



Your Guide to the 4th Year in Psychology

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

4th Year Guide 2009/10

These pages have been prepared as a guide for all 4th 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

| | |
|--|---|
| 4th Year Coordinators: | Amy Chan Rm 41.G46 amychan@uow.edu.au |
| School Admin. Assistant: | Jill Summers Rm 41.147 Ph 4221 3742 jill_summers@uow.edu.au |
| Test Library (Lab Assistants): | Julie Gillman Rm 41.106 Ph 4221 3637 jgillman@uow.edu.au Michelle Summerhayes Rm 41.106 Ph 4221 3637 michelle_summerhayes@uow.edu.au |
| Faculty Librarian: | Alison Betts abetts@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 & exact dates of session start etc

| Key Dates | Task/Event |
|-----------------------------------|---|
| Year Preceding | |
| October 31 | All 4th Year applications due |
| Mid-Late November | Available HONS research topics posted on Psych Web Page |
| Mid December | Last day to give HONS research topic preferences |
| Early December | Provisional offers available on Psych Web Page |
| Mid December | Last day for HONOURS reply to provisional offer |
| Week before Christmas | Meeting for all honours students about honours work and supervision |
| | |
| | |
| Year Of Enrolment | |
| <i>Autumn Session (S1)</i> | |
| Mid January, in the New Year | Last day for Postgraduate Dip/PsycIV/MSc reply to provisional offer & Last day to give Available Postgraduate Dip/PsycIV/MSc research topic preferences |
| Early February | Available Postgraduate Dip/PsycIV/MSc research topics posted on Psych Web Page |
| Late February /early March | <ul style="list-style-type: none"> Autumn Session: 4th Year Classes start Postgraduate Dip/PsycIV/MSc research topic preferences posted on Psych Web Page |
| Week 1 Late February /early March | 1 st 4th Year meeting – All 4th Years attend even those not doing their research this year |
| Mid term approx | Research Week : Honours & Postgraduate Research Proposal Posters on Display |
| Friday (Week 13 S1) | Last day to reply to submit Literature Review to Supervisor |
| | Mid year Recess |
| <i>Spring Session (S2)</i> | |
| Week 1, Session 2 | Spring Session: 4th Year Classes restart |
| Friday Week 2, Session 2, | Last day to reply to submit Methods Chapter to Supervisor |
| Monday, Week 11, S 2, 4pm | Honours Empirical Theses due |
| 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) an ordinary 4th Year (Psychology IV)

There are also:

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

Further,

(5) School Counsellors in Training (SCITs) do the Postgraduate Diploma as part of their training. Some are 'on campus' but do their tutorials & 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 / colleenr@uow.edu.au))

1.2. Course Similarities & Differences

- The ordinary 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 & 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 inquiries about the SCIT Program to Jan Woodward / Colleen Respondek of the Faculty of Education (woodward@uow.edu.au / 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. Nadia Crittenden coordinates SCITs *within Psychology* and Liaises with The Faculty of Education.

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

2.1. Aims & 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 & 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 New South Wales State Registration Board for Psychologists and the Australian Psychological Society – though for reasons explained the MSc is not APS 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 or 4th Year). This means that if you are doing, say, Social Psychology and Health Psych484/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 Solutions”.
3. General enquiries about 4th Year should be directed to the 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 4th year are set up early in the term. Email Communication through these addresses, SOLS emails, and information on the 4th 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.**

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 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 Psychological Society (APS). 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 B.Psych 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 B.Psych. 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 Psychologist's Registration Board of New South Wales -- a post-degree supervision period also being required. It is this latter registration that entitles a person to practice as a psychologist in the State.

Honours at Wollongong is set up to meet the requirements of external bodies such as the APS & the NSW Registration Board, 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, 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 the Australian Psychological Society, 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 Psychologists' Registration Board of New South Wales, a post Diploma period of supervision also being required.

The Postgraduate Diploma (and the non-Honours version of the B.Psych, 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 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 Associate Professor Brin Grenyer.

The Postgraduate Diploma may also allow access to similar Postgraduate courses in other universities, but this is not always the case, some 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. For information about Fees, student loans etc., see <http://coursefinder.uow.edu.au/coursefinder/CourseLevelDetail.aspx>.

5. Master of Science in 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 those 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 Psychologists' Registration board of New South Wales - a post Diploma period of supervision also being required. However, as explained above, because of naming issues it is not an APS 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://coursefinder.uow.edu.au/coursefinder/CourseLevelDetail.aspx>¹

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/content/groups/public/@web/@health/documents/doc/uow029109.pdf>

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

6. Getting into 4th Year; Getting Started

6.1. Admission Requirements - Honours

6.1.1. Wollongong Graduates

To get into Honours 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 76 credit points at 200- and 300-level, including the subjects PSYC315, PSYC348 and PSYC354 are used for calculating entry (Applies to students first enrolled in psychology in 2003 or after and pursuing the psychology major revised at that time; for earlier enrolled students the best 70 credit points are used).

Students with a double major are evaluated for entry on their best 66 psychology credit points at 200- and 300-level, including the subjects PSYC348 and PSYC354. They 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 the Australian Psychological Society. 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, and the threshold is the same as for the Wollongong cohort. The number of places available to non-Wollongong University graduates is limited.

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.
- Entry to the Postgraduate Diploma has a limited number of places available and is based on academic qualifications. For University of Wollongong graduates, we use the best 48 credit points from successfully completed 200 and 300 level Psychology subjects to calculate an average. For Non Wollongong graduates entry is similarly competitive and calculated on all the applicant's marks from his or her accredited

major in psychology, and the threshold is the same as for the Wollongong cohort. It is usually between 65 and 70%. The number of places available to non-Wollongong University graduates is limited.

6.3. 4th Year Entry Thresholds & Improving Marks if You Don't Get in 1st Time

For Psychology Honours 2004-7 the entry mark was 75% (the average of the best 76 credit points of psychology subjects at 2nd & 3rd year)

For Postgraduate Diploma 2009 the entry mark was 68% (the average of the best 48 credit points of psychology subjects at 2nd & 3rd year)

We take the maximum number of student that we can supervise, roughly 20 Honours and 40 Postgraduate Diploma/ MSc/ Psychology IV students, and the demand & 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 the 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

Forms are available from the University Website:

<http://www.uow.edu.au/prospective/downloads/app-forms/>

Applicants for BA or BSc Honours use UoW Undergraduate application forms & send them to Wollongong UniAdvice, part of Central Administration

Applicants for B.Psych Honours (or Psychology IV) use UoW Undergraduate application forms but hand in ONLY to School of Psychology – this is not an official application for a university place but to enable the School to assign students ready to do the 4th Year of their B.Psych, either to Psychology IV Honours or to Psychology IV.

