2017

Honours Handbook

Dr Ada Kritikos
Associate Professor Mark Nielsen
School of Psychology
University of Queensland
COORDINATOR'S FOREWORD ......................................................................................................................... 6

FREQUENTLY ASKED QUESTIONS ...................................................................................................................... 7
  How many units do I have to enrol in? ............................................................................................................. 7
  How is my final grade for honours calculated? .............................................................................................. 7
  What does PSYC4071 involve? ..................................................................................................................... 8
  What does PSYC4091/2 involve? .................................................................................................................. 8
  What are the key dates to know? ..................................................................................................................... 8
  How long should the thesis be, and in what format? ....................................................................................... 9
  Everything is going wrong this year, who should I talk to? ........................................................................... 9
  Who marks my thesis? ................................................................................................................................... 9
  I want to carry on in Psychology, what do I do next? ............................................................................... 10

PROGRAMME AIMS & RATIONALE .................................................................................................................. 11

LEARNING OBJECTIVES .................................................................................................................................. 12
  Basic Skills, Knowledge & Comprehension ................................................................................................. 12
  Professional & Research Application Skills ................................................................................................. 12
  Higher-Order Cognitive Skills .................................................................................................................... 12

ENROLLING IN THE FOURTH YEAR .................................................................................................................. 14

INFORMATION FOR STUDENTS ....................................................................................................................... 15
  Attendance .................................................................................................................................................... 15
  Timetabling .................................................................................................................................................. 17

HONOURS PROGRAM (PSYC4071 & PSYC4092) – RECOMMENDED FULL-TIME PROGRAM ENROLMENT .................................................................................................................. 18
  Compulsory Thesis: #8 Units ......................................................................................................................... 18
  Compulsory Core Courses: #5 Units ............................................................................................................. 18
  Elective Courses: #3 Units ........................................................................................................................... 18

HONOURS PROGRAM (PSYC4071 & PSYC4092) – RECOMMENDED PART-TIME PROGRAM ENROLMENT .......................................................................................................................... 19
  YEAR 1 Compulsory Core Course: #2 Units ................................................................................................. 19
  Elective Courses: #3 Units ........................................................................................................................... 19
  YEAR 2 Compulsory Thesis: #8 Units ............................................................................................................. 19
  Compulsory Core Course: #1 Unit ................................................................................................................. 19

FOURTH YEAR PROGRAM (PSYC4091) – RECOMMENDED FULL-TIME PROGRAM ENROLMENT .......................................................................................................................... 20
  Compulsory Thesis: #6 Units ........................................................................................................................ 20
  Compulsory Core Courses: #5 Units ............................................................................................................. 20
  Elective Courses: #5 Units ........................................................................................................................... 20
FOURTH YEAR PROGRAM (PSYC4091) – RECOMMENDED PART-TIME PROGRAM ENROLMENT

YEAR 1
Compulsory Core Course: #4 Units total
Elective Courses: #5 Units total

YEAR 2
Compulsory Thesis: #6 Units
Compulsory Core Course: #1 Unit

ELECTIVE COURSES BEING OFFERED IN 2017

#2 Unit Elective Courses
#1 Unit Elective Seminar Courses

EXTRA-CURRICULAR activities

School Seminars

THE INDIVIDUAL THESIS PSYC4071

Supervision and topics for research
Working out your project
What should the scope of a PSYC4071 thesis be?
Acknowledge the Contributions of Others

SUPERVISION GUIDELINES: INDIVIDUAL THESIS

How does supervision ‘work’ in PSYC4071?
Supervision Process
Designing the Project
Supervisor’s Reading of Draft
Supervisor’s Contribution to Parts of the Thesis
Data Collection
Statistical Analyses
Assumed Statistical Knowledge
Discussion of Results
Codes of Professional Conduct and Research Ethics (see also page 34)
Problems in the Supervision Process

THE GROUP SUPERVISED THESIS PSYC4091/2

Assessment
Length of Thesis
Feedback on drafts
Oral Presentation
Independent contributions to the group thesis

SCHOOL SUPPORT FOR UNDERTAKING YOUR THESIS RESEARCH
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Ethical Clearance</td>
<td>34</td>
</tr>
<tr>
<td>First-Year Research Participation Program</td>
<td>34</td>
</tr>
<tr>
<td>Equipment</td>
<td>35</td>
</tr>
<tr>
<td>Room Bookings, Keys, and Space</td>
<td>35</td>
</tr>
<tr>
<td>After-Hours Access</td>
<td>35</td>
</tr>
<tr>
<td>General Common Room</td>
<td>35</td>
</tr>
<tr>
<td>Computing and Electronic Mail</td>
<td>35</td>
</tr>
<tr>
<td>Mentoring</td>
<td>36</td>
</tr>
<tr>
<td>Mail</td>
<td>36</td>
</tr>
<tr>
<td>Statistics Adviser</td>
<td>36</td>
</tr>
<tr>
<td>IMPORTANT DATES &amp; EVENTS – INDIVIDUAL RESEARCH THESIS</td>
<td>37</td>
</tr>
<tr>
<td>Semester 1</td>
<td>37</td>
</tr>
<tr>
<td>Semester 2</td>
<td>38</td>
</tr>
<tr>
<td>IMPORTANT DATES &amp; EVENTS – GROUP SUPERVISED THESIS</td>
<td>39</td>
</tr>
<tr>
<td>Semester 1</td>
<td>39</td>
</tr>
<tr>
<td>CODES OF PROFESSIONAL CONDUCT &amp; RESEARCH ETHICS</td>
<td>41</td>
</tr>
<tr>
<td>Ethical Clearance for Conducting Research In Psychology</td>
<td>41</td>
</tr>
<tr>
<td>INFORMAL THESIS PRESENTATION – INDIVIDUAL RESEARCH THESIS</td>
<td>43</td>
</tr>
<tr>
<td>PREPARATION FOR YOUR PRESENTATION</td>
<td>44</td>
</tr>
<tr>
<td>WRITING THE THESIS</td>
<td>45</td>
</tr>
<tr>
<td>Appendices</td>
<td>45</td>
</tr>
<tr>
<td>Know your audience</td>
<td>45</td>
</tr>
<tr>
<td>Contributions Section</td>
<td>46</td>
</tr>
<tr>
<td>Length limit for the thesis</td>
<td>46</td>
</tr>
<tr>
<td>Editorial Style</td>
<td>47</td>
</tr>
<tr>
<td>Past Examples</td>
<td>48</td>
</tr>
<tr>
<td>SCIENCE, ACADEMIC INTEGRITY &amp; PROFESSIONAL CONDUCT</td>
<td>49</td>
</tr>
<tr>
<td>Acknowledgement of Sources</td>
<td>49</td>
</tr>
<tr>
<td>Writing</td>
<td>49</td>
</tr>
<tr>
<td>Data Management and Record Keeping</td>
<td>50</td>
</tr>
<tr>
<td>Data and Output From Statistical Analyses</td>
<td>51</td>
</tr>
<tr>
<td>FORMAT SUMMARY CHECKLIST</td>
<td>52</td>
</tr>
<tr>
<td>HANDING IN YOUR THESIS</td>
<td>53</td>
</tr>
</tbody>
</table>
COORDINATOR’S FOREWORD

On behalf of the School of Psychology we warmly welcome all new and continuing students. Honours is a challenging and busy year, but it has great potential for acquiring valuable new skills and expanding the intellectual horizons of both students and supervisors. A good coping strategy is to work steadily and to plan for the heavy demands of analysis of project data and thesis writing in the latter part of the thesis year.

Please also take care to communicate often with your supervisor throughout the year.

Finally, do not hesitate to contact us with any issues or questions about the Honours program or your progress in it.

Best wishes to all for a successful and rewarding Honours Year in 2017.

Dr Ada Kritikos
Honours Coordinator, 2017
akritikos@psy.uq.edu.au

Associate Professor Mark Nielsen
Bachelor of Psychological Science/Bachelor of Psychological Science (Honours) Fourth Year Coordinator, 2017
nielsen@psy.uq.edu.au
How many units do I have to enrol in?

**Individual Honours (PSYC4071) and Group Stream Honours (PSYC4092)**

If you are beginning honours in 2017 and studying full-time then you need to enrol in #16 units. This is made up of:

- Your thesis (PSYC4071 / PSYC4092) for #8 unit
- #5 units of compulsory courses (PSYC4050, 4060 and 4121) and
- #3 units (1 x #2 unit course and 1 x #1 unit course) of electives.

If you are studying part-time, then we recommend that in Year 1 you do PSYC4050 and 4121 and your #3 elective units, followed by the thesis (PSYC4071 / PSYC4092 #8 units) and PSYC4060 (#1 unit) in Year 2. The thesis is a year-long two semester course which can only be started in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in this course in both semesters.

**Group Stream 4th Year (PSYC4091)**

This section is only relevant to students in the Bachelor of Psychological Science group thesis. If you are beginning fourth year in 2017 and studying full-time then you need to enrol in #16 units. This is made up of:

- Your thesis (PSYC4091) for #6 units
- #5 units of compulsory courses (PSYC4050, 4060 and 4121) and
- #5 units of electives (2 x #2 unit course and 1 x #1 unit seminar)

If you are studying part-time, then we recommend that in Year 1 you complete #4 units of compulsory core courses: PSYC4050 (#2 units) in Semester 1 and PSYC4121 (#2 units) in Semester 2. We also recommend that you complete all your elective coursework in Year 1, which includes two #2 unit courses (one in Semester 1 and one in Semester 2), and a #1 unit seminar (to be taken in either semester). In Year 2 you should enrol in PSYC4060 (#1 unit core course in Semester 1) and PSYC4091, which is the #6 unit group thesis. The thesis is a year-long two-semester course which can only be started in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in this course in both semesters.

How is my final grade for honours calculated?

The calculation of your final honours grade is based on the grades in each course. Your weighted grade point average (GPA) is calculated by taking the grade in each course multiplied by the number of units (of the course) divided by 15.
It is worth noting that, although there are 16 units to be completed in your Honours year, this calculation does not take into account PSYC4060 because it is a pass/fail course, and thus is divided by 15. What this means is that you don’t need straight 7s to obtain first class honours!

What does PSYC4071 involve?

In PSYC4071 you are each assigned to an honours supervisor. During the year you will work closely with your supervisor to design and conduct one or more studies. The project design (paradigm) is what is presented at the informal honours presentations in semester 1 and is written up in your honours thesis. There are a variety of steps involved in conducting research including completing a risk assessment for your project and gaining ethical clearance for your research.

What does PSYC4091/2 involve?

In PSYC4091/2 you are each assigned to a group thesis supervisor. During the year you will work closely with your supervisor and other members of your group to design and conduct the research project. This research is written up in your fourth year thesis. There are a variety of steps involved in conducting research including completing a risk assessment for your project and gaining ethical clearance for your research. Your supervisor will provide more information during the first class.

What are the key dates to know?

Each course you take in fourth year will have its own deadlines that you will be told of at the beginning of classes.

**PSYC4071 Individual Research Thesis – Important Dates**

**Thursday 11 May 2017**
Honours presentation feedback sheet due via Turnitin - compulsory for all students enrolled in PSYC4071

**Wednesday 2 August 2017**
Complete draft of your thesis introduction due to your supervisor

**Wednesday 4 October 2017**
Theses due – no extensions permitted
PSYC4091/2 GROUP SUPERVISED THESIS – IMPORTANT DATES

Please check your course profile for presentation and draft submission dates.

Wednesday 4 October 2017
Theses due – no extensions permitted

How long should the thesis be, and in what format?

In accordance with APA6 style the thesis should have sections corresponding to the abstract, introduction, method, results, discussion, and references. Separate results and discussion sections are recommended to facilitate compliance with the guidelines about supervisors’ reading of your draft. Excluding Tables, Figures, Reference List or Appendices, the upper limit for an individual thesis is 12,000 words and the lower limit is 9,000 words.

Any thesis outside of these word limits will not be accepted for marking.

Your thesis is submitted electronically and should be in Arial font (or an equally readable font), 12 point on A4 layout.

Everything is going wrong this year, who should I talk to?

