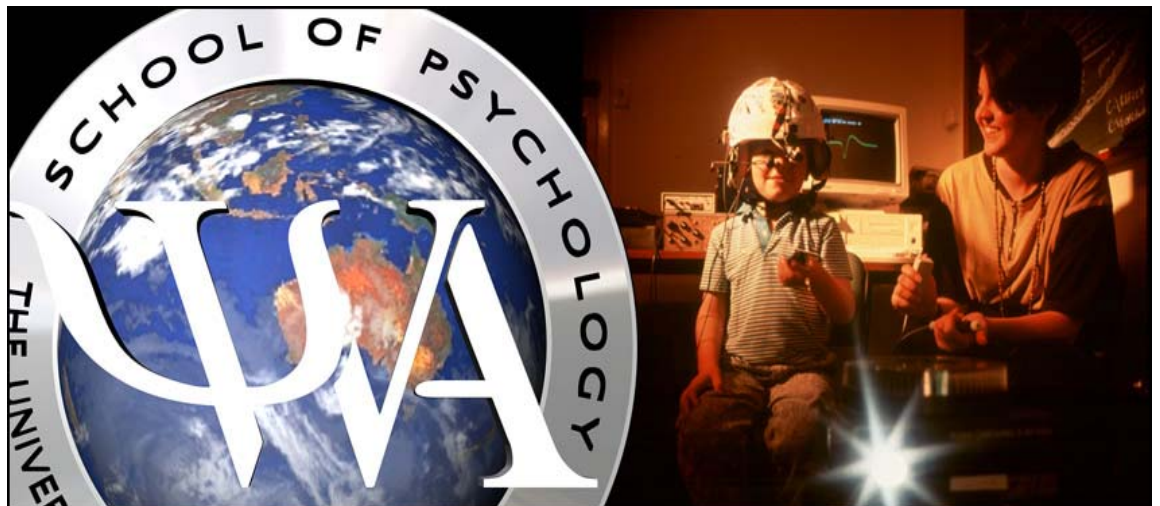


School of Psychology

Handbook 2009



HONOURS



THE UNIVERSITY OF
WESTERN AUSTRALIA

Information in this publication is correct as at 1 February 2009 but is subject to change from time to time. In particular, the University reserves the right to change the content and or the method of presentation and or the method of assessment of any unit of study, to withdraw any unit of study or program, and or to vary arrangements for any program.

HONOURS HANDBOOK 2009

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WELCOME TO HONOURS

Welcome to the honours programme! This programme provides an advanced education in theoretical and empirical psychology. It will give you the opportunity to enhance your skills in research, conceptual analysis, and both oral and written communication. In addition, you will learn more about current research and exciting issues in psychology. I hope that you enjoy the challenges, survive the frustrations, and find great rewards in your Honours year.

Vance Locke
2009 Honours Co-ordinator

HONOURS REQUIREMENTS

Honours students must enrol in the following units:

- PSYC7416 Psychological Approaches to Understanding
- PSYC7421 Psychology Honours Research Project Part 1
- PSYC7422 Psychology Honours Research Project Part 2

Honours students must also enrol in one unit from Group A and one unit from Group B

Group A

- PSYC7418 Psychological Methods 1: Analysis of Complex Data
- PSYC7419 Psychological Methods 2: Specialist Research Methods

Group B

- PSYC7412 Psychology as a Profession 1: Assessment of Individuals and Systems
- PSYC7413 Psychology as a Profession 2: Effecting Change

This handbook assumes that you have already been assigned a supervisor in the months leading up to the beginning of the academic year. If you do not have a supervisor, you need to contact the Honours Co-ordinator immediately.

HONOURS RESEARCH PROJECT (PSYC7421 & 7422)

Honours Research Project 7421 & 7422, 30 points, Full Year

- Unit Co-ordinators: Dr. Vance Locke
- All Honours students take this unit.
- Consists of literature review, data collection and analysis, thesis preparation (approximately 180 hrs)
- The unit will be examined by thesis. The mark awarded for the thesis is 100% of the marks available for this unit.
- This unit must be completed within one calendar year, with submission in October of that year

The Honours thesis is a report of research carried out under the supervision of a staff member, and written up in the form of a manuscript suitable for submission to an APA journal. The deadline for submission of the thesis is **12 noon Thursday 1st October 2009**.

Planning your Research Project

1. Agree with your supervisor on a topic.
2. Submit a proposal and get approval to proceed.
3. Carry out the practical work of the thesis.
4. Analyse the results.
5. Write and submit the thesis.

Phases 3 through 5 can run concurrently to a greater or lesser degree. However, you cannot get started on a proposal until you have agreed on a topic with your supervisor, and you cannot start work on the thesis proper until your proposal has been approved. Getting off to a good start at the beginning of the year is therefore crucial to successful completion of the thesis.

Although theses vary enormously in the relative amount of reading, practical work, data analysis and writing involved, and also in the extent to which these activities can overlap, it is safe to say that **most students should have completed all data collection by the early part of Semester 2**. This leaves about three months for data analysis and writing up.

A timetable is included as Appendix I to facilitate the planning of your research project. Discuss the dates for each section with your supervisor.

Supervision

What can I expect from my supervisor?

Students, supervisors, and projects differ greatly from case to case, so talk to your supervisor about what you can expect from them and what they can expect from you. Ultimately, your thesis is your own responsibility. Note the turnaround times for drafts provided below; we recommend that you discuss these with your supervisor at an early stage so that you have a clear understanding about what is reasonable for your project and supervisor.

Communication

Generally, you can expect to meet with your supervisor frequently during the first and last five weeks. Please don't phone a staff member at home unless you have been given permission to do so. Supervisors must be able to communicate with you by email so it is essential that you check your UWA email address regularly.

Reading Drafts

Your supervisor will read and comment on

- **up to two drafts of your proposal** with 7-day turnaround (if given enough notice)
- **up to two drafts of each section of the thesis**, except the Discussion, with a 10 working-day turnaround
- **written drafts of your Discussion must not be read or commented on by your supervisor, other staff, or students.** This measure ensures that the Discussion gives you the opportunity to display your individual ability. The Discussion will be assessed accordingly. You may, however, debate your results and their theoretical implications with your supervisor, although you should do this early on because (in recognition of the fact that you should then be working on the Discussion entirely on your own) **supervisors may not be available during the week leading up to the thesis deadline.**

The Proposal

Your first task is to work up a written proposal of the research you intend to carry out. The proposal protects you from investing effort in an impractical research project, and is also necessary in order to obtain ethical approval for your research before work can commence. It takes several weeks to approve a proposal.