Applicants for Postgraduate Diploma or MSc use UoW Postgraduate application forms & send them to UniAdvice.

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. B.Psych 'Applications'

Students already in the B. Psych Programme, who have completed all their 100, 200 and 300 level subjects and are performing at a level high enough to keep them enrolled in the B.Psych, are automatically eligible for the B.Psych 4th Year. However, they still need to make an application to do Psychology IV Honours using an undergraduate course

application form, and returning it to the School Office by October 31st. It does not go through Uniadvice. Entry to Honours is not guaranteed. B. Psych Students who do not reach the threshold mark for Honours entry will be offered Psychology IV as the final year of their 4 Year B.Psych. Students who prefer to do Psychology IV should let the School know on their application.

6.4.3. When to apply & finishing your 200 & 300 level subjects

Applications normally close on 31st October. **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** (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 & BA Hons and BSc & BSc Hons. So BA & 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. **If you transfer to the 4 year Bpsych between 3rd and 4th year you must not graduate with a 3 year BA & BA Hons degree.**

6.4.4 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 to them our attention by noting on your application form that you still have marks outstanding, what subject they are for.

6.4.5 If some of your marks come from overseas universities – eg 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 jill_summers@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. These are posted on the School of Psychology website (anonymity is protected) students should check the site and reply by email to the provisional offer: no other information is sent out to them at that stage. 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 can not 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 Mid December for honours, in the first week of January for other fourth years, by which to accept by email, or the School assumes the offer is declined.

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 are matters are the responsibility of UniAdvice. Inquiries regarding University enrolment should be directed to Central University Administration.

6.8. Enrolling

Enrolment is a central university business, and enquiries should be directed there. Course details are available in Chapter 8. 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 lecturers for those subjects, not the Honours Senior Tutor or Coordinator.

6.9. Paying for the Courses

Honours and Psychology IV are a Higher Education Contribution Scheme 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 & Related Facilities

Computer Labs: The Faculty computer lab in 101 is available to 4th Year students: University ones 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 there are Cognition, Learning, Psychophysiology, Personality & 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, Wascal etc: The Faculty IT has been disbanded and IT services are now all supplied by ITS. If your lecturers or subjects require you to use these elearning and you are not automatically given access, contact the subject Senior Tutor or Coordinator, not the 4th Year Senior Tutor or Coordinator

Rooms/lockers: There is a study/computer room for 4th Year students. Lockers outside the Test Library 's office (41.106) are available on a first-come, first-served basis. Locker keys are available from the Admin Assistants in the Test Library early in session 1 - the School Test Library (Room 41.106): This is run by the Admin Assistant, Julie Gillman/Michelle Summerhayes (phone: 4221 3637). School stores, past theses, test materials and some psychology manuals and books are available from the Test Library . Students have to get an authority note signed by their supervisor or lecturer to get access to tests.

Photocopying and Printing: Students get quotas for each of these. *Printing;* At present 1000 Laser printer or Photocopy pages are available to each 4th Year student. This is primarily for research project printing, and is monitored automatically. *Photocopying;* Photocopy PIN's are available from the Secretaries early in session 1. Reprinting large amounts of some materials, say questionnaires, is generally cheaper through the University Printery than by photocopying. Students must get approval from their supervisor for extra photocopying, or for special printing costs, if their research needs it. The strictly limited costs of this - a maximum of \$100 per project - are borne by a fund set aside for materials necessary for research. The form for doing this, and the instructions (who signs, where to go), are available from the Psychology year 4 ELearning site.

Library: In addition to the usual undergraduate borrowing rights, 4th Year students have access to inter library loans and other library privileges: contact Alison Betts, our current Acting Faculty Librarian, (abetts@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 students 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 Tutor & 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 1 or 2 general email addresses early in the term. Expected for 2010 are: one for all Honours students psychology_honours@uow.edu.au and one for all Postgraduate Diploma, MSc & Psychology IV students, psychology_postgraddip@uow.edu.au (There may be some difficulty setting these up. We will try to get the name changed from the previous version psychology_graddip@uow.edu.au, but this may be beyond our technical capacity) These email addresses are generated by Len McLearn (len_mcalear@uow.edu.au 4221 4445, Office: B41.144), our professional officer 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 McLear.

The first class of the 4th Year Meeting (see draft 4th Year meeting Programme below) 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 Timetable is posted the Psychology foyer noticeboard in February. This may be slightly different from the official University Timetable prepared earlier and available to students on line, and it is updated in the weeks before session, so students should check it occasionally. Students are requested to please check the posted timetable themselves rather than phoning the 4th Year Co-ordinator or School's Secretaries to do it for them. Details about seminar options for particular subjects can be got from the Subject Coordinators.

8. The Honours Programme in Brief

8.1. Subjects & 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 will place you in a group according to your thesis needs).
2. PSYC412 Honours Data Analysis.
3. PSYC485 Principles and Practices of Psychological Assessment*²

Plus

Either

4. PSYC413 Honours Theory

And one of the optional subjects:

5. PSYC484 Social Psychology & Health*
6. PSYC489 Advanced Abnormal Psychology*
7. PSYC478 Child & 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 coordinator for details about what they must do.*** This is a requirement for APAC accreditation of the honours course.

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

8.2. Part-time & 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 started full-time may sometimes, and with special permission, change to part-time in midstream. Students should apply to the Teaching Policy Committee via Honours 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 term's 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 B.Psych) are identical in structure. However, even though they consist of the same actual subjects (eg, Child and Adolescent Psychology) and students sit in the same classes, the Postgraduate Diploma and the Psychology iv students enrol in different subject codes (eg 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:

PGD

| | |
|---------|---|
| GHMC978 | Child and Adolescent Psychology |
| GHMC979 | Major Research Project |
| GHMC984 | Social Psychology and Health |
| GHMC985 | Principles & Practices of Psyc Assessment |
| GHMC988 | Contemporary Issues for Professional.. |
| GHMC989 | Advanced Abnormal Psychology |

Psychology IV (BPsych, non honours)

Psychology iv

| |
|---------|
| PSYC478 |
| PSYC479 |
| PSYC484 |
| PSYC485 |
| PSYC488 |
| PSYC499 |

The 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 & 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. They may then fit the other subjects around that to suit their timetable and workloads. Note that subjects swap sessions from time to time. 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

It 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)
- GHMD932: Principles and Practices of Psychosocial Rehabilitation (6 cp)
- GHMD934: Assessment and Diagnosis in Mental Health (6 cp)
- GHMD935: Case Management in Mental Health (6 cp)
- GHMD983: Statistics in Health Research (6 cp)

GHMD subjects are from the Nursing School and permission from the Head of Nursing 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. (For the School Counsellor in Training Students, GHMC979 is coordinated from within the Education Faculty 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 are posted on the Web Site early in December prior to the year of their research; Topics for GHMC979/PSYC479 are usually posted on the Web Site end of January of the year of their research. Students are given a couple weeks (until Mid November for Honours; usually until the term start for GHMC979/PSYC479) 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 preferences though every effort is made to arrange this. Honours students do single person projects; Postgraduate Dips do group projects though (see 10.4 below) each student is involved in all aspects of the research and is evaluated accordingly.

