



# Your Guide to the 4<sup>th</sup> Year in Psychology 2012

A comprehensive guide for Honours, Psychology IV, Postgraduate Diploma and Masters of  
Science (Psychology) candidates

*When All Else Fails... Read the Instructions*



## Foreword

The proper work of the university is teaching and learning. Staff and students are under increasing pressure to *produce*: graduates, workforce-ready professionals, publications, prize winners, grant getters, and to do this while funding dwindles and increasing time is devoted to administration and its documentation. Complicating this, a consumer culture has come about where students are led to think of themselves not as scholars but as the purchasers of educational products who, using the speedy medium of email, have the right to immediate service from academic staff, the latter seen as sales assistants for educational products. The annual email correspondence on 4th Year runs to several thousand items, yes, thousands, almost none of these to do with intellectual questions, all to do with administration, procedure and rules – even though the answers to almost all of these are already available to students in documents. This 4th Year guide has taken scores of hours to put together and is updated regularly. Together with other documents on the School, Faculty and University websites and a bit of common sense, it should give the student clear and complete information about all aspects of 4th Year. That is, reading it carefully with the intelligence that all 4th Year university students should possess, you should hardly ever need to approach staff or the Coordinator with any puzzles about 4th Year. So, if you do ask us any questions whose answer is explicitly or implicitly contained in the information you can get easily from the websites, do not be offended when you receive no answer. This is not because we do not have your interests at heart but just the contrary: *we want to leave maximum time for all, staff and students, to put their efforts into the real work of the university, teaching and learning.*

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# School of Psychology, University of Wollongong

## 4<sup>th</sup> Year Guide 2012

These pages have been prepared as a guide for all 4<sup>th</sup> Year students. Unless otherwise stated details presented are relevant to all Honours, Psychology IV, Post-Graduate Diploma and Master of Science (Psychology) candidates.

**Please read this guide carefully before you approach staff with queries. You should get the answers to most of your questions about the program and staff may refuse to reply to requests for information if it is included in this guide, in other School, Faculty or University websites that are available to students.**

### Key Contacts

- 4<sup>th</sup> Year Coordinators:** Dr. Amy Chan Rm 41.G46 ([amychan@uow.edu.au](mailto:amychan@uow.edu.au)) (on Study Leave in Autumn Session 2012)  
Assoc. Prof. Nigel Mackay Rm 41.146  
([nmackay@uow.edu.au](mailto:nmackay@uow.edu.au)) - 4<sup>th</sup> Year Coordinator in Autumn Session 2012
- School Admin. Assistant:** Jill Summers Rm 41.147 Ph 4221 3742  
[jills@uow.edu.au](mailto:jills@uow.edu.au)
- Test Library (Admin Assistants):** Julie Gillman Rm 41.106 Ph 4221 4914  
Michelle Summerhayes Rm 41.106 Ph 4221 3637  
[psyc-testlibrary@uow.edu.au](mailto:psyc-testlibrary@uow.edu.au)
- Faculty Librarian:** Melanie Thompson  
[melaniet@uow.edu.au](mailto:melaniet@uow.edu.au)

### Key Information

This Guide, course brochures, current notices and information such as application details, are publicly available from the dedicated 4th year web page all year round.

<http://www.uow.edu.au/health/psyc/4thyear/index.html>

**A Psychology 4th Year General Site on eLearning is available to enrolled 4th Years, from the start of session or a little before. It contains supplementary materials, meeting schedules, forms, and up to date versions of this Guide. It is the main source for 4th Year information during your 4th Year.**

## Key Dates (Check uni timetable for details and exact dates of session start etc.)

Key Dates	Task/Event
<b>Year Preceding</b>	
October 31	All 4th Year applications due
Early-Mid November	Available HONS and PG Dip research topics posted on Psych 4 <sup>th</sup> Year Web Page
Early December	Provisional offers made to successful applicants; all applicants to be notified of application outcome via email
Early December	Successful HONS and PG Dip applicants receive email instructions to nominate thesis project preferences
Early-Mid December	Last day for all successful applicants to reply to provisional offer
13 December	Last day to submit 2012 research topic preferences via designated Survey Monkey link
Mid December	All HONS and PG Dip thesis projects allocations finalised – allocation of projects posted on Psych 4 <sup>th</sup> Year Web Page
Mid December	Welcome meeting for 4 <sup>th</sup> year students; introduction to issues important to successful completion of 4 <sup>th</sup> year research and coursework requirements
<b>Year Of Enrolment</b>	
<b>Autumn Session (S1)</b>	
Early January	HONS and PG Dip students in their thesis year to contact thesis supervisor and to commence working on research topic
Late February /early March	Autumn Session: 4th Year Classes start
Week 1 Late February /early March	1 <sup>st</sup> 4th Year meeting – <b>All 4th Years attend even those not doing their research this year</b>
Mid term approx	Honours and Postgraduate Research Proposal Posters on Display
Last day of S1 formal exam period (mid June)	<ul style="list-style-type: none"> <li>• Last day to submit Literature Review to Supervisor</li> <li>• Complete on-line progress report</li> <li>• Last day to submit a copy of ethics application to 4<sup>th</sup> year coordinator</li> </ul>
	Mid year Recess
<b>Spring Session (S2)</b>	
Week 1, Session 2	Spring Session: 4th Year Classes restart
Friday Week 2, Session 2	Last day to submit Methods Chapter to Supervisor
Mid term approx	Honours and Postgraduate Data Analysis Posters on Display
Friday Week 8, S 2, 4pm	Last day to submit Results Chapter to Supervisor
First day of mid-session recess	PSYC410: Last day to submit <u>revised</u> Literature Review, Methods and Results chapters to Supervisor
Monday, Week 11, S 2, 4pm	Honours Empirical Theses due
Friday Week 10, S 2, 4pm	GHMC979/PSYC479: Last day to submit <u>revised</u> Literature Review, Methods and Results chapters to Supervisor
Friday, Week 13, S 2, 4pm	GHMC979/PSYC479 Research Reports due
Friday, Week 13, S 2, 4pm	Honours Theoretical Theses due

# 1. To Whom Is This Guide Relevant?

## 1.1. 4th Year courses in psychology

There are several ways to do a 4th Year in Psychology at Wollongong. If you are doing a B.Psych, the last year of the degree may be taken as:

- (1) an Honours Year (Psychology IV Honours) referred to as Honours Programme, or
- (2) a non-honours 4th Year (Psychology IV)

There are also:

- (3) the Postgraduate Diploma in Psychology, and
- (4) an MSc in Psychology,

Further,

(5) School Counsellors in Training (SCITs) do the Postgraduate Diploma as part of their training. Some are 'on campus' but do their tutorials and hear lectures at Wollongong University's rooms in Sydney at the Sydney Business School offices and teaching rooms in central Sydney. (information from Jan Woodward / Colleen Respondek of the Faculty of Education ([woodward@uow.edu.au](mailto:woodward@uow.edu.au) / [colleenr@uow.edu.au](mailto:colleenr@uow.edu.au)))

## 1.2. Course Similarities and Differences

- The non-honours B.Psych (Psychology IV) - is identical in structure to the Postgraduate Diploma.
- The MSc in Psychology is similar in structure to the Postgraduate Diploma; where there are differences these are noted. The MSc has the name "Masters" to fit with overseas degree naming standards, and this makes it particularly suitable for overseas students. However the Australian Psychological Society uses the name "Postgraduate Diploma", not "Masters" for its approved 4th Year degrees, reserving "Masters" for 5th and 6th Year degrees.
- SCIT Students complete the same subjects (Distance SCITs do an online version of these) in the Postgraduate Diploma, (Distance SCITs attend residential schools, select projects from a different range of topics, have different procedures for) submitting assignments and have extra Education Faculty requirements,. SCIT students should direct their enquiries about the SCIT Program to Jan Woodward / Colleen Respondek of the Faculty of Education ([woodward@uow.edu.au](mailto:woodward@uow.edu.au) / [colleenr@uow.edu.au](mailto:colleenr@uow.edu.au)) and separate information is available from the Faculty of Education Website (<http://www.uow.edu.au/educ/>). However, in general, aims, subject content etc. are the same, and the information in this Guide should be of value.

## **2. The Aims and Purpose of a 4th Year of Study**

### ***2.1. Aims and Purpose of the Honours Programme***

The general aim of the Honours Year in psychology, as the name Honours implies, is the selection, encouragement and cultivation of a group of particularly capable scholars, and the provision of a vigorous introduction to the intellectual and scientific discipline of psychology.

### ***2.2. Course Objectives, Honours Programme***

The learning objectives of the Programme are that, on successful completion of the course, students will possess and have demonstrated a knowledge of:

- The conduct of empirical psychology research in all its phases - careful definition of the problem, planning ways of tackling it, systematic collection and recording of data, statistical treatment, drawing conclusions from the data, reporting the outcomes.
- Key theoretical and metatheoretical issues in psychology, especially as they affect the specialisations and chosen research subjects of the students.
- Critical reasoning and arguing skills as they apply to psychological matters.
- The range of research, theories and methods in a selection of sub-disciplinary areas.
- Ethical and professional issues in psychological practice.

### ***2.3. Aims and Purpose of the Postgraduate Diploma, Psychology IV, MSc***

The purpose of the Postgraduate Diploma in Psychology is to provide a 4th Year of study for psychology graduates that meets the standards of both the Psychology Board of Australia and the Australian Psychology Accreditation Council (APAC) – though for reasons explained the MSc is not APAC accredited. It aims to provide the graduate with information and skills to fit him or her for working as a psychologist - a post Diploma period of supervision also being required.

### ***2.4. Course Objectives, Postgraduate Diploma, Psychology IV, MSc***

The objectives of this Programme are that, on successful completion of the Postgraduate Diploma in Psychology, students will

- Through the completion of a research project, have demonstrated a capacity to conduct empirical psychological research in all its phases;
- Be able to articulate the principles of psychometric theory and show how these apply to psychological assessment;
- Have shown a competence in the administration, scoring, reporting and use of psychological tests commonly used in psychological practice;

- Be able to articulate and analyse the ethical, legal and professional issues in psychological practice;
- Be able to identify and explain the psychological factors that affect health and well being;
- Have (a) demonstrated a grasp of the principles of, and (b) shown competence in the practice of, basic micro skills in client-centred and cognitive-behavioural counselling;
- Have (a) demonstrated a grasp of the principles of, and (b) shown competence in the practice in, the techniques for the assessment of and intervention in psychological developmental problems of children and adolescents.

## ***2.5. General Communication Guidelines in the School of Psychology – adapted to 4th Year.***

1. General enquiries about a specific subject should in the first instance be directed to the Coordinator for that specific subject (not the 4th Year Coordinator). This means that if you are doing, say, Social Psychology and Health PSYC484/GHMC984 either as a component of Honours, Postgraduate Diploma or Psychology IV, you would contact the coordinator for Social Psychology and Health.
2. General enquiries about the processes of course enrolment in 4th Year (Honours, Postgraduate Diploma, Psychology IV, MSc) should be directed to the University Administration in the first instance. The current name for the section in Administration that deals with these is “Student Central”.
3. General enquiries about 4th Year should be directed to the 4<sup>th</sup> Year Coordinator. However, there should be little that you cannot learn about the course structure and procedures from this Guide. Read this guide thoroughly before emailing questions or requesting appointments.
4. Lecturers are best approached immediately after a lecture or during their student consultation hours.
5. **Group email addresses for 4<sup>th</sup> year are set up early in the academic year. Email Communication through these addresses, SOLS emails, and information on the 4<sup>th</sup> year web and elearning sites (e.g., this Guide) together with materials delivered in your classes are required knowledge. Students cannot use ignorance of this information (“I didn’t get that email”) as an excuse for failure to complete tasks.**
6. Email enquiries to staff members should include an appropriate subject heading. Address the recipient of your message (such that it is clear that your message is directed at the correct person). If your enquiry is concerned with a complex issue that is best discussed in person, please contact the relevant staff member to organise a suitable meeting time.

### **What you SHOULD expect from teaching staff:**

1. That face-to-face consultation will be available at a fixed time each week with Senior Tutors (1 hour) and Lecturers (4 hours), with times provided on the subject outline. Lecturers will also post their times on their office door.
2. That if, due to university-related commitments, students are unable to consult with their Senior Tutor/Lecturer at the posted times, they can arrange another time to meet, but not necessarily within a week.
3. If teaching staff are absent for a period that includes the consultation time, the likely return date will be posted on the Senior Tutor / Lecturer's office door.

4. That one-to-one meetings with markers to obtain feedback on marked coursework be available upon request within 2-3 weeks of the work being returned.

**What you SHOULD NOT expect from teaching staff:**

1. Replies to requests for information that is either common policy or contained in available subject, school, or university documents including website documents.
2. Immediate replies to their email enquiries.
3. Access to teaching staff at a time of the student's choosing.
4. Comments on draft essays or reports to be submitted for assessment.

### **3. The Honours Degree, Psychological Practice, and Postgraduate Courses**

The Honours programme is a 4th Year of study accredited by the Australian Psychology Council (APAC). It is available to graduates who have a major in psychology (though their major has to have included certain specific components that make it more than just a simple major -- see the University Website for details), and to students who have completed the first three years of the Wollongong BPsyc Programme at a high level. It is an Honours programme whether it is taken as an add-on Honours Year or as the 4th Year of the BPsyc. It is Higher Education Contribution Scheme (HECS) funded for Australian students.

Psychology Honours is a route to Postgraduate research degrees in psychology and hence to a career in research and academic psychology. It is also a route to 5th and 6th Year Postgraduate training in applied areas of psychology, for example, clinical psychology, counselling psychology, organisational psychology, and sports and exercise psychology. A 5th and 6th Year Postgraduate training or a research degree is necessary for gaining full membership of the Australian Psychological Society (APS). Psychology Honours is a partial qualification for registration as a Psychologist with the Psychology Board of Australia -- a post-degree supervision period also being required. It is this latter registration that entitles a person to practice as a psychologist in Australia.

Honours at Wollongong is set up to meet the requirements of external bodies such as the APS and the Psychology Board of Australia, but for information about these professional bodies, their regulations, and about post university practice as a psychologist, students should contact these bodies directly. The School's representative of the APS, Dr Mitch Byrne, can also answer APS queries.

## **4. The Postgraduate Diploma, Psychological Practice, and Further Qualification**

The Postgraduate Diploma in Psychology is a Postgraduate degree offering a 4th year of study, accredited by APAC, to graduates with a three-year major in psychology. It is intended for those who are interested in studying psychology at an advanced level, as an alternative to the Honours degree. It is a partial qualification for registration as a Psychologist with the Psychology Board of Australia, a post Diploma period of supervision also being required.

The Postgraduate Diploma (and the non-Honours version of the BPsyc, Psychology IV) is not intended as a route to PhD studies but it can serve as a 4th Year preparatory to 5th and 6th Year Postgraduate coursework degrees such as the Graduate Diploma of Professional Psychology or the Clinical Masters degree at Wollongong.

Note: Entry to the Clinical Masters is not automatic, but dependent on: a) marks obtained in the Postgraduate Diploma, and b) performance in an interview at the end of the Postgraduate Diploma Year. For further information on the Clinical Masters contact Prof. Frank Deane.

The Postgraduate Diploma may also allow access to similar Postgraduate courses in other universities, but this is not always the case; some universities require an Honours degree. Applicants should check with individual university departments on this matter before committing themselves to the course of study.

The Postgraduate Diploma in Psychology is a fee paying course. Currently Commonwealth supported places are available. For information about Fees, student loans etc., see <http://www.uow.edu.au/student/finances/index.html>.

## **5. Master of Science (Psychology)**

The Master of Science is a Postgraduate degree offering a 4th Year of study to graduates with a major in Psychology. It is intended for international students who are interested in studying Psychology at an advanced level beyond the bachelor degree. It is a partial qualification for registration as a Psychologist with the Psychology Board of Australia - a post Diploma period of supervision also being required. However, as explained above, because of naming issues it is not an APAC accredited 4th Year.