If you are experiencing a personal issue that is impacting on your performance this year, then please let either your supervisor or the Honours/Group thesis Coordinator know as soon as possible. If the issue is health-related, then please ensure that you gain the appropriate documentation (i.e. medical certificates) to document your case. If you are having issues with your supervisor, then you are expected in the first instance to discuss these problems with your supervisor and try to negotiate a solution. Where no resolution to the problem is reached, or where the supervisor or the student feels the problems should be taken further, the Honours Coordinator, Dr Ada Kritikos, Group thesis Coordinator, Associate Professor Peter Newcombe, the Deputy Head of School (Teaching & Learning), Associate Professor Mark Nielsen, and then the Head of School, (Professor Virginia Slaughter) should be consulted.

Who marks my thesis?

Two markers from the broad area that the thesis topic falls within mark each thesis. The markers will not be supervisors of any of the theses that they mark. Each marker assigns a mark and writes an examiners report before meeting with the other marker of the thesis. The pair of markers discuss their marks and compile a final Examiner’s Report for the thesis with an agreed upon mark (whole numbers only). In instances where discussion does not yield an agreed upon mark, the thesis is then marked by a third marker. The third marker’s mark is the final mark.
I want to carry on in Psychology, what do I do next?

If you are interested in continuing in Psychology then, on completion of your Honours year, a number of options are available to you. If you are interested in a career primarily in research, then you may wish to consider undertaking a research PhD (taking on average 3-4 years). Entry to this program is direct if you have Class I or IIA. If you have a Class IIB degree, then you must first complete a Masters degree before embarking on a PhD (contact rhadmin@psy.uq.edu.au for PhD entry requirements). If you wish to become a registered psychologist, then you can either exit at the end of your Honours year and undertake 2 years of supervised practice or complete a 2-year Masters degree (or Professional Doctorate within Psychology).

The School of Psychology at UQ currently offers 3 Masters programs (in Clinical Psychology, Organisational Psychology and the Master of Psychology offers four areas (Health, Counselling, Sport and exercise or Clinical Neuropsychology), and a professional Doctorate in Psychology in the areas of Clinical Psychology, Clinical Neuropsychology and Clinical Psychology or Clinical Psychology and Clinical Geropsychology. All these degrees provide a higher degree pathway to general registration as a psychologist practitioner. The School also offers the Master of Business Psychology which provides training in using psychological theory and knowledge in business, without seeking registration as a psychologist. For students who have completed the approved 3 year Bachelor Degree at UQ then they are eligible to apply to the Masters of Counselling program which can lead to practice as a Counsellor.

Further information is available on the School website and enquiries about the programs and applications procedures can be directed to the Psychology Postgraduate team via pgeng@psy.uq.edu.au.

Applications for the Psychology Masters programs at UQ are submitted online.

Closing dates for 2018 entry into the Masters programs


30 September 2017 for domestic applicants
PROGRAMME AIMS & RATIONALE

The foundations of the program are a pass degree, which includes an APAC accredited three-year sequence designed to provide a thorough education in the basic scientific aspects of the discipline of psychology. The fourth year program is designed to build on this sequence to:

- provide for the completion of an integrated and comprehensive education in the discipline of psychology;
- introduce applied aspects of psychology;
- permit advanced study in a range of fields in psychology; and
- provide experience and training in aspects of advanced research.

The Fourth Year / Honours program seeks to foster the transition from the three-year undergraduate program to any one or more of the areas of postgraduate specialisation available to students who have graduated with honours.

As with the undergraduate program, the objectives of this transition do not include training in an area of specialisation itself.

On completion of the program, students will demonstrate proficiency in:

- basic and essential skills,
- applied skills, and
- higher-order cognitive skills (analysis, synthesis, evaluation)
LEARNING OBJECTIVES

Basic Skills, Knowledge & Comprehension

1. Mastery of basic terminology, conventions, methodologies and codes of ethical conduct associated with the discipline of Psychology and its fields of application. This extends to knowledge about the origins and history of core aspects of the discipline.

2. The ability to interpret psychological knowledge/principles by elaborating with examples (translation), simplifications (transformation), and mastery of the basic skills required to communicate these attributes in written and oral form.

Professional & Research Application Skills

1. Mastery of the techniques and conventions for accessing and applying the psychological knowledge base; the ability to apply these to specific tasks and/or issues; and the ability to report outcomes in a manner consistent with the techniques and conventions for oral and written communication in the discipline.

2. Mastery of the methodological conventions, techniques and procedures for undertaking empirical research in Psychology, and applying these conventions and techniques for analysing the outcomes of such research.

Higher-Order Cognitive Skills

1. The ability to analyse psychological constructs, issues and arguments into an appropriate set of constituent parts, to identify relationships between these parts (organisation), the assumptions on which they are based, and the inferences (implications, conclusions) which they afford (Analysis).

2. The ability to propose a solution to an issue/problem in the domain of Psychology; and to support proposals with arguments that are appropriate, accurate, consistent and complete (Synthesis).

3. The ability to make informed judgements/opinions (based on internal or external standards/criteria) about the value and accuracy of ideas, claims and constructs/methods characterising one’s own work, and the work of others (Evaluation).

The School considers mastery of the objectives listed as “Essential” to be fundamental prerequisites for the award of an honours degree in the discipline of Psychology.

Accordingly, at any time during the program the Head of School may be notified when a candidate for the award of the degree is assessed as demonstrating levels of performance deemed “unsatisfactory” in any component of the program (see below).
The Head of School will determine whether instances of unsatisfactory performance in essential objectives warrant a recommendation to the Dean of the faculty that a candidate be *disqualified* from further progression, and/or the award of an honours degree.
ENROLLING IN THE FOURTH YEAR

University, Faculties & the School of Psychology

The School of Psychology is part of the Faculty of Health & Behavioural Sciences (HABS).

The Executive Dean is Professor Bruce Abernethy. The Head of the School of Psychology is Professor Virginia Slaughter, and the Deputy Heads are Associate Professor Mark Nielsen (Teaching & Learning) and Associate Professor Winnifred Louis (Research).

Students completing the Fourth Year of the BPsySc and BPsySc(Hons) are enrolled in the HABS Faculty.

All other honours students in Psychology are enrolled in another of the University’s faculties: Faculty of Humanities and Social Sciences (HaSS) or Faculty of Science. Your degree is conferred by whichever faculty has accepted your enrolment, on the recommendation of the Dean of that faculty.

Enrolment

It is your responsibility to ensure you are enrolled in the correct course code(s) in both semesters. When you enrol in the first part of the thesis on mySI-net you will automatically be reminded to put part two of the course on the following semester enrolment.

Be aware that the last day to add courses or alter enrolment is 10th March 2017 (Semester 1 courses and year long courses) and 4th August 2017 (Semester 2 courses)

Courses cannot be added after the Census date (31 March/31 August).
INFORMATION FOR STUDENTS

The following information pertains to students undertaking the following programs in 2017:

- Psychology in the Bachelor of Arts (Honours)
- Psychology in the Bachelor of Science (Honours)
- Bachelor of Psychological Science (Honours) – course code 2379
- Bachelor of Psychological Science fourth year – course code 2023

The University myAdvisor website provides students with information on University policies, procedures and rules pertaining to students including enrolment, assessment and fees.

The Honours program comprises #16 units that may be completed either Full-Time (1 year) or Part-Time (over a maximum of 2 years). If you wish to change your enrolment from full-time to part-time after commencement of semester, you will have to make a case to the School of Psychology. This should outline why you wish to adjust your enrolment. In some cases (i.e., if you wish to vary the standard enrolment pattern), this case will have to be made through the School to the Faculty you are enrolled under.

Honours cannot be completed while studying another program concurrently. If you are in a dual degree or higher degree, you will have to gain permission from your current Faculty to interrupt that degree and in order to enrol in and complete the honours program.

Attendance

On-campus attendance in the Honours is essential to gain the best result possible.

Put yourself in the best position to do well in 4th year

- This year is stimulating and exciting, but it can also be difficult and stressful. Plan for this.
- You will need to keep up with the material on a weekly basis in order to understand it fully. It will be hard to learn it all in one go at the end of the semester.
- If you are a full-time enrolled student, you are expected to work at least 40 hours per week each semester on your courses and thesis.
Spend as much time as possible on campus, for at least three reasons:

1. You can go to every class and make steady progress on your thesis project (see below for more information).

2. You can attend events and workshops run by the School (e.g., Lab groups, Research Seminar series) and the University (e.g., Student Services workshops on professional skills and stress management).

3. You can be productive when not in class or at events: spaces and resources are available on campus to facilitate collaborative work or quiet independent study.

You will need to be on campus to complete your thesis project

- Many activities for your thesis project will need to be completed on campus. These may include (but are not limited to):
  - Regular meetings with your supervisor
  - Preparation of research materials
  - Data collection and analysis
  - Attendance at lab group meetings run by your supervisor

Attendance in lectures and tutorials is essential to doing well, for a few reasons:

1. Lecture recordings will not be provided in some courses.

   - Some core courses run activities and discussions in lecture that are not easily recorded. Courses that are taking this interactive approach to teaching & learning include:
     - PSYC4060: Ethical Considerations for Psychologists
     - PSYC4050: Psychological Research Methodology IV (see next page for more information)

   - Enrolment in elective courses is typically not high enough for them to be scheduled in a room equipped with recording technology.

   - If a lecture is not centrally recorded, you may record it with your own device (asking the lecturer first for permission).

2. Even if lecture recordings have been set up in a course, the technology might fail in any week.

3. Class attendance and participation may be an assessment component in some courses.

4. Lectures and tutorials typically cover distinct concepts and skills. So attendance in both will be essential to fully understanding all the material covered in a course.
IN THE EVENT THAT YOU MISS A CLASS, DO YOUR BEST TO CATCH UP AS SOON AS POSSIBLE.

Timetabling

All courses have an Electronic Course Profile (ECP), which are accessible via the UQ Courses and Program website (http://www.uq.edu.au/study/) as well as through the Blackboard site for each course.

You are expected to read the ECPs for the courses that you have enrolled in or are considering enrolling in. Note down when classes are on and when the assessment is due for each of your courses. You should ensure that you are able to attend all of your timetabled classes – that is, do not enrol in courses that overlap in their scheduled classes. As detailed in the memo circulated with your offer of a place in the Honours program lecture/class recordings will not be provided in all Honours classes. This means that if you enrol in classes that overlap in their timetable you are likely to miss valuable and assessable information.

Course coordinators in the Honours program set their own deadlines for assessment. As such, you should be mindful of and prepare early for assessment items that are due within a constrained time period (e.g. the last few weeks of semester or around the thesis submission date).
The maximum recommended enrolment per semester is #9 units. Due to submission of thesis, students are strongly advised not to take #9 in Semester 2.

Compulsory Thesis: #8 Units

The thesis is a year-long two semester course which can be commenced only in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in the relevant course code in both semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4071</td>
<td>#8</td>
<td>Individual Research Thesis</td>
<td>Dr Ada Kritikos</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4092</td>
<td>#8</td>
<td>Group Supervised Thesis</td>
<td>Assoc. Prof Peter Newcombe</td>
</tr>
</tbody>
</table>

Compulsory Core Courses: #5 Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4050</td>
<td>#2</td>
<td>Psychological Research Methodology IV</td>
<td>Dr David Sewell</td>
</tr>
<tr>
<td>PSYC4060</td>
<td>#1</td>
<td>Ethical Considerations for Psychologists</td>
<td>Assoc. Prof John McLean</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4121</td>
<td>#2</td>
<td>The Scientist-Practitioner Model</td>
<td>To Be Advised</td>
</tr>
</tbody>
</table>

Elective Courses: #3 Units

Enrol in one elective course (#2 unit) and one seminar course (#1 unit). These should be in different semesters unless specific permission is granted by the Honours coordinator. The School of Psychology recommends that students think carefully about adding more than #8 per semester, as this is considered a fulltime load. Applications for assignment extensions will not be considered on the basis of over-enrolment.
HONOURS PROGRAM (PSYC4071 & PSYC4092) – RECOMMENDED PART-TIME PROGRAM ENROLMENT

YEAR 1
Compulsory Core Course: #2 Units
This course is only available in semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4050</td>
<td>#2</td>
<td>Psychological Research Methodology IV</td>
<td>Dr David Sewell</td>
</tr>
</tbody>
</table>

This course is only available in semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4121</td>
<td>#2</td>
<td>The Scientist – Practitioner Model</td>
<td>To be Advised</td>
</tr>
</tbody>
</table>

Elective Courses: #3 Units
Enrol in one elective course (#2 unit) and one seminar course (#1 unit) in Year 1 of your enrolment.