Honours starting early on the research project. For Honours, an early start on the reading is recommended. Completed Honours theses are due before the end of the year, about week 11 of Session 2. Students, part- or full-time, are entitled to two term's 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 & 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: reproduce this assignment and provide a copy to another member of academic staff; and/or 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).

(Signature)

Note: the section in parentheses in the last sentence may be omitted if there are issues of confidentiality with the work but this must be discussed with the supervisor.

Acknowledgments

(If required)

Contents

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 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

Subjects

Describe subjects' 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

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.

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.

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 & assess your thesis without reference to Appendices.

Other formal considerations

As you may see from former Theses and 979 Reports, a chapter structure is generally imposed on these components of the traditional research write up – though it is best to avoid 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 Thesis or GHMC979/PSYC479 Research Write up

When?

Honours Thesis: 4pm Monday Week 11, Session 2.

GHMC979/PSYC479 Research Project Reports: 4pm Last Day of Session 2, Friday Week 13.

Where?

Two Hard copies, to Admin Assistants in the Test Library. And electronically via 4th Year ELearning site/Assignments/Honours Thesis or GHMC979/PSYC479 Research project.

Note: Submitting an assignment on a 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, such as is available from the unishop, 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. Make sure the spine on the spiral binder can allow for a Dyna label with your name to be stuck onto it.. The front should have on it, centred, the Title, Student's name, Course (Psychology Honours; Graduate Diploma in Psychology etc) and year:

Self Esteem in the Decorticate Louse: A Phenomenological Study

Jane Smith

Psychology Honours

200x

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 (max), and the Honours thesis length is 12000 words (max.). Markers take into account the capacity of the student to express the material within that length.

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

Although the 979/479 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 which 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 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. 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 Coordinator or 4th Year Senior Tutor) to get any further feedback on performance in the Honours 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)

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 & the main assessment for Advanced Methodology: Theory

An Honours theoretical thesis may be undertaken by Honours, 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 term. 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 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 usually due towards the end of Session 2.

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 Chas Skinner. 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 all Postgraduate Diploma , Psychology IV and optional for MSc Students, Now a compulsory subject for Honours

Details and separate handout from the Coordinator Lindsay Oades. 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, Hamish McLeod. 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 & 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, and hear the presentations of other students.

For Honours, the Honours Research Seminar is linked to the work done in the special "research week", in semester one, usually about mid-session. In the research week, normal undergraduate classes are suspended, but in Semester 1 research week Postgraduate Diploma and Honours students put up research posters for a half day on 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) Research Week Semester 1: All Honours students present poster research proposals to whole School (posters on thesis - pass/fail)
- c) After Research Week Session 1. 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

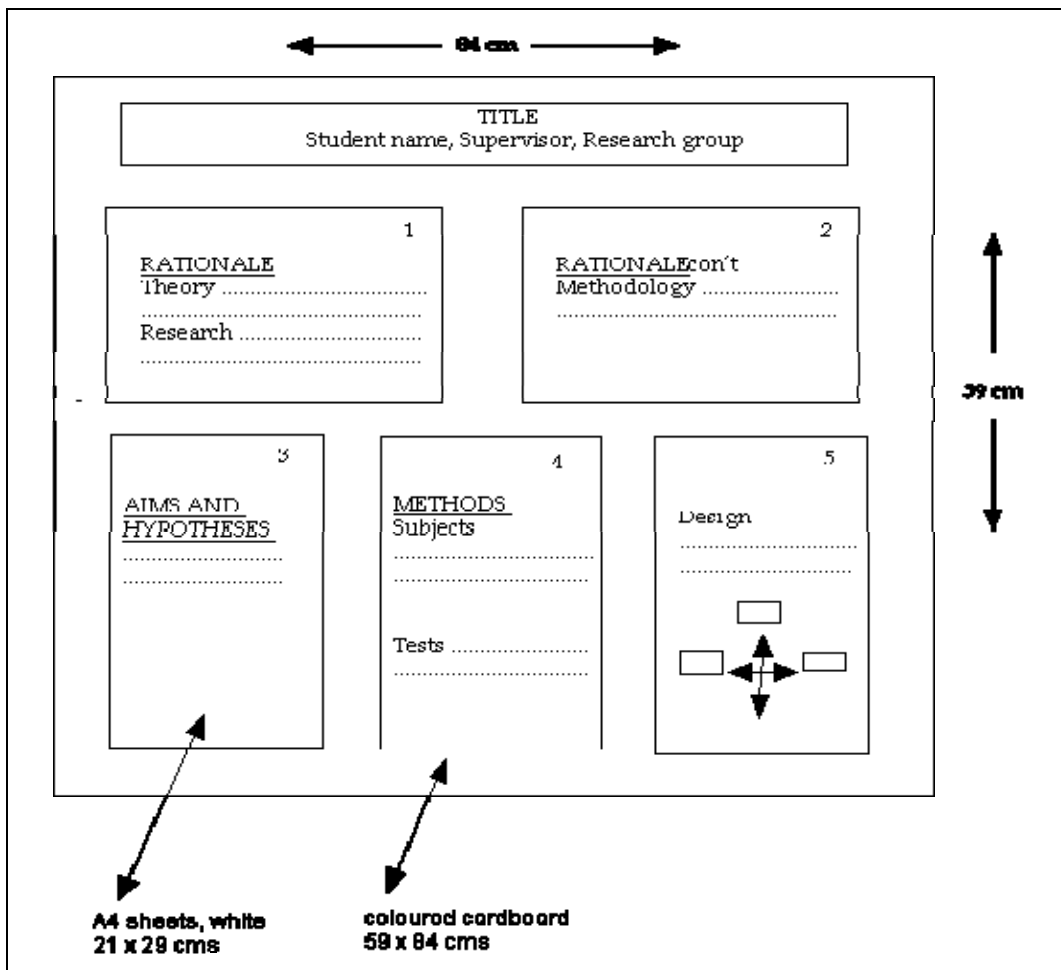
Research seminars are the primary forum for Honours presentations, and attendance at scheduled talks is compulsory. The Honours Research Seminars are closely associated with Honours thesis work and its supervision. GHMC979/PSYC479 student do not attend the Honours Research Seminar, though some research 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 & GHMC979/PSYC479

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

Due Research week Session 1

All students in their research year present a poster presentation of their research proposal during Research week in Session 1. 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.



