, as part of the examination process, the supervisor will be asked to report on the independence of each student’s contribution to the various components of the research process including the amount of consultation, the extent of the supervisor’s involvement in choice and definition of the topic and design of the study, the extent of editorial and statistical assistance, the extent to which draft(s) were read, and the extent of outside help (See Appendix C for supervisor’s report form). These procedures are an important component of the assessment process as they take account of differences in the degree of assistance that students received in various aspects of their research. However, you should not overemphasise the importance of demonstrating independence. All students need advice from their supervisor or other experts on various aspects of the research process and knowing when to seek advice and how to use it effectively is the mark of a good scholar and researcher. Indeed, asking the right question or recognising the need for advice on an issue can often provide evidence of your independent thinking and your conceptual and methodological understanding of your research. Thus, the fact that
you received advice or required assistance will not affect the final mark for your thesis unless that 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 has resulted in major conceptual or methodological flaws in your research project.

5.3 **EMPirical RESEARCH PROPOSAL**

Once you and your supervisor have finalised your research topic and experimental design, you are required to prepare a **1,250 word Research Proposal** that includes:

- a brief summary of the relevant background literature to your study
- a clear statement of the main research question(s) and hypotheses
- a description of the design of the study and the methods and procedures to be used
- indication of how the data will be analysed
- a completed copy of the Ethics Declaration (See section 5.4 and Appendix F)

In preparing your proposal, it is recommended that you attempt to present different potential outcomes as data plots. What will your results look like if your hypothesis is confirmed? Which alternative outcomes may arise? Carefully considering various hypothetical outcomes and their implications will help you to think clearly about the question and evaluate the design of your study. You may wish to include these hypothetical data plots as part of your proposal to summarise your predictions.

A draft of the Proposal should be submitted to your supervisor who will provide you with feedback on both its content and the clarity of presentation. Discussion of the proposal with your supervisor may reveal unforeseen problems or unspecified details and lead to revision of the research design and Research Proposal.

The final version of your Research Proposal and Ethics Declaration (see Section 5.4 and Appendix F) must be submitted to the Psychology Administration Office. This can take place any time after Monday April 9th. The absolute final day for submission is Monday April 23rd. Early submission will facilitate the speed of the review process, so you should submit your proposal as soon as you have a concrete research proposal to submit.

5.3.1 **Review of Research Proposals**

Your research proposal will be reviewed by a School staff member from your general research domain. You will receive feedback in the form of a Research Proposal Review, including comments on the clarity of the research question and hypotheses, the appropriateness of the design, methodology, and proposed methods of analysis, and any potential difficulties or problems that the student and supervisor should consider. The reviewer will also confirm that the project is compatible with ethics guidelines. The Research Proposal Review will be returned to the student and supervisor by mid-May, at the latest. This will allow you to discuss any issues raised by the reviewer and, if appropriate, make minor revisions to the project’s design and methods.

The purpose of the Research Proposal Review process is to provide students with independent input from another expert in the broad topic domain. It is NOT a test of the student and it is NOT assessable. Even highly experienced researchers can miss possible problems such as potential confounding variables or ambiguities that may confuse participants. Such problems are sometimes more easily identified by an outside expert who is more distant from the project. The review process is also intended to give students a preliminary experience of the peer review processes that they are likely to encounter in their professional lives as psychologists within a variety of contexts.

**NOTE:** Many issues relevant to the optimal design and approach to psychological research do not have a single “right answer” and some are open to differences of opinion arising from contrasting theoretical or methodological orientations. Research Review comments are intended to provide constructive feedback from an “educated observer” of the research that may help students and supervisors to identify unforeseen issues and problems or refine their research design and methods. They should not be seen as an indication of either “approval” or “disapproval” of the project but as a contribution to the research process being carried out by you and your supervisor.
5.4 ETHICS REQUIREMENTS AND SUBJECT RECRUITMENT PROCEDURES

5.4.1 APPLYING FOR ETHICS APPROVAL

All research conducted at the University of Sydney requires formal approval from the University’s Ethics Office. Applications for approval are made (as appropriate) to either the Animal Ethics Committee or the Human Research Ethics Committee. Students should consult with their supervisor to determine what action is needed with regard to ethics approval. Information about the ethics approval processes is available from the Ethics Office: http://www.usyd.edu.au/ro/ethics/default.shtml

There are two cases where ethical approval might already exist:

1) Research projects by Honours students using Psychology 1 students as participants may be covered by a general approval issued to the School of Psychology by the University’s Human Research Ethics Committee. This approval covers many standard psychological procedures. Note that it will only cover projects that employ the procedures outlined in the School's application. Key extracts from this general application are given in Appendix E, and the full application can be found on the School’s Honours web page: http://www.psych.usyd.edu.au/teach2006/psyc4/.

2) In some cases, a student’s research project may be closely related to the supervisor’s ongoing research activity, for which ethical approval will already have been given. In such cases, it is possible to request that the student’s name be added to the list of researchers approved to work on that project. In such a case, the supervisor will be required to fill out a “modification” form and add the student’s details. The form is available for download from the Ethics Office web page shown above. Discuss with your supervisor whether your proposed project falls into this category.

Research not covered by case 1 or case 2 above will need a separate application for ethical approval to the appropriate University ethics committee. The following research falls into this category:

1) Any research activity using Psychology 1 students that employs procedures not covered in the School’s general approval (see Appendix E).
2) All human research that involves participants other than Psychology 1 students.
3) All animal research projects.

Be warned that the process for separate ethics approval can be long and time-consuming. You cannot start your experiments until approval is granted. Plan your ethics submission early.

Regardless of your requirements with regard to the University ethics committees, you must submit an Ethics Declaration (Appendix F) to the School of Psychology as part of your research proposal.

Research covered by the group application for research with Psychology 1 students

If your research falls into one of the categories approved under the group application for research with Psychology 1 students, you need to indicate this in the Ethics Declaration (Appendix F) submitted with your research proposal.

In addition to this you must submit the following to the Psychology Administrations Office to be forwarded to the Human Ethics Office:

1. Your name, SID and supervisor’s name;
2. Contact email and/or phone numbers;
3. The protocol number and title of the original group application to the University Human Research Ethics Committee. This will be posted on the School’s Psychology 4 web page once this information is available;
4. A brief description of the research.
   This description should state explicitly what type of experiment your project falls into, using the labels listed in the group application (see Appendix E), and should give sufficient detail to make it clear why your research fits that type. You can use your research proposal or give a shorter version (approx 250 words);
5. A copy of Experiment Description and Debriefing Information that you intend to submit to the Experimetrix program to recruit participants for the study;
6. A copy of the Subject Information Sheet to be posted on the web;
   The purpose of this information is simply to inform the Ethics Committee; you do NOT require approval from the committee before proceeding with your research.
Research covered by supervisor’s ethics approval

If your research is covered under the approval issued to your supervisor, you need to indicate this in the Ethics Declaration (Appendix F) submitted with your research proposal. You will also need to submit the information in points 1-6 in the preceding paragraph relating to the group application. Your supervisor will submit a request to the Ethics Office that the approved experimental protocol be modified to include your name as a student investigator on the project.

Research not covered by the group application or the supervisor’s ethics approval: Individual submissions to the University Ethics Committee

If your research uses procedures that are not included among the protocol for Fourth Year Psychology Projects (Appendix E) you will need to submit an individual Ethics application to the relevant University Ethics Committee. Application forms are available at the following web pages:


In the School of Psychology, the Human Ethics Advisor is Dr Melanie Price (Room 336, Brennan, Phone 9351 3916, email melaniep), and the Animal Ethics Advisor is Dr Ian Johnston (Room 454, Brennan, phone 9351 4353, email ianj). Individual applications must be signed by the relevant Psychology ethics advisor before submission to the relevant ethics committees. Consult your supervisor about completing the application forms. They may recommend that you consult Drs Price or Johnston to check the details of your application and reduce the possibility that your application will be rejected by the Committee or require revision. Ethics committee meetings follow a timetable and application deadlines are strictly enforced. If your project requires approval from these committees, you should initiate the process of applying for approval as soon as possible to avoid your research being delayed, and ensure that you contact the relevant School ethics officer to make an appointment in plenty of time (at least four days prior to the application deadline) to allow them to go over your application before signing the form. The dates of Ethics Committee meetings and deadlines for submitting applications are listed on the following web pages:


Obtaining participants from outside the School

Where a research project requires the use of outside participants, supervisors should monitor student experimenters as closely as they would those inside the School of Psychology, and should also ensure that formal arrangements are in place if an organisation outside the School is involved (e.g., a school, clinic, office, theatre, etc). Even though a project may be conducted entirely outside the University, an application must always be submitted to the University Human Research Ethics Committee for approval to conduct human experimentation (see above). In most cases, supervisors should guide students through completing the application form and advise students of any additional information that is required. Specific information and feedback can also be obtained from the ethics advisor. The ethics advisor should review and sign the application before submission. A copy of the application including attachments should be given to the ethics advisor no later than 5pm Thursday before the closing date. The review and approval process usually takes three to four weeks from the submission closing date, but can take longer if modifications are required. Note that some external organizations will require a separate ethics application to be submitted, in addition to the University’s application. Additional time should be allowed for this process.