The Master of Science is very similar in structure and requirements to the Postgraduate Diploma in Psychology. Unless otherwise stated the information for Postgraduate Diploma students is applicable to MSc students.

The Master of Science in Psychology is a fee paying course. For information about Fees, student loans etc., see <http://www.uow.edu.au/student/finances/index.html> <sup>1</sup>

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<sup>1</sup> Note, UoW changes web addresses faster than we can keep up. If links break please search on the UoW website for the required page.

Note that there are a few different Masters degrees on offer from the School of Psychology. To check the differences look at <http://www.uow.edu.au/health/psyc/pgcourses/index.html>

## 6. Getting into 4<sup>th</sup> Year; Getting Started

### 6.1. Admission Requirements - Honours

#### 6.1.1. Wollongong Graduates

To be eligible to seek entry into the Psychology Honours Program, University of Wollongong students must have at least a good credit average in Psychology subjects at 200 and 300 levels. The subjects are those listed as requirements for Honours in the Undergraduate Calendar. However, because the number of places in honours is limited and entry to Honours is competitive the threshold mark varies depending on the cohort of applicants. It is generally about 75%. For the intake, the best 11 completed psychology subjects at 200- and 300-level, including PSYC348 and PSYC354 but excluding the subject PSYC216, are used for calculating entry (Applies to students first enrolled in psychology in 2007 or after and pursuing the psychology major revised at that time; for earlier enrolled students the best 10 completed psychology subjects are used).

Students with a double major should draw the attention of the School to the fact of their double major on their application. Students who have done some part of their degree overseas (e.g. exchange students) should similarly alert the School to this and attach details of marks and subjects completed overseas.

#### 6.1.2. Non-Wollongong Graduates:

Require an equivalent qualification (i.e. psychology major) from another tertiary institution accredited by APAC. They need also to be eligible to apply for Honours in their own university or, if their university does not have an Honours programme, to have completed a 300 level psychological statistics/research methods subject equivalent to PSYC354. Entry is competitive, is calculated on all the applicant's marks from his or her accredited major in psychology.

The number of places available to non-Wollongong University graduates is highly limited. Usually only a very small number of places are offered to non-Wollongong graduates with outstanding undergraduate psychology grades. Hence, the threshold mark for entry is typically higher than that for the Wollongong cohort

### 6.2. Admission Requirements – Postgraduate Diploma /MSc

Eligibility for entry to the Postgraduate Diploma programme depends on:

- The successful completion of a Bachelor's degree from the University of Wollongong with a major in Psychology (normally a B.A. or B.Sc.). (Check on our requirements for a major in Psychology. Brochures are available in the foyer, Building 41). OR
- An equivalent qualification from another tertiary institution approved by the Council of the University of Wollongong and accredited by the Australian Psychological Society.

- The Postgraduate Diploma has a limited number of places available, and entry is based on academic merit in Psychology subjects. For University of Wollongong graduates, we use the best 8 subjects from successfully completed 200 and 300 level Psychology subjects to calculate an average. The threshold mark is usually about 70% (i.e., a credit average is usually expected of successful applicants). For Non-Wollongong graduates entry is more competitive and calculated on all the applicant's marks from his or her accredited major in psychology, and the threshold is typically higher than that for the Wollongong cohort. The number of places available to non-Wollongong University graduates is highly limited.

### ***6.3. 4th Year Entry Quota and Improving Marks if You Don't Get in 1st Time***

We take the maximum number of student that we can supervise, roughly 25 Honours and 40 Postgraduate Diploma/ MSc/ Psychology IV students, and the demand and marks of the applicants have been getting steadily higher over the years.

Students keen to get into 4th Year, but whose marks are not high enough may repeat undergraduate subjects, or do subjects that they previously did not do, but should be aware that better performance the second time in one or two subjects may move their averages up only a small amount, and that there is no guarantee that the threshold mark for entry will not be even higher the following year. Consider applying to more than one university.

### ***6.4. Applying***

#### **6.4.1. Application forms – Which to use**

**Current University of Wollongong BA, BSc or BPsyc students wishing to apply for 4th Year** - please complete the "Internal 4th Year Psychology Application Form" found at the following link or in the brochure rack outside the School entrance, print and return to Jill Summers, Building 41, Room 147. Note, if you intend commencing mid year please print this on the top of the application form.

<http://www.uow.edu.au/content/groups/public/@web/@health/documents/doc/uow087184.pdf>

#### **External applicants (i.e., non-current University of Wollongong students)**

1. Applicants for Honours please refer to the following link for information on applying <http://www.uow.edu.au/student/honours/applicationinformation/index.html>
2. Applicants for Postgraduate Diploma in Psychology please refer to the following link for information on applying - <http://www.uow.edu.au/future/postgrad/apply/coursework/index.html>

Application forms should be lodged with transcripts showing details of previous study. Applicants should on their application forms draw attention to any 'unusual' features of their academic record, e.g. part of their degree got or about to be got from USA or elsewhere on student exchange schemes, double majors, specified and unspecified psychology credit from other universities, forthcoming summer school marks to complete degrees.

#### 6.4.2. When to apply and finishing your 200 and 300 level subjects

Applications close on 31st October – there is only one round of applications each year. For the purposes of evaluating eligibility for 4<sup>th</sup> year entry, students need to be currently completing – or have completed - the required number of 200- and 300-level psychology subjects by the time applications are processed by the School of Psychology in November. **Students wanting to start mid-Year should apply at the end of the Year before, even if they have not completed all their required subjects** (e.g., if you still need to complete some non-core subjects to gain sufficient credit points towards your degree - bring this to our attention by noting the fact on your application form). However, 4th Year students must complete all their required 200 and 300 level subjects – including any non psychology subjects that are part of their course - before **actual enrolment** in 4th Year, and cannot "finish off" required 200 and 300 level subjects or undertake any other university subjects or courses at the same time as their 4th Year enrolment. This includes work for double majors in other Schools/Departments of the University.

**Students cannot accept a place then defer entry to 4th Year, but must apply again for the year in which they wish to enrol.** No full time places are available for a mid-year start.

**Note.** Students are now able to graduate with both BA and BA Hons and BSc and BSc Hons. So BA and BSc students do not need to withdraw from graduation if they find that they have got into honours, but can graduate with a BA or BSc and then proceed to a BA or BSc Honours.

#### *6.4.3 If your final marks are going to be late*

If your final marks are going to be late – for example you are doing summer session subjects or supplementary exams, you still apply at the normal time in the normal way, but it is wise to bring them to our attention by noting on your application form that you still have marks outstanding, what subject they are for. Note that once your marks are finalised, it is your responsibility to send your updated transcript to Jill Summers (School of Psychology Admin Assistant).

#### *6.4.4 If some of your marks come from overseas universities – e.g. study abroad program*

If some of your marks come from overseas, say when you were on a study abroad program, bring this to our attention by noting the fact on your application form, and provide a transcript of your overseas results – these are counted in your average, with appropriate adjustments made for differences in marking standards.

### **6.5. The Selection Procedure**

After applications are received, and all the undergraduate marks for the second session are in, mean marks are calculated for each applicant according to the rules outlined above. Marks are generally available to the School in late November for most University of Wollongong students. Non-Wollongong students should email their marks to [jills@uow.edu.au](mailto:jills@uow.edu.au) as soon as they are known. Many students apply to both Honours and the Postgraduate Diploma, and the selections of students into the two 4th Year courses are made at the same time.

## ***6.6. Finding Out – Provisional Offers For All 4th Year Courses***

Provisional offers of 4th Year places are made by the School in early December. **All applicants will be notified via email of the outcome of their application within the first two weeks of December.** At that point the offer is provisional, this is because (1) the School considers only the students' marks and is not responsible for, nor necessarily knows if the applicant has completed all the other requirements for entry (got a degree, finished non-psychology subjects etc.); (2) the School of Psychology itself cannot officially offer a place, but only recommends to the University Central Administration that a place be offered, and places are conditional upon students' confirmation of degree eligibility, etc.

## ***6.7. Responding to the Offer***

Students offered places are given a date in their email notification, in early to mid December, by which to accept by email, or the School assumes the offer is declined. The offer will be made to the next most competitive applicant on the shortlist.

The School makes its recommendations to University Central Administration about applicants to be offered places. UniAdvice in the Central Administration (not the School of Psychology) makes the official offer, and all enrolment issues and matters are the responsibility of UniAdvice. Inquiries regarding University enrolment should be directed to University Central Administration.

## ***6.8. Enrolling***

Enrolment is a central university business, and enquiries should be directed there. Course details are available in Chapters 8 to 10 of this 4<sup>th</sup> Year Guide. In addition to official university enrolment, some subjects may use the computer enrolment system before the start of the semester to place students in seminar classes. Queries about individual subjects should be directed to the subject coordinators for those subjects, not the 4<sup>th</sup> Year Coordinator.

## ***6.9. Paying for the Courses***

Honours and Psychology IV are Higher Education Contribution Scheme (HECS) courses, except for International Students. The Postgraduate Diploma and MSc are fee paying Postgraduate courses. Paying HECS, finding out about loans and exemptions is a University (Central Administration) not a School matter. Enquiries should be directed to Central Administration.

# **7. Facilities for 4th-Year Psychology Students**

## ***7.1. Computers, Labs and Related Facilities***

**Computer Labs:** There is a 4<sup>th</sup> Year computer lab in Room 41.101 for the use by all 4th Year students. It is managed by Julie Gillman and Michelle Summerhayes from the Test Library, Room 41.106. The University also has computer labs in the Library.

**Other Laboratory space:** In addition to the computer labs, there are laboratories associated with the various areas of staff research in the School, for example, Cognition, Perception, Psychophysiology, Personality and Social Psychology and Personal Construct research labs.

Students may, under the supervision of their thesis supervisors, and depending on the kind of research they are doing, have access to these laboratory areas.

**Information Technology:** IT services for the School of Psychology are all supplied by ITS. If your lecturers or subjects require you to use e-learning and you are not automatically given access, contact the subject coordinator, not the 4th Year Coordinator.

### **Test Library**

The School Test Library is run by Julie Gillman and Michelle Summerhayes and is located in Room 41.106. Psychological test materials will be available for 4<sup>th</sup> Year students to borrow to complete assignments with the permission of your tutor or supervisor. The Test Library also has past theses and books available for loan.

**Lockers:** Lockers are available from Julie and Michelle in the Test Library for a \$10 deposit, which is refundable at the end of the year. They are located outside Room 41.106.

**Photocopying and Printing:** . Each 4<sup>th</sup> year student is allocated a quota of 1000 pages for printing and photocopying. This is primarily for research project printing and is monitored automatically. Photocopying PIN codes are allocated at the start of Autumn Session. Students must get approval from their supervisor for extra photocopying or printing costs if their research needs it. The photocopier/printer is located in the 4th Year computer lab in Room 41.101.

**Library:** In addition to the usual undergraduate borrowing rights, 4th Year students have access to inter library loans and other library privileges: contact Melanie Thompson, our current Faculty Librarian ([melaniet@uow.edu.au](mailto:melaniet@uow.edu.au)), about this.

## ***7.2. Communicating in 4th Year***

**E-mail:** On registration all students are given an e-mail account, if they do not already have one from previous years. All important information is broadcast by e-mail to the student's university email addresses (organise your own forwarding if you want this) and students can send messages to staff, the 4th Year Coordinator and to supervisors on it. This is the main means of communication. Students should check it at least every week, for messages from the 4th Year Coordinator, etc. It is the student's responsibility to avail themselves of the information given out in the 4th Year meeting, on e-mail, and in the Guide, and the 4th Year eLearning site, and to let subject coordinators, supervisors or the 4th Year Coordinator as appropriate, know promptly by e-mail about matters (such as health or supervision problems) impeding the progress of their work. We also set up two general email addresses early in the academic year, one for all Honours students [psychology\\_honours@uow.edu.au](mailto:psychology_honours@uow.edu.au) and one for all Postgraduate Diploma, MSc and Psychology IV students, [psychology\\_graddip@uow.edu.au](mailto:psychology_graddip@uow.edu.au). These email addresses are generated by the School of Psychology Admin Officer Len McAlear ([len\\_mcalear@uow.edu.au](mailto:len_mcalear@uow.edu.au) 4221 4445, Room 41.144), from the University subject enrolment lists, so if there is something wrong with your enrolment, you will not receive important email broadcasts. It is the students' responsibility to notice if they appear to be behind on the information that their fellow students are getting and are not receiving broadcast emails. Any student in this position should sort out enrolment with Admin, and then contact Len McAlear.

The first class of the 4th Year Meeting (see draft 4th Year meeting Programme in General 4<sup>th</sup> Year eLearning space) in Week 1 is particularly important for setting students up for the Year: It

gives valuable information about resources, communicating and facilities. The School's Subject Timetable is posted as part of the official University Timetable (available to students on line). Students are requested to please check the posted timetable themselves rather than phoning the 4th Year Coordinator or School's Admin Staff to do it for them. Details about seminar options for particular subjects can be obtained from the Subject Coordinators.

## 8. The Honours Programme in Brief

### 8.1. Subjects and Requirements

The Honours Programme is made up of several subjects. Students are required to enrol in individual subjects:

1. PSYC410 Honours Empirical Thesis  
(includes attendance at research group meetings: Your supervisor should belong to one or more of the weekly research groups and you would normally 'follow' him or her into that group, or he/she will place you in a group according to your thesis needs).
2. PSYC412 Honours Data Analysis.
3. PSYC485 Principles and Practices of Psychological Assessment\*<sup>2</sup>  
Plus  
Either
4. PSYC413 Honours Theory  
And one of the optional subjects:
  5. PSYC484 Social Psychology and Health\*
  6. PSYC489 Advanced Abnormal Psychology\*
  7. PSYC478 Child and Adolescent Psychology\*
- Or
8. PSYC414 Honours Theoretical Thesis (includes participation in PSYC413 theory seminars)
9. ALSO: Although Honours students do not officially enroll in PSYC488 Contemporary Issues for Professional and Research Psychologists, ***they are required to attend part of this subject, and should check the timetable for the subject, and contact the subject coordinator for details about what they must do.*** This is a requirement for APAC accreditation of the honours course.

### 8.2. Part-time and Mid-Year Start Programs in Honours:

Candidates intending to complete Honours as part-time students will generally do PSYC412, PSYC485, plus PSYC414 or PSYC413 and one of the optional subjects in the first year, and PSYC410 in the second year. Students starting Honours mid-Year must do so part-time to enable them to complete some of the year-long subjects.

### 8.3. Changing from Full to Part-time in Honours or Psychology IV

Changing from full to part-time (and changing from part to full-time) can be done without any special procedure if it is done before the student starts the program. Students who have already

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<sup>2</sup> The subjects marked \* have a 'mirror' subject with a GHMC900 subject code, taken by the Postgraduate Diploma students. See Section 9.

started full-time may sometimes, and with special permission, change to part-time in midstream. Students should apply to the Teaching Policy Committee via the 4<sup>th</sup> Year Coordinator in writing, and arrange for their supervisor to support them in their application. (See the section below on applying for extensions for the right way and time for applying) It is important to note that students are entitled to two semesters' supervision only, and changing from full- to part-time affects the due date and the scheduling of the thesis, as well as other parts of the program.

## **9. The Postgraduate Diploma Programme / Psychology IV Programme in Brief**

NOTE: The Postgraduate Diploma in Psychology and Psychology IV (ie., the non-honours version of the BPsyc) are identical in structure. However, even though they consist of the same actual subjects (e.g., Child and Adolescent Psychology) and students sit in the same classes, the Postgraduate Diploma and the Psychology IV students enrol in different subject codes (e.g. GHMC 978 and PSYC478 respectively) . This is because, for administrative purposes, the Postgraduate Diploma in Psychology is a postgraduate course and Psychology IV is an undergraduate course.