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

The Research Week poster presentation is based on what is often done at 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 Subjects, 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.

2. The Written Literature Review

Due to Supervisor by the Friday, week 13 Session 1 at the latest. See above for information about the Literature Review

3. The Written Methods Chapter

Due to Supervisor by the Friday, week 2 Session 2 at the latest. See above for information about the Methods 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 an 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 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 one draft only of each of the Introduction, Method and Results sections of the thesis. Supervisors do not read & 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 Course 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 one draft only of each of the Introduction, Method and Results sections of the thesis. The Discussion section must be entirely the student's work.

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 honours 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 Amy Chan)

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 approve this without School's approval**, and you should send a brief email to the Coordinator. However, for longer than one week the official procedure for extensions to Honours theses & major research projects, 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 &

- The length of time that you and your supervisor agree is appropriate &
- 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/ Senior Tutor 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.

Late Marking, Late Results and Graduation matters.

There are some further considerations when applying for a 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 & their own deadlines (eg conferences, papers, grant submissions etc.). Further 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 lost at the rate of 10% per day overdue.

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

4th 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 (ie the 4 year BPsych) 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 4th 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 Solutions”.

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 based on their results for 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/aps/awards/1.4_19.asp)

Poster Prizes

These are given to the best Postgraduate Diploma and best Honours Posters as judged by a small committee chaired by the Postgraduate Coordinator, Steve Palmisano. It consists of book tokens of \$100.

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

It consists of a \$50 book voucher for each researcher in the group

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 & 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

Student Handbook:
<http://www.uow.edu.au/handbook/>

Code of Practice - Teaching and Assessment
http://www.uow.edu.au/handbook/codesofprac/teaching_code.pdf

Code of Practice - Honours
<http://www.uow.edu.au/handbook/CodeofPractice-Honours.pdf>

Code of Practice - Students

http://www.uow.edu.au/handbook/codesofprac/cop_students.html

Code of Practice – Practical Placements

http://www.uow.edu.au/handbook/codesofprac/cop_pracplace.html

Acknowledgement Practice/ Plagiarism

<http://www.uow.edu.au/handbook/courserules/plagiarism.html>

Student Academic Consideration Policy

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

Faculty Student Academic Grievance Policy

<http://www.uow.edu.au/content/groups/public/@web/@health/documents/doc/uow025381.pdf>

Course Progress Policy

<http://www.uow.edu.au/about/policy/courseprogresspolicy.pdf>

Graduate Qualities Policy

<http://www.uow.edu.au/about/policy/documents/graduatequalitiespolicy.pdf>

Academic Grievance Policy (Coursework and Honours Students)

<http://www.uow.edu.au/handbook/courserules/studacgrievpol.html>

Non-Discriminatory Language Practice and Presentation

<http://staff.uow.edu.au/eed/nondiscrimlanguage.html>

Occupational Health and Safety

<http://staff.uow.edu.au/ohs/>

Intellectual Property Policy

<http://www.uow.edu.au/handbook/generalcourserules/UOW028651.html>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

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

Human Research Ethics Guidelines

<http://www.uow.edu.au/research/rso/ethics/human/>

Animal Research Guidelines

<http://www.uow.edu.au/research/rso/ethics/animal/>

Rules for Student Conduct and Discipline and Associated Procedures

<http://www.uow.edu.au/handbook/generalrules/StudentConductRules.pdf>

University Student Support Services and Facilities

Student Central

| | |
|-------------------------------------|---|
| Telephone | 1300 ASK UOW (1300 275 869) (Domestic calls) 61 2 4221 3927 (International dialling) |
| Facsimile | 61 2 4221 4322 |
| Email | askuow@uow.edu.au |
| Student OnLine Services | http://www.uow.edu.au/student |
| Bega Campus, Centre Coordinators | 61 2 6494 7035 |

Library

Wollongong Campus
Telephone

61 2 4221 3927

Web <http://www.library.uow.edu.au>
<http://www.library.uow.edu.au/ask>

Bega Campus

Telephone 61 2 6499 2127
Web <http://bega.uow.edu.au/library/index.html>

Shoalhaven Campus

Telephone 61 2 4448 0810
Web <http://shoalhaven.uow.edu.au/library/index.html>

Faculty Librarian <http://www.library.uow.edu.au/contact>

Purchasing of books - UniShop

Wollongong Campus

Telephone 61 2 4221 8050
Facsimile 61 2 4221 8055
Email unishop@uow.edu.au
Web <http://unicentre.uow.edu.au/unishop/UOW031119.htm>

Wooyungah Indigenous Centre

Wollongong Campus

Telephone 61 2 4221 3776
Facsimile 61 2 4221 4244
Web <http://www.uow.edu.au/wic/index.html>

University Counselling Service

Wollongong Campus:

Telephone 61 2 4221 3445
Location Level 3, Building 11
Web <http://www.uow.edu.au/student/services/cs/index.html>

Bega Campus:

Telephone 61 2 6494 7035
Mobile: 0438365526
Web <http://bega.uow.edu.au/counsell/index.html>
Email sbrigham@uow.edu.au

Shoalhaven Campus:

Telephone
Web 61 2 4448 0810
<http://shoalhaven.uow.edu.au/counsell/index.html>

Disability Services

Wollongong Campus:

Telephone 61 2 4221 4942
Facsimile 61 2 4221 5667
Location 3rd floor Building 11, UniCentre
Web <http://www.uow.edu.au/student/services/ds/>

Bega Campus:

Telephone 61 2 6494 7035 (Centre Manager)
Mobile: 0438365526 (Steve Brigham)
Web <http://bega.uow.edu.au/disability/index.html>
Email: sbrigham@uow.edu.au

Shoalhaven Campus:

Telephone 61 2 4221 4942

1300 303 455

Student Equity and Diversity Liaison Officer (SEDLO)

Contact: Faculty of Health & Behavioural Science

Telephone 61 2 4221 5332 (Jenny Walsh)

Location 41.230

Email jenwalsh@uow.edu.au

Web: http://www.uow.edu.au/health/hbs_central/UOW041062

Learning Resource Centre

The Learning Resource Centre offers a range of assistance and free services to all enrolled students, international and local, who wish to improve their academic skills and English language. These services include English language and academic skills workshops, assistance with English language skills and individual consultations. UniLearning is available as an online resource to guide students in effective writing, note taking and critical thinking and can be found at

<http://unilearning.uow.edu.au/>

Wollongong Campus

Telephone 61 2 4221 3977

Location 19.G102

Web <http://www.uow.edu.au/student/services/ld/index.html>

Bega Campus

Telephone 61 2 6494 7035

Email sbrigham@uow.edu.au

Shoalhaven Campus

Telephone 61 2 4448 0888

Location Ray Cleary Building, Room UG13

IT Services

Wollongong Campus

Location Level 1, building 17

Telephone 61 2 4221 8055

Email its@uow.edu.au

Web <http://www.uow.edu.au/its/>

Provide access to email, internet, applications software and laser printers.