Use of School Children as Participants

Applications to conduct research in schools need to be made to the State Office of the Department of School Education, through the State Education Research Approval Process (SERAP). Proposals must have the approval of the University Ethics Committee before final approval will be granted by the Department of School Education. Approval must also be obtained from the principals of participating schools. SERAP applications can be made online at the Department of Education and Training’s web site: https://www.det.nsw.edu.au/serap/

You should note that you will need to make a case that your research will “add to the store of knowledge and understanding”, will not adversely affect students, and will involve an “acceptable level of disruption to the teaching and learning programs of the schools”.

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

The Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools, incorporating further details and application forms can be accessed at the following URL: https://www.det.nsw.edu.au/research/index.htm

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

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

5.4.2 COURSE ON ANIMAL EXPERIMENTATION

Students who will be undertaking research using animals and animal tissue are required to attend a course on Animal Experimentation, February 27-28 2007, that is before they initiate their research. Please contact Malcolm France, 9351 3603, mfrance@las.usyd.edu.au, for information and a registration form.

Make sure that you discuss this requirement with your supervisor if you are conducting research with animals.

5.4.3 RECRUITING PARTICIPANTS FROM PSYCHOLOGY 1

General ethical considerations for research using Psychology 1 students

Students enrolled in Psychology 1 are encouraged to participate in research being conducted by school staff and students. This research participation component is included in Psychology 1 because of its educational value in providing students with direct experience of psychological research. Students also receive a small number of marks for their participation. It is very important that studies involving students taking Psychology 1 follow the agreed procedures and the regulations laid down by the University's Human Ethics Committee. Carefully read the information about Research Participation that is provided to students enrolled in Psychology 1 so that you are familiar with the goals and procedures of the process (these are in Appendix F of this Handbook)

Particularly note the following important issues:

Clear description

The information provided to students about the experiment should make it clear - from the title and a brief description - what the study will involve for its participants, and should not be misleading. A Subject Information Sheet must also be provided when requesting participants. In some cases there are good reasons why the description cannot reveal the principal aim of the study, although this should be explained in the Debriefing information (see below).

Debriefing

All participants should have the opportunity to be informed about the aims and design of a study in which they have served as participants. Although many students will be content with a brief description, an opportunity should always be provided for further discussion with those who are interested in finding out more. The purpose of giving students course credit for serving as participants is that it provides the opportunity for them to learn how various kinds of psychological research are carried out. It is important that researchers take care to provide this opportunity.

Strict confidentiality

Extreme care should be taken that all personal information, including such details as phone numbers and all means of identifying the data of individual participants, is confidential to the researcher. Any record of such information should be destroyed as soon as the study is completed.
Right to withdraw at any time

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

Procedures for recruiting Psychology 1 participants

The Psychology 1 research participation pool for the School of Psychology is managed via an on-line system, Experimetrix. Training in the use of this system will be provided as part of the Honours information session to be held on March 1st in Education Lecture Theatre 351 (10am - 1pm).

Subject pool policy

Each researcher is permitted to use no more than 100 hours per year from the Psychology 1 subject pool. Subject hours may not be carried over from previous sessions. Subject hours may be added together if researchers collaborate on an experiment. Supervisors can allocate their own research hours to their students if they do not plan to use this time themselves, but must maintain responsibility for ensuring that the total usage by them and their student does not exceed the specified limit. Towards the end of session, if demand exceeds supply, these constraints will be relaxed.

5.5 CONSULTATION ON RESEARCH DESIGN AND STATISTICS

The School's statistical advisers are: Dr Margaret Charles (Room 452 BM, phone 9351 3354, email: margretc), and Dr Sabina Kleitman (Room 441 BM, 9351 7703, email sabinak).

To ensure that these staff are not overburdened, Psychology 4 students and staff are asked to observe the following procedures:

(i) Your supervisor should be your initial and primary source of consultation on matters of designing an empirical study and possibilities for statistical analyses.
(ii) The school’s statistical advisors should only be consulted on more technical matters of design and analysis. If you and/or your supervisor agree that such assistance is appropriate, then the supervisor should arrange for a consultation and is normally expected to attend the consultation with the student.

5.6 WRITING THE EMPIRICAL THESIS

Submission of thesis drafts

You and your supervisor should arrange a timetable for writing drafts of the various sections of your thesis so that you can pace yourself appropriately and ensure that you receive feedback on the non-Discussion sections in time to make effective use of their input and meet the final submission deadline. 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. Even in the former case, it is important that you work out a writing schedule and attempt to keep to it (see Empirical Project Timeline in Section 2.5). Note that thesis drafts should be in legible form, and be written in consecutive prose style rather than note form and without a lot of inserts and "see overs". Supervisors may refuse to read drafts that do not satisfy these criteria.

In order to monitor progress in writing the thesis and identify any factors that have impeded your progress, you are required to submit an Empirical Progress Report to the Administration Office by Tuesday 3 October (Week 10, Semester 2). This Progress Report Form (see Appendix I) must be signed by your supervisor. It also provides an opportunity for you and your supervisor to inform the 4th Year Committee of any factors that have delayed or impeded the progress of your empirical research project. Note that such factors must be indicated at this point if they are to provide the basis for Special Consideration or for a request for an extension to the thesis deadline.

Submission of final thesis – see Section 7.2
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 aim of the study and a critical review of the relevant literature, providing a rationale for the study to be conducted;
(iii) an account of the dependent and independent variables and the hypotheses being tested;
(iv) descriptions of participants, stimulus materials, apparatus, procedure, instructions and method of data collection;
(v) description and justification of methods of statistical analysis selected, demonstrating understanding of the scientific (empirical) appropriateness of those methods (see EDSA lectures);
(vi) appropriate summary of statistical results, with tables and/or graphs;
(vii) discussion of findings in relation to the problem addressed and the findings of others;
(viii) discussion of the shortcomings of the research and implications/suggestions for future research;
(ix) an overall high level of general presentation, as well as clarity and conciseness of exposition;
(x) demonstration of originality and indication of ability to conduct and report research work.

Appendices

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

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

There is no specific limit to the length of the appendices, and they are not included in the word count. However, please note that an Appendix is not intended to be an indirect way of including extra text in the body of your thesis. Examiners are not impressed by the sheer bulk of an appendix. Information included in your appendix will not be examined as part of the argument of your thesis, but rather used by examiner to clarify aspects of your procedures or analysis. If you have a large number of appendices, a Contents page at the beginning of the Appendices is strongly advised in the interests of avoiding reader frustration.

Guidelines for submitting raw data

You must include raw data in your thesis, but the data must be presented in disc form. The data you should submit are the data you used for your main analyses. If, for example, your research required you to assess the same subject a large number of times and then calculate the mean response in order to get a stable measure for use in your analysis, your raw data are the mean response measures for each subject. They are the data you analysed, so it is these measures which you submit as your raw data. If you have created a difference score then you should include the difference score as a variable along with the original variables from which the difference scores were derived.

Identifying the variables in your raw data

You need to include an Appendix within the printed thesis in which you indicate the nature and structure of the raw data file. That is: (a) identify all the variables and the order in which they appear (b) if necessary, make clear what each variable name signifies and (c) indicate the coding used for each variable (e.g. "Variable 'gender': biological sex of each participant. 1= male; 2= female").

Submission of raw data in disc form

You must submit 3 disc copies – one for each copy of the thesis - in disc form. Please ensure that anyone who opens the file will be able to readily access the data you claim to have analysed. The data must be in an Excel file version 4 or earlier, or in SPSS (portable format). SPSS files can be transformed into Excel files by selecting the appropriate option in the program's 'Save' menu.
Journal Format

Aim for publication. The final thesis is to follow the general format of a research article in an APS journal. The School is keen to encourage this approach, because it will enhance the probability of your research reaching the publication stage. You should think of your research project as something that could be submitted for publication (with, of course, the necessary changes and edits following the examination process). The headings you use should follow those typically used in APS journals (that is, sections rather than chapters).

Clearly however, your empirical thesis will deviate in some ways from the journal articles you use as models. The Introduction will be longer than usually submitted to a journal, to allow you to demonstrate an adequate review of the subject, to build a rationale for your study, and to specify your research questions, aims and hypotheses/expectations. Other sections are also likely to be longer than the typical journal paper. In journal papers, there is a less stringent requirement on the author to demonstrate to the reader explicitly and in detail his/her understanding of the concepts and reasoning underlying the research reported, but you are expected do this for a thesis. This applies to every part of your thesis, and the statistical analysis is no different in this respect. You need to give clear evidence that you understand the scientific appropriateness of the analyses you are performing. The appropriate form of presentation will depend on the particular nature of your project. There is no “perfect” template for creative and original research. Use journal articles and previous theses as models only.

The word limit is NOT a goal. You should bear in mind that the 12,000 word limit is intended not as a goal, but as an absolute upper limit. The quality of an empirical thesis does not depend on its length, and conciseness is one of the criteria applied during the marking process. It is, however, unlikely that you will effectively present the research without satisfying the APS minimum length requirement of 9,000 words of main text.