YEAR 2
Compulsory Thesis: #8 Units
The thesis is a year-long two semester course which can be commenced only in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in the relevant course code in both semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4071</td>
<td>#8</td>
<td>Individual Research Thesis</td>
<td>Dr Ada Kritikos</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4092</td>
<td>#8</td>
<td>Group Supervised Thesis</td>
<td>Assoc. Prof Peter Newcombe</td>
</tr>
</tbody>
</table>

Compulsory Core Course: #1 Unit
This course is only available in semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4060</td>
<td>#1</td>
<td>Ethical Considerations for Psychologists</td>
<td>Assoc. Prof John McLean</td>
</tr>
</tbody>
</table>
FOURTH YEAR PROGRAM (PSYC4091) – RECOMMENDED FULL-TIME PROGRAM ENROLMENT

The maximum recommended enrolment per semester is #9 units. Due to submission of thesis, students are strongly advised not to take #9 in Semester 2. Please note that you must have a 4.5 GPA in your previous semester of study to be eligible enrol in 9 units in the next semester.

Compulsory Thesis: #6 Units

The thesis is a year-long two semester course which can be commenced only in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in the relevant course code in both semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4091</td>
<td>#6</td>
<td>Group-Supervised Thesis</td>
<td>Assoc. Prof Peter Newcombe</td>
</tr>
</tbody>
</table>

Compulsory Core Courses: #5 Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4050</td>
<td>#2</td>
<td>Psychological Research Methodology IV</td>
<td>Dr David Sewell</td>
</tr>
<tr>
<td>PSYC4060</td>
<td>#1</td>
<td>Ethical Considerations for Psychologists</td>
<td>Assoc. Prof John McLean</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC4121</td>
<td>#2</td>
<td>The Scientist-Practitioner Model</td>
<td>To be Advised</td>
</tr>
</tbody>
</table>

Elective Courses: #5 Units

Enrol in TWO elective courses (#2 units each) and one seminar course (#1 unit). Select ONE #2 unit course in EACH semester. You may take the #1 unit seminar in EITHER semester. The School of Psychology recommends that students think carefully about adding more than #8 per semester, as this is considered a fulltime load. Applications for assignment extensions will not be considered on the basis of over-enrolment.
FOURTH YEAR PROGRAM (PSYC4091) – RECOMMENDED PART-TIME PROGRAM ENROLMENT

YEAR 1
Compulsory Core Course: #4 Units total
This course is only available in semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4050</td>
<td>#2</td>
<td>Psychological Research Methodology IV</td>
<td>Dr David Sewell</td>
</tr>
</tbody>
</table>

This course is only available in semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4121</td>
<td>#2</td>
<td>The Scientist – Practitioner Model</td>
<td>To be Advised</td>
</tr>
</tbody>
</table>

Elective Courses: #5 Units total
Electives are available in Semester 1 and Semester 2. Students should enrol in one elective course (#2 units) in EACH semester (#4 units total). The #1 unit seminar may be taken in EITHER Semester 1 OR Semester 2.

YEAR 2
Compulsory Thesis: #6 Units
The thesis is a year-long two semester course which can be commenced only in Semester 1 and must be completed in the consecutive Semester 2. You must enrol in the relevant course code in both semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4091</td>
<td>#6</td>
<td>Group-Supervised Thesis</td>
<td>Assoc. Prof Peter Newcombe</td>
</tr>
</tbody>
</table>

Compulsory Core Course: #1 Unit
This course is only available in semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4060</td>
<td>#1</td>
<td>Ethical Considerations for Psychologists</td>
<td>Assoc. Prof. John McLean</td>
</tr>
</tbody>
</table>
#2 Unit Elective Courses

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4171</td>
<td>#2</td>
<td>Personnel Assessment</td>
<td>Dr Peter Macqueen</td>
</tr>
<tr>
<td>PSYC4981</td>
<td>#2</td>
<td>Current Issues in Psychology I</td>
<td>Dr Eric Vanman</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course title</th>
<th>Course Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4191</td>
<td>#2</td>
<td>Applied Cognitive Psychology</td>
<td>Assoc. Prof Mark Horswill</td>
</tr>
<tr>
<td>PSYC4000</td>
<td>#2</td>
<td>Advanced Sport &amp; Exercise Psychology (if PSYC3000 not completed)</td>
<td>Assoc. Prof Stephanie Hanrahan</td>
</tr>
<tr>
<td>PSYC4181</td>
<td>#2</td>
<td>Applied Social Psychology</td>
<td>Prof Alex Haslam</td>
</tr>
</tbody>
</table>

#1 Unit Elective Seminar Courses

Specific information on the topics for different coordinators will be provided at Orientation. Please note that enrolment in the 1 unit seminar course will not be permitted until after the compulsory orientation meeting scheduled for the 23 February 2017.
EXTRA-CURRICULAR ACTIVITIES

School Seminars

The School of Psychology Seminar series runs weekly on Friday during semester at 3pm. Each year we are fortunate to have many internationally renowned speakers present in the School to tell us of their latest research. If you want to see and hear about the latest research then come along! (Plus there is free wine and cheese after each session…). Seminars are advertised on the School website - https://www.psy.uq.edu.au/activity/events.html
The research thesis and its related presentation constitute one half of the entire Honours year program. Accordingly, the aims and objectives of the program as a whole (see p.4) translate directly to the thesis component, and are not reiterated here.

One exception concerns the broader aim of transition from study at the undergraduate level to study at levels of postgraduate training and professional development. You may encounter some uncertainty as you sort out how, in choosing and executing your project, you are expected to interact with staff, supervisors, and other students.

On the one hand the institution and the program will sometimes appear to be treating you as a postgraduate with the resources and responsibilities that go along with that role. On the other hand it may sometimes appear that such attributes are missing. The reality is that both sets of perceptions will sometimes apply. The range of individual differences in skills and experiences underlying the thesis is large. The challenge for student and supervisor alike is to navigate around such differences.

**Supervision and topics for research**

In allocating supervision we attempt to take into account any preferences for supervisor and/or area that you have expressed on your application form. We may not have been able to meet your preferences on all counts, but this should not be a disadvantage.

As indicated in the aims, the program is not intended to provide for specialisation in any particular area. It is a fact of life that some areas of supervision are more popular than others, and students at the honours level are expected to deal with such situations strategically (i.e., there are advantages to working with supervisors in less popular areas).

**Working out your project**

**How is a project decided upon?**

Once you have been allocated to a supervisor in early February, then you should contact them immediately (if they have not contacted you before this time) to receive a starter pack of reading material from them and / or to arrange a first meeting. The specific topic of the research that you will undertake is decided upon by negotiation between you and your supervisor. The topic may come from you, the supervisor, and/or arise from discussion between the two of you. Some supervisors require the student to have a lot of input into choice of topic, others provide topics and there are numerous varieties of supervisor-student relationships in between.
Guidelines for the research project

With a view to developing students’ research skills in the discipline of Psychology, and ensuring that the APAC accreditation guidelines are met, the School of Psychology has specified guidelines for suitable research projects for PSYC4071. These are:

- The research project must include an individual research question, individual intensive empirical literature review, individual data analysis, individual reporting of results and discussion, but may involve shared data collection.

- The research project should be structured so that students participate in all of the steps involved in research including the formulation of research questions, the design of the study including selection of appropriate methodology, the collection and analysis of data to test the research question, the interpretation of the findings and the writing up of the report.

- The research question being pursued must address issues specifically relevant to the field of psychology.

- Data collected for the research project must be available for inspection by APAC on request.

Some research studies may be more difficult to complete within the time and resource constraints of an Honours project. Examples include projects that involve:

- lengthy ethical review processes (e.g., UQ central ethics boards or external ethics boards)
- recruitment from populations that are very small or difficult to access
- construction and/or purchase of substantial materials and/or equipment
- substantive reliance on external partners for completion

Students must work with their supervisor to develop a project that can be completed by the thesis submission deadline. If you have any concerns about the scope of a proposed project, talk to the Honours Coordinator.

What should the scope of a PSYC4071 thesis be?

The scope (size and complexity) of the project obviously plays a role in judgments of the final product. The project must be sufficiently challenging to address the Learning Objectives specified for PSYC4071. The scope of a project only creates the potential for marks. Typically, it only translates into marks when the student capitalizes on that potential. In past experience, one major pitfall is if the project is too ambitious in the challenge that is sets.
Acknowledge the Contributions of Others

The contributions of you and others to designing and preparing experiments and data collection should be explicitly stated in the method section(s) of your thesis, under the heading “Contributions”. See the section on ‘Writing the Thesis’.
SUPERVISION GUIDELINES: INDIVIDUAL THESIS

How does supervision ‘work’ in PSYC4071?

Typically, thesis projects are very diverse, and every project is different. As such, there is no one ‘right’ way to proceed. However, there are some basic guidelines that are useful to both students and supervisors. As a basic underpinning principle, students have the right to expect help and feedback from their supervisors, and supervisors have the right to expect responsible behaviour and initiative from their students. Ultimately, everyone has the right to expect that the final thesis represents the student’s own work.

The following guidelines are intended to highlight the commonality in expectations.

Supervision Process

Students can expect to meet regularly with their supervisors and the frequency of meetings should be negotiated between students and supervisors. Students should take responsibility for making appointments for meetings, and should not expect the supervisor to contact them for meetings unless this has been explicitly agreed. Supervisors should notify their students as soon as possible if they intend to be absent from the University (e.g., to attend a conference), and for how long. If the length of absence is substantial 4 weeks or more, the student and supervisor should negotiate for another member of academic staff to support the student during the supervisor’s absence. This may be a member of the lab group or another unconnected academic. Each instance will be different but you should contact the Honours Coordinator if you are at all concerned.

Designing the Project

Students can expect assistance and guidance on the design of the research project. Whether a supervisor provides a finished design and rationale depends upon the research topic and other factors. However the APAC rules for student contribution should be adhered to. Students developing an idea of their own can expect help from their supervisors in producing an adequate specification of the research questions as they relate to literature, and a design to test them. However, students can’t reasonably expect this help if they wish to work on a topic outside their supervisor’s interests or expertise.

Supervisor’s Reading of Draft

Supervisors can be expected to read and comment critically on ONLY ONE DRAFT OF THE INTRODUCTION, AND TWO DRAFTS OF THE METHOD AND RESULTS SECTIONS. Supervisors’ feedback to students on drafts should be provided in a timely manner. Specifically, and in line with University Policy, it is expected that in the first 5.5 months of the academic year, feedback on thesis drafts will be provided within 3 weeks of submission. In the month immediately prior to the thesis draft return cut-off date supervisors will endeavour to provide feedback on thesis drafts within 5 working days.
The timetable for submission of your draft should be negotiated and agreed upon early on in the supervision process, with the first draft of the introduction being submitted no later than 2 August 2017). Students who do not meet agreed deadlines for submission of drafts cannot necessarily expect to receive feedback in less than 3 weeks, especially for material in first draft form. Whether supervisors read a complete draft of the thesis (except for the discussion) or a series of separate sections is a matter of agreement between the supervisor and the student.

The last date to submit any draft to your Supervisor for feedback is 24 September 2017.

One of the most frequent complaints from students is that they submitted work for feedback and received only a few minor editorial corrections. The guiding axiom here is the old caveat that "electors get the standard of government they deserve". In most cases this applies to supervisor-supervisee relationships. Feedback requires Feedforward. Highlight text where you want substantive comment. Ask questions. Make suggestions about alternative organisations, interpretations and so forth.

Supervisors are encouraged to give verbal advice about writing discussions, including detailed input about structure, content, presentation, and expression style. However, they should not read or comment on drafts of discussions.