Bega & Shoalhaven Campuses

Location Bega Education Centre

Telephone 61 2 4448 0872

Email bdavis@uow.edu.au

Web <http://bega.uow.edu.au/itservices/index.html>

Phone not always staffed, so please leave a message.

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)

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 mark³. 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

| Class | | % |
|--------------|---|------------|
| 1+ | Outstanding work, creative, original, & 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) | 60-64..... |

³ 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.

literature, writing style, design, analysis or conclusions.

| | | |
|------|---|------------|
| 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 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 (I st) |
|---|--------|------------|-------------|-------------|------------------------------|
| ABSTRACT | | | | | |
| Clarity, succinctness | | | | | |
| INTRODUCTION | | | | | |
| Literature review & rationale for the present study | | | | | |
| Descriptions of the research question(s) | | | | | |
| METHOD | | | | | |
| Descriptions allow a full replication | | | | | |
| Appropriate choice (e.g. participant, variables, design, procedure) | | | | | |
| RESULTS | | | | | |
| Appropriateness of Methods for data handling | | | | | |
| Clarity of description | | | | | |
| DISCUSSION | | | | | |
| Address the proposed question(s) | | | | | |
| Relate to relevant theories/ models | | | | | |
| Appreciation of implications | | | | | |
| PRESENTATION | | | | | |
| Use of language | | | | | |
| Referencing | | | | | |
| OVERALL | | | | | |
| Coherence of the report | | | | | |
| Analytical and critical capacity | | | | | |
| Novelty in contribution | | | | | |
| | | | | | |

OTHER COMMENTS

Mark Awarded:

APPENDIX B

Student's Report On Supervision Of Honours Research.

CONFIDENTIAL: If you wish to report on the supervision process, you should fill this in and give it to the coordinator only. If there is 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 part of an existing larger research project, etc 1-----2-----3-----4-----5
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 and execution of the study 1-----2-----3-----4-----5
Not at all—little---somewhat---mostly---entirely

• Was the method already a standard part of an existing larger research project? 1-----2-----3-----4-----5
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 of an existing data set Yes/ No

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

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 & gave feedback on

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

10. 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

CONFIDENTIAL: If you wish to report on the supervision process, you should fill this in and give it to the coordinator only. If there is 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 about your group's contribution in comparison to that of the supervisor. Read & answer 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 collectedof 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 Yes/ No

collected by the group, etc.

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 my

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

10. 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?

Signature: Date:

APPENDIX D

SUPERVISOR Report On 4TH 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 |
|---|---------------|--------|-------------------|--------|----------|
| Initial research idea | | | | | |
| <i>It was the student's own idea</i> | | | | | |
| Theoretical development of thesis | | | | | |
| <i>Student initiated in investigation of theory(finding references etc)</i> | | | | | |
| Design and methods | | | | | |
| <i>Student was responsible for the design and execution of the study</i> | | | | | |
| Data collection | | | | | |
| <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 | | | | |
| Data analysis | | | | | |
| <i>Student depended on assistance given for data analysis, statistical procedure, etc</i> | | | | | |
| Technical Assistance | | | | | |
| <i>Student depended on assistance given on equipment, use of lab apparatus, software etc</i> | | | | | |
| Interpretation of results and discussion | | | | | |
| <i>Student depended on advice given on matters requiring detailed theoretical discussion</i> | | | | | |
| Supervision | | | | | |
| <i>Student submitted written work as requested</i> | | | | | |

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

Comment on any difficulties/problems which were discussed with the student, & Any other issues you want to bring to the attention of the examiner(s):

APPENDIX E

Honours Empirical & Theoretical Thesis Projects Offered for 2009

| | |
|--|---|
| Amy Chan | 1. Young children's reasoning about causal and temporal sequences of events |
| Amy Chan | 2. Implications of "what if" thoughts for problem solving and creative cognition |
| Adam Clarke | EEG abnormalities in ADHD. |
| Mitch Byrne and Frank Deane | Carers' beliefs about medications and consumer adherence to treatment B&D |
| Beverly Walker | Personality characteristics and the use of photography to answer the question: Who am I? |
| Rodney Croft & Stuart Johnstone | Psychometric properties of ERP indices related to aberrant psychological function. |
| Rodney Croft (Theoretical) | The work of Benjamin Libet |
| Joseph Ciarrochi, Peter Leeson, Patrick Heaven | Examining the role of personal principles in promoting well-being |
| Peter Caputi and Leonie Miller | So that's what's important! Modelling hierarchical structures in repertory grid data |
| Peter Caputi, Michael Matthias & Leonie Miller | Measuring psychological reactance in an organisational setting |
| Craig Gonsalvez | 1. Effects of anxiety on facilitation and inhibition. |
| Craig Gonsalvez | 2. Gambling on the pokies: Subjective experiences and expectancies |
| Coralie Wilson | 1. Evaluation of a programme that promotes support-seeking, resilience and wellbeing in clinical students |
| Coralie Wilson | 2. Factors impacting young peoples' reluctance to seek to health |
| Simone Favelle & Harry Hill | 1. The effects of lighting and viewpoint on face recognition |
| Simone Favelle & Harry Hill | 2. Turn that frown around: Identifying facial expressions across changes in viewpoint. |
| Frank Deane | The needs of boarding house residents with co-occurring mental health and substance abuse problems. |
| Gerard Stoyles | An investigation of the case-based approach to teaching in psychology |
| Patrick Heaven, Joseph Ciarrochi, Peter Leeson | What do adolescents strive for and why do they strive for it? |
| Harry Hill | 1. Lookalikes: Exploring perceived similarity between faces. |
| Stuart Johnstone and Steven Roodenrys | 1. Neurocognitive training in children with ADHD and healthy controls: |
| Stuart Johnstone and Steven Roodenrys | 2. Neurocognitive training in children with ADHD and healthy controls: ERP effects |
| Peter Leeson, Patrick Heaven, Joseph Ciarrochi | Examining the development of right-wing ideology in adolescence |
| Peter Leeson (Theoretical) | Free-will and determinism in psychology |
| Nigel Mackay (Theoretical) | On Psychology & Film |
| | On the concept of Depression |
| | On the concept of Eating Disorder |
| | On the concept of Psychosis |
| Lindsay Oades | 1. The role of gratitude in managing chronic illness |
| Lindsay Oades | 2. Intercultural Development: |
| Lindsay Oades | 3. Health as more than the absence of symptoms: |
| Lindsay Oades | 4. The relationship between savouring and psychological wealth |
| Nicola Ronan | Personality and Individual Differences |
| Nadia Solowij | Cognitive and emotional processing in adolescent substance users |
| Pete Kelly | Various |
| Steven Roodenrys & Dr. Stuart Johnstone | Neurocognitive training in children with ADHD and healthy controls: Effects on cognitive processes. |
| Rodney Croft | An examination of the role of anterior cortical executive processes in mediating the hypnotic state: |