The Honours Proposal must be submitted to the Psychology General Office by 9.00am Thursday 19th March 2009. Your proposal must be submitted in paper form, accompanied by an electronic copy. **The electronic copy must be mailed to honstheses@psy.uwa.edu.au by 5pm on the same day (Thursday 19th March 2009).** **Your proposal is not complete until BOTH copies are received.**

The Proposal should be typed in a form ready for distribution and include:

- 1. Proposal Cover Sheet**
- 2. Abstract**
- 3. Body of the Proposal**
- 4. UWA Human Research Ethics Committee Form (with supporting material) or evidence of prior approval**
- 5. Acknowledgement of Contributions From Other Scholars**

The details required are outlined below. If you cannot provide any of the required information, you should explain why and say when they will be available.

Proposal Cover Sheet

The proposal must be accompanied by a Cover Sheet (see Appendix II). It contains administrative information and an abstract of the proposed research. In completing this form, please note the following in particular:

- (i) **Estimated Testing Time:** This should be a realistic estimate of the anticipated testing time, including time to be spent collecting data for preliminary pilot studies.
- (ii) **Estimated Data Processing Time:** Collation and coding of certain kinds of data (such as survey or questionnaire responses) can be a significant overhead. Give an indication here of the likely time to be taken up by this component of the study.
- (iii) **Participant Details:** This section should include a description of the type of subjects to be used and an indication of where and how these subjects will be recruited.
- (iv) **“Estimated Costs:** This should consist of the most detailed possible estimate of costs including “hidden costs” such as photocopying, postage, and telephone calls. The adviser should check the proposal carefully to ensure that the project can be concluded using available infrastructure and such funding as the adviser and/or student are willing to commit to the project. In research areas in which a suitable project could not reasonably be developed without incurring exceptional costs (e.g. the purchase of test protocols, medical kits, or participant recruitment through newspaper advertising) the school may contribute up to \$150 towards those costs. If a School contribution is sought, or if hidden costs borne by the school (e.g. photocopy, postage, phone) are estimated to exceed \$150, then the adviser and student should discuss the matter with the Head of School prior to submission of the proposal.
- (v) **Ethical Considerations:** All proposals must include a statement highlighting any ethical concerns.
- (vi) **Suggested reviewers:** Nominate two members of staff whom you would like to review the proposal. We will do our best to allocate one of these to your proposal.
- (vii) **Endorsement by supervisor:** Your supervisor must countersign the proposal cover sheet prior to submission.

Abstract

This should be a brief (< 250 words) outline of the proposed project. The abstract must be able to stand alone as a brief description of the project, and must therefore include the title of the project at the top and the name of the student and the supervisor at the bottom.

Body of the Proposal

The main body of the proposal, excluding references, figures, and appendices, **must not exceed 1500 words in length**, but should describe all of the important details of your proposed project. Use appendices to include examples of questionnaires or other relevant materials. The main body of the proposal needs to consist of:

- (i) an **Introduction** which presents the aims, rationale and background of the research (though not a complete review of all related research);
- (ii) a **Methods** section which is sufficiently detailed to enable the reader to understand exactly what you propose to do;
- (iii) a **Results** section which identifies the independent and dependent variables and the statistical techniques you propose to use to analyse your data. In addition, it should contain figures (or tables) illustrating in at least broad outline the possible outcomes of your study.
- (iv) an **Implications** section in which you consider each of these possible outcomes in turn and say what you would conclude in each of those cases. This section should be brief.

UWA Human Research Ethics Committee Form

You cannot start data collection until ethical approval has been received. You must apply for ethics approval using the UWA HREC form. Be sure to obtain from your supervisor, the partially completed electronic version of this form appropriate for the laboratory you are working in. The School's guidelines concerning appropriate completion of this form are provided in Appendix III. **Please be certain to follow these to the letter.** If your project is already covered by an ethics approval held by your supervisor you may instead submit with your proposal a copy of the relevant formal approval letter.

Acknowledging Contributions from Other Scholars

Theses at all levels sometimes involve analyses of data that has been collected for some other purpose by another scientist. This might occur in developmental research, for example, where one scientist has collected recordings of infant speech, and another scientist uses that material for a different purpose. It might occur in neuroscience where one scholar's preparation or specimen is used for a number of disparate analyses. This practice is legitimate, and invaluable where the initial data collection procedure is expensive or difficult. Acknowledgment is the critical issue. If a component of your research involves such a procedure it is essential that you describe and acknowledge that contribution so that your assessors can appreciate your personal contribution.

Evaluation of the Proposal

The proposal will be given to another academic, who *may* provide written feedback. Their main task however is to evaluate whether the research has been designed and thought out well enough to produce a viable Honours thesis. If they approve your thesis this does not guarantee your research will get you a high mark. How well you conduct and write up your research will determine your mark. If your project is not approved for some reason, the reviewer will provide guidance as to the problems that concern them and an amended proposal should be submitted..

You may not start your proposed research until you have received written confirmation from the Honours coordinator that your proposal has been approved and until ethical permission has been obtained.

Third Year Presentations

You are required to give presentations to a third-year special option class (3310/3311), once in first semester and once in second semester. Both presentations normally take place during week 7. **Both of these presentations are unit requirements and forms (Appendix VI) signed by the relevant topic coordinator must be lodged in the office after your presentation.**

An attempt will be made to 'match' you with a tutorial group covering a relevant topic but your presentation should be clear enough to be understood by most third-year students.

In Semester 1, the format of the presentation should mirror the guidelines for the proposal (i.e., introduction, method, etc.) and you should allow approximately 10 minutes for the presentation (see Appendix VII for some tips on presentations, and Appendix VIII for an example appraisal form for oral presentations). In Semester 2, your presentation should have a shorter introduction and method section, but should include at least preliminary results.

These presentations serve many goals. For example, they give you practice in presenting your research to a knowledgeable but less advanced audience, and this should not only improve your presentation skills but may also help clarify your own thinking. The presentations also enable the third-year students to preview the process if they are considering Honours. Not least the presentations should hone your skills for a shorter presentation of your thesis findings to a School audience during second semester. You will be allocated your third-year tutorial group slot as soon as possible after the beginning of each semester.

The Honours Conference

A few weeks before the due date for the submission of your thesis, a full day is devoted to the Honours Conference. This year, the Honours Conference is scheduled to take place on **Monday 7th September**, which falls at the start of the September non-teaching break. A major purpose of this important event is to ensure that each student pulls together his/her data into the type of cogent argument they anticipate delivering in his/her theses, then obtain feedback from staff and fellow students that can potentially contribute to thesis write-up. Every student who is preparing a thesis is required both to attend this Honours Conference and also to deliver a short presentation of his/her research within the Conference. Organisation of the Honours Conference is handled by Honours students, usually under the leadership of a volunteer panel. The skills and insight gained through the organisation of the event represent a valuable learning experience. There will be an early call for volunteers willing to join the Honours Conference Organising Committee.