5.8 INTELLECTUAL PROPERTY ISSUES

The work you complete under the supervision of a staff member is your intellectual property, and as such is subject to legislative control as well as the University of Sydney Intellectual Property Rule. This is particularly important with regard to the possible publication of work you have carried out in your Honours year. It is important to clarify with your supervisor issues of authorship if you are planning to publish any of your Honours work. The University of Sydney recognises that students own any intellectual property that they create unless there is a law that says otherwise, or unless 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.
6 SCHOOL FACILITIES, RESOURCES AND SERVICES

Full details of these facilities and services are available on the School of Psychology web (http://www.psych.usyd.edu.au/resources.html). This contains important information about how to access services, and about regulations governing their use. A summary of the issues of particular relevance to Honours students is provided below. The contact person for matters concerned with the technical and computing resources of the school is Professor Iain McGregor (Room 244 Top South Badham, ph. 9351 3571, email iain) during Semester 1 and Dr. Ian Johnston (Room 454, ph. 9351 4353, email ianj) during Semester 2.

6.1 ACCESS TO SPACE AND BUILDINGS

Research Laboratories

Students requiring laboratory space for projects should approach their supervisor who may be able to arrange laboratory facilities. The use of all School research laboratory space is supervised by Professor Iain McGregor. Requests for research laboratory space must be directed to Professor McGregor who should be informed of the commencing and anticipated final dates for usage.

Keys and access to School facilities

Psychology 4 students may only be issued with a key to the laboratory in which they are conducting their project. Grace Wong (GT 492; phone 9351 2865, email gracew) is responsible for issuing keys. If you need a key you should take a supporting letter from your supervisor to Grace, along with a $5 deposit and a completed key request form available on the web (http://www.psych.usyd.edu.au/Local/Forms/). Please note that it may take up to 4 days to arrange the issue of a key.

After hours access to the Griffith Taylor Building can be obtained from the Security Office, Services Building. Further details will be emailed to students in Semester 1. Staff are NOT permitted to lend keys to students. Psychology 4 students may only have after hours access to other University buildings under special circumstances arranged with the approval of the Head of School via Keiko Narushima.

6.2 TECHNICAL AND FINANCIAL SUPPORT

Technical assistance

There are many students in Psychology 4 and the School’s technical staff have a heavy workload. The School has licenses for many experimental and statistical computer applications and most supervisors have apparatus appropriate for their research area. In general, Honours students should use these existing programs and apparatus to conduct their research. Because minor modifications may be necessary for particular project, Psychology 4 students are entitled to a maximum of 6 hours technical support time. This includes time for modifying programs, setting up laboratories, editing videotapes, consulting about statistics packages etc. The computing and technical staff have been instructed not to write new programs for Psychology 4 students but they will modify existing programs, within the 6 hour time limit. If there are truly exceptional circumstances, this time limit will be extended, but a case for such extension would have to be made in writing with supporting statement from the supervisor to Professor McGregor. Requests for assistance from technical support staff must be placed by supervisors via a job request form to Professor McGregor (Room 244 Top South Badham, phone 9351 3571, email iain). Students may not directly contact the support staff except for urgent matters (such as printer paper jams).

Fourth year maintenance allowances

For 2007, each Psychology 4 student is entitled to a maximum of $100 of School funds to support the costs of research material or thesis production. Application for this allowance must be made on forms available from the Head of School Administrative Assistant, and signed by the supervisor. Receipts must be provided. Because of the limited School resources, Psychology students are not permitted to use the School’s photocopiers. Students can present receipts for the costs of photocopying in other locations for reimbursement from their $100 allowance. To expedite payment, claims should be made as early as possible, and no later than Monday 29 October 2007.
6.3 COMPUTING RESOURCES

School of Psychology Home Page


Information for Psychology 4 students will be displayed on the web, WebCT or sent to students via email. It is in your own interests to log on regularly and check the web and your email to ensure you have not missed an announcement.

Computers

The School of Psychology offers UNIX, IBM PC compatibles and Macintosh computers as your computing resources. The School operates its own network which you can access from PCs and Macintosh computers throughout the School.

Computing Accounts

Each Honours student will be given a UNIX account at the Information Session (3.5.1). The UNIX account provides internet and email access. At the Computer Information session you will be given your account name and issued with written instructions for logging on to UNIX. If you are unable to attend the information session but wish to use the computing facilities, you should contact Mr John Holden (phone 9351 3024, email johnh) to make the necessary arrangements.

UNIX access

You can access the UNIX system (psychwarp) through Telnet software on PCs and Macintosh computers. Psychwarp (UNIX) offers statistical analysis packages for large data sets (New S, Matlab).

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 (Netscape) e-mail software and terminal access software (Telnet). In addition, there is software for data collection and experimental control, to which the student may be directed by the supervisor as they are needed. Further information about these resources will be provided in the computing courses Semester 1.

Knowledge of software

Knowing how to operate standard software such as Microsoft Word, Excel and SPSS is part of the Honours coursework, and you will need these skills for your data analysis and written work. You are encouraged to obtain manuals from the University Information Services and to use the on-line help accompanying the software. Your supervisor is the primary source for help about relevant software and fellow students will be another excellent resource. In special circumstances in which your supervisor considers it necessary, some expert help may be available from Dr Margaret Charles on SPSS (see table below for contact details). For more specialised software, assistance may be available from the computer support staff.

File Transfer

For transfer of files between PC and Macintosh, you are advised to use the eMac and Pentium computers in GT 200. File conversion (Mac to PC or vice versa) sometimes may prove tricky. You are advised to try out this transfer before relying on it. If you encounter difficulties contact the Psychology Helpdesk (phone 9351 2905, email helpdesk) to obtain technical information about file transfer and file conversion.

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 floppy, CD, DVD or 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. It is also a good idea to keep copies of important files, drafts, etc. on your “MyFiles” partition. These files will be archived by the school system each night.
Computer Room

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

Graphics Laboratory

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

Colour printing

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

Teaching computer labs

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

Laser-printing facilities

Psychology 4 students may use the School’s laser printing facilities. Each student’s usage is automatically recorded against his/her account number. The cost of laser-writer output is 10 cents per page, and students may use their $100 allowance to meet this charge. Printing costs which exceed this allowance will be charged to the student. It should be noted that the School’s system does not support all the type fonts available on Macintosh computers, and students should verify that the type font they wish to use is available. Students preparing material at home and intending to use the laser-printers in the School should select "Laserwriter Ilg" on the word processor for the correct page layout. If you plan to use the School’s facilities for producing your theses you are very strongly encouraged to **do test runs** well in advance of the deadline to ensure that the document is properly produced.

Computing Contact Numbers

| Computer Account and UNIX system inquiries | Mr John Holden  
Phone 9351 3024; email johnh |
| General enquiries | Mr Nenad Petkovski  
Phone 9351 5695; email nenadp |
| Statistical analysis software inquiries | Computer Systems Officers  
Psychology Helpdesk  
Phone 9351 2905; email helpdesk |
| Teaching computer lab, dedicated rooms and general room bookings | Dr Margaret Charles  
Rm 452 BM; ph. 9351 3354; email margretc |
| Teaching computer lab, dedicated rooms and general room bookings | Psychology Counter, Psychology Administration Office 325 Brennan MacCallum (BM)  
NB Bookings are **not** accepted by email, fax or phone. |
| Access to research facilities; requests for technical assistance | Professor Iain McGregor (Semester 1)  
244 Top South Badham, ph. 9351 3571, email iain |
| Access to research facilities; requests for technical assistance | Dr Ian Johnston,  
454 BM; ph. 9351 4353; email ianj |
Your responsibilities regarding use of computer resources

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

The e-mail, UNIX, web and printer accesses provided by the School of Psychology are separate from the similar services provided by the University. Students do not need to pay for the web and UNIX access provided by our School, whereas students have to pay for services (other than e-mail) provided by the University (for more information, see http://helpdesk.usyd.edu.au/services.html). The School, however, in turn has to pay the costs to the University, so please do not abuse your privilege.

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

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

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 hefty fines and you may be sued for even larger damage claims, see: http://www.bsaa.com.au/bsaaweb/main/

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

Other University computing resources

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

6.4 LIBRARY RESOURCES AND SERVICES

6.4.1 SCHOOL LIBRARIES

(i) Thesis Library

The School's Thesis Library contains empirical and theoretical theses submitted over the last 5 years and is located in the Meeting Room, 337 Brennan MacCallum Building. Provided that a class or meeting is not booked into this room, students may borrow theses between 10am and 4pm Mondays to Fridays. Students must obtain access to the room by approaching staff at the Psychology Administration Office (BM 325) and leave their student card at the counter while using the Thesis Library. Two theses can be borrowed at any one time for a period of one week. Students must take the selected thesis to the Psychology Counter to sign the Borrowing Book, and return the thesis back to the Psychology Counter on or before the due date.

(ii) Test Library

The Clinical Psychology Unit (CPU) maintains a library of test materials for use by staff and students from the School of Psychology. The library is located in room 123, Transient Building F12. All enquiries should be directed to the test librarian (9036 9236; testlib@psych.usyd.edu.au). Hours of opening are posted on the door of the Test Library and on the test library website (http://www.psych.usyd.edu.au/clinicalpsychology/testlib/). Borrowers can check if a particular item is held by the Test Library by consulting the inventory, available online at www.psych.usyd.edu.au/TestLibrary/

The Research Collection is comprised of equipment funded by the School of Psychology and from the clinic income and has been set aside for the purpose of research. Borrowing from the Research Collection is limited to academics from the School of Psychology, all Psychology research and Honours students, and their supervisors. The loan period for the Research Collection is up to two weeks, renewable in person and dependent upon other requests for the materials. Library resources are such that consumable test materials (e.g. response forms) will not be supplied
6.4.2 UNIVERSITY LIBRARIES

(i) Researching your honours topic

Library services and resources are available at the University of Sydney Library’s website: www.library.usyd.edu.au. The Psychology Librarians are available for appointments to help you learn how to research your honours topic more efficiently.