| | |
|--------------------------------|--|
| Rodney Croft (Theoretical) | The |
| Gerard Stoyles & Jason Coulson | Compassionate love and parenting |
| Stephen Palmisano | 1. How accurate are pilots' perceptions of glideslope during landing? |
| Stephen Palmisano | 2. Self-motion Perception in Situations of Sensory Conflict |
| Steven Roodenrys | 1. Iodine status and cognitive functioning in older adults |
| Steven Roodenrys | 2. Placebo effects on memory |
| Steven Roodenrys | 3. Long-term memory effects on verbal short-term memory |
| Trevor Crowe | 1. Using video based clinical supervision for the delivery of group therapy for substance abuse treatment. |
| Trevor Crowe | 2. Impact of substance abuse training on the attitudes and confidence of mental health service staff |
| Trevor Crowe | 3. The development and piloting of a service users evaluation of alcohol and other drug rehabilitation services. |



About Theoretical Thesis Topics

In addition to doing an empirical thesis you may also do a theoretical thesis.

You register for PSYC414, instead of both Honours Theory (PSYC413) and your optional subject. (You are excused the major assignment in the Honours Theory Seminar PSYC413 but do need to attend and participate as directed by the coordinator). Nigel Mackay's primary supervision role is overseeing theses on concepts and theories in such areas as cognitive science, clinical psychology, psychology and the law, psychology and morality, personality theory, methodology. Several other staff have supervised theoretical theses in the recent past: Beverly Walker, Peter Caputi and Nadia Crittenden, and Rodney Croft and Peter Leeson have strong theoretical interests. Feel free to contact staff directly to discuss and negotiate possible topics. **you do not have to submit your choices at the same time as the empirical thesis topics, and may decide at the beginning of term.** It is, of course, a good idea to sound out potential supervisors before term start to help you make a start on the large amount of work that Honours involves.

APPENDIX F

Topics For GHMC979/PSYC479

Postgraduate Diploma/Psychology iv/MSc Research (Major Research Project) 2009

Amy Chan Amy_chan@uow.edu.au 42214468

Topics in Cognitive Developmental Psychology (Contact supervisor for details) [AC]

Peter Caputi with Michael Matthias pcaputi@uow.edu.au 42213653

Assessing Gender diversity in an organisational setting (Contact supervisor for details) [PC&MM]

Joseph Ciarrochi, Peter Leeson, and Patrick Heaven

Forgiveness, the secret of a happy relationship? [CLH]

Forgiveness is an important element within any relationship. Recent research has found individual differences in the tendency to forgive (Brown, 2003). The current project will examine the way in which relationship satisfaction, both in terms of the individual and their partner, is related to differences in the tendency to forgive.

Harold Hill

How different is different?[HH]

The aim of this project is to determine how much the shape of a face can change before it is seen as being of a different person. Three dimensional face scans will be used as stimuli as these allow face shape to be quantified (technical assistance will be provided). Experiments will involve observers making decisions about these faces using standard psychophysical methods. The work is critical to establishing the thresholds needed to confirm or refute identification in forensic settings.

Adam Clarke

The electrophysiology of ADHD. [ACL]

Children with ADHD have been found to have abnormalities in their EEG, but the exact meaning of these is not fully understood. The exact nature of the project will be negotiated with the group. However, possible areas of investigations are: developmental changes in the EEG, sex differences, the effects of other comorbid disorders, or medication effects.

Simone Favelle

Turn that frown around: Identifying facial expressions across changes in viewpoint. [SF]

This project will examine whether facial expressions are equally identifiable across changes in the image (e.g., viewpoint, distance). 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.

Nadia Crittenden & Harold Hill & (Order to be decided)

Memory for real people [NC&HH]

The aim of this project is to determine how good we are at remembering people that we have seen once. The experiment will have two stages. In the first stage the participants will conduct an interview with a group of students or watch the video of such an interview. Some months later we will test

whether they can recognize and recall information about the people they saw. The project will contribute to our theoretical understanding of memory for previously unfamiliar faces and has practical relevance to eyewitness testimony and preserving the anonymity of research participants.

Peter Leeson, Joseph Ciarrochi, and Patrick Heaven

Self esteem and relationship satisfaction [LCH]

The adage states that a person must love, or at least respect, themselves before they can love another. But what role does self esteem play within a relationship? This project will look at the links between self esteem and relationship satisfaction. It will seek to assess if a person's level of self esteem effects their own and their partner's satisfaction with their relationship.

Hamish Mcleod

Calibrating SenseCam [HM]

An investigation of the use of new digital technology to record autobiographical experiences"

Lindsay Oades loades@uow.edu.au 42213694

Topics in the area of positive psychology (Contact supervisor for details) [LO]

Stephen Palmisano

How accurate are pilots' perceptions of glideslope during landing? [SP]

During visually controlled landings, trainee pilots often have considerable difficulty locating their future touchdown point on the runway and determining whether their glideslope is too low or high. The aim of this project is to determine the smallest difference in glideslope that pilots can just detect during flight simulation.

Nicola Ronan

Personality variables and friendship [NR]

To investigate the effects of self-monitoring and other individual differences variables (to be negotiated) in real friendship pairs. This project will use a university student sample (via the subject pool), but will also involve having them get a same-sex friend to complete the questionnaire package.

Steven Roodenrys

The effect of dietary supplementation with antioxidants on cognitive function in people with Mild Cognitive Impairment. [SR]

Mild Cognitive Impairment (MCI) is a state showing the early stages of cognitive decline which in many cases leads on to dementia. This study will examine whether dietary supplementation with antioxidants can slow the rate of decline or even reverse it in people diagnosed with MCI.

Lynne Smith lms88@uow.edu.au or lynne_maree_smith@yahoo.com.au

Anxiety and avoidance in couples [LS]

This project will examine aspects of anxiety and avoidance and their effects on the satisfaction of heterosexual de facto and married couples.

Nadia Solowij

Substance use in adolescents [NS]

This project will examine aspects of substance use and initiation to substance use during adolescence in the Wollongong Youth Study cohort assessed since entry to high school.

Gerard Stoyles

Foster Care [GS]

(to be negotiated with interested students): evaluate a programme designed for children who are at risk of being taken into out of home care (data to be drawn from Wollongong and surrounding areas – possibly as far as the Southern Highlands, and as far south as Nowra)

Beverly Walker [BW]

Topics involving personal construct psychology in personality, social and life span development areas. Preference to people who have completed PSYC318

APPENDIX G

Additional Photocopying/Printing Request for 4th Year Students

INSTRUCTIONS: Fill in this form, making sure that the requested materials are within the allocation per 4th year project (\$100); get your supervisor to sign it,
For photocopying: Take it to the Test librarians/Admin Assistants in 41.106 (Michelle Summerhayes, Julie Gilman) for approval.