**The Postgraduate Diploma in Psychology**  
are made up of the following subjects:

**Psychology IV (BPsyc, non honours)**

<b>PGD</b>		<b>Psychology IV</b>
GHMC978	Child and Adolescent Psychology	PSYC478
GHMC979	Major Research Project	PSYC479
GHMC984	Social Psychology and Health	PSYC484
GHMC985	Principles and Practices of Psychological Assessment	PSYC485
GHMC988	Contemporary Issues for Professional and Research Psychologists	PSYC488
GHMC989	Advanced Abnormal Psychology	PSYC489

The Postgraduate Diploma/Psych IV takes two sessions of full-time or four sessions of part-time study, and no longer. School Counsellor in Training Students do the same subjects as do on campus students, but do on line versions of these subjects. (The latter generally have the same Coordinator). The exception is the GHMC979/PSYC479 Major Research Project which is coordinated from within the Education Faculty by Irina Verenikina.

### ***9.1. Part-time and Mid-Year Start Programs in Postgraduate Diploma:***

Those intending to complete Postgraduate Diploma or Psychology IV as part-time students will generally do GHMC979/PSYC479 in the second year. They may then fit the other subjects around that to suit their timetable and workloads. Note that subjects swap sessions from time to time due to variations in staff availability. Students starting mid-year must do so part-time to enable them to complete some of the year-long subjects.

### ***9.2 The MSc differs slightly from the Postgraduate Diploma***

The MSc consists of:

- GHMC979: Major Research Project (18 cp)
- GHMC985: Principles and Practices of Psychological Assessment (6 cp)
- GHMC988: Contemporary Issues for Professional and Research Psychologists (6 cp)
- GHMC989: Advanced Abnormal Psychology (6 cp)

plus two electives chosen from the following:

- GHMC978: Child and Adolescent Psychology (6 cp)
- GHMC984: Social Psychology and Health (6cp)
- GHMB932: Principles and Practices of Psychosocial Rehabilitation (6 cp)
- GHMB934: Assessment and Diagnosis in Mental Health (6 cp)
- GHMB935: Case Management in Mental Health (6 cp)
- SHS940: Statistics in Health Research (6 cp)

GHMB subjects are from the School of Nursing, Midwifery and Indigenous Health (NMIH) and SHS subjects are from the School of Health Sciences. Permission from the relevant Head of School is required for MSc Students to take them.

## **10. More Details of the Subjects and Components of the Courses**

### ***10.1. PSYC410 Honours Empirical Thesis and GHMC979/PSYC479 Major Research Project for Postgraduate Diploma, Psychology IV, MSc***

**PSYC410 Honours Empirical Thesis:** is an Annual subject that is compulsory for all Honours students

**GHMC979/PSYC479 Major Research Project:** is an annual subject that is compulsory for all Postgraduate Diploma, Psychology IV, MSc students. (For the School Counsellor in Training Students, GHMC979 is coordinated from within the Faculty of Education by Irina Verenikina and has a different set of available projects.).

### **Selecting a research topic for PSYC410 and GHMC979/PSYC479**

All information about the available research topics for PSYC410 and GHMC979/PSYC479 (by this is meant all Psychology IV, PGDip, MSc students about to do their research year, including part-time students returning for their second year, the year in which they do their research) is posted on the School website, together with instructions on when and how to give their preferences. Topics for PSYC410, GHMC979, and PSYC479 are posted on the Web Site early in November prior to the year of their research. Students are given until early December to consider these and make contact with potential supervisors. Students are then required to provide the School with their preferences by a specified date through an online system set up for the purposes. Following expression of the students' interests, students are assigned a supervisor and topic and these are posted on the School website. Students do not always get their top preferences though every effort is made to arrange this. PSYC410 students do single person projects; GHMC979/PSYC479 students do group projects though (see 10.4 below) each student is involved in all aspects of the research and is evaluated accordingly. GHMC979/PSYC479 project groups usually vary from two to four students per group; groups are formed by the 4<sup>th</sup> Year Coordinator according to students' project preferences and the level of interest from the student cohort for specific projects. Students are not permitted to request that particular fellow student(s) be included in or excluded from their project group.

**Starting early on the research project.** For both Honours and GHMC979/PSYC479, an early start on the reading is recommended. Completed Honours theses are due before the end of the year, at the start of week 11 of Session 2. Students, part- or full-time, are entitled to two semesters' supervision only. GHMC979/PSYC479 Research Reports are due on the last day of Week 13, Session 2.

### ***10.2. What should your PSYC410 Honours Thesis or GHMC979/PSYC479 Major Research Project write up look like?***

Examples are in our own Test Library – look for past GHMC979/PSYC479 Research Write-ups or Honours Theses housed there. The Publication Manual of the American Psychological Association has detailed information about every aspect of form and style. There are also many shorter guides to APA format available on the web, often set out by schools of psychology for Postgraduate students; a simple Google search will find these. Look for information on dissertation or thesis form, rather than just for publication submission. Your undergraduate handouts will help, and of course the library also has books on the subject of writing for psychological research. Lastly your supervisor may know a thing or two.

## Components of the Research Project

### *Cover Page:*

Title, author's name, name of institution and school, date of submission.

### *Certification Page*

Include a statement of roughly the following kind (adapted from the University Postgraduate Research Thesis submission form and University Turnitin System procedures):

I, xxx, declare that this thesis (Research Project Report), submitted in partial fulfilment of the requirements for the award of Honours/Postgraduate Diploma in Psychology, in the School of Psychology, University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. It has not been submitted for assessment elsewhere. I acknowledge that the assessor of this assignment may, for the purpose of assessing this assignment: (i) reproduce this assignment and provide a copy to another member of academic staff; and/or (ii) communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of this assignment on its database for the purpose of future plagiarism checking<sup>†</sup>); and/or (iii) request that I attend a meeting with an assessment subcommittee, to provide an oral defence with regards to key aspects of the work reported in this thesis (Research Project Report).

(Signature)

<sup>†</sup> ***This section may be omitted*** if there are issues of confidentiality with the work but this must be discussed with the supervisor.

### *Acknowledgments*

(If required)

### *Table of Contents*

Provide an index of the starting page number for each chapter and major section of the thesis. A word count that covers all writing from the first sentence of the Introduction up to the last sentence of the Discussion (i.e. can exclude the table of contents, numerical tables, acknowledgments, abstract, the references and appendices) must be included at the foot of the contents page. Do not put content properly belonging to the body of the thesis in appendices.

### **Abstract**

One page, actually written last, but following the cover page, serves to: (a) summarise for the reader the basic purpose, structure, and results of the study, and (b) refresh the reader's memory on salient points in the thesis.

### **Introduction**

(Where appropriate the following areas should be addressed in the introduction. Depending on the nature of the thesis some of these areas may best be dealt with as a separate section.)

### *Review of literature:*

Speak with your supervisor about the components of this section. There should be a coherent flow of information that: (a) explains the conceptual framework of your study, (b) describes

general concepts and terms in this area of research, and (c) examines specific studies - both early and recent - that provide a rationale for, and justify, your study. This section should end with a section called "Summary" although this is up to your supervisor.

Lengths of literature reviews differ according to your area. You should give a comprehensive review of relevant literature, including studies that most closely explain or describe your topic - the research problem. Those which are "spot on" in their proximity to your topic, rationale, or procedures should be described in more detail than studies that are less directly related.

### *Significance of the Study*

Why is this area of study - and your study, in particular - important? Why should it be done? What is it about your study that overcomes previous research limitations and/or will contribute to the current literature?

### *Statement of the Problem*

Usually, this section (only 1-2 paragraphs) consists of the purpose(s) or aim(s) of the study.

### *Hypotheses*

Predictions are not always present in descriptive research, but must accompany experimental research. Typically, hypotheses are directional (group differences expected) rather than null (no differences anticipated). If null, the reader might ask, "Why conduct this study?" For each hypothesis, use past tense (e.g., "It was predicted that..."), followed by a paragraph that explains the reasons for this prediction (including at least one reference).

### *Definitions*

This section consists of listing key terms and providing definitions that are applied specifically in your study. For example, some terms or concepts have various definitions. How are they defined in your study?

### *Assumptions*

Researchers cannot control everything, and are forced to make certain assumptions about their subjects, instrumentation, or variables. Examples include random selection of subjects (if this is desirable), adequate reading ability to comprehend your survey, validation of data gathering equipment, motivation of subjects, truthful responses by subjects, your subjects' mental capability, that a certain instrument measures what it is supposed to measure, and subjects' understanding of the experimental task.

### *Limitations*

Every study has limitations. These are possible shortcomings, which either cannot be controlled or are the results of the delimitations imposed by the researcher. For example, there is a limitation in all instruments in which the subject responds to questions about his or her behaviour or attitudes about the truthfulness of the responses. All self-report data collection procedures have inherent limitations. The ability of the subject's reading ability in completing your survey, and examining NSW residents only are another limitations.

### *Delimitations:*

Defined as choices a researcher makes to influence a workable research problem. Examples include the use of one particular personality test, restricting the selection of subjects to just two or three categories (e.g. age, or novices on some task), examining only females, a small sample size, or testing university students exclusively.

## **Method**

### *Participants*

Describe participants' characteristics.

### *Equipment/Materials/Instruments*

If you are using a self-developed survey, then describe how items were generated and include proper measures of validity and reliability.

### *Procedures*

Describe how study was carried out in detail and in proper sequence.

## **Results**

Report your findings systematically, in accordance with the order in which hypotheses have been set out in the Introduction chapter. In addition to your statistical analyses, always include descriptive statistics (means and standard deviations) either in a Table or written in the narrative.

## **Discussion**

Note: The Discussion section is not read in draft by your supervisor, though you may discuss its themes with him or her.

Review for the reader your study's purpose and hypothesis, then indicate your results, and whether your results supported or contradicted the hypothesis or hypotheses. What other studies did your results support or contradict, and why? Perhaps the most challenging aspect of this section is the ability to describe plausible reasons in explaining your results - and using past references to support these possible reasons. In this section, you should also consider the wider theoretical and/or practical implications of your study.

## **References**

## **Appendices**

Do not put content properly belonging to the body of the thesis in appendices. In principle, the examiners should be able to read and assess your thesis without reference to Appendices.

## **Other formal considerations**

As you may see from former PSYC410 Theses and GHMC979/PSYC479 Reports, a chapter structure is generally imposed on these components of the traditional research write up. It is up to students to decide whether or not they should adopt the 1, 1.1, 1.1.2 style formatting. Thus Chapter 1 perhaps contains the Introduction and literature review etc; Chapter 2 the Methods; Chapter 3 the Results; Chapter 4 the Discussion.

### ***10.3. Submitting the PSYC410 Honours Empirical Thesis or GHMC979/PSYC479 Research Write up***

#### **When?**

Honours Empirical Thesis: 4:00 pm Monday Week 11, Spring Session.

GHMC979/PSYC479 Research Project Reports: 4:00 pm Last Day of Spring Session, Friday Week 13.

#### **Where?**

Two hard copies to Julie or Michelle in the Test Library and electronically via an Online Thesis Submission Tool (OTST). The web link to the OTST and instructions for submission will be available from the 4th Year eLearning site in the latter part of Spring Session each year.

Note: Submitting an assignment on an eLearning site records a date and time for the submission and does away with the need for a signed assignment receipt (yellow form), even where the student has to hand in a hard copy separately.

**Binders:** Both Honours and Postgraduate Diploma students should bind their theses/ GHMC979/PSYC479 Research Reports before handing them in. Use a spiral binder, available from the Unishop or Officeworks, and a stiff cover for the front and back. Honours students should bind their theses with a *blue* cover and blue spiral. Postgraduate diploma research projects should be bound with a *red* cover and red spiral. The front cover should include the Title, Student's name, Course (Psychology Honours; Postgraduate Diploma in Psychology etc) and year (all centred):

Self Esteem in the Decorticate Louse: A Phenomenological Study

Jane Smith

Psychology Honours

201x

**Format:** APA style. It must be double spaced. The left hand margin must be 4 cms to enable it to be easily read while in a folder. Australian English, not American English, spelling is preferred.

**Size:** Yes, it matters. The GHMC979/PSYC479 Project length is 9000 words (maximum), and the Honours thesis length is 12000 words (maximum). Markers take into account the capacity of the student to express the material within that length. Refer to Section 10.2 for details on what to include in the word count.

### ***10.4. Evaluation of the Thesis and GHMC979/PSYC479 Research Project***

Although the GHMC979/PSYC479 project is a group project, each student must be involved in and is individually responsible for all aspects of the research, articulating the aims of the project, setting out the research proposal, reviewing the literature, designing the study, collecting data, analysing it and writing up. Students are evaluated on their capacity to carry out and articulate clearly and economically (i.e. within the Thesis/Research Project set word limits) each of the

components set out above. The evaluation of the research design and data analysis is made according to how appropriate they are to the problem and data, not by their complexity. The relative contribution of the supervisor is also taken into account.

Normally, each Thesis/Project has two markers neither of whom is the supervisor – though the supervisor does provide information about the contribution of the student(s) to the originality and execution of the research. The two markers mark independently of each other. When they have both finished marking, they discuss the thesis with each other (and consult the supervisor/research group) and agree on a mark. If they cannot get an agreed mark (this is rare), and the difference is less than 10 points, it will normally be averaged. If it is more than 10 points it goes to a third examiner.

### **Getting Reports on the Research**

For Honours and PGDip, an interim thesis grade and feedback, is available online about three weeks after submission via the OTST. Students will receive an email notification when the feedback and interim grade are available for viewing. Officially final subject marks are only available, following the School, Faculty and University approval of results, usually about the last week in November. PSYC410 and GHMC979/PSYC479 students may contact their supervisors (Not the 4<sup>th</sup> Year Coordinator) to get any further feedback on their performance in the 4th year.

#### ***10.5. PSYC412 Honours Data Analysis (check uni timetable for session)***

*For Honours only, Compulsory.*

Details and separate handout from the Coordinator, Peter Caputi. The emphasis of this subject is on the application of multivariate techniques in data analyses to practical problems, and issues pertaining to selection of an appropriate analysis will be discussed in depth. Towards the end of the subject, a number of case studies in data analysis will be presented aimed at promoting the integration of old and new techniques for the analysis of data.

#### ***10.6. PSYC413 Honours Theory (check uni timetable for session)***

*For Honours only, Compulsory.*

Details and separate handout from the Coordinator, Nigel Mackay. The Honours Theory Seminar will examine key theoretical and metatheoretical issues in contemporary psychology, especially as they affect the specialisations and chosen subjects of the students. The subject also aims to sharpen critical reasoning and arguing skills.

#### ***10.7. PSYC414 Honours Theoretical Thesis (Annual)***

*Honours Only: available in the place of the optional subject and the main assessment for Advanced Methodology: Theory*

An Honours theoretical thesis may be undertaken by Honours students, depending on the availability of suitable topics and supervisors. It consists of an individually tailored course of study assessed by a 7000 word (maximum) thesis. The topic is negotiated between a theoretical

thesis supervisor and the student. The content area cannot be the same as that of the student's empirical research.

Theoretical theses topics may be drawn from a much larger range than students are usually aware of. They range from such things as the examination of very general metatheoretical topics like the mind/brain issue, topics in cognitive science, historical topics, through to more specific evaluations of theories, concepts and approaches, reviews and critical studies of research domains, to more "exotic" topics like psychology and aesthetics, or psychological themes in popular literature. There is no truth to the rumour that it is harder to get high marks through a thesis than by doing coursework, or that it prejudices later applications for further studies in applied areas. Also, students are not required to choose by the same early date set for the empirical thesis choice, and may leave it to the start of the academic year. However, it is a good idea to start asking potential supervisors about your areas of interest if you wish to do a theoretical thesis.

To do a theoretical thesis students do not complete the major assignment in PSYC413 Psychology Honours Theory. They do fulfil all the other requirements, attendance and presentation--the presentation, however, is on their theoretical thesis topic, not on a different one. They do not do the optional subject. The marks given to the theoretical thesis replace those that would normally have been obtained from the optional subject and the Honours Theory seminar. Theoretical theses would normally be done in the first year of a part time Honours student's programme. For a full-time student it is due towards the end of Spring Session.