To help students meet the demands of writing, the series of writing workshops and slides will be available on the PSYC4071 Blackboard site.

Topics covered include:

- General writing skills: developing a logical argument, developing a compelling narrative, paragraph structure, grammar, style etc;
- General advice about writing an Introduction section: working with theory, critical analysis in a literature review, etc.;
- Specific advice about writing an Introduction section in sub-disciplines of Psychology: (e.g., cognition, neuro, social, organizational, developmental, clinical).

Supervisor's Contribution to Parts of the Thesis

Students can expect their supervisor to provide them with a starting point in their literature search, but not to provide them with all the literature they need to review. Students can expect help in focusing the project and developing the theoretical argument, but should expect to include some theory, critical assessment of previous research, and/or hypotheses of their own.

Data Collection

There is an APAC requirement that students participate in all steps involved in research including the formulation of research questions, the design of the study including selection of appropriate methodology, the
collection and analysis of data to test the research question, the interpretation of the findings and the writing up of the report. In the case of larger team projects or pre-existing data sets, students can expect to devise, with the help of their supervisor, research questions or problems that will form the basis of a project appropriate for an Honours Thesis. Students' Honours thesis activities should not include collecting data for any study that is independent of their thesis project. For data collection to be part of a student's thesis activity, the student must play a role in generating the individual research question and must have engaged in an intensive literature review.

Data collected for the research project must be available for inspection by APAC on request.

Statistical Analyses

Students are expected to set up and conduct their own statistical analyses (including quantitative analyses); these should not be done by supervisors, statistical consultants or research assistants. Students can expect their supervisor to help with designing the analyses, to review their analyses, to comment critically, and to help them to conduct appropriate analyses. In Semester 2, a statistical consultant will be available to help, but not to do the analyses. In general, this means that students should not conduct analyses which they do not understand. In some cases, students may receive help with data pre-processing and command files for programs they have not learned about in class. When this occurs, it should be acknowledged in the results section. Students can expect guidance from their supervisor in structuring the results section and reporting analyses.

Assumed Statistical Knowledge

Students who have completed years 1-3 of their training at UQ will have taken PSYC1040, PSYC2010 PSYC3010 and PSYC3020.

In Semester 1 (or Year 1, if part-time) fourth/honours year students will complete PSYC4050. The statistical methods covered in each of these courses are detailed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC1040</td>
<td>Students who have completed this course have learnt about types of scales, types of experimental &amp; correlational studies, means, medians, modes, standard deviation, and variance; percentiles and z-scores; confidence intervals; r; bivariate regression; t between and within; effect size measures; chi-square; and power.</td>
</tr>
<tr>
<td>PSYC2010</td>
<td>In addition to the PSYC1040 content, students who have completed PSYC2010 will also know about one-way between and within ANOVA, eta2 and omega2 and non-parametric tests such as Kruskal Wallis. Students who completed this course in 2009 will also have been given an ‘introduction to interactions’.</td>
</tr>
<tr>
<td>PSYC3010</td>
<td>Students are provided with an introduction to the concept of an interaction; factorial between, within and mixed ANOVA; ANCOVA; partial and semi-partial r; standard multiple regression and hierarchical / moderated regression; mediation. Introduction to SPSS for analyses.</td>
</tr>
</tbody>
</table>
In PSYC3020 students cover factor analysis, item response theory, signal detection theory (including d’, ROC curves, method of constant stimuli, contingency table analysis). An introduction to SPSS for data screening and scale construction as well as analyses is also provided.

This advanced methodology course builds on skills and knowledge developed in undergraduate psychology courses. We will first focus on preliminary data analyses, including assessment of missing data; exploratory factor analysis; and confirmatory factor analysis. The next part of the course will focus on hypothesis-testing using advanced analytic techniques, including logistic regression; mediation analyses using bootstrapping; moderation analyses in regression and ANOVA; structural equation modelling; multi-level modelling; and multivariate analyses.

Discussion of Results

In general, students are expected to interpret their results themselves, and to provide the main idea and critique in their discussion. Students can expect their supervisor to comment critically on their interpretations, and to suggest other factors, theories or empirical work that may bear upon the interpretation of the results, but not to provide specific interpretations.

Codes of Professional Conduct and Research Ethics (see also page 34)

Student research, like all research in the School of Psychology, is expected to adhere to the University’s research ethics guidelines. These guidelines will be discussed in PSYC4060 and students have the responsibility to learn and understand them, as well as to make sure that they meet school deadlines for submitting ethics forms for their projects.

In addition to complying with ethical principles outlined for the conduct of research, students are expected to report their findings fully and accurately as demanded by the traditions of science. Students are expected to conduct their research in a professional manner. For example, they should be punctual in keeping appointments with participants and others associated with the project, and they should properly represent their student status to these people. **Failing to keep appointments with participants without a reasonable excuse being provided (for example, by prior email as early as possible) is unacceptable and unethical behaviour.**

Thesis projects are very diverse, and every project is different. There is no one ‘right’ way to proceed. However, here are some basic guidelines that are useful to both students and supervisors.

Students have the right to expect help and feedback from their supervisors, and supervisors have the right to expect responsible behaviour and initiative from their students. Everyone has the right to expect that the final
thesis represents the student's own work. These guidelines are intended to highlight the commonality in expectations.

**Problems in the Supervision Process**

If problems occur with supervision, or if students have problems that interfere with their thesis work, they should expect in the first instance to discuss these problems with their supervisor, and to try to negotiate a solution.

Where no resolution to the problem is reached, or where the supervisor or the student feels the problems should be taken further, the Honours Year coordinator Dr Ada Kritikos, should be consulted. If the problem is still not resolved, the student or supervisor should contact the Deputy Head of School (Teaching & Learning), Associate Professor Mark Nielsen.
Students participating in the group-supervised thesis will conduct individual and small-group work, focusing on different aspects of a common research project, to create an independent research thesis. Participation in all steps involved in research, including the formulation of research questions, study design, data collection, and data analysis, will be required. The research question must be developed within the constraints offered by the common group project, and all students will contribute towards a common research database. Outside of the lectures and tutorials, students will work independently to analyse data in order to test their hypotheses and create a thesis. When possible, and according to the needs of the research project, lectures will focus on practical skills required for successful research and practice in psychology. Students will be assessed on the independent research thesis that they will write throughout the course.

**Assessment**

- Attendance and involvement in class activities
- Class presentation (marked pass/fail);
- Participation in data collection
- Participation in completion of ethics forms; and
- Individually-written thesis (in APA style; marked out of 100). If all other components are passed, this mark constitutes the final mark.

All components are compulsory. Failure to pass all components will result in a maximum mark of 50% being awarded for this course.

**Length of Thesis**

The length will be from 9000 words to 12000 words (excluding tables, figures, references, appendices, etc.). Theses under 9000 words will not receive a passing grade.

In drafting your thesis, you are advised to edit to tighten sentence structure and remove unnecessary words. Also avoid the temptation to ‘write to the limit’ – if you’ve said all you need to say in 10,000 words, then stop. Don’t ‘pad’ your thesis to meet the upper limit – this never improves the product.

**Feedback on drafts**

The group supervisors will read one draft of the introduction, and up to two drafts of the method and results sections of the thesis of each student. This includes the final draft. Written and/or verbal feedback on this
should comprise detailed advice regarding structure, content, presentation, expression style and grammar. Tutors and the instructor \textbf{WILL NOT READ AND COMMENT ON DRAFTS OF DISCUSSIONS.} Students may be encouraged to read and comment on drafts of these sections from students from \textbf{DIFFERENT GROUPS.}

The group supervisors should advise students where it appears that the write-up of material is not sufficiently independent. Ultimately it is the individual student’s responsibility to ensure that this does not occur. Close paraphrases of entire sections of the thesis will be regarded as collusion (see also below).

\textbf{EACH THESIS MUST BE JUDGED TO HAVE BEEN WRITTEN INDEPENDENTLY, AND BREACHES WILL RESULT IN CHARGES OF STUDENT MISCONDUCT.}

\section*{Oral Presentation}

Each student completing a group-supervised research thesis must do two oral presentations: (1) a brief (5-minute) presentation in May, addressing the aims, research questions and research design, and (2) a longer (10-minute) presentation in September, summarising the background literature, research aims, methods and findings. More information will be provided in the first PSYC4091/2 class.

\section*{Independent contributions to the group thesis}

Students undertaking group-supervised theses are strongly encouraged to discuss their research with each other, and to share useful references, etc. However, they should take care that they do not jointly plan a detailed point-by-point approach to any section or sections of any thesis. As indicated above, the final products should be judged to have been written independently. Each student must participate in all aspects of the thesis, even if some work is shared (e.g., data collection and data entry for common data sets, where different students examine different aspects of a common or overlapping data set).

\textbf{STATISTICAL ANALYSES ARE TO BE CONDUCTED, INTERPRETED, AND REPORTED INDEPENDENTLY.}

\textbf{DO NOT SHARE OUTPUT OR DRAFTS OF YOUR THESIS. THIS INCLUDES THE METHOD AND RESULTS SECTIONS.}
SCHOOL SUPPORT FOR UNDERTAKING YOUR THESIS RESEARCH

Application for Ethical Clearance

Student research, like all research in the School, is expected to adhere to the University’s research ethics guidelines. The School of Psychology performs ethical review on ALL fourth/honours year projects. Students must participate in the school ethical review process even if their supervisor already has ethical clearance for the project. Clearance through the School of Psychology ethical review is necessary but may not be SUFFICIENT for approval to commence the project. Under certain conditions (see pages 41-42) your research may require clearance by one or more ethics panels external to the School of Psychology. If this is the case then you may, after consultation with your supervisor, wish to consider revising your intended project.

The procedure for applying for ethical clearance will be detailed in PSYC4060. Your application will be reviewed by one of the Ethics Officers and you should receive feedback on your application within approximately 3 weeks of submission. Only once final ethical approval has been received can you begin your research.

First-Year Research Participation Program

Honours students have access to the first-year research participation program. All students in PSYC1020 and PSYC1030 may earn up to 6% of their course mark by participating in research studies within the School. A limit of 100 participant hours will apply for each PSYC4071 student. A limit of 50 participant hours will apply to each PSYC4091/4092 student. No hours can be transferred to any Honours student, therefore please plan the scope of your project accordingly. Academic staff & postgraduate students may not give Honours students access to additional hours through use of a different SONA account.

The research participation program is managed via the web on SONA Systems. To be granted a login and password researchers must first gain ethical approval. Once ethics clearance has been granted, researchers must complete an Experiment application giving brief details and including the Ethical Approval number. This application form will be emailed to you by the ethics coordinator, Danico Jones once your ethics clearance has been granted. Please allow 5-7 days for this to occur. Complete the form (electronic signatures are permitted) and email it to psyethics@psy.uq.edu.au. This application form is available on https://www.psy.uq.edu.au/current-students/4thyear/, scroll to RESEARCH PARTICIPATION SCHEME (SONA) - FIRST-YEAR POOL. Complete the form (electronic signatures are permitted) and email it to psyethics@psy.uq.edu.au. Or the form can be dropped off with Danico Jones in Room 206.

Any enquiries regarding this system can be referred to research-participation@psy.uq.edu.au

All Application forms are available online at: http://www.psy.uq.edu.au/formsandpolicies/index.html?page=821
Equipment

This is entirely up to the supervisor. Students should be wary if any equipment has to be built for their project. This always takes a lot longer than you think. Be doubly wary if any computer program has to be written: take any estimate of time, double it and then add three months; it is often not worth the gamble. This is fact, not a joke.

Room Bookings, Keys, and Space

Getting space for research can be a problem for student and supervisor to solve. The teaching rooms on level 2 & 3 are booked on a centralised booking system outside of the School so cannot be booked for research. There are a number of community labs available for booking online. Please ensure you read the information provided here: http://www.psy.uq.edu.au/research/labs.html before booking through this website: http://www.psy.uq.edu.au/research/bookings/. Keys and/or swipe cards must be returned promptly.