For printing from the Printery: Take it to the Admin Assistants in 41.141 or 41.147. You will also have to fill in a "requisition for printery services" form. This can be got from the Admin Assistants in

If it is a request for other materials, e.g., tests, conference registration fees etc., use the form below "Request For 4th Year Students for Additional Research Materials Other than photocopying/printing" (this comes out of the Postgraduate Fund)

APPLICATION DETAILS

Name (s):

Course:

Purpose of item:

Estimated cost of item (please obtain this from the Test Library):

Signature of Student:Date:

Signature of Supervisor:Date:

APPENDIX H

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. This may be discussed with the postgraduate coordinator Steven Palmisano)

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 Lab Assistant's (Test Library) office 3637 to get an estimated costing of the item. Then take the request to the Postgraduate Coordinator, Steven Palmisano 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 Postgraduate Coordinator, Steven Palmisano, for approval

APPLICATION DETAILS

Name (s):

Course:

Purpose of item:

Estimated cost of item

Signature of Student:Date:

Signature of Supervisor:Date:

Signature of Postgraduate CoordinatorDate:

APPENDIX I

DIRECTORY - SCHOOL OF PSYCHOLOGY 2009

Psychology Fax Number: 42214163

| ACADEMIC STAFF | | Ext: | |
|----------------------------------|---|-------------|---------------|
| Bld/Room | | | |
| BARRY, Prof. R. (Bob) | Professor, Director BBRI | 4421 | 41.651 |
| BYRNE, Dr. M. (Mitch) | Lecturer | 5310 | 41.132 |
| CAPUTI, A/Prof P. (Peter) | Assoc. Professor | 3717 | 41.129 |
| CHAN, Dr. A. (Amy) | Lecturer (4 th Yr. Coord 2010) | 4468 | 41.646 |
| CIARROCHI, A/Prof J. (Joseph) | Assoc. Professor | 4488 | 41.648 |
| CLARKE, A/Prof A. (Adam) | Assoc. Professor | 5775 | 41.148 |
| CRITTENDEN, Dr. N. (Nadia) | Lecturer (Grievance Officer) | 4515 | 41.151 |
| CROFT, Prof. Rodney | Professor | 3652 | 41.131 |
| CROWE, Dr. T. (Trevor) | Project Coordinator, iiMH | 3147 | 22:615 |
| DEANE, Prof. F. (Frank) | Professor, Director iiMH | 4523 | 22:618 |
| FAVELLE, Dr. S. (Simone) | Lecturer (part-time) | 3741 | 41.647 |
| GONSALVEZ, A/Prof. C. (Craig) | Director, Clinical Psychology Training | 3674 | 41.128 |
| GRENAYER, A/Prof. B. (Brin) | Associate Professor | 3474 | 41.137 |
| HEAVEN, Prof. P. (Patrick) | Professor, Head of School | 3742 | 41.147 |
| HILL, Dr. H. (Harry) | Lecturer | 4073 | 41.133 |
| JOHNSTONE, Dr. S. (Stuart) | Senior Lecturer (3 rd Yr. Coord) | 4495 | 41.650 |
| LEESON, Dr. P. (Peter) | Lecturer (1 st Yr. Coord) | 3715 | 41.142 |
| MACKAY, A/Prof. N. (Nigel) | Assoc. Professor | 3740 | 41.146 |
| McLEOD, Dr. H. (Hamish) | Senior Lecturer | 4752 | 41.134 |
| OADES, Dr. L. (Lindsay) | Senior Lecturer | 3694 | 41.130 |
| PALMISANO, Dr. S. (Steve) | Senior Lecturer (PG Coordinator) | 3640 | 41.649 |
| RONAN, Ms. N. (Nicky) | Lecturer (1 st Yr Coord + UG Coord-Students) | 3716 | 41.145 |
| ROODENRYS, A/Prof. S. (Steve) | Assoc. Professor (UG Coord Policy) | 4072 | 41.135 |
| SOLOWIJ, Dr. N. (Nadia) | Senior Lecturer | 3732 | 41.150 |
| STOYLES, Dr. G. (Gerard) | Lecturer | 5598 | 41.144 |
| VINEY, Prof. L. (Linda) | Professorial Fellow (Wed. only) | 4562 | 41.642 |
| WALKER, A/Prof. B. (Beverly) | Assoc. Prof. (Part-time - 2days per wk) | 3653 | 41.143 |
| GENERAL STAFF | | | |
| ALLAN, Mr. C. (Chris) | Director, Northfields Clinic - 0408 446 239 | 4407 | 22:604 |
| DONOVAN, Mr. M. (Mark) | Clinical Supervision Coord | 4820 | 22:603 |
| FERRARI, Mrs. M. (Monica) | Admin. Assistant | 4141 | 41.141 |
| GILLMAN, Ms. J. (Julie) | Admin Assistant - Test Library | 4914 | 41.106 |
| JOHNSON, Ms. M. (Marie) | Admin. Assistant iiMH | 4207 | 22:617 |
| KOUKSENKO, Ms. H. (Helen) | Admin. Assistant | 3747 | 22:601 |
| McALEAR, Mr. L. (Len) | Administrative Officer | 4445 | 41.147a |
| SUMMERHAYES, Ms. M. (Michelle) | Admin. Assistant - Test Library | 3637 | 41.106 |
| SUMMERS, Ms J. (Jill) | Admin Assistant - Head of School | 3742 | 41.147 |

| | | |
|--------------------------|-----------|------|
| Psychotherapy Laboratory | B.Grenyer | 5534 |
|--------------------------|-----------|------|

| | | |
|--|------------------------------|-------|
| Neurocognitive Research | Nadia Solowij | 5813 |
| Personality and Social Psychology Lab | J.Ciarrochi/P.Heaven | 4484 |
| Perception and Action Laboratory | S.Palmisano | ----- |
| Personal Construct Laboratory | B.Walker/P.Caputi | 3693 |
| Personality and Social Psychology Lab | P.Heaven | 5113 |
| Psychophysiology Laboratory 2 41.G35A | ----- | |
| Psychophysiology R&D Laboratory | R.Barry | 5547 |
| Cognition Lab | S.Roodenrys/S.Favelle | 4454 |
| Perception & Judgment Laboratory | S.Palmisano/A.Chan/H.Hill | 4452 |
| Clinical Psychophysiology Laboratory | A. Clarke/C.Gonsalvez | 4458 |
| General Psychophysiology Lab & Post Processing Centre | R.Barry/S.Johnstone/A.Clarke | 4496 |
| Psychophysiology ERP Lab | S.Johnstone | 4512 |