#### ***10.8. GHMC978/PSYC478 Child And Adolescent Psychology (check uni timetable for session)***

*Compulsory for all Postgraduate Diploma, Psychology IV and optional for MSc Students.  
Available as an optional subject for Honours*

Details and separate handout from the Coordinator, Adam Clarke. This subject focuses on a range of childhood and adolescent concerns or problem behaviours within a broad developmental framework. The subject will provide students with a general introduction to the specific problems and needs of children and parents who present to psychologists in clinical practice. Individual and family based assessment and intervention approaches will be examined for problems such as mental retardation, conduct disorders, attention deficit hyperactive disorders, learning problems, anxiety and depressive disorders, and early onset psychosis.

#### ***10.9. GHMC984/PSYC484 Social Psychology and Health (check uni timetable for session)***

*Compulsory for all Postgraduate Diploma , Psychology IV and optional for MSc Students,  
Available as an optional subject for Honours*

Details and separate handout from the Coordinator Rodney Croft. This subject addresses key theoretical and empirical issues in the area of Social Psychology and explains their implications for health behaviours. The focus is on the joint effects of internal and external processes in the causation and maintenance of human behaviours. Emphasis is placed on elaborating social psychological models of health behaviours, the roles of attitudes, values and beliefs in shaping different behaviours and the effects of conformity, compliance and life events on behaviour. A range of psychological and health principles will be examined within the context of formulating

treatment and evaluation proposals or prevention programs designed to change social behaviours in relation to health issues, such as stress and coping strategies, drug and alcohol abuse, sexual behaviours, exercise and nutrition, and aged care. The applicability of major research findings across cultures will also be addressed.

***10.10. GHMC985/PSYC485 Principles and Practices of Psychological Assessment (Check uni timetable for session)***

*Compulsory for Honours, Postgraduate Diploma , Psychology IV and optional for MSc Students*

Details and separate handout from the Coordinator Peter Kelly. The aim of this subject is to examine the principles underpinning psychological assessment and introduce students to the practices of psychological assessment. The subject is designed to integrate learning in previous years including theories of personality, intelligence combined with statistical theory and then examine how these issues are used in practice. Criteria to understand and evaluate psychological tests will be used as a common theme throughout the subject, including examination of their construct validity. The general ethical issues of psychological assessment will be compared to the specific Australian Psychological Society guidelines for psychological assessment. After examination of the theoretical principles, students will have the opportunity to administer, score and interpret commonly used assessment tools used to assess general intelligence, emotional intelligence, personality and vocational preference and psychological well-being for adults and children.

***10.11. GHMC988/PSYC488 Contemporary Issues for Professional and Research Psychologists (check uni timetable for session)***

*Required for All 4th Years – Honours do a shortened version, and must check the timetable and attend to handouts and instructions from the Co-ordinator.*

Details and separate handout from the Coordinator, Gerard Stoyles. Honours students are required to audit the lectures and carry out any assignments given to them by the Coordinator. It does not count towards the final marks except as a pass/fail subject. The first part of this subject draws together key issues in ethics, research and professional practices in psychology. Ethics theory will be addressed and ethical and legal issues will be explored in research, therapeutic and professional settings. The second part deals with contemporary issues in experimental psychology including, for instance, the psychophysiology of ADHD, reading disorders, emotional intelligence, etc. Note: Important sections of this subject are managed online, though ELearning .

***10.12. GHMC989/PSYC489 Advanced Abnormal Psychology (check uni timetable for session)***

*Compulsory for all Postgraduate Diploma, Psychology IV and MSc Students, Available as an optional subject for Honours*

Details and separate handout from the Coordinator, Steven Roodenrys. This subject extends previous study in abnormal psychology, with contributions from personality, learning theory, and developmental psychology. Students will be expected to develop an understanding of the theories and assumptions of a number of major schools of abnormal psychology. Students will

learn about and critique the evidence put forward to substantiate theories about the aetiology and maintenance of various forms of mental disorder. In the first part of the course, models of adult psychopathology from the main theoretical schools will be presented and the research methods used for investigating those models will be described. Psychopathological phenomena will be discussed from different theoretical and research perspectives so that course participants develop skills in critically appraising the empirical status and clinical utility of postulated models. The latter part of the course focuses on the application of models of psychopathology to the understanding of specific disorders and the implications of these models for psychological treatment.

### ***10.13. Honours Research Seminar (Annual)***

*Honours Only: Taken in the same year and in conjunction with the Honours Thesis PSYC410 (see below)*

The School runs a number of Honours Research Seminars for Honours students. The groupings vary from year to year. In recent years they have included research groups in Cognitive Behavioural; Personality and Social Psychology; Mental Health, Psychophysiology; Personal Construct Psychology; Psychodynamic and related; Human Relations and Information Technology Management; and Cognitive Experimental. During the year of their empirical thesis research, and as part of PSYC410 students are assigned to these according to their research topic and their supervisor's affiliation. The Honours Research Seminars meet weekly. Attendance is compulsory and makes up part of the Honours requirement. It is the responsibility of the Supervisor with others in their research area, not the 4th Year Coordinator, to make sure that Honours students under their supervision have an Honours Research Seminar to attend and that it conforms to the form set out below.

The Honours Research Seminar is an adjunct to the empirical research and its supervision, but is run rather like an independent subject, with its own timetable, and requirements. The aim of the seminar is to provide students with a context -- a group of staff and fellow students with interests related to students' research area -- for the discussion of research. In it students present their research proposals and work in progress, hear the presentations of other students, and contribute to the discussions arising from research presentations.

For Honours, the Honours Research Seminar is linked to the work done in the special "research week", in Autumn Session, usually about mid-session. In the research week, normal undergraduate classes are suspended, but in Autumn Session research week Postgraduate Diploma and Honours students put up research posters for a half day on a date to be specified later.

Honours Research Seminar, Programme Summary

#### **Components and approximate timetable:**

a) First few weeks: Students air their draft research proposals (Oral presentations thesis - pass/fail)

b) Around mid-term Autumn Session: All Honours students present poster research proposals to whole School (posters on thesis - pass/fail)

c) After Research Week Autumn Session. The Staff will organise a schedule for students to make presentations of work-in-progress to the group.

d) Depending on the Schedule organised by the staff in the group, students will be given further opportunities to make presentations of work-in-progress (data analysis etc) to the group.

### **Attendance at Honours Research Seminars**

Research seminars are the primary forum for Honours presentations, and attendance at scheduled talks is compulsory. The Honours Research Seminars are closely associated with Honours thesis work and its supervision. GHMC979/PSYC479 student do not attend the Honours Research Seminar, though some research groups, for example the PCP research group includes PhD, Clinical, Honours and Postgraduate Diploma students in their regular meetings.

## ***10.14. Research Progress: Requirements and Milestones over the year, PSYC410 and GHMC979/PSYC479***

### **1. The Poster Presentation of Research Proposal, Honours and Postgraduate Diploma**

Around mid-term Autumn Session

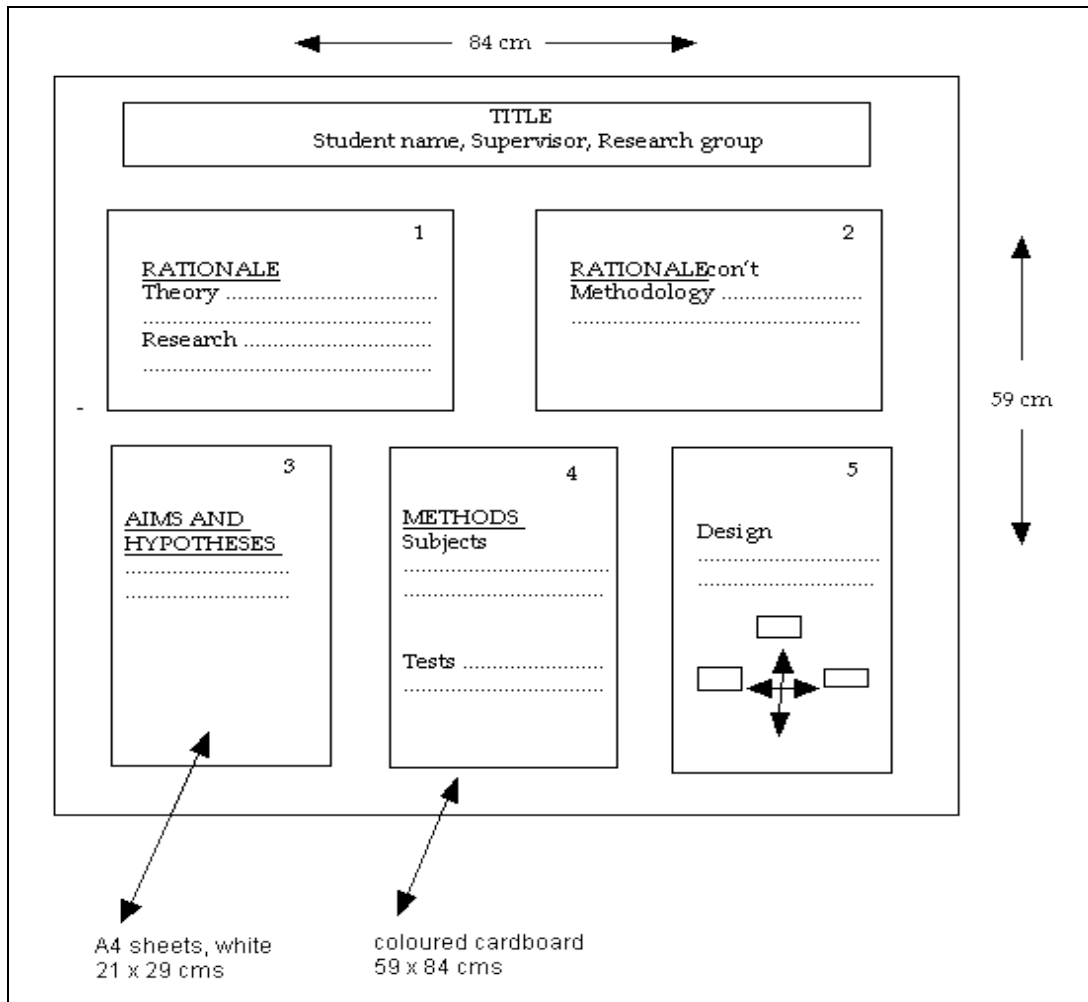
All students in their research year present a poster presentation of their research proposal during Research Week (or during a normal teaching week close to Research Week) in Autumn Session. More information about the exact day and times, and about posters is given out in the 4th Year meeting, and students will be discussing research proposals before Research Week: Honours in their Research Groups, where they give an oral research proposal presentation, and Postgraduate Dips in their Group Supervision meetings.

The research proposal poster presentation is based on what is often done at academic conferences. It allows many simultaneous displays or research information (in this case a proposal rather than a completed study) and an opportunity for interested onlookers to interact with the presenter(s). A poster presentation must be readable quite quickly at a distance of up to a metre or two. There may be several people looking at it at the same time. It should contain only the essentials of your proposed study, clearly set out.

The arrangement sketched here allows you about 750 plus words for the whole proposal (150 words per A4 page). It should include: Title, Name(s) of Student, Name of Supervisor, Honours Research group (if appropriate), Rationale (the theoretical, research and methodological background for your particular study - NOT a complete literature review!), Aims and Hypotheses of the study, and proposed Method, which covers Participants, Instruments/tests and Design. (A diagram may be useful for the design).

The main text size depends somewhat on the font type, but about a 20 point should be adequate. Use bold and larger types for titles etc. The measurements here are approximate. The size of the coloured cardboard background differs according to the stationers.

Students may elect to prepare their research proposal poster electronically (e.g., using PowerPoint) and have it printed at Officeworks or another low-cost printery. A PowerPoint poster template for an A1-sized poster will be made available to students via the 4<sup>th</sup> year eLearning space early in the academic year.



Overall measure of poster is that of a standard A1 sheet.

## 2. The Written Literature Review

Due to Supervisor by the end of the formal examination period of Autumn Session at the latest. See above for information about the Literature Review.

### **3. The Research Ethics Application**

As part of their research training, all students in their research year are expected to gain hands-on experience with writing and preparing a research ethics application for their research project. This requirement is applicable to all students, including those whose project “tags on” to their supervisor’s existing research with current ethics approval. Students are required to submit an electronically scanned copy of their research ethics application (including all appendices and attachments) via the 4<sup>th</sup> year eLearning space no later than the end of the Autumn Session formal exam period.

### **4. The Written Methods Chapter**

Due to Supervisor by the Friday, Week 2 of Spring Session at the latest. See above for information about the Methods Section.

### **5. Data analysis mini poster presentation**

This is a hurdle requirement that encourages students to think critically about the data analysis requirements for their research project. This assessment requires (i) a succinct recapitulation of your major research aims and hypotheses, (ii) an outline of the research design, (iii) your data analysis plan and statistical procedures involved. Detailed requirements will be discussed at a 4th year meeting early in Spring Session. This poster presentation is scheduled for approximately mid-term in Spring Session.

### **6. The Written Results Chapter**

Due to Supervisor by the Friday, Week 8 of Spring Session at the latest. See above for information about the Results Section.

## **11. Other Aspects of the 4th Year: Responsibilities, Conduct, When Things Go Wrong; Sources of Information and Miscellaneous Matters.**

### ***11.1. Supervisor and Student Responsibilities***

#### **Responsibilities of Supervisors**

The overriding responsibility of supervisors is to provide continuing support to students in researching and producing a Research project to the best of the student’s ability. The final form and content of the thesis is the responsibility of the student.

Other responsibilities are:

- To provide, in the case of honours, with other supervisors in their area, an Honours Research Seminar for their Honours supervisees.

- To support students in developing a proposal for their project within a negotiated time frame, and in developing a plan for completing the project within an appropriate time frame.
- To offer supervision only for research projects that are practicable. That is: (i) projects which are reasonable in scope (consistent with others completed on time in previous 4th Years); (ii) projects for which resources are normally available – resources include such things as computer programs for experimental research, psychological tests, access to research participants (especially where special approval is needed, as for recruiting clinical or educational participants); (iii) projects which, where appropriate, are likely to obtain Ethics approval. *Note that difficulties with technical equipment or difficulties and delays in accessing participants (including external participants, such as school children or clinical populations) cannot be used as grounds for requesting academic consideration or extensions; hence, it is the supervisor’s responsibility to advise the student against attempting a project for which there is too great a potential for such difficulties and delays.*
- To maintain regular contact with students in order to monitor their progress (this varies depending on the stage of the work, but a student might reasonably expect up to an hour a week with the supervisor, averaged over the research period).
- To inform students about any planned absences during the candidature and arrangements for supervision during those absences.
- To provide timely and helpful written or verbal feedback (usually within two to three weeks) to students on any submissions (see Requirements and Milestones section above) and to assist them to develop solutions as problems are identified.
- To advise students of inadequate progress or work below the standard generally required and to suggest appropriate action. **Students may submit no more than two drafts of each of the Introduction, Method and Results sections of the thesis. Supervisors do not read and provide feedback on the Discussion section;** they may discuss results with the student, taking care that discussion is directed towards guiding the student to make his/her own interpretation of results. Supervisors may give general advice regarding organisation of material, formatting and the like, but do not provide additional input. The discussion section is the student’s own interpretation of, and theoretical reflection upon, the results. The Discussion section must be entirely the student’s work. Supervisors complete a “Supervisor’s Report” form, detailing their contribution/support, the role of the student’s project in any wider research project. The supervisor’s report is submitted to the 4th Year Coordinator and examiners at the same time as the thesis/report is due and is taken into account in the marking of the thesis.

## Responsibilities of Students

4th Year students have the primary responsibility for the timely completion of the 4th Year project, and must take responsibility for the form and content of the final product.

Other responsibilities are:

- To develop (in consultation with the supervisor) a project proposal, and a plan for completing the project within a time frame set by the School.