Phone them on 9351 3257 or email them at: psychology@library.usyd.edu.au

(ii) Research skills classes

The Psychology Librarians run regular classes covering research skills and the range of Psychology resources available. For a class schedule go to: http://www.library.usyd.edu.au/skills/psych.html

(iii) MyLibrary

MyLibrary self-service options allow you to: find out what you have out on loan; see if you have any overdue items or fines; pay your fines; renew your loans; place holds on items currently loaned to others; and set up email alerts for new books in your area of study. To access these options go to: http://opac.library.usyd.edu.au/patroninfo

(iv) Interlibrary Loans and Document Delivery

You can request loans of books, and copies of book chapters and journal articles not held by the Library. You can also request books and journal articles held in University of Sydney Libraries on other campuses. Use this service at: http://www.library.usyd.edu.au/borrowing/docdel/. Wherever possible, journal articles and book chapters will be delivered to you via email.

(v) Use of Libraries in other Universities

If you want to borrow from another academic library (eg., Macquarie or UNSW) you can purchase a borrower card at a cost of $50.00. This gives you borrowing rights for 12 months. For more information see: http://www.library.usyd.edu.au/borrowing/cards.html#ula

(vi) Databases

Locate journal articles and book chapters by searching psychology databases: http://www.library.usyd.edu.au/databases/psychology.html. Most of the Library’s databases and e-journals can be accessed from anywhere on-campus or off-campus.

(vii) Psychology Subject Guide

http://www.library.usyd.edu.au/subjects/psychology

This is an online guide to useful Psychology web sites, reference materials, databases, citation and style guides; audio-visual resources held in Fisher Library and research skills programs for psychology students.
7 GENERAL INSTRUCTIONS FOR SUBMITTING WRITTEN WORK

7.1 FORMAT FOR MAJOR ASSIGNMENTS AND THESESES

All Theses and Special Fields Major Assignments are independently marked by two examiners. These assessments must be submitted to the Administration Office and follow the same format:

(i) Typed on A4 paper
(ii) Minimum font size 10
(iii) Double or one and a half spacing between lines
(iv) 2.5 cm margin on all sides
(v) Word count (excluding abstract, tables, references and appendices) to appear on the title page
(vi) Referencing conforming to the American Psychological Association Guidelines for Publication
(vii) 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 (see Section 7.3).

7.1.1 Word length requirements

The ability to write concisely is an important consideration in assessing the work. Where the required word length is exceeded by more than 5%, the student will be penalised. The title page of each piece of work submitted must include an accurate word count (excluding abstract, tables, references and appendices but including in-text citations). At the time of submission of theses, the student must also submit a copy of the thesis in disc form (see below) to enable word count checks.

7.1.2 Receipts for submitted work

At the time of submission of pieces of written work, students will be given a receipt, though receipts will not be given for drafts, outlines and Special Fields minor assessments. No responsibility will be taken by the School for pieces of work when the student is unable to provide the receipt.

7.2 INSTRUCTIONS FOR BINDING AND SUBMITTING THESESES

For both the empirical and theoretical theses, three hard copies of the thesis each with a disc attached must be submitted to the Administration Office (BM 325). Each copy should include an abstract (maximum 300 words). At least one copy of each thesis (library copy) must be bound in a spring-back folder. This copy will be lodged in the School Thesis Library and will contain identification of the student. The other two hard copies (examination copies) may be bound either in a spring-back folder or in plastic spiral binding. These copies will be used in the examination process, and must not contain any identification of the student. After examination, one of the examination copies will be forwarded to the supervisor, and the other can be collected by the student from the Administration Office. Please present your SID card upon collection.

A note on spring-back folders

These folders are a neat and easy (though expensive) way to bind your thesis. They can be purchased at the University News Agencies (Holme and Wentworth Buildings), but do not seem to be available from many other stationery suppliers. It is in your best interest to purchase folders early as supplies do run out close to the thesis hand-in date.

Identification of student in the Library copy

The title page of the library copy must contain the title of the thesis, the student's name and SID, the words "Theoretical (or Empirical) Thesis submitted in partial fulfilment of the requirements for Psychology 4, 2007", and an accurate word count. The spine of the library copy must contain, in upper case letters running from top to bottom, the student's last name, and the words 'THEORETICAL 2007' or 'EMPIRICAL 2007'. If this thesis is required for examination purposes (where a 3rd examiner is required), identification of the student will be removed.
Submission checklist for the Empirical and Theoretical Thesis:

Three copies of the thesis (one for the library and two for the examiners) must be submitted each with a disc containing the thesis and the raw data (in the case of the Empirical Thesis) on a CD. The CD MUST be securely attached to the thesis. The best way to do this is to put the CD in a soft envelope cover stuck to the inside cover of the folder. The CD should be identified by an abbreviation of the thesis title:

The library copy must:

- Be in a spring back folder
- Have a title page with the student’s name and SID
- Contain the following words on the title page: “Theoretical (or Empirical) Thesis submitted in partial fulfilment of the requirements for Psychology 4, 2007”, and an accurate word count.
- Have an acknowledgements page
- Have a label on the spine. The label should contain, in upper case letters running top to bottom, the student’s last name, and the words ‘EMPIRICAL 2007’ or ‘THEORETICAL 2007’.
- Contain the disc, as instructed above.

The examiner’s copies:

- Can be in a spring back folder or plastic spiral binding
- Must not contain the student’s name or SID anywhere
- Must contain the following words on the title page: “Theoretical (or Empirical) Thesis submitted in partial fulfilment of the requirements for Psychology 4, 2007”, and an accurate word count.
- Contain the disc, as instructed above.

7.3 PLAGIARISM

In writing theses, essays or reports to meet coursework requirements, you should use your own words. In some contexts it is appropriate to use an occasional quotation. If you do, this should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

“Using your own words” means that you should NOT borrow 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 that you have then edited to some degree – 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 some idea far more clearly than you could. One reason is the need to learn to express yourself clearly in writing; 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.

When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end rather than, for example, use footnotes. Expressing an idea without giving a citation implies that it is your own idea. Therefore, if it is in fact an idea you got from someone else, this must be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear; e.g. ‘... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

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

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

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

(i) Criteria for marking any piece of submitted coursework include meeting the requirement that the student has used his or her own words in writing it. Similarly, any non-textual content should be clearly the
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student’s own work. In the rare cases 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 page number. If a piece of coursework submitted for assessment is very closely based on the work of others, it will receive a low mark, even if the sources are properly cited.

(ii) Where it seems that a 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 may 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

In planning your work for the year, you should allow adequate time to complete the final versions, and have them typed and submitted by the relevant deadlines. The amount of time this takes is easily underestimated, as is the number of everyday interruptions, the insistence of competing demands and the likelihood of a minor ailment that can occur as such a deadline nears.

If a piece of work is submitted for assessment after its deadline has passed, but within three weeks of that date, it will be marked but will incur an automatic penalty. For submissions up to 2 days late, 5 marks (out of 100) will be deducted from the mark agreed by the examiners. For submissions from 3 days to one week late, 10 marks will be deducted. A further 10 marks will be deducted for each week after the first and up to the third week. In the case of Special Fields Major Assignments, penalties will apply to the mark for the particular piece of work that is late. Thus, if only one of the two assignments is submitted late, only the mark for that examination will incur a penalty, but if both assignments are submitted late, both will incur a penalty.

7.5 SPECIAL CONSIDERATION

The term “Special Consideration” covers any and all requests for consideration, including requests for extensions on coursework and theses, requests for supplementary exams, as well as more general requests for consideration of marks. The following procedures have been developed by the Faculty of Science in response to directives from the Academic Board.

All requests for Special Consideration must be lodged first with the Science Faculty Office. This applies to ALL STUDENTS, regardless of the degree in which you are enrolled. Applications that have not been stamped by the Science Faculty cannot be accepted by the School of Psychology.

Special Consideration will be granted ONLY in cases of certified illness or misadventure. The following will NOT be accepted as grounds for Special Consideration:

1. work pressure either in other units of study or in employment.
2. computer failures. It is your responsibility to ensure that you keep adequate back-ups and hard copies of work, and that you do not leave printing until the last minute.
3. losing work. It is your responsibility to ensure that written work, study notes, etc are duplicated and kept in a safe place.

The procedure for applying for Special Consideration is given in the following chart:

Student Special Consideration Process

Step 1: Obtain and complete a Special Consideration form from either the Faculty of Science office or website, which includes a Professional Practitioner’s Certificate to be completed by your registered medical practitioner or counsellor.

↓

Step 2: Lodge completed Special Consideration form with supporting documentation at the Faculty of Science office.

↓

Step 3: Lodge stamped copies of form and documentation at the Psychology Counter. This should be done on the same day as step 2.

After an academic judgment has been made, you will be advised of the outcome by the Faculty office via an e-mail to your university e-mail account within ten working days of lodgement of your application.
When applying for Special Consideration, keep the following in mind:

Extensions

If you require additional time to complete coursework assignments or theses because of certified illness or misadventure, you must lodge an application for Special Consideration at the Science Faculty Office and the Psychology Counter within 7 days of the due date of the assessment. However, you should inform the Honours Administrative Assistant of your intention to apply for an extension before the due date if possible. In the case of the Empirical Thesis, students should inform the Honours co-ordinator of any impediments that are delaying their empirical project and should formally document these in the Empirical Research Progress Report to be submitted in early October, prior to submitting an application for Special Consideration through the Science Faculty.