After-Hours Access

If you are working after hours (outside 8am - 8pm Mon - Fri) in the building you will need to request access to be added to your student card from Reception (Level 3, McElwain Building). Please note, security may evict you if you do not have student identification with you if in the building after hours. If you are working after hours you should also install the free SafeZone App (https://www.pf.uq.edu.au/unisafe/uqsafezone/). This connects you directly to UQ Security and provides 24/7 emergency or first-aid support and incident alerts.

General Common Room

Located on the second floor (Building 24A) and fronting onto the courtyard.

Computing and Electronic Mail

Posting to 4th-years@psy.uq.edu.au will reach all students in the 4th year/Honours program. Students should not post to this list without gaining the permission of the Honours Coordinator (a.kritikos@psy.uq.edu.au). Please be aware that there are University Guidelines regarding email and what it should be used for (see IT Services and Policy). Email privileges will be withdrawn if accounts are used in ways that contravene the guidelines.
**Mentoring**

If you are in doubt about which elective courses to choose, and/or the overall scheduling of workloads relative to the demands of your thesis research, it is wise to seek the advice and guidance of either your thesis supervisor or the Honours Coordinator.

**Mail**

Students should not address mail to the School of Psychology except for return paper surveys. All mail will be kept in the Postgraduate Mailroom (s207). Entry to this room is via your student ID card and access is requested from the General Office. Please make sure any return envelopes have your supervisor’s name as well. For mailing procedures related exclusively to your thesis, please consult the appropriate section in the thesis guidelines.

Note that no responsibility can be taken for mail directed to the School of Psychology. Many individuals access the mailroom and it is your responsibility to check frequently and follow up on outstanding mail.

**Statistics Adviser**

A Statistical Adviser will be employed in Semester 2 in the School to assist students with any statistical problems that they have with their thesis. Before consulting with this advisor, students should discuss these issues with their supervisor. More details about expectations, consultation times, and booking procedures will be provided by email to all students before the start of Semester 2.
## IMPORTANT DATES & EVENTS – INDIVIDUAL RESEARCH THESIS

### Semester 1

<table>
<thead>
<tr>
<th>Prior to Orientation</th>
<th><strong>CONTACT YOUR SUPERVISOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you are yet to hear from your supervisor then ensure that you contact them (via phone or email) to arrange an initial meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation Week</th>
<th><strong>SCHOOL OF PSYCHOLOGY HONOURS ORIENTATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory attendance.</td>
</tr>
<tr>
<td></td>
<td>Thursday 23 February 2017 from 11:00am – 1:00pm and Friday 24 February 2017 from 9:30am to 12:00pm. Check orientation.uq.edu.au/event/psychology-honours for more details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early!</th>
<th><strong>RISK ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As part of UQ’s occupational health and safety requirements, researchers are required to complete a risk assessment for all research. Once your project is designed your supervisor will need to complete a risk assessment for it. You will need to read and sign off on this risk assessment prior to submitting your application for ethical clearance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early!</th>
<th><strong>ETHICAL CLEARANCE FOR YOUR RESEARCH PROJECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You MUST obtain ethical clearance before you engage in any activity associated with collecting data or information from other people (see section on ethical clearance, page 34).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday 11 May 2017</th>
<th><strong>INFORMAL HONOURS PRESENTATIONS FEEDBACK SHEETS DUE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You are required to submit a sheet outlining feedback you received at your honours presentation, also listing the members of academic staff that attended your presentation. Submission will be via Turnitin. Please note: This is a requirement for passing the thesis component. <strong>IF YOU DO NOT PRESENT YOUR PROJECT AND SUBMIT THE FEEDBACK YOU RECEIVED, YOU CANNOT BE AWARDED A MARK FOR YOUR THESIS.</strong></td>
</tr>
</tbody>
</table>
## Semester 2

<table>
<thead>
<tr>
<th>Week 2</th>
<th><strong>THESIS INTRODUCTION – DRAFT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td>You are required to submit a completed draft of your thesis introduction to your supervisor by the end of Week 1 of Semester 2. If there are special circumstances making it impossible to have both sections completed, your supervisor will bring these to the Honours Coordinator’s attention before the beginning of Semester 2. It is your responsibility to discuss any problems with your supervisor well in advance of the deadline. Normally, pressure of work or illness early in Semester 2 will not be considered adequate reasons for failing to meet the deadline – you should start writing during Semester 1.</td>
</tr>
<tr>
<td><strong>2 August 2017</strong></td>
<td><strong>4pm</strong></td>
</tr>
</tbody>
</table>

| **Mid Semester Break** | **DOMESTIC POSTGRADUATE COURSEWORK APPLICATIONS IN PSYCHOLOGY DUE 30 SEPTEMBER 2017** |
| **International applicants must apply by 30 August 2017** |

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>THESIS SUBMISSION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td>Electronic copies should be uploaded to Turnitin.</td>
</tr>
<tr>
<td><strong>4 October 2017</strong></td>
<td><strong>4pm</strong></td>
</tr>
</tbody>
</table>

Please note that there are no extensions.

School policy is to deal with special considerations and penalties arising from late submission, through a committee process occurring after the theses have been marked. You should talk to your supervisor or to the Honours Coordinator with regard to grounds for an appeal and the relevant procedures.

<table>
<thead>
<tr>
<th><strong>Wednesday</strong></th>
<th><strong>FOURTH YEAR / HONOURS EXAMINERS’ MEETING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TBA will be in late November/early December</strong></td>
<td>All results must be finalised at this meeting of staff. For students, the implications are that course results or other matters outstanding may not make it possible for you to graduate in this calendar year.</td>
</tr>
</tbody>
</table>
# IMPORTANT DATES & EVENTS – GROUP SUPERVISED THESIS

## Semester 1

<table>
<thead>
<tr>
<th>Orientation Week</th>
<th><strong>SCHOOL OF PSYCHOLOGY FOURTH YEAR ORIENTATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compulsory attendance.</td>
</tr>
<tr>
<td></td>
<td>Thursday 23 February 2017 from 11:00am – 1:00pm and Friday 24 February 2017 from 9:30am to 12:00pm. Check orientation.uq.edu.au/event/psychology-honours for more details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early!</th>
<th><strong>RISK ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As part of UQ's occupational health and safety requirements, researchers are required to complete a risk assessment for all research. Once your project is designed your supervisor will need to complete a risk assessment for it. You will need to read and sign off on this risk assessment prior to submitting your application for ethical clearance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early!</th>
<th><strong>ETICAL CLEARANCE FOR YOUR RESEARCH PROJECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You MUST obtain ethical clearance before you engage in any activity associated with collecting data or information from other people (see section on ethical clearance, page 34).</td>
</tr>
</tbody>
</table>
### Semester 2

<table>
<thead>
<tr>
<th>Mid Semester Break</th>
<th><strong>DOMESTIC POSTGRADUATE COURSEWORK APPLICATIONS IN PSYCHOLOGY DUE 30 SEPTEMBER 2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>INTERNATIONAL APPLICANTS MUST APPLY BY 30 AUGUST 2017</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>THESIS SUBMISSION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 4 October 2017 4pm</td>
<td>Electronic copies should be uploaded to Turnitin.</td>
</tr>
<tr>
<td></td>
<td>Please note that there are no extensions.</td>
</tr>
<tr>
<td></td>
<td>School policy is to deal with special considerations and penalties arising from late submission, through a committee process occurring after the theses have been marked. You should talk to your supervisor or to the Honours Coordinator with regard to grounds for an appeal and the relevant procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th><strong>FOURTH YEAR / HONOURS EXAMINERS’ MEETING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA will be in late November/ early December</td>
<td>All results must be finalised at this meeting of staff. For students, the implications are that course results or other matters outstanding may not make it possible for you to graduate in this calendar year.</td>
</tr>
</tbody>
</table>
CODES OF PROFESSIONAL CONDUCT & RESEARCH ETHICS

Student research, like all research in the School, is expected to adhere to the University's research ethics guidelines. These guidelines will be discussed in PSYC4060 and students have the responsibility to learn and understand them, as well as to make sure that they meet school deadlines for submitting ethics forms for their projects (see below).

In addition to complying with ethical principles outlined for the conduct of research, students are expected to report their findings fully and accurately as demanded by the traditions of science. Students are expected to conduct their research in a professional manner. For example, they should be punctual in keeping appointments with participants and others associated with the project, and they should properly represent their student status to these people.

Ethical Clearance for Conducting Research In Psychology

The School of Psychology performs ethical review on ALL fourth/honours year projects. Students must participate in the school ethical review process even if their supervisor already has ethical clearance for the project. Clearance through the School of Psychology ethical review is necessary but may not be sufficient for approval to commence the project. You should be careful when completing the form to flag any information that raises the possibility of additional ethical review. There are factors that might necessitate review by ethics committees outside the School of Psychology, or application to an external body:

- The involvement / participation of individuals who are recruited or tested in the context of their link with some private or government institution (e.g., hospital, school, prison) or company (e.g., mining or manufacturing industry, government department or other workplace). In these cases ethical clearance and all appropriate permissions must be obtained from the institution or company before the project can commence. Participants who are approached in the public domain (e.g., a shopping mall) or who are recruited through a door-knock or mail-out to their homes are not subject to the same restrictions. Ask one of the Psychology Ethics Officers if you are unsure; or

- Potential ethical issues or problems. The School of Psychology will require you to submit your research plan to the relevant University ethics body if there is any concern about potential ethical issues or problems. For example, if you were asking teenagers about their drug taking and sexual behaviour, you could expect to be asked to submit your research to the appropriate university ethics committee.

- Be aware that the committee meets approximately monthly, and there will be additional forms to complete. It is wise to anticipate and prepare your submission early. The Psychology Ethics Officers can advise on whether your project may require university clearance. Working with Children Security clearance: In 2002 new laws came into force concerning police security checks for researchers who are testing children and are not registered psychologists.

- If you are testing children, you will need to apply to the Commission for Children and Child Guardian for a suitability notice (Blue Card) before you can begin to work with children under 18 years of age.
You will need to discuss this with your supervisor early in the year (see http://www.ccypcg.qld.gov.au/employment/bluecard/applications.html).

As noted the necessity of review by an ethics committee outside the School of Psychology may SEVERELY DELAY your research and progress. Please consider this, and any potential ethics issues, when negotiating your project with your supervisor.

In keeping records of your compliance with procedures, it is best to assume that you will be held to account under the “presumption of guilt”: IF YOU ARE CHALLENGED, YOU WILL BE REQUIRED TO PROVE YOUR INNOCENCE.

In this, ignorance is not an acceptable defence. If you do find yourself in any circumstances involving claims of ethical misconduct, even if you think you are open to such claims, STOP YOUR RESEARCH IMMEDIATELY AND INFORM THE SCHOOL.

This stage of your project cannot be taken lightly: Any uncleared research could land you and the School in deep trouble, and ruin future research opportunities for others. Please pay special attention to the fact that YOU MUST RECEIVE ETHICAL CLEARANCE BEFORE YOU CAN COMMENCE YOUR RESEARCH.

The process of applying for ethical clearance will be detailed in PSYC4060. Note that it takes up to three weeks to process applications and this is extended considerably if applications for clearance must be drafted to be assessed by external ethics bodies.

The most important point to remember is that if you are in any doubt about ANY aspect of the ethics clearance procedure, DO NOT PROCEED.

Please note: the University has transitioned to a new Human Ethics Committee framework. Refer to http://uq.edu.au/research/integrity-compliance/human-ethics-clearances for further information.
Presenting your work formally is a requirement for obtaining your thesis grade. **It is mandatory to present** and students who do not present during semester 1 will be required to present subsequently at another forum.

All students present proposed projects within individual lab group or clusters of lab groups early in the academic year. It is up to you to confirm with your supervisor when you are expected to present, and to be absolutely clear about the date, venue and time of the presentation.