- To undertake any additional work towards their project identified as necessary by the supervisor.
- To prepare (in consultation with the supervisor) a presentation poster for Research week and, for Honours students, to attend the Honours Research Seminar.
- To maintain regular contact with the supervisor; to discuss any proposed variation to enrolment or leave of absence with their supervisor and submit any requests for this to the 4th Year Coordinator as soon as possible.
- To discuss and establish with the supervisor the level of support required for successful completion of the project.
- To present required written material to the supervisor in sufficient time to allow for comments and discussions before scheduled meetings.
- To accept responsibility for the quality and originality of all submitted work.

**Students may submit no more than two drafts of each of the Introduction, Method and Results sections of the thesis.** The Discussion section must be entirely the student's work. **Students may not submit drafts of the Discussion section of the thesis to supervisors to read and provide feedback.**

## *11.2. Academic consideration, Extensions and Lateness penalties for assignments.*

### **Academic consideration/Extensions for coursework subjects**

These should be directed to subject Coordinators, not the 4<sup>th</sup> Year Coordinator. You may approach the subject Coordinator informally and/or use the established SOLS system <http://www.uow.edu.au/student/> for applying for academic consideration.

### **Extensions for Research projects, PSYC410 or GHMC979/PSYC479 (subject coordinator Nigel Mackay - Autumn Session 2012 / Amy Chan – Spring Session 2012)**

Extensions are granted only in special circumstances, information about which may be found in School and University documents. **If you are in need of less than one week, your supervisor may consult with the 4<sup>th</sup> Year Coordinator, and approve this without School's approval,** and you should send a brief email to the 4<sup>th</sup> Year Coordinator. However, for extensions longer than one week, the official procedure for extensions to Honours theses and major research projects must be followed. A request for an extension must go through the Teaching Policy Committee of the School. These happen only once a month (Teaching Policy Committee meeting dates may be obtained from the admin assistant ), and if the request does not go to the meeting in time, it will be held over until the next month, even if that means that students have to hope that they get consideration retrospectively. There is no *ad hoc* consideration of extensions. Students should consider their needs and the timing of requests very carefully.

If you and your supervisor consider you have reasonable grounds for an extension/deferral, you need to follow these simple procedures:

- (1) First work out with your supervisor how long is being asked for (no need to make time consuming appointments with the Coordinator to plead your case)

- (2) Use the established SOLS system <http://www.uow.edu.au/student/> for applying for academic consideration and include:
- Brief reasons for the request and
  - The length of time that you and your supervisor agree is appropriate and
  - A statement that you have the support of the supervisor.

The 4th Year Coordinator does not decide the matter but takes your request to the Teaching Policy committee meeting as soon as possible and lets you know the result via SOLS as soon as possible afterwards.

**If you do not carry out the appropriate procedure for requesting an extension, no action on your request will be taken other than a simple rejection. The Coordinator will not chase you to get you to follow the procedure, so ensure that you read all instructions thoroughly.**

Students cannot make general claims for academic consideration for illness and events suffered earlier in the year and not discussed with supervisors at the time. Please also note that students are responsible for backing up their data and all written work regularly. **Loss of completed work (or work in progress) due to computer or other technical problems cannot be accepted as sufficient grounds for granting an extension.**

### **Late Marking, Late Results and Graduation matters.**

There are some further considerations when applying for an academic consideration for extension. Because late work does not arrive at the same time as most of the marking it often falls into periods when staff markers have other commitments and their own deadlines (eg conferences, papers, grant submissions etc.). Furthermore, the University Admin allows only a few days between end of exams and the last day results may be submitted centrally – after collation, going through School and Faculty exam committees – to be approved and signed by the Pro Vice Chancellor, so that results may be released officially and students can be included in Graduation. You will have to allow time for the marking of late theses and projects, and not expect them to be marked immediately. This may result in being unable to meet deadlines, for example, Scholarships or Graduation.

The guidelines for lateness penalties, for the research project and for other 4th Year assignments, are the same as for undergraduate assignments and are as set out in the School Student policy document: **Marks are deducted at the rate of 5% per calendar day overdue.**

### ***11.3. The End of the Year: Results and other things***

Fourth year results are available like all other subject results from Central Administration, not the School. For information about getting thesis/project feedback from your supervisor, see the section above. Note that for Psychology IV Honours and Psychology IV (i.e. the 4 year BPsyc) in addition to the results of your individual subjects you get an overall mark and class (First, 2/1, 2/2 etc) for Psychology IV Honours, or an overall mark and grade (HD, D, Cr etc) for Psychology IV. The latter is calculated not just on the 4<sup>th</sup> year results but is a ‘Weighted Average Mark’ across the 4 years of study. For details see the University’s **Calendar of Governance, Rules and Policies**, or contact Student Central.

## **11.4. Prizes and Awards**

### **The APS Prize in Psychology**

The School nominates the top Honours student for the annual award. The APS Prize in Psychology is given to the student who gains first place at the end of the Honours year. When two or more students gain first place, as determined by their marks in the 4th Year, the School selects the student for the APS Prize based on the mark awarded for the thesis. Recipients of the APS Prize in Psychology receive a letter from the President of The Australian Psychological Society Limited that recognises the excellence of their achievements in studying psychology, and an offer of 12 months free Associate Membership of the Society, with the waiving of the processing fee, if they make an application within 12 months of completing their program of study in Psychology. The recipient is also encouraged to present a poster at the Annual Conference of the Australian Psychological Society Limited based on their thesis by having their conference registration fee paid by the APS. (see [http://www.psychology.org.au/about/awards/aps\\_prize](http://www.psychology.org.au/about/awards/aps_prize))

### **Research Proposal Poster Prizes**

These are given to the best Postgraduate Diploma and best Honours Posters as judged by a small committee chaired by the Higher Degree Research Coordinator, Simone Favelle. They consist of book vouchers from the Uni Bookshop (value to be determined by the Head of School).

### **Top Honours student of the year**

It consists of a book voucher for the student who gains first place at the end of the Honours year (value of voucher to be determined by the Head of School).

### **Top Postgraduate Diploma/ Psychology IV/ Masters student of the year**

It consists of a book voucher for the student who gains the top averaged mark across all subjects completed for the Postgraduate Diploma in Psychology/Psychology IV/MSc in Psychology course (value of voucher to be determined by the Head of School).

### **University Medal**

The School may also nominate the top performing Honours Student for the University Medal. (See <http://www.uow.edu.au/student/prizes/index.html>)

## **12. Sources of Information about 4th Year and University Policies, Procedures and Student Services**

Students and staff are advised to refer to the following University of Wollongong web sites for access to relevant codes, policies and information: Note that as UoW changes its website some of these links will be broken. However, they can be found by searching the UoW site and Students should be familiar with the following university policies:

Psychology 4th year page on Psychology Website  
<http://www.uow.edu.au/health/psyc/4thyear/index.html>

General 4th Year Site on eLearning  
(access via SOLS)

### **School of Psychology Policies**

School of Psychology Student Policy  
<http://www.uow.edu.au/health/psyc/infocurrent/index.html>

### **Faculty of Health and Behavioural Sciences – HBS Central Website**

[http://www.uow.edu.au/health/hbs\\_central/index.html](http://www.uow.edu.au/health/hbs_central/index.html)

### **University Learning and Teaching Policies**

<http://www.uow.edu.au/about/policy/students/index.html>

which include

#### ***Academic***

- [Academic Integrity and Plagiarism Policy](#)
- [Admissions and Advanced Standing Policy](#)
- [Code of Practice – Teaching and Assessment](#)
- [Course Progress Policy](#)
- [Fees Policy](#)
- [General Course Rules](#)
- [Good Practice Assessment Guidelines](#)
- [Graduate Qualities Policy](#)
- [Information Literacy Integration Policy](#)
- [Student Academic Consideration Policy](#)
- [Student Academic Consideration Guidelines](#)
- [University Examination Rules](#)

#### ***Research***

- [Appeals Against Higher Degree Research \(HDR\) Thesis Examination Outcomes Policy](#)
- [Authorship Policy](#)
- [Code of Practice - Honours](#)

- [Code of Practice - Research](#)
- [Code of Practice - Supervision](#)
- [Cotutelle Agreements Policy](#)
- [Cotutelle Guidelines](#)
- [Policy on Ethical Objection by Students to the Use of Animals and Animal Products in Coursework Subjects](#)

### ***Student Welfare and Support***

- [Academic Advice to Students Policy](#)
- [Academic Grievance Policy \(Higher Degree Research Students\)](#)
- [Academic Grievance Policy \(Coursework and Honours Students\)](#)
- [Anti-Bullying Policy](#)
- [Disability Policy - Students](#)
- [Grievance Policy](#)
- [International Student Release Procedure](#)
- [Non-Discriminatory Language Practice and Presentation Policy and Guidelines](#)
- [Privacy Policy](#)
- [Respect for Diversity Policy](#)
- [Sexual Harassment Prevention Policy](#)
- [Student Health Assessment and Leave Policy](#)
- [Undergraduate Student Scholarships and Grants Policy](#)

### ***Student Conduct***

- [Bullying Prevention Policy](#)
- [Campus Access and Order Rules](#)
- [Code of Practice - Student Professional Experience](#)
- [Grievance Policy](#)
- [Library Code of Conduct](#)
- [Non-Discriminatory Language Practice and Presentation Policy and Guidelines](#)
- [Sexual Harassment Prevention Policy](#)
- [Student Conduct Rules](#)
- [Procedure for Managing Alleged Academic Misconduct by a Student Undertaking Coursework](#)
- [Procedure for Managing Alleged General Misconduct by a Student](#)
- [Research Misconduct Policy](#)
- [Respect for Diversity Policy](#)

### ***Intellectual Property***

- [Copyright Policy](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Policy](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Guidelines](#)

- [IP Intellectual Property Policy](#)
- [IP Intellectual Property Guidelines](#)
- [IP Student Assignment of Intellectual Property Policy](#)
- [IP Student Assignment of Intellectual Property Guidelines](#)
- [Music, Video and Software Piracy Policy](#)

### ***Information Technology***

- [Computer Room Access Policy](#)
- [Email Access Policy](#)
- [Internet Access Policy](#)
- [Internet Access Guidelines](#)
- [IT Acceptable Use Policy](#)

# **APPENDICES**

**APPENDIX A**  
**Marking Procedure 4th Year Theses and Projects**

The **submission, marking and reporting of feedback of Theses is done via a dedicated On-line Thesis Submission Tool (OTST)**

*Marking Procedure 4th Year Theses*

**Both Markers:**

- Mark independently of the other examiner
- Download the supervisor's report on the student
- Fill in the Examiners Marking Form on line, taking into consideration the supervisor's report, and the broader descriptions of the thesis classes or grades below
- When you have both finished, and both marks are entered, the system will allow you (but not the student) to see one another's evaluation. Negotiate directly to get an agreed mark<sup>3</sup>. After negotiation markers may wish to change the feedback on the form to reflect the agreed marks

**First Marker:**

- Fill in the final agreed mark

Marks and feedback will be released to the students by the coordinator on a set date approximately 4 weeks after submission.

**Classes and marks: General descriptions**

<b>Class</b>		<b>%</b>
1+	Outstanding work, creative, original, and very well executed.	90+.....
1	Excellent, with innovative ideas, but could be improved by revision.	85-89.....
2/1+	Very good, with innovative ideas but could be improved by revision, and may contain minor problems in writing up.	80-84.....
2/1	Very competent. No significant flaws in argument, presentation analysis or data collection.	75-79.....
2/2+	Reasonably well done throughout but with many minor flaws.	70-74.....
2/2	Satisfactory: demonstrates an adequate ability to handle material, but contains many minor flaws.	65-70.....
3+	Demonstrates a barely adequate ability to handle material, and contains minor flaws, together with a major flaw in (one of) literature, writing style, design, analysis or conclusions.	60-64.....

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<sup>3</sup> If markers cannot get an agreed mark, and the difference is less than 10 points, it will normally be averaged. If it is 10 point or more it will go to a third examiner.

3	Minimally acceptable. Appears to understand basic aspects of material but contains major and minor flaws.	50-59.....
Fail	Inadequate. Many major problems. Does not appear to understand basic aspects of material.	25-49.....
Fail	Incomplete, incomprehensible or otherwise unmarkable.	0-24.....

**Online Thesis Submission Tool: Marking Sheet for Empirical Theses** ((i.e. **PSYC410, PSYC479, and GHMC979**) - for use while examining. When finished please transfer the information to the online version. The cells do not carry an exact weighting or mark. Use them to give an indication of the student's performance on each aspect of the work. Amplify the report with qualitative comments in the comments section to give complete feedback.

Student Name: .....

Subject Code: .....

Thesis Title: .....

	(Fail)	Poor (III)	Fair (II.2)	Good (II.1)	Excellent (1 <sup>st</sup> )
<b>ABSTRACT</b>					
Clarity, succinctness					
<b>INTRODUCTION</b>					
Literature review and rationale for the present study					
Descriptions of the research question(s)					
<b>METHOD</b>					
Descriptions allow a full replication					
Appropriate choice (e.g. participant, variables, design, procedure)					
<b>RESULTS</b>					
Appropriateness of Methods for data handling					
Clarity of description					
<b>DISCUSSION</b>					
Address the proposed question(s)					
Relate to relevant theories/ models					
Appreciation of implications					
<b>PRESENTATION</b>					
Use of language					
Referencing					
<b>OVERALL</b>					
Coherence of the report					
Analytical and critical capacity					
Novelty in contribution					

OTHER COMMENTS

Mark Awarded:

**Online Thesis Submission Tool: Marking Sheet for Theoretical Theses** (i.e., **PSYC414**) - for use while examining. When finished please transfer the information to the online version. The cells do not carry an exact weighting or mark. Use them to give an indication of the student's performance on each aspect of the work. Amplify the report with qualitative comments in the comments section to give complete feedback.

Student Name: .....

Subject Code: PSYC414

Thesis Title: .....

	(Fail)	Poor (III)	Fair (II.2)	Good (II.1)	Excellent (1 <sup>st</sup> )
<b>ABSTRACT</b>					
Clarity, succinctness					
<b>LITERATURE REVIEW</b>					
Range of material covered					
Depth of critical analysis					
Derivation and articulation of research questions					
<b>DEVELOPMENT OF THESIS</b>					
Progressive unfolding of thesis argument					
Clarity of argument					
Force of argument					
Depth and subtlety of understanding					
<b>CONCLUDING SECTION</b>					
Conclusions: drawing the themes together					
Articulation and appreciation of implications					
<b>FORM/EXPRESSION</b>					
Grammar, punctuation andtc.					
Referencing					
Expression - use of language					
<b>OVERALL</b>					
Coherence and strength of the thesis					
Novelty in contribution					
<b>OTHER COMMENTS</b>					
Mark Awarded:					

**APPENDIX B**  
**Student's Report on Supervision Of Honours Research.**

*Note: A Survey Monkey link will be available in Spring Session for students to complete and submit their report on-line.*

*CONFIDENTIAL: Fill in this report and submit it for the PSYC410 Subject Coordinator's information. If there is a reason, relevant parts may be shown to the examiners of your thesis. Your supervisor will not see it until after all the marks are decided.*

**Name of student** .....

**Name of supervisor** .....

**Brief Title of Thesis** .....

Please indicate the nature of your contribution, and that of the supervisor, to your research

**1. Initial research idea**

- Degree to which it was my own idea                                   1-----2-----3-----4-----5  
Not at all—little---somewhat---mostly---entirely
  
- Degree to which the idea was already a                                   1-----2-----3-----4-----5  
part of an existing larger research project, etc                   Not at all--little—somewhat--mostly---entirely

**2. Theoretical development of thesis**

- I initiated the investigation of theory;                                   1-----2-----3-----4-----5  
Not at all—little---somewhat---mostly---entirely

**3. Design and methods**

- I was responsible for the design   1-----2-----3-----4-----5  
and execution of the study   Not at all—little---somewhat---mostly---entirely
  
- Was the method already a standard part of an                                   1-----2-----3-----4-----5  
existing larger research project?   Not at all—little---somewhat---mostly---entirely

**4. Data collection**

- I collected my own data;   1-----2-----3-----4-----5  
Not at al--little ---- some---mostly---entirely
  
- The project involved the interrogation   Yes/ No  
of an existing data set
  
- If yes, above, were any additional data   Yes/ No  
collected by me, etc.