Students granted an extension on coursework will be informed of the new due date via email.

Supplementary Exams

If you cannot sit an examination at the scheduled time due to illness or misadventure, you must lodge an application for Special Consideration at the Faculty of Science Office and the Psychology Counter within 7 days of the exam. However, you should inform the Honours Administrative Assistant that you did not attend the exam on the exam date if possible.

Students granted supplementary exams will be informed of the time and location via email.

General Special Consideration

If you feel that your performance in Honours has been compromised by certified illness or serious misadventure, but you do not require an extension or a supplementary exam, you may still apply for Special Consideration via the process given above. All requests for Special Consideration must be lodged by Friday, 26 October 2007.
8 THE SCHOOL’S ASSESSMENT & EXAMINATION PROCEDURES

Overall assessment is normally based on a weighted sum of each of the four components (see Section 2, Course Structure), but very poor performance in any one of these three elements may alone be sufficient to render a candidate ineligible for the award of an Honours degree.

8.1 COURSEWORK MARKING PROCEDURES

8.1.1 Double marking of Special Field major assignments

Major assignments for Special Fields courses are each marked by two examiners, appointed by the Coordinator/s of the relevant Special Field after consultation with the Psychology 4 Coordinator. The final mark is determined by consultation between the two examiners. If major discrepancies are identified between the examiners that cannot be resolved by consultation, an additional examiner is appointed. Feedback on major assignments will be provided to students when marking is completed.

8.1.2 Rescaling of Special Fields marks

To ensure equity in the assignment of grades across the different Special Fields courses and the Theoretical Thesis, marks may be adjusted to take account of differences in the criteria applied to different Special Fields courses and the effect of regression to the mean on the marks obtained across multiple Special Field components (as opposed to the single mark for the Theoretical Thesis).

8.2 THESIS MARKING

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

(i) If both examiners independently award the same mark, this mark is conveyed to the supervisor. If the supervisor agrees, that mark is taken as the final mark. If the supervisor disagrees with the mark, (s)he may ask that a third examiner be appointed and the procedure is as in (iii) below.

(ii) When the discrepancy between the two examiners is minor, the examiners attempt to resolve their disagreement. If they can reach resolution, the procedure is as in (i) above; if not, then it is as in (iii).

(iii) Theses with more substantial discrepancies are allocated a third examiner, who assesses the thesis independently, with no knowledge of previous examiners’ judgements. The three examiners then meet to decide a mark to be recommended to the Examiners’ Meeting. The supervisor attends the meeting of the three examiners: the role of the supervisor at this meeting is to answer specific questions put by the examiners, or to clarify any confusions. The Examiners’ Meeting is informed that a third examiner has been appointed, as well as of the marks awarded by each examiner. If, after discussion, the three examiners fail to agree on a single mark, this is conveyed to the Examiners’ Meeting, and a final mark is determined at that meeting.
8.3 CALCULATION OF FINAL HONOURS MARK

8.3.1 Procedure at Examiners' Meeting

The level of Honours awarded is based upon the principles stated below:

(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 evaluation of special consideration requests and other relevant factors, the School Examiners' Meeting determines the minimum raw mark criterion for each Honours band.
(iv) Note that the raw-scaling criterion for Hons 1 in the School of Psychology is 85. If necessary, the marks are then rescaled to conform with the University-wide Honours scale (Hons 1: 80-100; Hons 2.1: 75-79; Hons 2.2: 70-74; Hons 3: 65-69).

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 the honours subject. In the Faculty of Science, the undergraduate WAM must be greater than 67 for First Class Honours to be awarded, and greater than 79 for the University Medal. The Science Faculty rules apply unless it can be demonstrated that the WAM was affected by sickness, misadventure, unusual work load or choice of units of study, and/or that performance in the Honours unit of study was exceptional. Students who consider that their WAM was affected by exceptional circumstances and who are concerned that their final Honours grade may be unfairly prejudiced should write to the Dean, explaining the circumstances, with 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.

School vs. University marks

Students should also note that the marks received on their official transcript will not correspond exactly to the marks considered at the School Examiners’ meeting. This is because the marks are usually rescaled to conform to the University’s nominated range for each grade of Honours and may also be adjusted because of special consideration or WAM considerations.

8.4 PSYCHOLOGY 4 PRIZES AND AWARDS

The University Medal

A bronze medal awarded by the Faculty to a candidate in the 4th year Honours course with First Class Honours where the candidate's work across the entire course of their undergraduate degree is of outstanding merit.

The Australian Psychological Society Prize in Psychology

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

The Dick Thomson Prize

O’Neil Prize


The Dick Champion Prize

Established in 1999 by the School of Psychology to perpetuate the memory of a Professor and 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 Psychology 4 student who presents the best Empirical Thesis in the areas of learning or motivation, providing the thesis is of sufficient merit. Value $200.
9 POSTGRADUATE STUDY

9.1 POSTGRADUATE SCHOLARSHIPS 2007

Students are strongly encouraged to consider postgraduate research and training. Applications for Australian Postgraduate Research Awards close at the end of October. If there is any possibility that you may want to undertake postgraduate studies in 2008, you must apply for a scholarship before this date. The Scholarships Office can be contacted on 9351-3877, or via its web page:


Forms may be obtained for both research and coursework awards from Dr Pauline Howie (BM 424, phone 9351 2001, email paulineh).

9.2 SELECTION CRITERIA FOR PROFESSIONAL DOCTORATES

If you intend to apply for the Doctor of Clinical Psychology (DCP) at the University of Sydney, you should be aware of the procedures and criteria used in selecting applicants. Please note that universities differ in the criteria for selection for professional courses and will not necessarily use the same procedures or apply the same criteria.

Selection is based on submitted application materials, followed by an interview of selected applicants conducted by a committee comprising members of the School’s academic and clinical staff. Applicants are selected for interview on the basis of:

(i) Minimum academic performance of Honours 2.1 or equivalent;
(ii) Relevant work experience (including voluntary work or relevant research assistance);
(iii) Satisfactory referees’ report (one academic, one work related).

The interview process assesses relevant academic, research and work experience and performance; aptitude for clinical psychology; and awareness of ethical issues relevant to clinical practice.

For more information on the content of and selection processes for the DCP program, visit the Clinical Psychology Unit website (http://www.psych.usyd.edu.au/clinicalpsychology/).

NOTE: It is NOT a requirement for acceptance to the DCP that a student must have completed an empirical research project in the area of Abnormal or Clinical 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. This can be demonstrated in a number of ways (for example, relevant work experience or a relevant empirical project). Note also that projects in many areas of Psychology (e.g., Cognitive Psychology, Developmental Psychology, Individual Differences, Human Learning, Neuroscience, Social Psychology) may be seen to have clinical relevance or implications.
APPENDIX A

EMPIRICAL THESIS EXAMINER’S REPORT

Please comment on each of the aspects listed below.
Word length within 5% (less than 12,600).  Yes  No

Originality of contribution
(Evidence of independent work; significance of contribution to knowledge)

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

Rationale for and aims of research

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

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

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

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

Overall grade (out of 100)
(a) Pre-supervisor’s report:
(b) Post-supervisor’s report
APPENDIX B

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, references and appendices) by more than 5%:
   Yes ☐  No ☐

2. The student’s statement of the issue or question to be addressed is:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

3. The student’s statement of the thesis to be argued is:
   Not stated ☐  Stated, but not clearly ☐  Clearly stated ☐

4. The student’s acquaintance with the relevant literature is:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

5. The student’s account of the conceptual errors which have been made, and/or the misunderstandings which have arisen, concerning this particular problem is:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

6. In developing her/his thesis the student’s demonstrated concern for the requirements of logical validity of argument is:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

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

8. Suggestions which the student makes as to how errors or misunderstandings may be avoided, or problems overcome, are:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

9. The originality displayed in the thesis is:
   Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

10. With respect to clarity, the thesis is generally:
    Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

11. In matters of English usage, succinct expression, spelling, punctuation etc, the thesis is:
    Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐

12. In the care taken with technical detail (such as citation of references, presentation of the Bibliography in the approved form, and so on) the thesis is:
    Very poor ☐  Poor ☐  Adequate ☐  Good ☐  Very Good ☐
Overall grade

(a) Pre-supervisor's report:

/100

(b) Post-supervisor's report:

/100

Please complete the following section giving reasons for awarding grade X rather than Y or Z. (Your comments will be passed on to the student.)
APPENDIX C

EMPIRICAL THESIS SUPERVISOR'S REPORT

1. Amount of consultation with this student based on the scale below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Infrequent Meetings</td>
</tr>
<tr>
<td>2</td>
<td>Regular Meetings (once per week for most of year)</td>
</tr>
<tr>
<td>3</td>
<td>Frequent/Prolonged meetings - more than once/week over year</td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

2. Extent of supervisor's role in choice and definition of problem (rating according to scale below):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little/No direction in topic selection</td>
</tr>
<tr>
<td>2</td>
<td>Directed reading &amp; discussed student's ideas</td>
</tr>
<tr>
<td>3</td>
<td>Directed student to specific topic</td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

3. Extent of originality of student's contribution (rating according to scale below):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little originality</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>High level of originality</td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