**Basic details:**

- Students must present their material (be this project design, lit review, research question) in person.
- At least 2 academics must be present in the audience, one of which must be a 100% psychology FTE.
- As proof that they have presented, students must complete this presentation by the end of semester 1 (i.e. 2nd June 2017).
- The student will be responsible for getting the attending academics to sign a template document with a small section of comments as proof the student has presented. This will be submitted by the student to the School via Turnitin. Please refer to the PSYC4071 Blackboard site for further information and template.
PREPARATION FOR YOUR PRESENTATION

- Be well prepared.
- Write an outline of your talk at least one week in advance.
- Practice several times with family members, friends, and/or your supervisor in the week before.
- During practice, time your talk to fit a 15 minute presentation format.
- Use slides, but don’t overload them with detail.
- Avoid complicated AV devices.
- Use large text (at least 20 point font) on overheads and computer screens.
- Keep the introduction short – this is the most common mistake made even by experienced presenters.
- Spend most of your time on the concrete: the background and the proposed method.
- Keep the talk simple:
  - What is the aim of your thesis;
  - Give a short rationale by briefly mentioning relevant theory and previous work;
  - What do you predict you would find (hypotheses);
  - What will you actually do (Method – participants, measures, design, procedures, analysis).
- Don’t get too anxious. Everyone knows public speaking is difficult.
- Don’t worry about difficult questions. The audience will be understanding and, in fact, you should welcome constructive criticism to help you refine your project.
WRITING THE THESIS

In accordance with APA6 style, the thesis should have sections corresponding to the abstract, introduction, method, results, discussion, and references. Separate results and discussion sections are recommended to facilitate compliance with the guidelines about supervisors’ reading of drafts.

The precise organisation in terms of chapters, sections and headings should be tailored to the project, and accommodate the number of experiments, pilot and validation tests, and so on, and the overall nature of the project. Do provide additional (informative) headings within the introduction, method, results and discussion sections where they assist the reader.

The additional sections for a thesis (table of contents, statement of originality, list of tables and figures, appendices, etc.) are listed in the checklist on page 40. Note that figures and tables should be in the body of the thesis close to the text that refers to them. It is up to you whether the figures and tables are on pages containing text or on sheets separate from the text. Please number the pages in the top right corner. Make the first page of the introduction page 1, and use small Roman numerals (i, ii .. v ..) for the pages before the introduction.

Appendices

Appendices should contain stimuli, questionnaires, standard instructions, and brief summaries of major statistical analyses. If they are not already in the body of the thesis, it would be appropriate to include ANOVA and MANOVA tables, tables of factor loadings and factor rotations, bi-variate correlations and β weights and associated t-tests for regression (if you have conducted these analyses). It is not normally necessary to include information on assumption checking, posthoc comparisons or ancillary analyses. Markers need enough information in the Appendices so that they can check the validity of assertions made in your thesis. If this material is omitted then this may be considered in the marking of your thesis.

In organising material in an appendix, use common sense. Cross references to the appropriate sections in the body of the thesis (tables, figures) will help an examiner in the process of trying to understand something that you may not have stated clearly. It is in your interest to keep the examiner happy (see Data and Publication, page 64). Make use of the editing facilities in SPSS to remove unnecessary material from tables and to copy and paste them into Word documents (use paste-as-picture). Photocopies are acceptable. Clearly label the analyses and variables. Don’t waste time beautifying appendices; APA table format is not required.

Know your audience

Supervisors nominate which broad area the individual thesis is topic falls within, and the markers of your thesis will come from that area. However, your markers may not know the specific nuances of your research area and it is important to establish the validity of the research reported in your thesis. In short, you should write in such a way that markers outside your specific research area can understand what went on and why. For
example, in some areas of psychology a sample size of 12 is acceptable and appropriate. In others it is not. To communicate the appropriateness of your research method you should explicitly establish the normativeness of what you will do in your research (in, for example, your literature review - e.g., “Smith and Jones (2010) tested 12 participants and found X”). This will communicate to your markers the appropriateness of what you then reporting doing in your research (i.e., testing only 12 people).

Contributions Section

This must be included in the Method section (at least one of multiple Methods sections) of PSYC4071 and PSYC4091/2 theses in Psychology at UQ. In this section state the contribution of your supervisor and other researchers to the design and execution of the project, and any contribution made by you that is not necessarily expected of an honours student. You may use the first person, and it is appropriate (but not essential) to mention contributors other than your supervisor by name. Within this section include the project design (normally jointly devised by you and your supervisor), selection and preparation of materials (words, pictures, problems, scenarios, questionnaires, and so on), counterbalancing and related procedures, data collection, and anything substantial that is part of the research process (e.g., finding and recruiting special samples of participants, validation or reliability checks, pre-processing of reaction time or psychophysiological data to get appropriate summary scores for statistical analysis).

It is not necessary to include technical contributions like constructing apparatus or writing computer programs to record reaction times (you might mention these in the acknowledgments section). Obviously, you should mention any of these technical feats if they were done by you. Finally, do say so if, as occasionally happens, the idea for the project was entirely your own.

Supervisors are expected to review and approve the Contribution section

EXAMPLE

The project was designed jointly by my supervisor and me, and I selected the photographs and matched them on complexity, and my supervisor counterbalanced the assignment of photographs to the conditions. Sixty of the children were tested by me, and the remaining 24 were tested concurrently by another honours student working on a related project. Pre-processing of recognition latencies prior to the creation of SPSS data files (removing errors and outliers and calculating condition means) was arranged by my supervisor.

Length limit for the thesis

Starting at the beginning of the introduction, and without the Abstract, Tables, Figures, Reference List or Appendices, the upper limit for an individual thesis is 12,000 words and the lower limit is 9,000 words. Theses below 9,000 words or above 12,000 words will not be accepted for marking. Theses that are below the minimum or above the maximum word length will be returned to the student for further editing prior to submission. The time taken to edit the thesis to an acceptable length will accrue as a late penalty that cannot be appealed (see p.42 for details of late penalties). You should provide two word counts on the title page of
your thesis. The first should be labelled the ‘Assessable Word Count’ and should include the word count of the thesis text (excluding the title page, originality statement, acknowledgements, abstract, Tables, Figures, Reference List or Appendices). The second, labelled the ‘Total Word Count’, should show the word count of your thesis in its entirety (so, the Assessable Word Count + the words from the Title page, Originality statement, Acknowledgements, Abstract, Tables, Figures, Reference List and Appendices). The thesis should be typed in Arial font (or an equally readable font) on A4 paper double sided with a minimum of 2 cm margins on top, right and bottom, 3 cm on the left (for binding).

In drafting your thesis, you are advised to edit to tighten sentence structure and remove unnecessary words. Also avoid the temptation to ‘write to the limit’ – if you’ve said all you need to say in 10,000 words, then stop. Don’t ‘pad’ your thesis to meet the upper limit – this never improves the product.

The following quote is from the Style Manual for Authors, Editors and Printers 5th Ed, Canberra, AGPS (1994). The extract is from page 14 on Conciseness:

1.49 Long windedness tires the reader and makes it more difficult to get your message across. It also wastes the reader’s time. It is a fallacy, especially in official writing that lengthy sentences and documents are more impressive or profound than short ones. The story has often been told of Winston Churchill’s insistence, during the feverish activity of the war, that any submission made to him must occupy no more than one side of a sheet of foolscap-sized paper. His ministers and subordinates found that the discipline of condensing their thoughts in this way resulted in much more effective submissions. A similar discipline would be welcome today.

1.50 Clarity and conciseness go hand in hand: it will often be found that the clearest words, expressions and sentences prove also to be the shortest.

1.51 In speech, we often repeat ourselves or say the same thing in a different way so as to emphasise important points and make sure our listeners have clearly understood. In writing this is usually unnecessary.

A number of excellent books are available to assist you with the process of writing. A list of books and guides on writing that have been recommended by thesis advisors in the School of Psychology is given on page 49.

REFER TO MATERIALS SUPPLIED IN THE WRITING SKILLS WORKSHOPS CONDUCTED UNDER THE PSYC4071 COURSE CODE (SEE BLACKBOARD SITE).

Editorial Style

The publication format of the American Psychological Association (Sixth Edition) is the standard to which the thesis should be written, with some exceptions.

The exceptions are:

1. Figures and tables should be placed in the body of the thesis, as close as possible to where you are talking about the data contained therein. We have no preference as to whether you have
them on pages separate from the text, or run the text around them; a very little table sometimes looks silly all on its own on a separate page, but it depends on the technology you have available to you.

2. A short running header is not necessary. Again, this is not required because not all word-processing programs can do it. However, page numbers are mandatory.

3. The thesis must be printed back-to-back, in accordance with University policy.

4. Appendices should be provided (see above section for content)

Past Examples

Theses from 2010 onwards can be accessed via the UQ eSpace website (https://espace.library.uq.edu.au/ or https://espace.library.uq.edu.au/list/?cat=quick_filter&sort_by=searchKey0&search_keys[0]=honours+thesis &search_keys[core_8]=UQ:3852 if you would like to limit it to honours theses from the School of Psychology). You can also contact your supervisor for past in-field examples.
Acknowledgement of Sources

Assistance with the design and execution of the project must be acknowledged in the contribution section of the Method(s). In terms of thesis writing, we expect students at honours level to be familiar with the prohibitions on plagiarism in all its forms.

Students must cite all sources used in their thesis. Direct copying must be in the form of quotations, with appropriate referencing. If a source is used without direct quotations, it must be rewritten in the student’s own words, still with appropriate referencing.

It is worth reiteration that plagiarism goes beyond simply copying the printed word. It extends to all examples of unacknowledged use of other peoples’ work and ideas. This includes the references and the conceptual organisation used by others in supporting conclusions and drawing implications after argument.

Writing

A number of excellent books are available to assist you with the process of writing. The following books and guides have been recommended by thesis advisors in the School of Psychology.

**THE WRITING PROCESS**


**ARGUMENT & STYLE**


**WRITING IN PSYCHOLOGY**


Data Management and Record Keeping

You must be scrupulously honest in the data you report, and in your keeping of records to do with all aspects of data collected and analysed. To protect your own good name, and the collective reputation of the School, you are required to provide your supervisor with a copy of all your data and records BEFORE the annual examiners’ meeting.

At all times examiners retain the right to request data at every level of data collection and analysis, even when these are not directly included in the body of the thesis or its appendices (e.g., raw data). It is an APAC requirement that data collected for the research project must be available for inspection on request.

By all levels of data collection, we mean from participants’ individual responses across individual trials, to input files used in statistical analysis, to tables of outputs. This is in keeping with sound ethical considerations in science. All researchers (in this case you and your supervisor) are under an obligation to provide opportunities for scrutiny of all data. If in any doubt, contact the Honours Coordinator, or the Deputy Head of School, or the Psychology Ethics Officer.

The data reported in appendices must be presented in an orderly manner, at all times facilitating the ability to scrutinise what appears in the main body of the thesis (e.g., statements, tables & figures/graphs). However, APA format is not required for appendices! In keeping with the essential objectives spelt out in the Aims and Rationale, the failure to comply with requirements for complete and unconditional access to data on request will result in an automatic mark of zero (0) for the thesis component of the program. It may also result in a recommendation that disciplinary proceedings be initiated under the rules and regulations of the University.

Be aware that backing up electronic data and programs stored on computers is part of appropriate and proper conduct. It is important to keep both hardcopy and electronic backup copy of your data, your analyses, and drafts of your thesis.

Hard disc crashes and other computer related malfunctions are not accepted as an excuse for failure to comply with data management obligations.

IN THESE Instances YOUR LEVEL OF PERFORMANCE IN MEETING ESSENTIAL PROGRAM OBJECTIVES WILL BE DEEMED UNSATISFACTORY.

It is strongly advised that all students consult the University of Queensland’s MyAdvisor link regarding ACADEMIC INTEGRITY AND PLAGIARISM at: http://www.uq.edu.au/myadvisor/academic-integrity-and-plagiarism

The Library has also developed a Useit on plagiarism. It defines plagiarism and provides links to web resources to assist students in avoiding it – there are also some links to interesting sites on plagiarism and the web. The material is available at the Library’s website at: http://www.library.uq.edu.au/training/plagiarism.html
Data and Output From Statistical Analyses

There is no need to include printed copies of all of your output from statistical analyses (e.g., SPSS output) in your thesis or appendices. Rather, you should only include the output that is relevant to your main analyses (see p.34 for more detail on what should be included in terms of output in your appendices). However, you must provide your supervisor with a copy of your data file and output files so that these may be made available to examiners and/or APAC on request (e.g., for checking accuracy of data and analyses).
FORMAT SUMMARY CHECKLIST

✓ A page containing just the title.