RESEARCH ASSISTANTS / PhD / POSTGRADUATE STUDENTS

| | | | |
|------------------------|--------------------------------------|------|---------|
| ANDRESEN, Ms. R. | Research Assistant iiMH | 5605 | 22:G12 |
| ASH, April | Postgraduate | 4511 | 41.139b |
| BATTISTI, Robert | Postgraduate | 4511 | 41.139b |
| BAUDINETTE, Kathryn | PhD Student | 3693 | 41.G37 |
| BENIKOS, Nick | Postgraduate | 4164 | 41.139c |
| BILICH, Linda | Postgraduate | 4513 | 41.139d |
| BROADY, Tim | Postgraduate | 4513 | 41.139d |
| BROWN, Mr. C. | Research Assistant - Psychology - RB | 4458 | 41.G45 |
| BRUGGEMANN, Jason | Research Assistant | 4496 | 41.G52 |
| BROWNE, Jessica | Postgraduate | 4511 | 41.139b |
| BUCKLEY-WALKER, Kellie | Research Assistant | 5624 | 22.G17a |
| CLARKSON, Larissa | Postgraduate | | 41.139e |
| COULSON, Justin | Postgraduate | 4491 | 41.139a |
| DE BLASIO, Frances | Postgraduate | 4513 | 41.139d |
| DUPUY, Franca | Research Assistant | 4563 | 41.G42 |
| ELKS, Christen | Postgraduate | 4513 | 41.139d |
| KELLY, Dr. P. | Research Fellow - iiMH | 4279 | 22:G13 |
| LAWRENCE, Carlie | Postgraduate | 4134 | 41.138 |
| LEWIS, Kate | PhD Student | 3693 | 41.138 |
| LOLE, Lisa | Postgraduate | 4513 | 41.139d |
| LYONS, Geoffrey | Research Assistant | 5624 | 22.G17a |
| MACDONALD, Brett | Research Assistant | 4496 | 41.G52 |
| MARSHALL, Ms. S. | Research Assistant iiMH | 5624 | 22:G17a |
| MILLER, Leonie | Research Assistant | 4454 | 41.G43 |
| MOULD, Tracey | Research Assistant | 5624 | 22.G17a |
| MORI, Nerida | Research Assistant (Rodney Croft) | 8134 | 41.G42 |
| MURRAY, Rebecca | Postgraduate | 4164 | 41.139c |
| PARKINSON, Cortnee | PhD Student | 3693 | 41.138 |
| SMITH, Paul | Postgraduate | 4513 | 41.139a |
| SMITH, Wendy | Research Assistant | 4563 | 41.G42 |

| | | | |
|---|------------------------------|--|-----------|
| STEFANIC, Natalie | PhD Student | 3693 | 41.637 |
| SUPAVADEEPRASIT, Sunila | Postgraduate | 4511 | 41.139b |
| VELLA, Shae-Leigh | PhD Student | 3693 | 41.138 |
| VELLA, Stewart | Postgraduate | 4513 | 41.139d |
| WILLIAMS, Kate | Postgraduate | 4164 | 41.139c |
| <u>IT STAFF - COMPUTER SUPPORT</u> | | IT BUILDING 17. EXT. 3000 - General Enquiries | |
| BASIC, Mr. I. | ITS Computer Systems Officer | 3651 | IT |
| DIETRICH, Ms. M. | ITS Support Officer | 4422 | IT |
| JONES, Mr. T. | ITS Snr Technical Officer | 3641 | IT |
| <u>MAILROOM:</u> | Chris, Phillip | 3093 | |
| <u>PRINTERY</u> | Admin/Enquiries: | 3999 | B.32 |
| <u>PHONE SERVICE:</u> (ITS call centre) | Rolf Werner PABX Contractor | 4915/3775 | |
| <u>67 DINING</u> | 8079 | | |
| <u>SECURITY:</u> | | 4555/4554 | 11 |

FACULTY

| | | | |
|---|--|--------------------|--------|
| Prof. Don Iverson | Executive Dean of HBS Faculty & Director of Illawarra Health & Medical Research Institute | 4677 | 41.319 |
| Assistant to Don Iverson | Dayna Hilton | 4677 | 41.319 |
| Dean of Schools (<i>Health Sc; N,MIH;Psync</i>) | Prof. Patrick Crookes | 4208 | 41.237 |
| Dean's Assistant | Narelle Guest | 4208 | 41.237 |
| Sub Dean | direct line NOT to be given to students Dr. Deanne Condon-Paoloni | 4597 / 4862 | 41.152 |
| Student Liaison Officer | Kay Kent | 4078 | 41.231 |
| 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 |
| <u>Student Service Centre</u> | | | |
| Student Service Centre Manager | Melissa Errey | 3881 | 41.152 |
| Student Service Centre | Susan Low (& Deanne's calls from students) | 5704 | 41.152 |
| Student Service Centre | Brondalie Martin | 5418 | 41.152 |
| Student Service Centre | Tatum Lawson | 3947 | 41.152 |
| Student Service Centre (SEDLO) | Jenny Walsh (Student Equity & Diversity Liaison Officer) | 5332 | 41.152 |

Schools:

| | | | |
|--|--------------------------|-------------|-----------|
| Nursing, Midwifery & Indigenous Health | Heather Todd | 3339 | 41.115 |
| School of Health Sciences | Nola Hurt | 4161 | 41.319 |
| School of Health Sciences | Pat Gracie | 5081 | 41.257 |
| <u>ADMIN:</u> | | | |
| Director Personnel Services | Mr John Steele | 3222 | 36 |
| Personnel | Reception | 5902 | 36 |
| Personnel Manager Staff Services | Lisa Ucles | 5117 | 36 |
| Personnel Officer | Barry Fitzsimmons | 3934 | 36 |
| Recruitment - Psychology | Elissa Norris | 5948 | 36 |
| Building & Grounds | Fax (3897) | 3217 | 31 |
| <u>Student Central Enquiries:</u> | | 3927 | 36 |
| UniAdvice-HBS enquiries/Admission | Kareena Rixon - domestic | 5864 | 36 |
| Academic Registrar | Dr David Christie | 3943 | 36 |
| ARD-Commercial Students Team | Nerys Webb | 5847 | 17 |
| 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) | | | |
| <u>Dean of Students:</u> | | | |
| Dean of Students Assistant | Yvonne Kerr | 4355 | 11.204 |
| | Marion Allen | 4355 | 11 Lvl 3 |
| <u>EED</u> | | | |
| | Lynne Wright | 3917 | 36 |
| <u>RESEARCH OFFICE:</u> | | | |
| 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 |