4. Extent of help with design of project (rating according to scale below):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little/No input in design</td>
</tr>
<tr>
<td>2</td>
<td>Discussed student's ideas- suggested modifications</td>
</tr>
<tr>
<td>3</td>
<td>Specified design for student</td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

5. Extent of help with planning procedures (rating according to scale below):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little/No input</td>
</tr>
<tr>
<td>2</td>
<td>Discussed student's ideas- suggested modifications</td>
</tr>
<tr>
<td>3</td>
<td>Planned procedures suggested modifications for student</td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:
6. Extent of help with data analysis (rating according to scale below):

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Little/No input</td>
<td>Discussed student's analysis &amp; interpretation. Student carried out analysis</td>
<td>Specified analysis/Interpreted data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

7. Extent of editorial assistance (rating according to scale below):

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did not read draft</td>
<td>Read/Commented on 1 full draft</td>
<td>Read/Commented on more than 2 drafts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RATING (1-5):

Comment:

8. Did student collect all of his/her own data? YES NO (circle one)

If the student did NOT collect all of his/her own data, what percentage did he/she collect? ..........% Please describe below 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 special consideration has been requested)

10. Was significant assistance received from anyone else?

11. Other Comments

12. What effect do you think your report should have on the examiner's assessment of this thesis?
THEORETICAL THESIS SUPERVISOR’S REPORT

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

1. Amount of consultation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Infrequent Meetings</td>
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</tr>
<tr>
<td>3</td>
<td>Frequent/Prolonged meetings - more than once/week over semester</td>
</tr>
</tbody>
</table>

RATING (1-5):
Comment:

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Directed reading &amp; discussed student's ideas</td>
</tr>
<tr>
<td>3</td>
<td>Directed student to specific topic</td>
</tr>
</tbody>
</table>

RATING (1-5):
Comment:

3. Extent of originality of student's contribution

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Little originality</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>High level of originality</td>
</tr>
</tbody>
</table>

RATING (1-5):
Comment:

4. Extent of editorial assistance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did not read draft</td>
</tr>
<tr>
<td>2</td>
<td>Read/Commented on 1 full draft</td>
</tr>
<tr>
<td>3</td>
<td>Read/Commented on more than 2 drafts</td>
</tr>
</tbody>
</table>

RATING (1-5):
Comment:

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

6. Was significant assistance received from anyone else?

7. Other Comments

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

OBTAINING ETHICS APPROVAL

EXTRACT FROM 2001 ETHICS APPLICATION FOR RESEARCH USING PSYCH 1 STUDENTS AS SUBJECTS

Protocol No: To Be Advised – please check the Honours web page for an updated version.

Title: Fourth Year Psychology Projects

A central part of students' fourth year in Psychology is the completion of a research project. There are approximately 105 students involved each year. These projects are designed and carried out in close consultation with a supervisor who is always a member of the academic staff of the Department of Psychology. In some cases there is also an external supervisor who is an appropriately qualified academic or researcher in a related institution. The general purpose of these projects is to provide training in research methods in Psychology. This is required for eligibility for graduate membership of the Australian Psychological Society, in turn is a prerequisite for registration as a professional psychologist, and for entry in to most postgraduate courses in Psychology.

In addition, the aim of each fourth year project is to further knowledge in a particular area of Psychology. It is a course requirement that these projects do not simply replicate previous research, but rather make an independent contribution to knowledge in that area. Consequently, the results of a good number of these projects are published in professional journals or presented at professional conferences.

The procedures used in these projects are of two main types:

TYPE 1 EXPERIMENTS

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

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

1. reaction times measured by keyboard press, mouse button or voice key
2. presentation of visual stimuli (including faces, alphanumeric characters, geometric forms) on computer monitors, cards, or projected onto a screen
3. presentation of auditory stimuli, including words, melodies, single tones or complex sounds via headphones or loudspeakers
4. assessment of body shape of photographic images
5. recording of eye position using infra red sensing device or video-photography
6. reasoning tasks, including arithmetic, anagram and concept formation tasks
7. memory tasks, involving words, faces, video typed events, or other visual or auditory patterns
8. presentation of computer-simulated driving tasks, and measurements of steering, accelerator and brake responses
9. tracking tasks involving continuous responding to changing visual or auditory patterns
10. motor tasks involving grip strength, throwing or motor discrimination tasks
11. non-invasive electrophysiological measures: cardiovascular, heart rate monitors using an ear lobe clip, electroencephalographic (EEG), skin conductance, electromyographic and electro-oculographic measures
12. evaluation of transfer of training on a variety of computer tasks - e.g. library database searches
13. judgement of food or drive flavours and sniffed odours, and consumption of commonly available food and drinks
14. perceptual tasks involving judgement of visual and auditory stimuli
TYPE 2 EXPERIMENTS

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

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

1. various standard intelligence tests
2. various standard personality tests
3. various standard tests assessing mood and emotional state
4. standard format tests of associations between words and concepts
5. widely available questionnaires on attitudes, including measures of prejudice and stereotypes
6. questionnaires covering various aspects of behaviour, for example, social interactions, eating behaviour, recreational behaviours
7. questionnaires requiring estimates of the likelihood of future events, for example, health related, accidents, academic performance

UNIVERSITY ETHICS COMMITTEE MEETING DATES AND APPLICATION DEADLINES 2007

For dates, refer to the following URLs:

APPENDIX F

ETHICS DECLARATION/RESEARCH PROPOSAL

Submit to Psychology Admin Office, 325 Brennan MacCallum, with your Research Proposal no later than Monday, 23rd April 2007

Name of Student ___________________________ SID_____________________________

Email ___________________________ Supervisor ___________________________

Working title of empirical project _______________________________________

Nature of research (circle one) Human Animal

PLEASE ATTACH ON A SEPARATE PAGE YOUR RESEARCH PROPOSAL

Indicate below what kind of ethics cover you will have (tick one):

☐ Submitting an individual ethics application

☐ Covered by group application for projects using Psychology1 students

(see Handbook, Appendix E for types of projects covered)

Type of experiment (list more than one where applicable):
_____________________________________________________________________
_____________________________________________________________________

☐ Covered by an existing application

Chief investigator: ___________________________ Protocol Number of application ___________________

Please note that the University Ethics Committee needs to be informed that your name is to be added to the existing application

IMPORTANT: IF YOUR PROJECT IS COVERED BY THE GROUP APPLICATION FOR RESEARCH USING PSYCH 1 STUDENTS YOU MUST:

A. Submit the following information to the Psychology Administration Office to be forwarded to the Ethics Office before you begin data collection:
(see Handbook Section 5.4 for further details)

1. A brief description of the research
250 words would be sufficient. You can use your research proposal for this if you wish, but make sure that you include an explicit statement of the type your project falls into, and why

2. A copy of the sign up sheet you intend to post on the Psych 1 notice board, with details of the study, contact details etc filled in

3. A copy of the Subject Information Sheet to be posted on the web

B. Complete the Ethics Declaration on the back of this page

Please turn over
Ethics declaration: Research on Psychology 1 students

Complete this section if your project is covered by the group application for psychology 1 students
The following covers the key questions in the standard Human Ethics application form which are relevant to research of the type covered in the group application. It is important that you indicate below that you have thought carefully about the ethical implications of your study, and anticipated any problems which might arise.

DEBRIEFING
(The debriefing is a 100-word description of the aims of your study to be provided to participants after they have been tested. To be submitted with your request for subjects)

Will you debrief each participant immediately after testing? YES NO

If no, indicate explain why it is necessary to delay debriefing

___________________________________________________________________________________________________

CONCEALMENT/DECEPTION
Will the true purpose of the research be concealed from participants? YES NO

Clearly participants must be naïve to your hypotheses: circle “YES” only if concealment goes beyond this. IF YES, provide details of the concealment and how and when participants will be debriefed

___________________________________________________________________________________________________

___________________________________________________________________________________________________

STRESS/ADVERSE EFFECTS
Will the research induce any psychological or physical stress or otherwise adversely affect the participant? YES NO

If YES, your project is NOT covered by the group application and you will need to submit an individual application to the Human Ethics Committee.

I understand that:
1. I must ensure the confidentiality of data collected, including the identity of the participants, by:
   • not revealing to any person not directly connected with the project information of a personal nature provided by participants
   • keeping data stored securely, both during and after the study
   • ensuring that the data is stored in a way that does not identify individual participants by name

2. There is a legal requirement that data be retained for at least 5 years after completion of research, and that when data is disposed of, this must be done in a secure manner.

3. I must submit to the human ethics committee a brief description of my project, and a copy of the consent form (sign-up sheet) and subject information sheet (see over)

Signed ___________________________________________ Date _________________________
APPENDIX G

RECRUITING PARTICIPANTS FROM PSYCHOLOGY 1
by Dr. Caleb Owens

A. INFORMATION GIVEN TO STUDENTS IN PSYCHOLOGY 1 ABOUT RESEARCH PARTICIPATION
(From the Psychology 1 handbook)

Acting as participants in research
There are two reasons that involvement in research is part of Psychology 1:

1. To give you first-hand experience of what real psychological research is like.
2. To make you familiar with the problems that researchers can encounter when trying to conduct research.