The Empirical Thesis

Title Page

The title page of your thesis must contain the following information:

1. Title of the project.
2. Your name

3. Word count
4. The statement: "A report submitted as a partial requirement for the degree of Bachelor of Science (or Arts, as appropriate) with Honours in Psychology at The University of Western Australia." along with month and year of submission.
6. The statement: "I declare that this written assignment is my own work and does not include (i) material from published sources used without proper acknowledgment, or (ii) material copied from the work of other students" followed by your signature.

Length

An absolute maximum length limit of 10,000 words will be enforced. The word count should not include the Abstract, Acknowledgements or Reference List, but must include all other sections. Appendices do not count, but these sections (if used) must not contain information that is integral to the thesis (see below). The word count given by a word processor is preferable; if counting words by hand, any character or character string preceded and followed by a space or a punctuation mark counts as a word. This includes figures, tables and in-text citations; make certain that the word count you declare for your thesis is accurate in this respect.

Your manuscript must be submitted in hard form, accompanied by an electronic copy. The word length of your manuscript will be checked electronically. This may take a day or two, but any manuscript that yields a count greater than 10,000 words will not be registered as having been submitted. You will then have to reduce its length and resubmit (with the usual late penalty applying).

It is important to recognise that this maximum ceiling should not be misconstrued as representing a target length. The length of most theses will be well below this ceiling. Parsimony that preserves clarity is regarded as a great virtue, and is one of the assessment criteria. It will be considered a weakness if a thesis substantially exceeds the length required to permit clear presentation of the subject matter, even if it stays within the word limit.

What to include in the thesis

Every year, during the inevitable phase of anxiety that precedes submission of the thesis, students worry about what to include in the thesis. In particular, you may be uncertain about whether to include appendices that contain supplementary material (such as debriefing sheets, verbatim instructions, that sort of thing). This represents a judgment call, but the following guidelines can help clarify your decisions.

- Everything that is essential to understanding your thesis must be included in the thesis (and the word count!). You may, on rare occasions, need an Appendix, for example when stimuli are reported or when the verbatim nature of instructions is relevant. However, as a rule, you should not expect to include Appendices to your thesis; your examiner will expect to go to them for 'interest' or to check statements you have made in the text, but if the material must be read in order to make sense of the thesis then it should be in the main text and will be regarded as an omission if it is not.
- In a nutshell, just because you have used a sheet of paper during your research does not warrant its inclusion in the thesis. Only include material that is relevant and important. If you have an Appendix, chances are that you could have done without. If you have more than one Appendix, you can be almost certain that at least one is superfluous. If you find this difficult to believe, scan the psychological literature and

count how many articles contain an appendix—you may be surprised.

Style

The thesis is to be submitted in the form of a manuscript for publication in *The UWA Journal of Psychology*. You will need to look carefully at the APA publication manual and papers published in your area to produce a good manuscript. Every research journal has very specific guidelines for contributors concerning the format and expression to be adopted when preparing manuscripts for submission. It is important always to adhere carefully to these guidelines which, for *The UWA Journal of Psychology*, are as follows:

The UWA Journal of Psychology accepts for inclusion papers, produced by UWA Honours students, that report empirical studies designed in a manner likely to further our understanding of psychology. Though it is expected that these studies will fall within specialist areas of the discipline, **manuscripts should be presented in a manner that permits accessibility for readers with general expertise in psychology.**

Authors should keep a copy of their manuscripts as a guard against loss. Within the electronic submission which must accompany the hard copy of each manuscript, all the sections, including figures and tables, should be contained in the one file.

Authors should prepare manuscripts according to the *Publication Manual of the American Psychological Association (5th Edition)*, with the exception that tables and figures should appear within the text and footnotes should appear on the pages that cite them. All manuscripts must include an abstract that does not exceed 120 words. Abstracts must be typed on a separate page. Manuscripts must be typed in double spacing on only one side of each sheet, and all sheets must be numbered. Instructions on preparing tables, figures, references, metrics, and abstracts appear in the *Manual*. All manuscripts should be written in bias-free language (see chap. 2 of the *Publication Manual*). Manuscripts should be as short as is consistent with clear presentation of the subject matter, and under no circumstances should exceed 10,000 words in length.

Ethical research principles require that, after research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis, without violating confidentiality or intellectual property rights. Accordingly, authors submitting manuscripts to this journal must accompany this submission with an electronic copy of their coded raw data. Authors also are required to confirm that the treatment of their sample, human or animal, has complied with the protocols endorsed by the UWA ethical approval process.

The text of your manuscript must follow the guidelines of the APA, as set out in the 5th Edition of the *APA Publication Manual* and the Guidelines for Authors of *The UWA Journal of Psychology*. Do not assume that because you have received good grades for laboratory reports or essays in your first three years of study that you know how to write publishable manuscripts. The *Publication Manual* lays down detailed rules for writing style which you will be expected to follow. In addition, you will be marked down for poor English – so if you have problems with punctuation or other aspects of written English you should allow yourself extra time for the writing phase when planning your thesis.

Many more aspects of writing in psychology are governed by firm conventions than you may realise. Are you aware of the correct form of headings for different sections? When to hyphenate words? What to capitalise?

Figures (and tables) should be included in the body of the text. Note that this departs from APA style.

Submission

- (i) **Hard Copies:** please note that you are required to submit **three unbound** copies of your empirical thesis to the Psychology General Office, so that a record may be kept. You will be given a written receipt, which is your proof that you submitted your thesis on time.
- (ii) **Electronic Copy of Thesis:** you must submit one electronic file containing a copy of your thesis to the main office for archival purposes, and to permit electronic checking of word count. **The name of your file should be your last name and initial (e.g., if you are John Doe, the file would be DoeJ.doc).**
- (iii) **Electronic Copy of Ethics Report:** you must supply a **completed Ethics Report using the online form available on the Honours webpage.** Note that this Ethics Report requires you to indicate the number of participants used, whether any withdrew their consent after starting the research and why, and whether there were any adverse events during the course of your research. In addition to answering direct questions, your Ethics Report must include a short summary of your research progress, detailing any adverse events that occurred and how you dealt with them. You **MUST** complete this before your thesis is submitted. It can be done as soon as your data collection has finished. Your thesis will not be considered ‘handed in’ unless this form has been received.
- (iv) **Electronic Copy of Raw Data:** you must also submit an electronic file containing the data reported in your thesis. These data should be presented in a manner that permits clear understanding, and although no specific format is mandated, it would be helpful if the data were provided as (an) SPSS or Excel file(s). The name of this file should be the same as your thesis with “-data” appended (e.g., DoeJ-data.xls).
- (v) **Optional “Anxiety-Reduction” File:** No other information concerning your thesis is required, and the examiners will assess only the manuscript format report of your work. However, should you have a strong desire to make available, for archiving, any other information associated with your research project, then you can include this within a final electronic file. Be aware, though, that this file will not be assessed, and will not be distributed to examiners. Therefore, be sure to include the information that examiners need, in order to adequately appraise your thesis, within the thesis report itself, without exceeding the specified word limit. The name of this file should be the same as your thesis, with “-archive” appended (e.g., DoeJ-archive.doc).