**5. Technical assistance**

- *I depended on assistance given on technical equipment, use of laboratory apparatus, software etc.,*

1-----2-----3-----4-----5  
 Not at all—little---somewhat---mostly---entirely

**6. Data analysis**

- *I depended on assistance given for data analysis, statistical procedure, etc.*

1-----2-----3-----4-----5  
 Not at all—little---somewhat---mostly---entirely

**7. Interpretation of results and discussion**

- *I depended on assistance given in the interpretation of results*

1-----2-----3-----4-----5  
 Not at all--little—expected av.—mostly-entirely

- *I depended on advice given on matters requiring detailed theoretical discussion*

1-----2-----3-----4-----5  
 Not at all—little---somewhat---mostly---entirely

**8. Supervision meetings**

- *I attended supervision sessions*

1-----2-----3-----4-----5  
 None-----few-----some-----most-----all

- *On average during term I was offered supervision* 1-----2-----3-----4-----5  
 Rarely-occasionally-monthly-fortnightly-weekly

**9. Reading of drafts and feedback**

*Supervisor read drafts of and gave feedback on*

- *Introduction, yes/no*
- *Method yes/no*
- *Results yes/no*
- *Discussion yes/no*

**10. You are welcome to comment on any other issues you want to bring to the attention of the examiner(s) to do with supervision. Were these discussed with the supervisor?**

**APPENDIX C**  
**Student's Report On Supervision Of GHMC979/PSYC479 Research**

**Note: A Survey Monkey link will be available in Spring Session for students to complete and submit their report on-line.**

*CONFIDENTIAL: Fill in this report and submit it for the GHMC979/PSYC479 Subject Coordinator's information. If there is a reason, relevant parts may be shown to the examiners of your thesis. Your supervisor will not see it until after all the marks are decided.*

**Name of student** .....

**Name of supervisor** .....

**Brief Title of Project** .....

*Some questions are about you in comparison to the rest of the group; some are about your group's contribution in comparison to that of the supervisor. Therefore, please read and answer the questions in this survey carefully.*

**1. Initial research idea**

- Degree to which it was the group's (rather than the supervisor's) idea      1-----2-----3-----4-----5  
 Not at all—little---somewhat--mostly--entirely
- Degree to which the idea already a part of an existing larger research project, etc      1-----2-----3-----4-----5  
 Not at all—little---somewhat--mostly---entirely
- In comparison to the others in the group my contribution to the research idea was      1-----2-----3-----4-----5  
 Minimum-little--average--above av.—maximum

**2. Theoretical development of the project**

- The group (rather than the supervisor) initiated the investigation of theory; (finding references etc)      1-----2-----3-----4-----5  
 Not at all--little—expected av.—mostly--entirely
- In comparison to the others in the group my contribution to the theoretical development was      1-----2-----3-----4-----5  
 Minimum-little--average--above av.--maximum

**3. Design and methods**

- The group (vs supervisor) was responsible for the design and execution of the study      1-----2-----3-----4-----5  
 Not at all--little— expected av.--mostly--entirely
- Was the method already a standard part of an existing larger research project?      Yes/ No

**4. Data collection**

- The group (rather than the supervisor) collected its own data      1-----2-----3-----4-----5  
 Not at all—little ---some---mostly---entirely
- In comparison to the others in the group I collected ....of the data      1-----2-----3-----4-----5  
 Minimum-little--average--above av.--maximum

• *The project involved the interrogation of an existing data set* Yes/ No

• *If yes, above, was any additional data collected by the group, etc.* Yes/ No

### 5. Technical assistance

• *The group depended on assistance given to it on apparatus, technical equipment, use of laboratory software etc.* 1-----2-----3-----4-----5  
Not at all--little--somewhat--mostly--entirely

### 6. Data analysis

• *The group depended on assistance given to it for data analysis, statistical procedure, etc.* 1-----2-----3-----4-----5  
Not at all--little--somewhat--mostly--entirely

• *In comparison to the others in the group my contribution to the data analysis was* 1-----2-----3-----4-----5  
Minimum--little--average---above av.--maximum

### 7. Interpretation of results and discussion

• *The group depended on assistance given to it in the interpretation of results* 1-----2-----3-----4-----5  
Not at all--little--expected av.--mostly--entirely

• *The group depended on advice given on matters requiring detailed theoretical discussion* 1-----2-----3-----4-----5  
Not at all--little--expected av.--mostly--entirely

### 8. Supervision meetings

• *I attended supervision sessions* 1-----2-----3-----4-----5  
None-----few-----some-----most-----all

• *On average during term I was offered supervision* 1-----2-----3-----4-----5  
Rarely--occasionally--monthly--fortnightly--weekly

### 9. Reading of drafts and feedback

*Supervisor read drafts of and gave feedback on my*

- *Introduction, yes/no*
- *Method yes/no*
- *Results yes/no*
- *Discussion yes/no*

**10. You are welcome to comment on any other issues you want to bring to the attention of the examiner(s) to do with supervision. Were these discussed with the supervisor?**

**APPENDIX D**  
**SUPERVISOR Report On 4<sup>TH</sup> YEAR STUDENTS, FOR EXAMINERS**

Please indicate below the nature of your supervisory contribution, the student's use of your supervision, and their independence.  
 Judge against the standards for your area of psychology.

Student Name: .....

Subject Code: .....

Thesis Title: .....

Supervisor: .....

	Not at all	little	Some /Somewhat	Mostly	Entirely
<b>Initial research idea</b>					
<i>It was the student's own idea</i>					
<b>Theoretical development of thesis</b>					
<i>Student initiated in investigation of theory (finding references etc)</i>					
<b>Design and methods</b>					
<i>Student was responsible for the design and execution of the study</i>					
<b>Data collection</b>					
<i>(Honours) Student collected his/her own data</i>					
<i>(GHMC979) In comparison to others in the group the student collected his/her share of the data</i>					
<i>The project involved the interrogation of an existing data set</i>	Yes/ No				
<b>Data analysis</b>					
<i>Student depended on assistance given for data analysis, statistical procedure, etc</i>					
<b>Technical Assistance</b>					
<i>Student depended on assistance given on equipment, use of lab apparatus, software etc</i>					
<b>Interpretation of results and discussion</b>					
<i>Student depended on advice given on matters requiring detailed theoretical discussion</i>					
<b>Supervision</b>					
<i>Student submitted written work as requested</i>					

<i>Supervisor gave feedback on submitted work</i>					
<i>Student attended offered supervision sessions</i>					

**Please comment on:**

- (i) any difficulties/problems which were discussed with the student,**
- (ii) whether or not the Literature Review is sufficiently comprehensive and up to date, and**
- (iii) any other issues you want to bring to the attention of the examiner(s):**

**APPENDIX E**  
**Honours and Postgraduate Diploma Thesis Projects Offered for 2012**

**PSYC410 Honours Empirical Thesis**  
**PSYC479/GHMC979 Major Research Project**  
**&**  
**PSYC414 Honours Theoretical Thesis**

<b>Supervisor(s):</b>	Emma Barkus ( <a href="mailto:ebarkus@uow.edu.au">ebarkus@uow.edu.au</a> ) Robert Barry ( <a href="mailto:rbarry@uow.edu.au">rbarry@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Individual propensity to auditory hallucinations ( <b>EBRB-H1</b> )
Description:	Hallucinations are traditionally associated with psychiatric disorders such as psychosis. However they are common in the general population with as many as 70% of people reporting at least one hallucinatory experience in their lifetime. The high occurrence of hallucinations in the general population suggests that the mechanisms which underpin them are detectable in healthy volunteers who are prone to these types of experiences. In this study we propose to use a number of tasks including one designed to assess individual propensity to auditory hallucinations. Using EEG we will determine the mechanisms which may underpin false perceptions. There is scope for two Honours students to be involved in this study.
Prerequisite(s):	PSYC352
Type of project:	PSYC410

<b>Supervisor(s):</b>	Peter Caputi ( <a href="mailto:pcaputi@uow.edu.au">pcaputi@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Topics in applied psychology ( <b>PC-HP1</b> )
Description:	I'm happy to supervise topics in applied psychology (including occupational health psychology)
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	Topics in personal construct psychology ( <b>PC-HP2</b> )
Description:	Contact primary supervisor

Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979 PSYC414

<b>Supervisor(s):</b>	Amy Chan ( <a href="mailto:amychan@uow.edu.au">amychan@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	“If only...”: Topics in counterfactual thinking ( <b>AYC-H1</b> )
Description:	Counterfactual “what if” and “if only” thoughts are commonplace in people’s experiences. Research in this area has implications for understanding childhood cognitive development, as well as judgement and decision making in various applied contexts (e.g., health decision making, skills training, ... etc.). The supervisor and student will jointly develop a specific research project in one of these areas.
Prerequisite(s):	None
Type of project:	PSYC410

<b>Supervisor(s):</b>	Joseph Ciarrochi ( <a href="mailto:joec@uow.edu.au">joec@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Implicit motives, explicit motives and well-being ( <b>JC-H1</b> )
Description:	People are not always aware of what they want in life. Research suggests that implicit or unconscious motives are often important determinants of behaviour. This study will look at the link between implicit motives, explicit motives (what people say they want), and well-being. Greater discrepancy between implicit and explicit should predict worse well-being. We can explore this possibility and other questions related to implicit/explicit motives
Prerequisite(s):	None
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Implicit/explicit motives and the quality of social relationships ( <b>JC-HP2</b> )
Description:	People are not always aware of what motivates them (termed implicit motivation). We will explore the possibility that certain types of motivation may relate to relationship difficulties. For example, if people show high motivation to avoid relationship loss, we might expect those people to have fewer and less satisfying

	relationships. In order to have a high quality relationship, you must risk and be vulnerable. Those who avoid vulnerability (high avoidance motivation) will not give their relationships a chance to develop. We can explore this possibility and other questions related to motivation and relationship satisfaction
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Adam Clarke ( <a href="mailto:acclarke@uow.edu.au">acclarke@uow.edu.au</a> ) Emma Barkus ( <a href="mailto:ebarkus@uow.edu.au">ebarkus@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	The effects of medication on learning disabilities in children with ADHD ( <b>ACEB-P1</b> )
Description:	ADHD is the most common psychiatric disorder of childhood. This disorder usually occurs with other disorders such as Conduct disorder, Anxiety and depression. One of the most common comorbid conditions is learning disabilities, and in children with the inattentive form of ADHD, school failure can be at the corner stone of a clinical referral. At present the most common treatment for ADHD are stimulant medications and in non responders, no stimulants such as tri cyclic anti depressants. However, at present we do not understand the effect of these medications on learning outcomes. This project will use file audit data from a paediatric practice to better understand the effects of medications on learning disabilities in children with ADHD.
Prerequisite(s):	None
Type of project:	PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	An investigation of EEG abnormalities in children with ADHD ( <b>ACEB-P2</b> )
Description:	ADHD is the most commonly diagnosed childhood psychological disorder, with stimulant medication being the treatment of choice in North America and Australia. Children with ADHD have been found to have a number of abnormalities in their EEG and other electrophysiological measures, which has led researchers and clinicians to consider the symptoms of ADHD as resulting from various CNS dysfunctions. This project will further examine the nature of EEG abnormalities in this clinical population. The project may include the effects of comorbidities, subtype differences, maturational changes or sex differences. The exact topic will be negotiated with the students involved.
Prerequisite(s):	None

Type of project:	PSYC479/GHMC979
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<b>Supervisor(s):</b>	Trevor Crowe ( <a href="mailto:tcrowe@uow.edu.au">tcrowe@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	clinical supervision ( <b>TC-HP1</b> )
Description:	parallel processing in clinical supervision of intern psychologists
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	carer empowerment ( <b>TC-HP2</b> )
Description:	examining changes in empowerment and wellbeing of carers sharing their experiences in peer led interventions with other carers of people with substance use and/or mental health disorders
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	peer coaching in the training of psychologists ( <b>TC-HP3</b> )
Description:	evaluation of peer coaching using role and real play interventions as part of clinical training
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Simone Favelle ( <a href="mailto:simone_favelle@uow.edu.au">simone_favelle@uow.edu.au</a> ) Stephen Palmisano ( <a href="mailto:stephenp@uow.edu.au">stephenp@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Natural view frequency in face recognition ( <b>SFSP-HP1</b> )
Description:	This project is aimed at explaining the effects of viewpoint around the pitch axis on face recognition. Image factors offer a partial solution, but another contender is “natural view frequency”. Shorter people experience views from below more frequently and taller people experience views from above more frequently. Does this difference in experience account for differences in face recognition ability?

Prerequisite(s):	PSYC345 or PSYC349
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Simone Favelle ( <a href="mailto:simone_favelle@uow.edu.au">simone_favelle@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	How does motion help us to identify facial expressions? <b>(SF-H1)</b>
Description:	Research has shown that motion can facilitate the recognition of facial expressions. The aim of this project is to examine the mechanism(s) by which this occurs, that is, how does motion help us to identify facial expressions?
Prerequisite(s):	PSYC345 or PSYC349; Computer graphics software (eg Photoshop) skills an advantage
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Turn that frown around: Identifying facial expressions across changes in viewpoint. <b>(SF-H2)</b>
Description:	This project will examine whether facial expressions are equally identifiable across changes in viewpoint. For example, expressions typically used for close, personal, face-to-face interactions (e.g., happy expressions), might be harder to identify from other viewpoints than expressions used to signal approaching danger or a surprising event. This project is part of a larger study into the effectiveness of human facial signals.
Prerequisite(s):	PSYC345 or PSYC349
Type of project:	PSYC410

<b>Supervisor(s):</b>	Craig Gonsalvez ( <a href="mailto:craigg@uow.edu.au">craigg@uow.edu.au</a> ) Robert Barry ( <a href="mailto:rbarry@uow.edu.au">rbarry@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Heart rate changes to win and loss events during poker-machine gambling <b>(CGRB-H1)</b>
Description:	The project will involve the use of sophisticated ambulatory psychophysiological equipment to examine changes in heart rate as patrons use poker machines in licensed clubs. The project will extend the work that is currently ongoing as part of an ARC-funded research project.

Prerequisite(s):	Completion of PSYC352 will be helpful although not essential
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Electrodermal changes to win and loss events during poker machine gambling ( <b>CGRB-H2</b> )
Description:	The project will involve the use of sophisticated ambulatory psychophysiological equipment to examine changes in electrodermal activity as patrons use poker machines in licensed clubs. The project will extend the work that is currently ongoing as part of an ARC-funded research project.
Prerequisite(s):	Completion of PSYC352 will be helpful although not essential
Type of project:	PSYC410

<b>Supervisor(s):</b>	Patrick Heaven ( <a href="mailto:pheaven@uow.edu.au">pheaven@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Personality and social psychology ( <b>PH-H1</b> )
Description:	This topic of joint interest to the student and supervisor will be developed.
Prerequisite(s):	Preferably PSYC350
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Religious sentiment and psychological adjustment ( <b>PH-P2</b> )
Description:	Examines the relationships between different measures of religiosity and psychological adjustment
Prerequisite(s):	Preferably PSYC350
Type of project:	PSYC479/GHMC979

<b>Supervisor(s):</b>	Harry Hill ( <a href="mailto:harry@uow.edu.au">harry@uow.edu.au</a> ) Stephen Palmisano ( <a href="mailto:stephenp@uow.edu.au">stephenp@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	The mask of Peter Parker meets perspective in reverse ( <b>HHSP-H1</b> )
Description:	The aim of this project is to investigate how pictorial perspective interacts with stereo on two illusions of depth reversal, a Patrick Hughes style Reverspective and the Hollow-Face illusion. Perspective is clearly important for Reverspectives but will be emphasised for faces by adding a Spiderman like surface texture.