Involvement in research is Psychology’s form of practical work, and students are encouraged to act as participants. The studies that you may participate in form part of the School’s research program and are conducted by staff members, research assistants, and postgraduate or Honours students (under staff supervision). Participation up to a limit of four hours per semester contributes a maximum of 5% to the student’s total mark for the semester. The raw mark is determined proportionately to the amount of time spent acting as a participant, so, for example, completion of 2 hours of participation will result in credit of 2.5%.

This is the only non-compulsory assessment component of Psychology 1001. Students who do not complete this section will not automatically fail the unit of study, but will not gain the 5% allocated to this component.

Students who have ethical objections to participating in research may request that they complete alternative work (a 1000 word essay), by writing a letter outlining the objection and request to the Assistant Coordinator of Psychology 1 to request the alternate work no later than the end of Week 6 (Friday 20th April).

Students who break an appointment, for whatever reason, without contacting the researcher more than 24 hours before the beginning of the experiment will be penalized by the same amount that they would have earned. This penalty will be deducted from the total credit points earned. For example, if you sign up for a study for 1 hour of credit, and don’t show up you will lose 1 hour of credit. Penalties can be made up for by participating in more experiments.

The last day for you to participate in research, and receive time credit is the end of STUVAC (Friday 15th June).

All research is monitored by the Human Ethics Committee to ensure that all studies are ethical. If you have a complaint about the conduct of a study, you may speak to the University’s Human Ethics Officer (Gail Briody, Ph: 9351 4811). You have the right to withdraw from a study at any time if you have an objection to it.

B. PROCEDURES FOR PSYCHOLOGY 4 STUDENTS FOR RECRUITING PSYCHOLOGY 1 PARTICIPANTS: USING THE EXPERIMETRIX SYSTEM

Subject Pool Administrator: Dr Caleb Owens, BM 453, calebo@psych.usyd.edu.au

Subject pool policy
Each Honours student is permitted to use no more than 100 hours in total and may spread their usage across semesters as they see fit. Projects should be planned with these restrictions in mind. Subject hours may be added together if researchers collaborate on an experiment. Collaboration is defined as researchers (other than supervisors) being listed together on ethics approvals and declarations. Supervisors cannot allocate their own research hours to their students even if they do not plan to use this time themselves. Hours cannot be traded among researchers. Towards the end of each semester, if demand exceeds supply, these constraints will be relaxed.

Who uses the subject pool?
The subject pool is a finite asset of the School of Psychology. Because it consists of 1st Year Psychology students, only experiments concerning this population are appropriate. However many researchers also use the pool as a source of control subjects in their developmental or abnormal psychology studies. Because of limitations in subject pool usage, studies which require large numbers of subjects are usually not possible without extensive collaborations. And some researchers may not feel comfortable explaining the full nature of their studies to students, even after all subjects have been run. A consideration of the educational requirements of the psychology students involved however should be uppermost in researcher’s minds so if a full debrief is not possible within the semester a study is conducted then this subject pool should not be used.

---

1 This has changed from 2006, so ensure your supervisor is aware of the new limit. The limit may be appealed in exceptional circumstances, but this appeal is to be made to the Honours Co-ordinator NOT the subject pool administrator.
For getting the most out of your research hours

- Consider the nature of your research and the statistical power required. More is not always better, and if a crude approach to research is not possible within the constraints of the subject pool a more elegant design (e.g. a within-subjects design if possible) may be the solution.

- If your experiment runs a fraction of an hour, consider collaborating with other researchers to create a slot advertised as a single experiment which consists of several small experiments.

- Consider the demand for and supply of experiments throughout both semesters when planning when to conduct research:
  - Early Semester 1 - Low supply, moderate demand (Honours projects not yet running)
  - Mid Semester 1 – Moderate supply, high demand (Some Honours projects but students increasingly keen to ‘finish’ their hours)
  - Late Semester 1 – High supply, high demand (busy all round and often hard for less ‘popular’ experiments to get a foothold)
  - Early Semester 2 – High supply, moderate demand (Honours projects start from Week 1 so competition is fierce)
  - Mid Semester 2 – Moderate supply, moderate demand
  - Late Semester 2 – Low supply, high demand (Honours projects have finished, but students still keen to complete their hours)

- Consider testing in the break between Semesters 1 & 2. You don’t get extra hours to do this, but it is considerably more relaxed with less competition for lab space. Because Experimetrix will not be working, you will need to recruit potential subjects and manage appointments yourself; keeping in mind that credits can only be earned by students for PSYC1002. **Do not give PSYC1001 students the impression they can earn ‘late’ credits for a course which is essentially over.** You can then credit the students formally once Experimetrix comes up again.

Overview of the online sign-up system
The Psychology 1 students making up the entire subject pool are registered in the online ‘Experimetrix’ system. Researchers and students require a login and password before they can access the system. Experimetters apply for approval to advertise an experiment, and are issued a password. Experiments are advertised online with a brief description indicating the times at which students can sign up for the experiment. Students can then register for the times which they wish to attend the experiment. After each student has participated in the experiment, the experimenter uses the on-line system to award credit to the students – or to penalise students who failed to turn up for registered times (students can withdraw up to 24 hrs before a registered time without penalty). The system keeps track of how much credit students have accumulated, and how much credit experimenters have used up.

Applying for approval to advertise an experiment online
All three of the following documents must be submitted to Dr Caleb Owens (Brennan 453, calebo@psych.usyd.edu.au) before the experiment is put online. Keep a copy of each of the submitted documents for yourself, as this is the same information that will be entered (by you) online.

1. Experiment description
   This is a record of what you will enter online. It includes:
   - **the number of subject hours requested for the experiment in total** (if less than the maximum and there is more than one researcher it should be made clear how many hours each researcher is contributing)
   - **the number of credit points to be given to each subject** (1 credit point = 1 hour)
   - **the supervisor of the research**
   - **the principal researchers and their emails** (from whom credit time will be deducted)
   - **a brief description of the experiment exactly as it will appear on the webpage** (NB: the description can run up to 1000 characters however only the first 250 characters will be visible to students without their use of a scroll bar, so place the critical information first).
   - **any selection criterion required for the experiment** (e.g. native Chinese speakers)
   - **the location(s) of the study**, NB: if multiple rooms at multiple times are used there is enough room within this box to explain everything, e.g. : Mon 1-2pm: GT543, Mon 2-3pm: GT466.
   - **the researcher (and their phone no and email)** that students should contact regarding participation in the experiment
2. Ethics approval or Ethics Declaration
You must provide evidence that you have obtained Ethics approval. This will consist of a copy of the letter of approval from the University Ethics Committee, or a copy of the Ethics Declaration that you submitted to indicate that your research fits one of the categories of “Fourth Year Psychology Projects” that have already been approved by the University Committee.

3. Subject debrief
This sheet should be handed out to participants at the end of their experimental session. Note that a debrief sheet generally has to be submitted along with all ethics applications and declarations (this has a logo and an ethics contact on it). The standards of information required for that sheet are lower than those required for this debrief submitted for subject pool usage. You can have two debrief documents, the shorter ethics one and this longer one fulfilling educational objectives, and you can hand both to subjects. Or, your debrief sheet for ethics purposes can be lengthened to include the necessary information which brings the standard up to a reasonable educational level. Occasionally having two is necessary because subjects cannot be fully informed of the nature of the experiment as soon as it ends. If this is the case, the subject pool debrief sheet should be posted on the 1st Year notice board outside the tutorial rooms in the Old Teacher’s College as soon as the experiment is over, or you can email or post out your information sheet to those involved.

The debriefing information must include:
- the title of the experiment
- when the experiment will be run (e.g. Semester 1: Weeks 6-8)
- a description of the experiment and what was actually done
- a background to the experiment, involving a theoretical and practical justification for what was done
- expected results and their meaning in straightforward terms
- 2 references to previous research relating to the current research (in APA format so they can be found)

This debrief should be typed, approximately 500-1000 words, and may include diagrams, graphs or pictures.

Using Experimetrix to recruit participants

Step 1. Entering information online
Once an application to register an experiment on-line has been approved, the principal researcher in charge of actually running the experiment will be sent an experiment number and a password by email. Then:

- go to the address www.experimetrix.com/usyd/ (or use the link on the Psychology homepage)
- click on “experimenter area” (bottom left link)
- type in the experiment number you were given as the logon, then type in the password.
- click on the link “edit header” (middle column, bottom)

- enter the information concerning your experiment as it appeared on your submission. Minor discrepancies, particularly as the experiment is run, are acceptable. Discrepancies in credit given, or ethically significant design changes must be reported to Dr Caleb Owens (Brennan 453, calebo@psych.usyd.edu.au). Online experiment descriptions are regularly checked to see that they match the descriptions submitted.

- once the experiment description is entered you must click on “apply changes” to upload the information. If you are having trouble uploading information switch from Netscape to Windows Explorer or a newer version of either, or switch computers entirely.

Step 2. Set lead time
‘Lead time’ is the amount of time before an experiment is due to commence, during which subjects may not sign up. You can set this by clicking on: ‘set lead time’ (right column link from ‘experimenter options’ page). This option prevents students from signing up at the last minute by simply removing from view the available slots occurring closer than that certain point in time.