✓ A page containing the title, author, degree the thesis is submitted for, course code and title, the date, total word count of the document & word count of the specified included text (see page 27).

✓ A page certifying that the thesis is the student’s own work (originality statement).

✓ A page of acknowledgments (if you wish).

✓ An abstract (keep it short - 1 page maximum. Note that the abstract in your thesis can be different to the one submitted for the honours conference).

✓ Table of Contents.

✓ List of Tables.

✓ List of Figures.

✓ Body of thesis – paginated.

✓ Printed double-sided.

✓ Contribution section in the Method(s).

✓ References (in APA6 format).

✓ Appendices.

NEXT HAVE YOU...

✓ Typed your name in the originality statement for the copy uploaded to Turnitin?

FINALLY, DO YOU HAVE

✓ One full copy of the thesis as outlined above for electronic submission via Turnitin (doc/docx format preferred).
HANDING IN YOUR THESIS

Time

Leave yourself plenty of time to write, and submit the thesis. All of these tasks take longer than you think. As in the management and storing of data, failing to protect yourself against computer malfunction will be judged as unsatisfactory conduct in meeting the essential program objectives.

Submission

Upload the final version of your thesis to Turnitin via the relevant Blackboard site (PSYC4071 or PSYC4091/2) by 4pm on the due date.

Once your thesis has been submitted then resubmission will not be allowed for any reason (e.g., to correct printing or formatting errors).

Theses submitted online after 4pm will be considered late. If the Assessable Word Count is not 9000-12000 words the school will request that you edit the thesis and upload it again. If the new upload is submitted after 4pm on the due date it will still be considered late.

Extensions

As indicated earlier, under no conditions will a priori extensions be granted. If you are late, 2 marks per day will apply until the 6th of October, and then it is 1 mark per day for every day thereafter.

Students who may submit a thesis late due to extenuating circumstances (e.g., illness) are required to submit by the Thesis due date a written application for a waiver of the late penalty which includes a nominated submission date and supporting documentation to the Honours Administrator, General Office, Level 3, School of Psychology. The written application for a waiver of the late penalty should include appropriate documentation for the duration of the waiver sought (e.g., 3 day late penalty waiver = 3 day medical certificate in the 2 week period before the thesis is due). Students should be aware that if they submit an application for a waiver of the late penalty, the Honours/Fourth Year Thesis Appeals Committee will seek input from their supervisors. Specifically, supervisors will be asked to provide a statement indicating that the student’s progress on the thesis was satisfactory until the onset of the extenuating circumstances, and that the student had been on track to submit by the thesis due date (4 October 2017). As such, students are expected to discuss their application for a waiver of the late penalty with their supervisor.

If the basis for your application is medical then the appropriate documentation is a medical certificate. Please note that the over-riding principle in deciding whether to grant a waiver is the extent to which it is considered the event has impacted on your ability to complete the thesis on time. As such it is typical that the period of illness or exceptional event will have occurred in the period two weeks prior to the submission date of the thesis (although it is recognised that exceptions to this do occur). If you develop a chronic or ongoing
illness or issue during your Honours year, then please contact Dr Ada Kritikos (PSYC4071), or Associate Professor Peter Newcombe (PSYC4091/2) as soon as possible to discuss your progression.

Student requests for the waiver of late penalty are considered by the Honours/Fourth Year Thesis Appeals Committee in November prior to the release of results.

Resubmission

Note that no resubmission of theses is allowed after the due date and time. It is your responsibility to ensure that the version of the thesis you submit—whether prior to the due date or on the due date—is the final one that you wish to be assessed.

It is students’ responsibility to thoroughly check ALL text, figures, tables, and formatting in their thesis, to be sure that they are submitting the final version of the document.
MARKING THE THESIS

The Examiners’ Input – PSYC4071

A panel of at least 20 markers is appointed by the Head of School and are paired. Each marker within a pair will mark the same theses. The markers will not be supervisors of any theses they mark. Each marker allocates each thesis a mark (out of 100) and writes an examiner’s report. The pair of markers then meet to discuss their marks for each thesis and to compile a final Examiner’s Report for each thesis with an agreed upon mark (whole numbers only). In instances where discussion does not yield an agreed upon mark, the thesis is then marked by a third marker drawn from the panel of markers. Where possible this person should be “in-area”. The third marker will mark the thesis independently and then can, if they wish, access to the prior markers’ marks and notes in making their final decision. The third marker will generate a final Examiner’s report and provide a final mark (whole number). The mark of the third marker is the final mark.

The Examiners’ Input – PSYC4091/2

The School of Psychology will appoint a set of markers for the group stream and each marker within a pair will mark the same theses. The markers will not be supervisors of any theses they mark. Each marker allocates each thesis a mark (out of 100) and writes an examiner’s report. The pair of markers then meet to discuss their marks for each thesis and to compile a final Examiner’s Report for each thesis with an agreed upon mark (whole numbers only). In instances where discussion does not yield an agreed upon mark, the thesis is then marked by a third marker drawn from the panel of markers. Where possible this person should be “in-area”. The third marker will have access to the prior markers’ notes and discussion. The third marker’s mark is the final mark.

The Supervisor’s Input

The agreed mark is communicated in writing to the supervisor, who at that point, has the opportunity to examine the mark and comments given in the final Examiner’s Report. Marks and comments are held in a central file in the general office, and this file is accessible to all examiners, and to supervisors (i.e., supervisors and examiners may obtain feedback on their involvement in comparison to others). Supervisors cannot release this information to students. Students do not have access to marks or comments during this second stage of the marking procedure.

If the supervisor believes the mark awarded does not reflect the student’s performance as measured against the published assessment criteria, then a request for a review may be lodged in writing by the supervisor to the fourth/honours year coordinator prior to the Honours/Fourth Year Thesis Appeals Committee meeting. Supervisors will be advised of the required submission dates. Late requests will be received (e.g., if a supervisor is away), but normally such requests will not be considered after the Honours/Fourth Year Examiners’ meeting.
Requests for reviews on an agreed mark should only be lodged in exceptional circumstances, and should be based on the current marking criteria. In constructing an appeal the supervisor needs to make a case that the comments of the markers related to the criteria do not match the band of Honours represented by the awarded mark. For instance, the comments might highlight characteristics (i.e., strengths and weaknesses) of a strong thesis in the higher band, but the mark awarded is commensurate with a strong thesis in the lower band. Appeals to change a thesis marking within the same band (e.g. from the low end of the strong, higher band to the high end of the same band) will not be considered by the Honours/Fourth Year Appeals Committee.

The Honours/Fourth Year Thesis Appeals Committee’s Input

Supervisor requests for thesis review and student appeals against the award of a late penalty are considered by the Honours/Fourth Year Thesis Appeals Committee. The Committee membership consists of the Chief Examiner (Chair), Deputy Head of School (Teaching & Learning), Deputy Head of School (Research), and the Honours Coordinator. If extenuating circumstances prohibit a Committee member from being physically present at the Appeal’s meeting, then a replacement committee member will be selected by the Head of School in consultation with the Chief Examiner and the Honours Coordinator.

In dealing with student appeals against the award of a late penalty, the appeals committee members will receive the relevant documentation in advance and will jointly decide late penalties in the meeting on a basis of a full and considered evaluation of the evidence provided to them. Where key documentation is missing (e.g. statement of progress to date by supervisor) then this will be noted and may impact on the decision-making of the committee members.

In dealing with supervisors’ appeals against the assigned grade, the appeals committee will consider the appeals made by supervisors in conjunction with the final examiners report and the thesis. Where the committee decides that the appeal has merit (in that the supervisor has made a case, based on the criteria, that the student has been awarded a mark in the wrong band of honours) then an independent third marker of the thesis will be sought. This third marker should, where at all possible, be an in-area specialist and be drawn from the marking panel originally nominated by the supervisor. The expectation is that the re-mark will take place promptly so as not to delay final grades. The mark awarded by the third marker is the final mark and may be higher, lower or the same as the originally awarded mark. The third marker will prepare a final examiners report, which will be provided to the student on grade release.

In cases where there is an overlap between the roles of members of the Honours Thesis Appeals Committee and the roles of examiner or of supervisor, that member of the committee will abstain from deliberations. Another member of academic staff may be seconded to substitute for that member of the committee.

Head of School’s Input

The remaining grounds for the supervisor to request a review of the thesis grade within the School of Psychology beyond the point where the thesis has been adjudicated by the Honours Thesis Appeals Committee is when a case can be made to the Head of School that the procedures above have been applied
unfairly or inappropriately. Appeals to the Head of School cannot be made on the basis that the supervisor does not agree with the decision of the Appeal’s Committee.
STUDENT FEEDBACK AND APPEAL

Upon release of results for Semester 2, students will be able to collect examiners’ comments. Students should discuss any concerns about thesis marks with their supervisors and then with the Honours/Group Thesis Coordinator.

Students wishing to appeal the mark/grade of their thesis are required to follow the University request for a remark after release of results process as outlined in the University Assessment Policy.
GUIDELINES FOR THESIS MARKING

Honours students produce their theses under the pressure of time, frequently with limited resources, and they cannot be expected to be familiar with analytical techniques that are not available in accessible texts. It is important for a marker to bear in mind that as a result limitations or minor flaws can be expected (e.g., sample size is less than optimal, an extra control group or analysis is omitted, occurrence of minor typographical errors).

Also given legitimate differences in opinion about methods and analyses, markers need to consider not only whether students have used the best possible methods, but whether they have used acceptable methods. In terms of publishability of theses, markers can fairly ask whether the quality of work is consistent with publication. However, it is not appropriate to base an assessment on whether the work is publishable *per se*, because this often depends on factors beyond the student’s control or on accomplishing more than is realistic.

Current supervisory practice in PSYC4071, in many but not all cases, follows an apprenticeship model, where students are given projects by supervisors and work under their close guidance through all phases of the project. This practice has implications for assessment of theses. First, it is inappropriate to give one student credit for designing a sophisticated project, and penalise another for a less impressive project, given that the former project may have been devised by the supervisor and the latter by the student.

Consequently, provided that the study is free of fatal flaws, such as major confounds, the design of the project *per se* should not have a heavy weight in assessment. Less than optimal decisions about research design or procedures can be “forgiven” provided that students show that they understand the associated problems and how to remedy them. Second, an implication of the apprenticeship model of supervision is that marking a thesis according to the absence of flaws in design and analysis may be marking the supervisor rather than the student.

Essentially, the marker’s task is to assess the extent to which the student shows mastery of the issues arising in all phases of the thesis work, taking into account the difficulty of the relevant literature and the project itself. Flawless execution of a very simple and unchallenging project is less deserving than is a slightly flawed thesis where the student has made a commendable attempt to deal with difficult theoretical or methodological issues.

The amount of work in a thesis (in terms of hours required to collect and analyse data) is not in itself a basis for assigning marks, except where a thesis falls below the minimum reasonably expected for an Honours project. Also, a student who undertakes additional analyses or testing may earn extra marks, but only if the additional work enhances the thesis (e.g., in terms of theoretical insights and interpretation of results).

A Word on Originality and Replication

The replication of any set of reported outcomes is the cornerstone of any empirical science. So how creative or original is a project that replicates a previous study? The answer is in what the replication adds to the original. In a straightforward replication of the design, procedures and results of a previous study it is difficult to mount an argument that it is original.
Nevertheless, a conceptual replication that requires a small but well-motivated change to the design, sample, or procedures may provide new information. Furthermore, the originality of the thesis in the latter case is judged largely in terms of a student’s insight in interpreting the results of the replication against the original study and evaluating the theoretical significance of the new results.

We ask examiners to undertake two tasks. The first is to assess the thesis. The second is to provide written comments (criticisms if you like) as feedback on the thesis as a whole. The aim of assessment is to make judgements about proficiency in basic, applied and higher-order skills. These are described explicitly in the Program objectives above.