The hard copies of the thesis must be submitted to the Psychology General Office by 12.00 noon Thursday 1st October 2009.

The required electronic files must ALL be sent to: honstheses@psy.uwa.edu.au by 12.00 noon Thursday 1st October 2009.

Your thesis will not be complete until BOTH copies are received.

Penalties are imposed for late submission of Honours theses at a rate of 5% of the available marks for each day after the published submission deadline. You should note that work submitted on the due day *but after the submission time specified* will be recorded as one day late. You must obtain an Extension Approval Form signed by the Honours Coordinator prior to the deadline to avoid late penalties.

Submission of Research Materials to Supervisor

You must provide your supervisor with an electronic copy of your data and analyses before the end of second semester. Stimuli and other research resources (e.g., computer materials,

videotapes, illustrations) also should be copied and given to your supervisor.

Reports to External Agencies

Some projects involve the assistance of external agencies (e.g., schools or clinics). It may be appropriate to provide these bodies with a brief, non-technical report of your findings. This courtesy rewards those who have assisted you and helps the School of Psychology to maintain good relations with outside organisations that may be valuable for future students. Discuss with your supervisor whether such a report would be appropriate in your case, and ensure that your supervisor comments on a draft of the report before it is forwarded.

Assessment

The Honours Research Project will be assessed by at least two members of a panel established by the Honours coordinators. Neither of the assessors will be your supervisor. It is likely that at least one of your examiners will be a non-specialist in your area, for example a social psychology thesis might be examined by one marker with expertise in social psychology whilst the other is a developmental or cognitive psychologist. The guidelines specify that you should write for a general audience – think of a person on staff who is unlikely to have conducted research or taught in the area of your thesis and ask yourself whether you have written clearly enough for them.

Information About our Procedures

We have enclosed two documents to guide you in your approach to the thesis.

The first document is a checklist (see Appendix IV). The checklist consists of those features that assessors consistently notice when they are marking and commenting on theses. You should keep them beside you when you are drafting and polishing your thesis.

The second document is the guide that we use for assessment (see Appendix V). It represents the School's effort to standardise its marking procedures, for thesis evaluation is one of the most demanding and difficult tasks that we perform.

Your thesis will be assessed independently by two markers. Each will provide comments on your thesis; your supervisor will then have the opportunity to respond to these before the markers meet to reach agreement on a final mark. At this time your supervisor will also be asked to comment upon your independence during the process of completing your thesis. You should aim at a balance in regard to assistance. Your supervisor is a resource and you should 'exploit' her or his skills and knowledge to improve the quality of your thesis. However, in the last analysis, your thesis is your work, and your project should reflect an appropriate measure of independence. The actual balance will vary greatly from person to person, and you will need to discover the level of support that is best for you at this stage in your career.

Later in the year, the School will prepare a CD containing a copy of each thesis submitted. The CD and Honours Photo will be posted to you with your Thesis feedback letter. A copy of the CD will also be placed in the School's test library.

COMPULSORY UNIT

PSYC7416 Psychological Approaches to Understanding

Outcomes: Students are able to evaluate a variety of theoretical and empirical approaches to some of the major issues relating to modern psychology. Students know how to apply and evaluate these approaches within the broad context of psychology and appreciate the ways in which the science and practice of psychology is influenced by social, historical, professional and cultural contexts.

Content: This unit uses a combination of lectures and debates to encourage students to place a variety of psychological practices and phenomena into their theoretical, historical and social contexts. Classes early in the semester provide guidance on the broad issues that underpin psychological thinking and practice in the twenty first century, for example students may be asked to consider philosophical perspectives on the relationship between mind and body or cultural perspectives on mental illness. In the later weeks of semester the unit explores these issues more deeply in the context of particular debates in modern psychology, for example the nature of human intelligence, the understanding of racial prejudice or the value of introspection for understanding the mind. The issues included in the unit may vary from year to year as new debates become prominent in the field or visiting academics are available to share their expertise.

Assessment: This unit is assessed by two pieces of written work, one based on the early part of the syllabus and one on a current debate.

There is no examination.

Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Dr Vance Locke & Dr David Van Valkenburg

THE ELECTIVE UNITS

Psychology as a Profession I: Assessment of Individuals and Systems (PSYC7412)

Outcomes: Students are aware of the ethical and legal issues relating to working as a psychologist; able to demonstrate basic skills in interviewing; aware of issues relating to the selection, application and interpretation of assessment tools and techniques; and gain experience with a range of processes and tools used to assess individuals and systems (e.g. family, educational and organisational structures).

Content: This unit begins with an examination of the ethical, legal and practical issues involved in working professionally as a psychologist. It then considers the process of assessment and its uses. In lectures and workshops students have the opportunity to gain knowledge of, and acquire basic skills in interviewing, questionnaire development and application and evaluation of programmes, interventions and systems.

Assessment: Students demonstrate achievement of the outcomes through participation in class discussion, role-played interviews, development of a questionnaire (35 per cent), examination of an applied issue (15 per cent) and a two-hour examination (50 per cent).

Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Associate Professor Janet Fletcher

Psychology as a Profession II: Effecting Change (PSYC7413)

Outcomes: Students develop an understanding of some basic skills in applying a science-informed approach to integrating assessment information, translating that information into a treatment plan, understanding basic treatment strategies and evaluating outcomes of interventions in professional settings

Content: This unit focuses on development of basic skills in the assessment of normal and abnormal functioning and the application of behaviour and attitude change strategies in professional settings in the area of clinical psychology and clinical neuropsychology. Examples of skills include interviewing techniques, using standardised tests, measuring behaviour and attitude change (including changes in neuropsychological status), understanding the therapeutic process, identifying techniques used in cognitive rehabilitation, and presenting evidence for treatment outcomes. These skills are highlighted with reference to principles and strategies of cognitive-behavioural treatments for individuals and groups, as well as within the context of neuropsychological interventions.

Assessment: Students demonstrate achievement of the outcomes in a variety of assessment methods which may include an essay assignment (25 per cent), a case study report (25 per cent) and an essay-format examination (50 per cent).

Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Dr Werner Stritzke

Psychological Methods I: Analysis of Complex Data (PSYC7418)

Outcomes: Students are able to analyse complex data sets by using a variety of advanced statistical techniques.

Content: Students are exposed to a variety of statistical techniques designed to cope with the kinds of complex data sets that can result from large-scale projects both from the laboratory and the field. In addition some contemporary issues surrounding best practice in the use of data may be covered. All or some analytical techniques or issues (depending on demand and availability of staff in any one year) from the following list are covered: factor analysis; advanced multiple regression; structural equation modelling; parameter estimation; meta-analysis and conceptual issues in significance testing.

Assessment: This comprises two coursework assignments (40 per cent), an in-class test (10 per cent) and an examination (50 per cent).

Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Dr Davina French

Psychological Methods II: Specialist Research Methods (PSYC7419)

Outcomes: Students master some techniques tailored to gathering or analysing data in specialised areas of the discipline (for both theoretical and applied research).

Content: Students are given some choice from a range of specialised techniques that they wish to learn. All or some techniques (depending on demand and availability of staff in any one year) from the following list are available: single case study designs; focus groups; sampling; advanced experimental techniques (e.g. recording EEGs; measuring eye movements, programming); longitudinal studies; and treatment evaluation.

Assessment: This comprises coursework (50 per cent) and an examination (50 per cent).

Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Dr Nicolas Fay

SCHOOL COLLOQUIA

Honours students are encouraged and expected to attend the School's research colloquia. These are a series of presentations by local and overseas experts on contemporary research in psychology. The colloquia are usually held on Tuesdays at 11.00 am in Room 2.33, North Block of the Psychology Building. Look out for posters announcing colloquia on the notice boards in the School, and email announcements. The Schedule is also available on the school web site, with a link on the home page.

ASSESSMENT SUMMARY

A student awarded an Honours degree receives an overall grade, either H1 (Honours, First Class), 2A (Honours, Upper Second Class), 2B (Honours, Lower Second Class), or H3 (Honours, Third Class). The correspondence between the Honours grades and the percentage is as follows:

HONOURS GRADE	PERCENTAGE
H1	80 - 100
2A	70 - 79
2B	60 - 69
H3	50 - 59
Fail Honours	<50

Since a pass in Honours also requires completion of 48 points, failure of any component unit will result in a fail even if the average mark is above 50%.

The Honours grade is decided at the School's end-of-year examiners' meeting. A weighted sum of the numerical grades achieved across the components of the fourth-year assessment is used in deciding each student's Honours grade. The weighted sum is calculated as follows:

COMPONENT	WEIGHTING
Empirical Thesis (PSYC7421 & 7422)	62.5%
Honours Seminar Unit II (PSYC7416)	12.5%
Elective Unit I (7412, 7413, 7418, 7419)	12.5%
Elective Unit II (7412, 7413, 7418, 7419)	12.5%

ACADEMIC CONDUCT

Make sure you familiarize yourself with the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct, which is posted on the web at http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

Additional information to aid students in achieving an appropriate standard of academic literacy is provided in the School of Psychology Policy on Assignments. It will help you to understand what plagiarism is, and how to avoid it; all assignment coversheets will require you to sign to the effect that you have read and understood both the School of Psychology and the University policies.

SCHOOL OF PSYCHOLOGY POLICY ON ASSIGNMENTS

Ethical Scholarship, Academic Literacy and Academic Misconduct-2007

This document describes the policy of the School of Psychology on academic misconduct in written and other assignments and the penalties applied for late submission of written assignments.

This policy is consistent with the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct, which is posted on the web at http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct. *It is the responsibility of students to have read and understood the University policy, the policy of their Faculty, and the Policy of this School, which applies to all units taught in the School of Psychology.* Additional information relevant to the individual assessment items in any particular unit may appear in that unit's outline or Assessment Mechanism Statement. In this case, it is also your responsibility to have read that information prior to submitting the work in question. Students are required to sign a declaration that they understand the policies covering academic misconduct when they submit any written work.

Academic misconduct includes, but is not limited to:

- Plagiarism, which is defined below
- Inappropriate collaboration or collusion between students on pieces of work that should be completed independently. Each unit co-ordinator can provide advice on the extent of acceptable collaboration within their unit.
- Submitting the same work, or substantially the same work, for more than one assessment unless this is permitted in the unit Assessment Mechanism Statement. Such recycling of work, either within or between units, is a form of self-plagiarism and is unacceptable unless the subsequent use is cited in the usual way (see below).
- Falsifying or fabricating data or research findings
- Cheating in examinations

This handout provides definitions of some of these activities, and advice on how to avoid committing academic misconduct. Plagiarism and its avoidance are also addressed directly in Level 1 Psychology units. Additional guidance and support may be sought from the UWA Student Services Learning Skills Advisers.

The penalties associated with particular instances of academic misconduct depend upon the student's year of study and any previously recorded instances of misconduct. These

penalties are set by the University and are outlined in the policy above.

In 2007 several students have already been found to have committed acts of misconduct, in units at all levels. The penalties associated with these acts resulted in several students failing a unit that they might otherwise have passed. In other cases students received final grades that were substantially lowered by penalties applied to all or part of assignments. In many instances a student would have been more likely to pass the unit if he or she had not submitted the piece of work in question, or had submitted it late in order to complete the work fairly, rather than submitting a piece of work that was not their own. When you are feeling under pressure to complete a piece of work **do not be tempted**, plagiarism is detectable and the penalties are not worth the risk.

1. PLAGIARISM IN WRITTEN ASSIGNMENTS

It is expected that any work submitted for assessment will be the sole work of the student concerned and that any contribution included in an assignment taken from the work of others (whether ideas or particular statements) will be given due acknowledgment by referring to the source from which the contribution was taken. If such acknowledgment is not given by one of the means outlined below, the student will have engaged in plagiarism.

It is expected that all students should inform themselves about plagiarism and know how to avoid committing the offence. What follows are the School of Psychology's guidelines with respect to the offences, which are in accordance with accepted academic conduct.

Definitions

Plagiarism is the use of the work of others as if it were one's own. It is a serious offence in scientific or other serious writing. The scope of sources to which plagiarism may relate includes both published material, for example in journals or on the internet, and the work of other students when it is used without their knowledge or permission.

The new University guidelines specify three levels of plagiarism, which attract differing penalties depending upon the year of study. These levels are defined in terms of the percentage of the piece of work that has been plagiarised. This is normally the percentage of the words included in the word count, for example 300 words in a 3000 word assignment would be 10%. Our policy regarding the components of an assignment that are included in the word count is detailed at the end of this document.