Prerequisite(s):	PSYC349
Type of project:	PSYC410

<b>Supervisor(s):</b>	Harry Hill ( <a href="mailto:harry@uow.edu.au">harry@uow.edu.au</a> ) Simone Favelle ( <a href="mailto:simone_favelle@uow.edu.au">simone_favelle@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Face matching across changes in viewpoint and lighting ( <b>HHSF-HP1</b> )
Description:	The aim of this project would be to investigate face matching across changes in viewpoint and lighting using existing experimental methods and stimuli. Details of the design would be developed as part of the project.
Prerequisite(s):	PSYC349, PSYC345, and/or PSYC236
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Harry Hill ( <a href="mailto:harry@uow.edu.au">harry@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Face perception: candidate specified topic ( <b>HH-HP1</b> )
Description:	If you have a particular interest in any papers on face perception that you have come across please contact me to discuss whether this interest could form the basis of a practicable empirical project or theoretical thesis.
Prerequisite(s):	PSYC349, PSYC345, and/or PSYC236
Type of project:	PSYC410 PSYC479/GHMC979 PSYC414

<b>Supervisor(s):</b>	Stuart Johnstone ( <a href="mailto:sjohnsto@uow.edu.au">sjohnsto@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Examining the effects of inhibitory control training: EEG alpha power in the intertrial interval ( <b>SJ-H1</b> )
Description:	EEG alpha power following stimulus presentation shows sensitivity to factors such as errors, and differential responses (e.g. the go and nogo stimuli in a Go-Nogo task) and thus can be used as an index of cognitive control in the intertrial interval (ITI). This study will examine EEG alpha power in the ITI during a Go-Nogo task, and

	consider the effect of training at the task on this measure.
Prerequisite(s):	PSYC352
Type of project:	PSYC410

<b>Supervisor(s):</b>	Stuart Johnstone ( <a href="mailto:sjohnsto@uow.edu.au">sjohnsto@uow.edu.au</a> ) Peter Kelly ( <a href="mailto:pkelly@uow.edu.au">pkelly@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	A cognitive training intervention for improving attitudes towards alcohol and reducing consumption ( <b>SJPK-H1</b> )
Description:	Cognitive training of inhibitory control has been shown to be effective in improving implicit attitudes towards alcohol and reducing consumption. This study will replicate a study in the area, and extend it to consider objective responses to alcoholic/non-alcoholic stimuli pre- and post-training. The sample is likely to be undergraduate university students, although a general community sample may be considered.
Prerequisite(s):	PSYC352 would be preferable
Type of project:	PSYC410

<b>Supervisor(s):</b>	Peter Kelly ( <a href="mailto:pkelly@uow.edu.au">pkelly@uow.edu.au</a> ) Frank Deane ( <a href="mailto:fdeane@uow.edu.au">fdeane@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	A national survey of SMART Recovery program facilitators ( <b>PKFD-H1</b> )
Description:	Self-Management and Recovery Training (SMART Recovery) is an organisation that is similar to Alcoholics Anonymous (AA) in that it provides regular self-help meetings for people who experience problems of addiction. However, whilst AA is based on the 12-step model of addiction, SMART recovery draws on evidence based approaches, such as motivational enhancement training and cognitive behavioural therapy, to provide an alternative model to traditional 12-step self help groups. SMART Recovery has been operating in Australia since 2004. During this time there are been considerable growth in the organization. There are currently 95 groups operated throughout Australia, with approximately 285 trained facilitators who facilitate the groups. To date there has been no research examining SMART Recovery in Australia. The aim of the current project is to develop and administer a survey to the SMART Recovery group facilitators. The project will examine clinical strategies used by the facilitators to deliver the SMART

	Recovery groups. Organisation website: <a href="http://smartrecoveryaustralia.com.au/">http://smartrecoveryaustralia.com.au/</a>
Prerequisite(s):	None
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Implementing smoking cessation and other cardiovascular risk reduction activities within residential substance abuse treatment: prediction of client and staff attitudes ( <b>PKFD-H2</b> )
Description:	People with a history of alcohol and substance abuse live 27 years less than the general population. Cardiovascular disease and cancer are leading causes of mortality for this clinical group. It is important that prevention strategies are developed that address the primary risk factors for both of these diseases (i.e. smoking, poor diet, physical inactivity and alcohol abuse). However, research suggests that rates of smoking actually increase whilst people are attending residential substance abuse treatment. This project will examine both client and staff member attitudes towards the implementation of these types of approaches within residential substance abuse treatment. It will draw on relevant health psychology theories (e.g. theory of planned behaviour).
Prerequisite(s):	None
Type of project:	PSYC410

<b>Supervisor(s):</b>	Peter Leeson ( <a href="mailto:pleeson@uow.edu.au">pleeson@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Topics in Personality and Social Psychology ( <b>PL-HP1</b> )
Description:	Contact primary supervisor
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Nigel Mackay ( <a href="mailto:nmackay@uow.edu.au">nmackay@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Topics in psychological theory ( <b>NM-H1</b> )
Description:	The topic title is left general because there is a wide range of theory areas in which I supervise and most topics come from student suggestions followed by negotiation. I hope to put up a list of topics recently supervised on my staff page <a href="http://www.uow.edu.au/health/psyc/staff/UOW024985.html">http://www.uow.edu.au/health/psyc/staff/UOW024985.html</a>

Prerequisite(s):	None
Type of project:	PSYC414

<b>Supervisor(s):</b>	Christopher Magee ( <a href="mailto:cmagee@uow.edu.au">cmagee@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Topics in Health Psychology ( <b>CM-HP1</b> )
Description:	The thesis will be in the broad area of Health Psychology, with the precise topic determined from discussions with the student/s. However, some areas that could potentially be examined include sleep patterns and health behaviours (e.g., diet, exercise, coping), work stress and health, or psychosocial factors associated conditions such as obesity.
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Leonie Miller ( <a href="mailto:leoniem@uow.edu.au">leoniem@uow.edu.au</a> ) Steven Roodenrys ( <a href="mailto:steven@uow.edu.au">steven@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	The talker variability effect in serial recall: A reflection of typical processing or specific task demand? ( <b>LMSR-H1</b> )
Description:	The talker variability effect (Hughes, Macken, & Jones, 2009) is the finding that recall is poorer for lists with alternate items presented in different voices (e.g. alternating male and female voices), than lists presented in a single voice. This result has been used as evidence to support the perceptual-gestural account of serial recall phenomena in short-term memory. Essentially this position argues that such tasks do not use memory processes but rely on perceptual streaming and articulatory skills to organise stimuli into efficient output. A closer inspection of the conditions of presentation however, suggests that the reported effect might occur because the rate of presentation of stimuli (faster than typical rates employed in these tasks) has converted it into an acoustic processing task rather than remain a serial recall task. Accordingly, how well this result relates to the wider body of serial recall literature is uncertain, and how well the findings support accurate theory development is also unknown. To provide clarification on this point, this project aims to reproduce the method employed by Hughes et al. (2009) and compare performance with a second condition using stimulus presentation speeds more typical of other serial recall tasks.

Prerequisite(s):	PSYC345
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	The effect of task sequence on mental energy ( <b>LMSR-HP2</b> )
Description:	This project considers a relatively unstudied psychological construct, mental energy, and how it might be altered by task sequence (and type) in a cognitive experimental setting. Mental energy, in behavioural terms, is defined as 'the ability or willingness to engage in cognitive work' (Lieberman, 2007) and may impact performance on current and downstream tasks. Accordingly, an increased understanding might also inform educational and occupational practice. The relationship between mental energy and attentional fatigue and its management can also be examined in this project.
Prerequisite(s):	PSYC345 preferred but not essential.
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Stephen Palmisano ( <a href="mailto:stephenp@uow.edu.au">stephenp@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Visual Perception of Active Self-motion ( <b>SP-H1</b> )
Description:	This ARC-funded project examines the visual perception of self-motion on a virtual treadmill. Eye and head movements will be recorded while participants walk on this treadmill and these will be updated into their visual display.
Prerequisite(s):	PSYC349
Type of project:	PSYC410
<b>Project Title &amp; Code:</b>	Stereoscopic depth perception ( <b>SP-H2</b> )
Description:	This ARC funded project is focussed on 3D stereoscopic vision. It will compare binocular (either disparity-based stereopsis or da Vinci stereopsis) and dynamic monocular perceptions of depth.
Prerequisite(s):	PSYC349
Type of project:	PSYC410

<b>Supervisor(s):</b>	Steven Roodenrys ( <a href="mailto:steven_roodenrys@uow.edu.au">steven_roodenrys@uow.edu.au</a> )
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	Leonie Miller ( <a href="mailto:leonie_miller@uow.edu.au">leonie_miller@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Interaction between long- and short-term verbal memory ( <b>SRLM-HP1</b> )
Description:	Various projects available, e.g. creating false memories in immediate recall ; effects of linguistic factors such as phonological neighbours, lexical stress, articulatory fluency
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	Placebo effects on memory ( <b>SRLM-HP2</b> )
Description:	Giving vague information about the performance enhancing ingredient in chocolate has been shown to provide a placebo effect relative to providing the exact information. This project would investigate that effect and placebo effects on memory in general
Prerequisite(s):	None
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Nadia Solowij ( <a href="mailto:nadia@uow.edu.au">nadia@uow.edu.au</a> ) Samantha Broyd
<b>Project Title &amp; Code:</b>	Studies of cognition and brain function in cannabis use and /or psychosis ( <b>NSSB-H1</b> )
Description:	Project to be negotiated with the student
Prerequisite(s):	Desirable to have completed Biological, Abnormal and stats courses
Type of project:	PSYC410

<b>Supervisor(s):</b>	Gerard Stoyles ( <a href="mailto:stoyles@uow.edu.au">stoyles@uow.edu.au</a> ) Peter Caputi ( <a href="mailto:pcaputi@uow.edu.au">pcaputi@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	The role of spirituality in the development of a supportive high school classroom environment ( <b>GSPC-HP1</b> )

Description:	<p>Our area of research is child/adolescent spirituality. While this area might generally be related to religiosity in people’s minds, this is not necessarily so. Spirituality, in the broader sense, refers to the capacity of the individual to be sensitive to self, the world, to others, and in various cases, to the presence of a Transcendent Being. Religiosity might or might not come into this expression. An area that interests us in this research field is the extent to which the development of a strong personal spirituality facilitates the development of spiritual-sensing qualities within the school environment. In the case of a school, the main environments would be those within which students (and teachers) mingle together – the classroom and the “yard”. In a high school setting, the classroom environment would be harder to pin down, as this environment is subject-related, and therefore fluid. Therefore, because this research proposal will be located in a high school setting, one task would be to define what an academic/classroom environment in the high school setting would look like. The research design will be structured around the relationship between student environments and the well-being of students. That is, do healthy environments lead to higher levels of well-being? Anecdotally, we would presume that this is the case. However, what are the elements of the school environment that contribute most to high levels of well-being? Is it the willingness of students to be sensitive to the ‘strugglers’ in the class? Is it an awareness of barriers that certain students need to overcome? Is it the realisation that a student’s strengths might have the capacity to shore up another student’s weaknesses? Is it the notion of unconditional acceptance of the other? Is it an increase in tolerance, and together with this, the development of a positive assertiveness when that tolerance is stretched to its limits? The ability to develop these characteristics is related to a sharp capacity for spiritual sensitivity – sensing outwards (towards the world and others) and inwards (towards self and one’s interpretation of the world). Hence we have the relationship between the development of strong spirituality and healthy well-being. On a more specific note, by developing a supportive/spiritually sensing environment, is it possible to support students who need to overcome personal deficits/problems that ‘dog’ the student? I am thinking of the example of a student who has suffered from impulsivity issues throughout primary school, and as a result has also experienced peer relationship issues and self-concept that is poor – both personally and in relation to goal achievement. The research focus would be the identification of characteristics of the classroom/yard environment that enhance well-being, together the measurement of spiritual sensitivity that is present among the school student body. The findings of this level of research would then inform the development of an intervention designed to address problems with the student environment through the development of strong spiritual sensitivity. This latter aspect would go beyond an honours/PG in</p>
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	2012, but would open itself to higher degree research.
Prerequisite(s):	An understanding of child and adolescent issues of development/difficulty, plus some awareness of school environments and expectations, is preferable
Type of project:	PSYC410 PSYC479/GHMC979

<b>Supervisor(s):</b>	Gerard Stoyles ( <a href="mailto:stoyles@uow.edu.au">stoyles@uow.edu.au</a> ) Richard Fleming ( <a href="mailto:rfleming@uow.edu.au">rfleming@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Accessing Aged Care: Underlying Issues Impacting the Decision Making Process ( <b>GSRF-P1</b> )
Description:	<p>Project Rationale: There are many different pathways to care that a resident or client may experience. Some individuals will consciously make the decision to enter into a retirement village or access services, whilst living in their home. For others, the decision will be made for them due to physical, psychological or other reasons. In some instances, some individuals do not access any aged care service, despite the potential improvement to quality of life. How, when and why the individual arrives at this decision may influence how they will settle into their new environment or transition to care in their home. Information regarding the issues around the elderly accessing home care, such as whether it is planned or unplanned; why some individuals don't access any care and triggers that initiate thoughts on accessing home care services, may assist Warrigal Care in 2 ways: 1. Assist with providing clients with seamless transition to care 2. Inform future service delivery directions and staff requirements 3. Appropriately market our services</p> <p>Scope</p> <ul style="list-style-type: none"> <li>• Elderly population group accessing Warrigal Service</li> <li>• Elderly population group not currently accessing Warrigal Care Services, in particular home services.</li> </ul>
Prerequisite(s):	None
Type of project:	PSYC479/GHMC979

<b>Supervisor(s):</b>	Coralie Wilson ( <a href="mailto:cwilson@uow.edu.au">cwilson@uow.edu.au</a> ) Peter Caputi ( <a href="mailto:pcaputi@uow.edu.au">pcaputi@uow.edu.au</a> ) Emma Barkus ( <a href="mailto:ebarkus@uow.edu.au">ebarkus@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	University students' health and wellbeing ( <b>WCB-H1</b> )

Description:	Approximately 50% of young people aged 18-24 are enrolled in tertiary education and at risk of having mental health issues go unrecognised (Source: The Australian, Aug 10, 2011). One in four university students experiences moderate-severe levels of psychological distress (Reavley and Jorm, 2011) and 75% of this group will not talk to anyone about their problem (Giardini et al. 2011). The aim of this study is to uncover variables that assist university students to overcome their psychological distress Lo health and wellbeing. This large scale study is led by Dr Coralie Wilson (Graduate School of Medicine), A/Prof Peter Caputi (School of Psychology), and Dr Emma Barkus (School of Psychology) in collaboration with A/Prof Vicki Flood (School of Public Health) and Dr Susan Thomas (Graduate School of Medicine). This project has places for two Honours students with a strong interest in behavioural medicine, mental health, and prevention and early intervention. Study variables include lifestyle (diet and exercise), personality, psychological state, and cognitive process variables. Students can choose the specific set of variables they are interested in (from the larger set of study variable) as well as their specific research questions in negotiation with the research team. Primary scientific supervision is provided by Dr Wilson, primary statistical supervision is provided by A/Prof Caputi. Student support is provided by all researchers on the team.
Prerequisite(s):	3rd year Abnormal Psychology would be helpful but is not essential
Type of project:	PSYC410

<b>Supervisor(s):</b>	Coralie Wilson ( <a href="mailto:cwilson@uow.edu.au">cwilson@uow.edu.au</a> ) Peter Caputi ( <a href="mailto:pcaputi@uow.edu.au">pcaputi@uow.edu.au</a> )
<b>Project Title &amp; Code:</b>	Undiagnosed depression and heart disease in general practice patients ( <b>CWPC-P1</b> )
Description:	Depression and heart disease commonly co-occur and together, result in poor quality of life and high mortality rates. This study examines rates of undiagnosed symptoms of heart disease and depression in general practice patients. The aim of the study is to identify variables that improve the likelihood that patients will talk to their doctors about their symptoms, along with the likelihood that doctors will automatically screen for symptoms of depression and heart disease in their patients. This large study is led by Dr Coralie Wilson (Graduate School of Medicine), A/Prof Peter Caputi (School of Psychology), and Dr Susan Thomas (Graduate School of