Step 3. Creating ‘slots’
- return to ‘experimenter options’ by using the link at the top of the page
- click on “add new times” (middle column, 2nd down)

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2 Slots need not refer to times. If you have an online experiment, then you select this in the edit header menu, and your slots will not be linked to specific times. It is still recommended that you set a deadline for students to complete your experiment: refer to the regulations at the end of this document concerning running online experiments.
This page allows you to add time-slots to test subjects. Note that you will not be able to add new times earlier than the current time or later than your lead time. **Each timeslot can only be added one at a time.** “Times to add” refers to the number of subjects required for each timeslot. For example, selecting ‘2-5pm’ and ‘3 times to add’ will create room for 3 subjects simultaneously doing a 3 hour experiment. If you want 3 separate 1 hour timeslots for a single subject at a time you will have to add them one at a time, for example: ‘2-3pm, times to add 1’, ‘3-4pm, times to add 1’, ‘4-5pm, times to add 1’. Note also that you can only present as many timeslots as you have time remaining. Note also that **lead time hides slots but does not erase them.** Slots are only erased if vacant when the actual experiment time passes. Since invisible slots still temporarily take up your credit time, this anomaly may prevent you putting up new slots. To reclaim the vacant slots faster, select “all for today and tomorrow” in the ‘sessions to show’ box, and erase the previously invisible slots.

When creating slots you may receive a message that you have reached your credit limit. Perhaps you have? Check the total number of credit points you have given away, and add this to the total advertised slots and the slots that are unaccounted for. The other possibility is that you have entered the credit time per subject into the header incorrectly (e.g. 30, which means 30 hours per subject, not 30min). If this is the case it’s no wonder you cannot display more than a few slots.

**Step 4. Making the experiment visible, accepting and checking sign-ups.**

On the ‘experimenter options’ page click on “View schedule” then check the box ‘Display experiment to students’ to make the slots visible.

You can check that your advertisement is being displayed correctly by re-entering the website as a student. You don’t need to login, just click on ‘Sign-up for experiments’ and check that your experiment advertisement looks as you intended it to.

Return to the “View schedule” page regularly to see if subjects have signed up.

**Students may cancel their participation up to 24 hours before the commencement of the experiment without penalty.** This is the standard time for every experiment and cannot be changed.

**Step 5. Running the experiment.**

**Do not run the wrong subjects.** To avoid this, take a printout of all your sign-ups directly off Experimetrix after your lead time has expired and before your experiment begins, and bring this list to the experiment. Students who claim to have signed up but do not appear on your list can therefore be disbelieved with good cause. If you are suspicious you can also check student ID cards but this generally is not necessary.

**Step 6. Awarding credits**

**Students’ 1st year manuals should be signed at the conclusion of the experiment.** This means students will have their own record of having participated in the particular experiment. It is then up to the experimenter to allocate credit to the students **as soon as possible.**

Do this by clicking on “View schedule”, selecting “Past: Awaiting credit or penalty”, then note the amount of credit the experiment will give each student (NB: 1 hour = 1 credit point). The amount of credit you entered per subject in the header information should be the default value so there should be no need to make any changes. All you need to do is simply checkmark the box next to ‘credit’, and click on ‘apply changes’.

Students are told researchers ‘may take several days’ to award credit. If the researcher takes longer than 5 days, the student is requested to contact the researcher.

**Don’t be annoyed:** Subjects will inevitably leave the experiment, log in immediately to their accounts, and return minutes later complaining they have not been credited. Always keep in mind that the credit is important to students, and reassure them that you will credit them as soon as possible... **and make sure that you do so!** Since new slots cannot be introduced until previously filled slots are accounted for, it is in your best interests to promptly assign credit or a penalty.

**Step 7. Awarding penalties**

Do this by clicking on “View schedule”, selecting “Past: Awaiting credit or penalty”, then checkmark the box next to ‘penalty’, and click on ‘apply changes’. Because the default amount is still the same as that entered on your header information (1 hour = 1 credit point), and because students should be penalized by the same value of the experiment they missed, the values should not need to be changed.

The time lost due to penalties does not count towards your 100 hours. However like all other unaccounted for slots, waiting too long to make a decision prevents you displaying new slots. **Penalize every student who does not show up for your experiment as soon as possible.** Waiting will only make students angrier, particularly at the end of semester when they will not have time to make up for the penalty. Students will most likely contact you with excuses soon after being penalized. Excuses backed up by documentation should be accepted, anything else should not (email not working, forgot where experiment was etc.). Researchers may offer students the chance to be run in the experiment at another time at their discretion. Note that while students might consider it polite to contact researchers less than 24 hours before the experiment is due to begin to say they cannot make it, they should still be
penalized if their excuse is not valid since they have still disrupted the research by preventing others from signing up.

NB: Researchers can also be penalized for not showing up to experiments. If it is impossible for you to attend the planned session because of an emergency, you must arrange to have a notice put on the door of the experimental lab, specifying that you cannot attend. You must then award the credit the student would have earned had you been present, and this will come out of your 100 hours.

IMPORTANT REGULATIONS

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

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

2. DO NOT WASTE SUBJECT POOL HOURS

Many researchers are shocked to learn that it would take just 40 of them, using 100 hours each, to exhaust the entire subject pool for a whole semester, but with only around 1000 1st Year students or fewer who actually complete their 4 hours, that is the reality. Don’t get caught wasting this precious resource. Here’s how to do that:

- **Award the amount of credit for an experiment which corresponds as closely as possible to the time it takes to run (1 hour = 1 credit point).** If you have an experiment which takes between 45min and 55min to complete, then awarding 1 credit point is reasonable. If your experiment always runs around 40min, then consider trimming it to run for 30min, or collaborating with a researcher with a 15min experiment. If you are awarding 1 credit point for 40min constantly, you are wasting a vast amount of research time for yourself and others.

- **It does not matter if you have ‘time to spare’.** Use only what you need to. In 2006 an honours student was heard to say: “I only needed 20 more subjects, but I had 40 hours left, so even though the experiment ran for only 20min I offered them 2 credits points each and got sign-ups immediately!” This student effectively prevented two or more other honours students from completing their experiments since the first years she over-credited would not need to participate in any more studies!

- **The time taken to complete an experiment must be similar for all subjects.** Some variation in the time subjects take to complete an experiment is acceptable, and even if you are running a between subjects design and “Condition 2” is a little trickier and takes an extra 5 minutes, that is okay. However if the difference is much greater and some students might be randomly allocated to a 5 minute or a 40 minute condition, it is a waste of resources to credit both students by the same amount. It also raises an ethical concern, because it means students are not able to give their consent to an approximate length because they don’t know in advance. Between-subjects experiments with vastly different conditions in terms of times or requirements should have their conditions advertised separately.

3. TAKE RESPONSIBILITY FOR FILLED SLOTS.

When a student signs up for an experiment, the slot created is the responsibility of the researcher. If the student arrived at the study and made a serious attempt, credit them. If they had to cancel but supplied documentation to justify their absence, delete their slot. If they cancelled past the 24 hour point or simply did not turn up, penalize them. Take this action as soon as possible. Waiting too long to credit students is simply rude, and delaying a penalty is actually more cruel, particularly when students who thought they got away with it discover, when all the experiments are over, that they have a penalty they cannot make up for. **Check your unaccounted for slots by simply going to ‘view schedule’ and selecting ‘past: awaiting credit or penalty’.** Do not leave the country with slots unaccounted for.

TAKE RESPONSIBILITY FOR FILLED SLOTS – especially if you are running an internet based experiment.

Since slots in these experiments do not refer to specific times, be aware that students may sign-up and never feel compelled to do the experiment, because without a set time to come and go, they don’t feel they can ever be penalized. Yet if you fail to penalize the slots or cancel them, by the end of semester students will suddenly complain, claim they did do the experiment after all and so on. Prevent this by regularly checking on unaccounted for slots, and remove students who clearly have no intention of doing the experiment.

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3 Or she would have, if her experiment was not immediately reset and all her sign-ups were deleted!
4. DO NOT USE DIRECT CREDIT OR BATCH CREDIT.
These options exist to allow you to credit students who have not signed-up for an experiment. **Do not use them unless authorized by the subject pool administrator.** Use of direct and batch credit allows you to overrun your credit time and run subjects who have not given their consent.

5. DO NOT CHANGE THE AMOUNT OF CREDIT TIME GIVEN TO EVERY STUDENT.
If an individual student runs over time you can quite easily credit them with more time by simply changing the entry in their slot. If you begin running your experiment though and find that everyone is running over or under time then change the credit information in the header and let the subject pool administrator know as soon as possible. (Email your experiment number and new ‘credit per subject’ to: calebo@psych.usyd.edu.au). Students have a right to know how long the experiment is expected to last.

Violations of these rules will result in time penalties for the researchers involved or an immediate termination of the experiment.
APPENDIX H

Empirical Research Proposal
- Reviewer’s report -

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

1. The research question appears to be well justified in the light of existing literature.
   
   Yes  No

   Comment (related issues; alternatives to the views presented, etc.):

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:

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   Comment:
APPENDIX I

Empirical Progress Review Form

This form must be signed by your supervisor and submitted to the Administration Office no later than 2 October 2007.

Student name: ___________________________ Student number: __________

Draft thesis title: ______________________________________________________

____________________________________________________________________

____________________________________________________________________

I have submitted the following draft sections to my supervisor:

☐ Introduction  ☐ Method  ☐ Results

Please summarise below any circumstances that have impeded your progress and that you may use as grounds for a request for extension or special consideration:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

For completion by supervisor:
I have received this student’s draft thesis sections as indicated above.

Supervisor name ___________________ Supervisor signature _______________ Date _____________