Minor plagiarism occurs when small quantities of an assessment piece, normally less than 10%, have been copied from unattributed sources as described in this document. Instances are deemed minor only when the purpose of the assessment remains largely uncompromised.

Moderate plagiarism generally occurs when more than 10% but not more than 25% of the assessable work has been plagiarised.

Major plagiarism occurs when more than 25% of the assessable work has been copied from unattributed sources.

The School of Psychology will refer also to the nature of the plagiarism in reaching a decision about its seriousness. You should note that

(i) Plagiarism of less than 10% may be deemed more serious than minor, and less than 25% more serious than moderate, where the purpose of the assessment has been seriously compromised, for example where the plagiarised section addresses the main learning objective for the assignment.

(ii) Any quantity of plagiarism found in a thesis or dissertation will always be treated as major. For this purpose, the major assignments submitted in the core Honours units, Psychological Approaches to Understanding 1 and 2, will be treated as dissertations.

Students should also take note of these definitions in the context of gaining assistance with

writing style. Plagiarism includes the use of both the words and the ideas of others without acknowledgement. The use of any commercial service that offers to write, edit or re-write work for you would therefore be considered a breach of the guidelines if the work is then submitted without acknowledgement. For students who have difficulty expressing their ideas in writing, student services at UWA are able to offer help with writing skills and English language usage; they do so in ways that ensure the integrity of the final submitted work. Use of this service is recommended by the School of Psychology as a fair and honest way to improve your writing style.

Collusion is when two or more students work together on an assessment but represent it as individual work. Each unit co-ordinator will make clear in the context of their assessment pieces, how much collaboration is acceptable. Collusion also takes place on any occasion where one student knowingly allows another to copy their current or previously completed work and submit it as their own.

Background

All students and scholars need on many occasions to use the work of others when preparing their own work. There are also many occasions when it is desirable for students to work together, and some units in the School of Psychology in which students collaborate in executing a project. It is essential, therefore, that a clear distinction be made in all such cases between the work of *the author(s)* and the work of the *other individuals* which might appear in the said work.

In some cultures it is seen as a sign of respect to describe ideas in exactly the same words as have been used by acknowledged experts. In some educational systems, copying from published source material is also often allowed, without the insistence upon proper acknowledgement of these sources. ***In the academic tradition to which this University and School belongs, these practices are unacceptable and there are strict rules governing the use of other people's ideas, from whatever source they come.***

When the work of *other individuals* appears in any author's work there is a tacit understanding that the work is being used as a *reference source*. That is, the author is referring to the work of others for a specific academic purpose such as to support a line of argument or to describe what facts and ideas exist in a particular body of work. For this reason it will be referred to hereafter as a *source work*.

When taking notes, you should be aware of failing to distinguish between the author's words and your own ideas. It is an insufficient excuse to claim that you have incorporated other writers' work because you forgot to mark your notes in quotation marks and then transferred them to your assignment. This forgetfulness results in plagiarism.

Guidelines

There are specific procedures governing the ways in which such *source work* must be acknowledged. Detailed instructions on how to acknowledge *source work* can be found in the references at the end of this document.

- If a *source work* has been used in the preparation of an author's work, it must be referred to in the bibliography. Use of any ideas, plans, research results, conclusions, or any other intellectual property in a *source work* must be acknowledged. The source of ideas which have not been published – for example, the ideas of students working on the same project – should be referenced as a *personal communication*.
- On each occasion that a *source work* is used in the body of an author's work, its use must be acknowledged by citing the author(s). Furthermore, if it is either desirable or necessary to use the exact words from a *source work*, these words must also be enclosed in quotation marks.
- The use of footnotes should be restricted to the acknowledgement of unpublished *source work* or personal correspondence (e.g., lecture notes).

- If you have reason to refer to words or ideas that you have used yourself in another assignment, you should cite yourself as the *source work*.

Grey Areas

There are practices where it can be very difficult to allocate credit appropriately and other practices which can be classified as plagiarism. These practices should be avoided:

- If a student's work contains nothing more than quotations from *source work*, the only possible credit attributable to the student is for putting the sources together in one place. The appropriate use of quotations therefore avoids plagiarism, but may not earn marks.
- If the student largely paraphrases *source work*, even though it may be correctly cited, the student's contribution is also minimal and attribution of credit is difficult.
- When the use of paraphrasing blurs the distinction between the intellectual property of the *source work* and that of the student, then plagiarism is the result. This form of the offence occurs when a *source work* is paraphrased in and among the student's own words and the citation does not clearly identify the paraphrased sections.

The University Guidelines on Academic Conduct specify the penalties that will result from varying levels of academic misconduct. These can be severe, especially if the misconduct is serious or is repeated. It is essential therefore that you are familiar with the guidelines and that you ensure that your work is always your own. *Talk to your tutor or unit co-ordinator if you are in doubt about the distinction between acceptable and unacceptable practice.*

Students are also advised to consult the following reference works for additional guidance

O'Shea, R.P. (2000). *Writing for Psychology* (3rd Ed.). Marrickville, NSW: Harcourt Brace Jovanovich.

Smyth, T.R. (2004). *The Principles of Writing in Psychology*. UK: Palgrave MacMillan

If a student is suspected of academic misconduct their case will be dealt with as outlined in the University policy. If you find yourself in this position, advice can be sought from the Guild Education Office.

You have a right of appeal against a finding of academic misconduct, and/or the penalty imposed in such cases, via written appeal within ten working days of notification to the next most senior staff member or body under academic misconduct procedures. In such instances, you are strongly advised to seek further advice from the Guild Education Office or your Faculty.

2. PENALTIES FOR LATE SUBMISSION OF WRITTEN ASSIGNMENTS

Requests for extensions of the submission deadlines for written work must be made to the appropriate year co-ordinator, *not* the unit co-ordinator, in which the extension is sought. Extensions will normally be granted only in instances where an unforeseeable and unavoidable event, such as illness, prevents the work from being submitted by the due date. Extensions to the deadline will *not* be granted for holidays, professional and sporting commitments, or clashing assignment deadlines. Extensions must be signed by the student and the year co-ordinator.

Late assignments will be penalised by 5% of the available marks for each day after the published submission deadline. You should note that work submitted on the due day *but after the submission time specified* will be recorded as one day late.

3. WORD LENGTH OF ASSIGNMENTS

It is important to write succinctly, and many assignments will have a set word length.

Coversheets for all assignments which have set word limits will include a place for a word count and a declaration that the word count is accurate. The word count itself should not include the Abstract or the Reference List, but must include all other sections. Appendices do not count, but these sections (if used) must not contain information that is integral to the assignment. The word count given by a word processor is preferable; if counting words by hand, any character or character string preceded and followed by a space or a punctuation mark counts as a word.