	<p>Medicine), in collaboration with A/Prof Rod McMahon (Dapto Medical Centre and affiliated practices). This project has places for 2 or 3 Grad Dip students with a strong interest in behavioural medicine, well developed ability to work in teams, high level communication skills, and high level public presentation skills. Survey data is collected from patients in the waiting rooms of Illawarra General Practices so students also need flexibility for data collection shifts. Students can choose the specific set of variables they are interested in (from the larger set of study variables) as well as their research question in negotiation with the research team. Primary scientific supervision will be provided by Dr Wilson or Dr Thomas depending on variables of interest. Primary statistical supervision is provided by A/Prof Caputi and primary clinical supervision is provided by A/Prof McMahon.</p>
Prerequisite(s):	Some background in health psychology or previous experience in a health service would be helpful but is not essential
Type of project:	PSYC479/GHMC979
<b>Project Title &amp; Code:</b>	Clinicians' health and wellbeing ( <b>CWPC-H2</b> )
Description:	<p>Burnout and other forms of psychological distress are prevalent among clinicians. Maintaining clinicians' health and wellbeing is of enormous importance for maintaining a strong health care work force that provides optimal care for patients and clients. The aim of this study is to uncover variables that assist clinicians manage their health and wellbeing. This study is led by Dr Coralie Wilson (Graduate School of Medicine), and A/Prof Peter Caputi (School of Psychology), in collaboration with Dr Susan Thomas (Graduate School of Medicine), and Dr Andrew Bonnie (IHMRI and Graduate School of Medicine). This project has a place for one Honours student with a strong interest in the personal and professional development of clinicians. Study variables include lifestyle (diet and exercise), psychological state, and cognitive process variables. The student can choose the specific set of variables they are interested in and their specific research questions in negotiation with the research team. Primary scientific supervision is provided by Dr Wilson and primary statistical supervision is provided by A/Prof Caputi. Student support is provided by all researchers on the team.</p>
Prerequisite(s):	Previous experience in a health service and knowledge of organisational psychology would be helpful but is not essential
Type of project:	PSYC410

**APPENDIX G**  
**Request For 4th Year Students for Additional Research Materials Other than photocopying/printing**

*eg Tests, conference registration fees.*

(This comes out of the Postgraduate Fund and there are limits to the amount available. A reimbursement of up to \$150 per 4<sup>th</sup> year research project may be requested. This may be discussed with the higher degree research (HDR) coordinator, Simone Favelle)

INSTRUCTIONS: Fill in this form; get your supervisor to sign it.

- If it is a request for tests or test materials, first take the form to the Admin Assistants in the Test Library to get an estimated costing of the item. Then take the request to the HDR Coordinator, Simone Favelle for approval.
- If it is a request for some other item (eg conference registration) make sure that there is a documented estimate of the cost. Take the request to the HDR Coordinator, Simone Favelle, for approval.

APPLICATION DETAILS

Name (s):

Course:

Purpose of item:

Estimated cost of item

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

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

Signature of HDRCoordinator .....Date: .....

**APPENDIX H**  
**DIRECTORY - SCHOOL OF PSYCHOLOGY**

Psychology Fax Number: 4221 4163

<b>ACADEMIC STAFF</b>		<b>Ext</b>	<b>Bld/Room</b>
BARKUS, Dr Emma	Lecturer	8134	41.143
BARRY, Prof Robert (Bob)	Professor, Director BBRI	4421	41.G51
BYRNE, Dr Mitch	Senior Lecturer ( <b>Clinical Course Enquiries</b> )	5310	41.132
CAPUTI, A/Prof Peter	Associate Professor ( <b>HDR Co-ordinator</b> )	3717	41.129
CASEY, Paul	Lecturer ( <b>Shoalhaven Campus 1<sup>st</sup> Year Subjects</b> )		41.G42
CHAN, Dr Amy	Senior Lecturer ( <b>4<sup>th</sup> Yr Co-ordinator</b> )	4468	41.G46
CIARROCHI, A/Prof Joseph	Research Fellow	4488	41.G48
CLARKE, A/Prof Adam	Associate Professor	5775	41.148
CRITTENDEN, Dr. Nadia	Senior Lecturer ( <b>Grievance Officer &amp; UG Co-ord Policy</b> )	4515	41.145
CROFT, Prof Rodney	Professor	3652	41.130
<b>CROWE, Dr. Trevor</b>	<b>Research Fellow iIMH</b>	<b>3147</b>	<b>22:G12</b>
<b>DEANE, Prof Frank</b>	<b>Director iIMH; Director Clinical Program</b>	<b>4523</b>	<b>22:G18</b>
FAVELLE, Dr Simone	Lecturer ( <b>2<sup>nd</sup> Yr Co-ordinator</b> )	3741	41.G47
GONSALVEZ, A/Prof Craig	Associate Professor	3674	41.134
GRENYER, Prof Brin	Professor	3474	41.137
HEAVEN, Prof Patrick	Professor	4070	41.151
HILL, Dr Harold	Lecturer	4073	41.133
JOHNSTONE, A/Prof Stuart	Associate Professor ( <b>3<sup>rd</sup> Yr Co-ordinator</b> )	4495	41.G50
KELLY, Dr Peter	Clinical Lecturer	2382	41.128
LEESON, Dr Peter	Lecturer ( <b>1<sup>st</sup> Yr Co-ordinator</b> )	3715	41.142
MACKAY, A/Prof Nigel	Associate Professor	3740	41.146
MAGEE, Dr Christopher	Lecturer ( <b>1<sup>st</sup> Yr Co-ordinator</b> )	3716	41.131
MILLER, Dr Leonie	Lecturer	4454	41.128a
PALMISANO, A/Prof Stephen	Associate Professor	3640	41.G49
ROODENRYS, A/Prof Steven	Associate Professor, Head of School	3742	41.147
SOLOWIJ, Dr Nadia	Senior Lecturer	3732	41.150
STOYLES, Dr Gerard	Lecturer	5598	41.144
VINEY, Prof Linda	Honorary Fellow (Wed. only)	4562	41.G42
WALKER, A/Prof Beverly	Honorary Fellow (Wed. only)	3653	41.G42
<b>ADMINISTRATIVE &amp; PROFESSIONAL STAFF</b>			
<b>ALLAN, Chris</b>	<b>Director, Northfields Clinic – 0408 446 239</b>	<b>4407</b>	<b>22:G04</b>
<b>DONOVAN, Mark</b>	<b>Clinical Supervision Coordinator</b>	<b>4820</b>	<b>22:G03</b>
FERRARI, Monica	Admin. Assistant	4141	41.141
GILLMAN, Julie	Admin Assistant - Test Library	4914	41.106
<b>JOHNSON, Marie</b>	<b>Admin. Assistant iIMH</b>	<b>4207</b>	<b>22:G17</b>
<b>KOUKSENKO, Helen</b>	<b>Admin. Assistant</b>	<b>3747</b>	<b>22:G01</b>
McALEAR, Len	Administrative Officer	4445	41.147a
SUMMERHAYES, Michelle	Admin. Assistant – Test Library	3637	41.106
SUMMERS, Jill	Admin Assistant – Head of School	3742	41.147
Psychotherapy Laboratory	Brin Grenyer	5534	41.136
Neurocognitive Research	Nadia Solowij	5813	41.G35
Face Perception Laboratory	Harry Hill	1214	41.G37
Personality and Social Psychology Lab	Joseph Ciarrochi/Patrick Heaven	4484	41.G38
Perception and Action Laboratory	Steve Palmisano	-----	41.G39/G39A
Applied Psychology Research Laboratory	Peter Caputi/Chris Magee	3693	41.138
Research Laboratory	Amy Chan	5113	41.G40
Psychophysiology Laboratory 2	Craig Gonsalvez		41.G35A
Psychophysiology R&D Laboratory	Bob Barry	5547	41.G52a

Cognition Lab	Steve Roodenrys/Simone Favelle	701047	41.G43
Neuropsychopharmacology Laboratory	Rodney Croft	4452	41.G44
Clinical Psychophysiology Laboratory	Adam Clarke/Craig Gonsalvez	4458	41.G45
General Psychophysiology Lab & Post Processing Centre	Bob Barry/Stuart Johnstone/Adam Clarke	4496	41.G52
Psychophysiology ERP Lab	Stuart Johnstone	4512	41.G41

## RESEARCH ASSISTANTS / PhD / POSTGRADUATE STUDENTS

ALLSOPP, Johanna	Clinical PhD Student	4640	22.G16a
ALMADA, Priscilla	PhD Student	4491	41.139a
ANDRESEN, Retta	Research Assistant	5605	22.G15
ASH, April	Postgraduate	4511	41.139b
ASHKAR, Chantel	HDR Student	4513	41.139d
BAUDINETTE, Kathryn	Clinical Masters Student	0412 004 418	41
BENIKOS, Nick	Postgraduate	4164	41.139c
BERRY, Stacey	Clinical PhD Student	4640	22.G16a
BOURKE, Marianne	Clinical PhD Student	5534	41.136
BROWN, Chris	Research Assistant – RB	4458	41.G45
BUCKLEY-WALKER, Kellie	PhD Candidate iiMH / Psychology	5624	22.G17a
BURNS, Neysa	HDR Student	3693	41.138
CARTER, Phoebe	Clinical PhD Student	4640	22.G16a
DALECKI, Anna	Postgraduate	4513	41.139d
DE BLASIO, Frances	Postgraduate	4513	41.139d
DEPERS, Maris	PhD Candidate	5682	22.G17a
DUPUY, Franca	Research Assistant	4458	41.G45
GILLESPIE, Adrian	Postgraduate	4491	41.139a
GREENWOOD, Lisa-Marie	HDR Student	4511	41.139b
JOHNSTON, Ellie	HDR Student	4491	41.139a
KERR, Douglas	Postgraduate	4491	41.139a
LOLE, Lisa	Postgraduate	4513	41.139d
LYONS, Geoffrey	Research Assistant / PhD Candidate iiMH Psych	4708	22.G13
MACDONALD, Brett	Research Assistant	4496	41.G52
MARSHALL, Sarah	Research Assistant	5606	22.G15
MORTLOCK, Kane	PhD Candidate	5606	22.G15
MOULD, Tracey	PhD Candidate	5624	22.G17a
OGLE, Jessica	Clinical PhD Student	4640	22.G16a
ROBBIE, Joel	Research Assistant	4458	41.G45
ROBINSON, Laura	Research Assistant	3693	41.138
ROWSELL, Claire	HDR Student	4164	41.139c
SANDQUIST, Karin	Clinical PhD Student	5534	41.136
SMITH, Paul	Postgraduate	4513	41.139a
STEFANIC, Natalie	PhD Student	3693	41.138
STEINER, Genevieve	Postgraduate	4513	41.139d
SUPAVADEEPRASIT, Sunila	Postgraduate	4511	41.139b
TREGARTHEN, Jenna	HDR Student	4279	22.G13
TURNER, Louise	Clinical PhD Student	4164	41.139c
VELLA, Shae-Leigh	PhD Student	3693	41.138
VELLA, Stewart	Postgraduate	4513	41.139d
WATSON, James	HDR Student	4164	41.139c
WILLIAMS, Kate	Postgraduate	4164	41.139c
WILLIAMS, Virginia	PhD Candidate iiMH / Psychology	5606	22.G15
<b>BOOKABLE ROOM</b>		<b>2515</b>	<b>41.139e</b>
<b>RESEARCH ASSISTANT</b>	<b>FLOAT PHONE</b>	<b>4563</b>	<b>41.G42</b>

## TEACHING LABS (102; 103 & 105)

These phones are for calling IT and can make internal calls only.  
They are unable to receive calls.

<b>NORTHFIELDS CLINIC</b>	<b>FAX</b>	<b>3986</b>	<b>22.G05a</b>
<b>ILLAWARRA INSTITUTE FOR MENTAL HEALTH</b>	<b>FAX</b>	<b>5585</b>	<b>22.G05</b>

**IT STAFF – COMPUTER SUPPORT**    **IT BUILDING 17. EXT 3000 – General Enquiries**

BASIC, Igor	ITS Computer Systems Officer	3651	17
DIETRICH, Melissa	ITS Support Officer	4422	17
JONES, Trevor	ITS Snr Technical Officer	3641	17

**MAILROOM**

Chris, Phillip	3093	32
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**PRINTERY**

Admin / Enquiries	3999	32
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**BUILDINGS & GROUNDS**

Admin / Enquiries (Fax 3897)	3217	31
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**PHONE SERVICE**

Rolf Werner PABX Contractor	4915/3775 (ITS call centre)
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**67 DINING**

8079

**SECURITY**

**EMERGENCY 4900  
4555/4554**

**11**

**FACULTY**

Pro Vice Chancellor (Health)	Professor Don Iverson	4677	41.319
Dean of Schools ( <i>SHS; NMIH; Psysc</i> )	Professor Patrick Crookes	4208	41.237
Dean's Assistant	Narelle Guest	4208	41.237
Sub Dean	Dr. Peter Thomas (part-time)		41.152
Faculty Executive Officer	Peter Maywald	3363	41.237
Faculty Finance Officer	Peter Roope	3699	41.237
Administration Officer Finance & Purchasing (purchasing goods & services, electrical safety testing and asset audit)	Julie Woods	4060	41.237
Finance Assistant (Payment of invoices, general journals, petty cash, collection of Promaster reconciliations and general finance enquiries)	Gunter Sagan	5337	41.237
Web, IT & Systems Support Officer	Helen Hallingu	5057	41.237
Assistant to Dean of Research (PH)	Dr Kylie Smith	4278	41.237
International & Business Reporting Manager	Ravi Daga	5988	41.237
Student Liaison Officer	Kay Kent	4078	41.231

**HBS Central**

<b>HBS</b>	<b>Main Contact Number</b>	<b>3492</b>	<b>41.152</b>
HBSC Manager	Melissa Errey	3881	41.152
HBSC	Susan Low	5704	41.152
HBSC	Lauren Rush (FEC Sec & Student Services Off)	5418	41.152
HBSC	Michelle Collis	5297	41.168A

## **Schools**

Nursing, Midwifery & Indigenous Health	(Main Contact Number)	3339	41.115
School of Health Sciences	Nola Hurt	4161	41.207
	Pat Gracie	5081	41.207
	Sandie Bragger	4449	41.207
	Beryl Schafe	3463	41.207

## **ADMINISTRATION**

Director Personnel Services	John Steele	3222	36
Personnel	Reception	5902	36
Personnel Manager Staff Services	Lisa Ucles	5117	36
Personnel Officer	Barry Fitzsimmons	3934	36
Recruitment - Psychology	Catherine Troman	5948	36

## **STUDENT CENTRAL ENQUIRIES**

UniAdvice - HBS Enquiries/Admission	Jo Blom - domestic	4904	36
Academic Registrar	Megan Huisman	3943	36.204
ARD- Undergraduate Students	Nerys Webb	4857	36
Postgraduate Students	Lisa King	3795	36
ARD	Lisa Simmons	5422	36
ARD-Exams Coordinator	Leonie Prior	4335	36
ARD-Exams Officer	Terese Davies	3799	36
ARD-Exams Officer	Jenel Elrick	3842	36
ARD Facsimile (4322)			

## **Dean of Students**

Dean of Students Assistant	Yvonne Kerr	4355	11.204
	Marion Allen	4355	11 Lvl 3

## **EED**

Lynne Wright	3917	36
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## **RESEARCH OFFICE**

General Enquiries	Receptionist	3386	20
Ethics Officer	Eve Steinke	4457	20
Thesis Officer	Julie King	3208	20
Scholarship Officer	Erin Hood	4323	20
Director, Research Student Centre	Kim Roser	5525	20