It is expected that the feedback about the thesis provided by the examiner will reflect the differing levels of skills. This doesn't mean that each comment will address a skill directly. That is, in keeping with the practice of writing criteria as “guides to action”, statements concerning underlying skills in the objectives needed to be translated into specific outcomes.

For the thesis, such outcomes, and how they relate to marking criteria are described below. Thus a statement like, “For example, misinterpretation of the data may be more serious” is provided as an example of an outcome reflecting analytical ability.

Collectively, these examples are not intended to serve as a simple taxonomy of weaknesses: some comments made by an examiner will reflect a skill considered to be important, while others will reflect skills considered less important (but may be a point perceived by the examiner as being useful if, say, the work is to be subsequently prepared for publication).

The extent to which one examiner makes more or less criticisms than another cannot be taken as indicative of a higher or a lower mark. The usual conventions of logic, of course, also apply: the absence of a particular comment or criticism appearing in the characteristics described below cannot be taken to imply anything.
CHARACTERISING ASSESSMENT CATEGORIES

Please note, although the following assessment criteria refer to levels of performance in terms of honours categories, students enrolled in PSYC4091 in the group thesis stream are awarded a pass degree regardless of their overall result (as it is a bachelor’s degree). The honours-related descriptors are included for reference, as entry to some postgraduate programs describes final grades in terms of equivalence with these descriptors.

Superior (80 - 100)

Superior theses are at First Class level; they have only minor errors, are well written, and show evidence of considerable insight, critical skills, and sophistication on the part of the student.

Higher Band (90 - 100)

- This is the best work that can reasonably be expected of a student in the Fourth Year (Objectives 1 - 7). Errors of understanding or analysis are non-existent or only trivial; limitations in the design or procedures are recognised by the student and remedies are suggested.

- The hallmarks of a thesis in this category are an impressive grasp of the problem and its issues, together with unquestionable competence in execution of the project (Objectives 3 & 4). The thesis will be characterised by clarity of exposition, critical insight and analytical thought to a level of substantial conceptual complexity.

- Finally, there will be evidence of originality in the conceptualisation of the issues and/or the interpretation of the results (Objectives 5, 6 & 7). Put another way, there will be evidence that the student has made an intellectual contribution in terms of integration of the thesis within the knowledge domain of psychology in general, or a body of evidence supporting a theoretical framework/approach in particular.

Middle Band (85 - 89)

- A First Class product that has the same qualities of imagination, command of the problem and competence of execution as the higher band. However, the originality of thought and/or insight may be less striking, the grasp slightly less sure (but never shaky).

Lower Band (80 - 84)

- Work of this standard, like the bands above, clearly demonstrates the student’s ability to think originally and analytically about the problem and theoretical issues. As such it has the qualities of a First Class product.

- However, the student’s analysis and interpretation of the issues, although insightful, is less impressive than that of a student in the middle and upper bands. Errors of understanding, analysis and/or articulation can be identified, but are very minor.
**Strong (70 - 79.99)**

Strong theses fall into the IIA range and exhibit competence on the part of the student in dealing with all parts of the thesis. A thesis that potentially has the qualities of a superior thesis may be classified as strong if the writing is not completely clear.

**Higher Band (75 - 79.99)**

- A thesis at the top of the strong category provides evidence of highly competent handling of a project that is at least moderately challenging. Compared to a superior thesis there is less evidence of originality or markedly independent thought about the issues (Objectives 6 & 7).

- There is sound, thorough, and generally clear treatment of all aspects, e.g., introduction of the problem, rationale and execution of the project, analysis and interpretation. There are no serious flaws with respect to knowledge, comprehension or application (e.g., in analysis, interpretation of results, understanding of issues).

**Lower Band (70 - 74.99)**

- A thesis of this standard is competent in most aspects and meets the scientific reporting requirements for Psychology. Thus, there is adequate or nearly-adequate treatment of all phases of the project. The rationale, design, execution, analysis and interpretation of the project are mainly clear, and meet the requirements for basically sound research.

- At this level a thesis is marked by slightly more serious errors or omissions in the execution of the project or weaknesses in the reporting or argument. For example, a statistical analysis may be inappropriate, the rationale of the study may not be completely clear, or one set of data may be interpreted inappropriately. A significant point is that the student has not recognised and/or addressed the more serious problems.

**Satisfactory (60 - 69.99)**

Satisfactory theses fall into the IIB range and indicate that the student has just met the requirements for honours in the thesis. It is expected that a thesis unequivocally in this range would have major parts that were unclear, or would have significant errors or omissions in the conduct or the reporting of the project.

**Higher Band (65 - 69.99)**

- A thesis at the top of the satisfactory category generally meets the basic requirements for the conduct and reporting of Psychological research. For example, it identifies a problem or issue, conducts a study designed to address the issue, and provides a somewhat informative analysis and interpretation of the results.

- Compared to the strong thesis, there may be marked inadequacies in the handling of one or more phases of the project. For example, misinterpretation or errors of analysis of the data may be more serious; in the writing there may be non-trivial or recurring inconsistencies, unclear sections, or there may be significant misconceptions or omissions in relation to theoretical issues.
Lower Band (60 - 64.99)

- The thesis minimally meets the basic requirements for the conduct and reporting of Psychological research. The various components of the project (e.g., identifying a problem, conducting a study designed to address it, analysis and interpretation of results) have been completed, and the study potentially provides some information on the problem. The standard of proficiency overall is the minimum expected of a student in the Fourth Year of Psychology.

- Compared with the middle band, the faults are more serious or more pervasive, with major deficiencies in one or more areas; for example, design of the project, reviewing the literature, explaining the rationale, interpreting the results, data analyses. Thus, the work suggests that reading and thought (Objectives 5 - 7) about the research problem are clearly inadequate, and/or that the student had significant difficulty in executing or describing the project and methods.

Weak (50 - 59.99)

Work in this category does not demonstrate evidence that the student has achieved levels of proficiency in program objectives that are commensurate with progression in the field of Psychology.

The thesis may go some way to achieving the knowledge and comprehension objectives (e.g., in covering the relevant literature), but is flawed by one or more major errors or omissions in application or higher-order objectives (e.g., in methods, analysis, or argument undermining the major aim of the project; results are of little value given the design and conduct of the project); or the thesis may be written in such a way that it is not possible for the marker to ascertain the nature/significance of the problem or project.

Unsatisfactory (< 50)

At this level the work is not considered to be a serious attempt to complete the basic objectives and requirements of the Fourth Year thesis. Evidence may be lacking that there was a suitable project or that it was conducted adequately, or that a literature review was undertaken.

Alternatively, the written product may not contain the essential information required in the introduction, method, results and discussion of the thesis. Given the selection criteria for entry to the Fourth Year, instances of work in this category are rare.
DATA AND PUBLICATION OF STUDENT THESES

Many PSYC4071 and PSYC4091/2 theses have the potential to be published in some form. These guidelines are designed to prevent difficulties and misunderstandings that may arise between students and supervisors in relation to decisions to publish material related to PSYC4071 or PSYC4091/2 theses.

- Unless there is specific agreement to the contrary, a student will own the intellectual property that he or she creates while studying at the University (see University of Queensland 4.10.13 Intellectual Property for Staff, Students and Visitors).

- As part of the general requirement to retain research data for up to five years (Policy currently under review and will be available on PPL shortly), students have a responsibility to leave the original or a copy of the data and/or computer file with their supervisor when they complete their Fourth/Honours year studies.

- Honours theses are usually a product of the combined efforts of students and supervisors, and should be dealt with as such.

- The order of authorship of any publication arising from a Honours year project is dependent on the relative contribution of student and supervisor (and other participants in the research) to factors such as:

  1. conception of the idea for the study;
  2. development of the design;
  3. collection of the data;
  4. analysis of the data;
  5. conduct of the literature review; and
  6. drafting and revising the article.

- Students and supervisors should discuss early on in the development of the research project what will happen with respect to authorship if the results from the thesis are publishable.

- The data from honours theses should not be published whilst the student is enrolled in PSYC4071 or PSYC4091/2 if such publication would result in either the student's draft discussion section being read and/or commented on by their supervisor (see p. 22) or the discussion of the student's data being drafted by the student's supervisor.

- Students and supervisors are encouraged to schedule a closure meeting after submission of the thesis to discuss the supervision process, potential for publication, processes and timelines, and authorship. It is a good idea for both parties to document this discussion.
Sometimes, students finalise data collection and analysis data very early in the course of the year, and the work is of sufficient quality to justify publication. In such a case, if the supervisor and student wish to publish the work prior to thesis submission, the student is not to have access to the draft of the paper, and particularly to the discussion, while still writing the thesis.
ANNUAL PRIZES AND AWARDS

A number of prizes are awarded for superior performance in the Honours/Fourth Year.

The School of Psychology examiners recommend prize recipients and the University awards the prizes. These prizes are:

<table>
<thead>
<tr>
<th>Prize Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Australian Psychological Society Prize</strong></td>
<td>Awarded to the Psychology student assessed as having pursued the course with most distinction.</td>
</tr>
<tr>
<td><strong>The Henry Law Prize</strong></td>
<td>Awarded to the student assessed as having achieved the best overall result in methodology in level 3 and level 4 psychology.</td>
</tr>
<tr>
<td><strong>The McBride Psychology Prize</strong></td>
<td>Awarded to the student with the best thesis in ethology or social psychology.</td>
</tr>
<tr>
<td><strong>The McElwain Prize</strong></td>
<td>Awarded to the student with the best thesis in a Fourth Year psychology topic. Prize recipients are recommended by the School of Psychology examiners and awarded by the University.</td>
</tr>
<tr>
<td><strong>University of Queensland Medal</strong></td>
<td>Awarded by the faculty in which the degree is taken for overall excellence during and in years prior to the Fourth Year. Nominations are made by the School. Individual faculty rules apply.</td>
</tr>
<tr>
<td><strong>The Elsie Harwood Prize</strong></td>
<td>Awarded by the School for the best first class honours thesis in ageing.</td>
</tr>
<tr>
<td><strong>The Donald Tugby Peace Prize</strong></td>
<td>Awarded by the School for the best first class honours thesis in conflict resolution or other topics related to peace psychology.</td>
</tr>
<tr>
<td><strong>The Candida Peterson Award</strong></td>
<td>Awarded by the School for the best fourth year thesis in Developmental Psychology.</td>
</tr>
</tbody>
</table>
WHAT TO DO NEXT

If you are interested in continuing in Psychology then, on completion of your Honours year, a number of options are available to you. If you are interested in a career primarily in research then you may wish to consider undertaking a research PhD (taking on average 3-4 years). Entry to this program is direct if you have Class I or IIA. If you have a Class IIB degree then you must first complete a Masters degree before embarking on a PhD. Students interested in a PhD should contact Alison Pike (rhdadmin@psy.uq.edu.au) with queries. Further information on PhDs and scholarships can be found on the Graduate School homepage (http://www.uq.edu.au/grad-school/).

It is important to keep in mind that many students applying for the research programs apply in time for the November scholarships round, and that you should contact Alison before November if you are interested.

The School of Psychology at UQ currently offers 3 Masters programs (in Clinical Psychology, Organisational Psychology and the Master of Psychology offers four areas (Health, Counselling, Sport and exercise or Clinical Neuropsychology), and a professional Doctorate in Psychology in the areas of Clinical Psychology, Clinical Neuropsychology and Clinical Psychology or Clinical Psychology and Clinical Geropsychology. All these degrees provide a higher degree pathway to general registration as a psychologist practitioner. The School also offers the Master of Business Psychology which provides training in using psychological theory and knowledge in business, without seeking registration as a psychologist. For students who have completed the approved 3 year Bachelor Degree at UQ then they are eligible to apply to the Masters of Counselling program which can lead to practice as a Counsellor.

Full information about each of these programs is available on the School of Psychology’s – Future Students webpage (http://www.psy.uq.edu.au/future-students/postgraduate/index.html). In addition responses to a number of frequently asked questions are available at http://www.psy.uq.edu.au/future-students/faq.html.

Applications for the Masters programs at UQ are submitted on-line and the closing date for 2018 entry is: international applicants **31 August 2017** and domestic applicants **30 September 2017**. Enquiries about the programs and applications procedures can be directed pgeng@psy.uq.edu.au.