Markers will stop reading assignments at the word limit and will assign a mark *as if the read portion constituted the entire assignment*. Written work that exceeds the word limit will not receive credit or be given feedback.

Note: The policy above taken from GE-00 does not apply to the Honours thesis, see page 8 of this handbook.

Plagiarism in Honours work is a particularly dangerous practice. It is very likely to be detected, the severe penalties can seriously weaken the candidate's degree results, and the student's reputation as a scholar is gravely compromised (potentially affecting assessments of suitability for graduate work and employment). If in doubt, discuss with the relevant member of staff.

EMAILS, WEBPAGE AND BULLETIN BOARD

All students will already have been allocated an email address by University Computing Services (UCS). Details of how to access these accounts are available at: <http://www.ucs.uwa.edu.au>.

This email address will be used to contact you about all sorts of things to do with the Honours course so please make sure you check it regularly (there are a good number of computers available in room G25, and many of you will have supervisors whose labs will allow access to tartarus). **You are responsible for checking your email and failure to do so will not be considered a valid reason for missing out on important information.** However, to get access to computers on the School's local area network you will need a separate account – the application form may be found in Appendix IX.

There is no specific Honours web page, information that we need to get to you will be sent by email. This handbook is posted on the Current Students page of the School website; coversheets etc. can also be downloaded from there.

APPENDICES

APPENDIX I: Timeline for Major Honours Thesis Milestones

This table is included to facilitate planning of your honours research. The deadlines are fixed in stone. You need medical evidence to change any one of these dates. But the rest of the dates are up to you and your supervisor.

Please discuss this with your supervisor and agree on the appropriate timeline

	Ideally	Worry-line	Deadline
Prepare Proposal			
First draft			
Completion			<u>19 March</u>
Data Acquisition			
Commence			
Complete			
Data Analysis			
Commence			
Complete			
Writing Thesis			
Commence			
Second draft to supervisor			
Complete final draft (using prior supervisor feedback)			

APPENDIX II: Honours Empirical Project Proposal: Cover Sheet

To be submitted to the General Office by 9 AM Thursday 19 March 2009.

Student Name:

Thesis Title:

Supervisor:

Estimated Data Processing Time:

Subject Details:

Estimated Costs

Summary of Ethical Considerations (HREC form or evidence of approval required in all cases)

Two suggestions for reviewers:

Endorsement by supervisor: I am willing to supervise this student and project (signed):

APPENDIX III: Guidelines for Completing Ethics Applications

The School of Psychology processes “*Application To Undertake Research Involving Human Subjects*” forms for student projects, and has been granted authority by the University Human Research Ethics Committee (HREC) to approve non-contentious applications. The School then lodges these applications with the HREC, which audits the approvals given by the School. In order to sustain this entitlement to approve our own students’ applications, it is essential that the School processes only properly completed forms, and maintains appropriate criteria when appraising the ethical issues raised by each proposal.

For this reason note that **APPLICATIONS CONTAINING ERRORS WILL NOT BE PROCESSED BY THE SCHOOL ETHICS COMMITTEE**. Any applications containing inaccurate information, such as outdated addresses, wrong telephone numbers, or typographical errors, and will be returned to students unprocessed. Correction and resubmissions will likely lead to further delays in the approval process. Therefore, be certain that your application to undertake research involving human subjects contains NO inaccuracies or errors.

You should ask your supervisor for an electronic template of this form, that already contains whatever standard information is pertinent to the laboratory in which you are working (such as your supervisor’s name, position and contact details). Note that a new application form was posted on the web in late 2007 it opens with a statement that includes “**This form is designed to ensure compliance with the National Statement on Ethical Conduct in Human Research (2007)**” – make sure you are using the most recent form as it looks very similar to the old one.

The following guidelines will help you to complete the rest of the form in an appropriate manner. Please read these guidelines carefully, and follow them closely.

1. Title of Project

Note the need for this title to be in **lay** terms. It must match the title on your Information Sheet and Consent Form – this does not have to be the same as the title on your proposal. Ideally, this title will identify your project without compromising your study by alerting participants to your experimental expectations.

2. Chief Investigator

This is your supervisor, not yourself. Make certain that you have the correct information in this section. Do not rely on old materials to obtain this information. Your supervisor’s position may have since changed, and the University’s address also is modified from time to time. The correct address at present is: School of Psychology, University of Western Australia, 35 Stirling Hwy, Crawley WA 6009. The final box in Question 2 asks for your details – be sure to give your student email address, not a personal one.

3. Expected Duration of Project

Specify “Following Approval” as “date of initial recruitment” and fill in the deadline for thesis

submission as “date of expected completion”.

4. Funding

While the work being undertaken for your project may be closely related to research for which your supervisor holds grant funding, the answer to this question almost certainly should be “no”. Only if your own, personally-written, research proposal *itself* is to be submitted as a grant application, which is highly unlikely, would you answer in the affirmative.

5. Other Ethical Approvals

In the great majority of cases, the correct answers to both questions will be “no”. Only state that the protocol has previously been submitted to the HREC if you already have sought approval for this as a student project (i.e., don’t answer “yes” because your supervisor previously obtained approval for something similar). So you’ll answer in the affirmative only if you are submitting a revised application of a submission that you previously sent to HREC, and that required major revisions.

There may be certain student projects which do require that the protocol be considered by another ethics committee, in addition to the UWA HREC. This will be the case, for example, if the study is to be carried out within a hospital setting, thus requiring the hospital’s own committee to grant ethics approval.

It is unlikely that any student’s project will require CHIC approval, or a “Covenant of Confidentiality”. Indeed, because such research can raise complex ethical questions, students probably should be wary of designing undergraduate studies that would carry such requirements.

6. Privacy Legislation

Most students will be able to answer “no” to these questions, thereby avoiding the tricky ethical issues that can otherwise arise. However, it is not impossible that some projects might require affirmative answers for some of the questions. When this is the case, be sure that you have discussed the ethical implications with your supervisor, and that you are confident your application form can allay potential concerns over infringement of privacy.

7. Aims of the Project

Again this description must be in **lay** terms, and must provide a clear and easily readable account of your aims. Your benchmark should be to write something that the average grandmother can understand. If members of the School’s Ethics Committee manage to deduce your aims, but nevertheless consider that their grandmothers could not have done so from your text, then you’ll get the section returned for rewriting. Don’t run into delays for this reason.

8. Participant Group

This very important section gives rise to many of the difficulties that prevent ethics approval from being granted, so be sure to answer carefully.

- a. Your account of the participant sample should be clearly stated, and when possible (i.e., when it is accurate) you should refer to your participants as volunteers. First year undergraduates do NOT represent a sample in a dependent relationship (with you). When using such participants, state something like...” *participants will be X first year undergraduate psychology students (approximately equal numbers of males and females), who volunteer to take part after viewing an approved information sheet*”.
- b. This is a critical section, and you must bear in mind what the HREC is interested in, which is whether or not the participants are to be recruited in a manner that will ensure their informed consent to take part, and that does not infringe on their privacy. Your response MUST provide this reassurance. So focus on indicating how initial contact will be made, describing what information will be provided to potential participants, and emphasizing that these individuals will be free to decide whether or not to take part as volunteers. Two common situations should be dealt with as follows:
 - a. If you plan to recruit first year psychology students using the web bulletin board, then state that the approved information sheet will be posted on a bulletin board, together with the invitation for individuals who wish to take part to sign up for participation.
 - b. If you plan to screen potential participants for suitability, using some questionnaire instrument, then state that *potential* participants will be shown the approved information sheet, and invited to complete the X questionnaire and provide preferred contact details should they wish to be considered for inclusion in the study. Those who choose to do so, and whose scores indicate that they meet inclusion criteria then will be contacted using their preferred method, and invited to attend the test sessions. They again will be shown the approved Information Sheet, and will be required to sign the Consent Form, before taking part in this session.
- c. Answer Yes here only if you will be using some form of advert, or letter, that is other than the formal Information Sheet, for which you are seeking approval. In this case, be sure to attach a copy of this additional information. If you use any other form of advertisement, ensure that this cannot be read as providing “inducements” to participate, and also ensure that the required copy is supplied. An advert that starts with “An Easy Way To Earn \$40!!” probably won’t gain approval, though offering a financial remuneration for time and travelling costs in a more low key manner is quite acceptable.
- d. Your answer will probably be “no” here. If you are thinking about carrying out research that would require you to answer “yes” instead, then be sure to discuss with your supervisor the likely resulting ethical complexities, that could well impact on the progress of your research thesis.

9. Details of Procedures

- a. This is another very important section. Once more it must be easy to read, and must provide the HREC with pertinent information. Err on the side of over-inclusivity rather than brevity, as insufficient information is the more common reason why ethical

approval is withheld. By far the most critical thing to convey is what each participant actually will *experience*, and to highlight any other aspect of the methodology likely to have *ethical* implications (such as the way in which confidential data will be stored). In doing so, avoid unnecessarily emotive terms. So, for example, rather than stating “individuals with known anxiety vulnerability will be exposed to threat stimuli”, instead say “individuals who obtain above average trait anxiety scores will be shown mildly emotional words, such as *mistake*”. Try to read through what you have written from the perspective of a lay HREC member, to pick up what statements might flag concerns, and ensure that any such potential concerns are appropriately allayed by your account.

- b. Probably the correct answer will be “no”. There are possible exceptions, though most of these will mean that the HREC, rather than the School’s Ethics Committee, will be required to process the application.
- c. Ditto
- d. Ditto
- e. Ditto
- f. Ditto

10. NHMRC Statement on Ethical Conduct (2007)

Note: the old form has 1999 in the brackets at this question – double check you have the most recent form.

The NHMRC Statement is provided further below in this appendix.

- a. If you are carrying out research on human participants, and cannot answer “yes” to this, then redesign your research. You need to be able to answer “yes”, as otherwise it is most unlikely that your research will be viable.
- b. Read this question carefully, and do NOT answer “no” to any of these questions. If your research does not include such populations, add “N/A” to the right of the yes/no boxes. If you have a “no” in here, then it’s almost certain that your request for ethical approval will be declined. If the correct answer to any of these questions is “no”, then you have a problem with your proposal. Change it, until the correct answer is “yes”.
- c. Do not leave this box blank – use it to show that you have read and understood the guidelines. Emphasize the features of your study that ensure appropriate ethical standards are met. A statement that may often be suitable for an undergraduate research project would be “*The experimenter recognises that potential participants may vary in terms of their beliefs, perceptions, customs and cultural heritage. The use of an approved information sheet, together with the explicit invitation to raise questions and seek further clarification about the nature of the proposed study, is designed to ensure that all potential participants are able to obtain whatever information they personally deem most relevant to permit their decision concerning participation. By stressing the voluntary nature of such participation, and by emphasizing the participants’ freedom to withdraw at any stage, the protocol ensures*”

that no person is required or encouraged to behave in any manner that compromises his or her individual beliefs and values”.

11. Ethical Issues

Of course, these questions must be answered accurately. If you can accurately say “no” to all of them then that’s nice. However, saying “no” to any of these questions, when previous information suggests that such an answer is not entirely correct, will prevent approval of your application. For example, if you’ve stated that you’ll show participants words with a mildly negative emotional tone, then you answer “no” to f. here, then you won’t get approval. So, respond “yes” when this is even “technically” the correct answer. Be certain, however, to then amplify upon this “yes” response in a manner that can fully reassure HREC that this does not introduce an ethical problem. For example, if you’ve answered “yes” to f. for the reasons given above, expand upon this by emphasizing that the “unpleasant” material constitutes words with which people have everyday contact in the regular media; or if you’ve answered “yes” to b. or c., then expand upon how the materials will be securely stored, and subsequently disposed of, etc.

12. Information Sheet And Informed Consent Form

You very much want to answer “yes” to the first question, and to supply a copy of your Information Sheet and Consent Form. Prepare these documents carefully and thoughtfully as, without doubt, inadequacy of these materials is the single most common reason why ethical approval is withheld. Prepare the documents on correctly addressed letter-headed paper, and include the required mandatory statements verbatim. There are some very helpful guidelines on the University web page at http://www.research.uwa.edu.au/welcome/research_services/Ethics/human_ethics/forms_guidelines_policies2/quidelines

Take great care preparing your text for these documents, and keep the following few points in mind. First, don’t include a single typo or grammatical error – these documents go out under School letter head, and if those in your proposal contain errors then they will be returned to you unprocessed, thereby delaying ethical approval. Second, ensure that your Information Sheet fully informs the potential participant of what s/he will experience if s/he agrees to take part. While you do not (and usually should not) reveal your hypotheses or predictions within this text, you must communicate any information that potentially could bear upon an individual’s decision to participate. Thus, for example, it is inadequate to state only that the study will involve completion of a questionnaire, if in fact the questionnaire asks personal questions that a participant may be unwilling to answer. Similarly, you should not state only that participants will be required to view a video when in fact this video contains potentially distressing footage. To ensure that participation reflects informed consent, it is essential to provide participants with the information that one reasonably could expect to bear upon their decision to take part. Third, do not include presumptuous statements such as “thank you for your participation”, that presuppose the decision potential participants will make concerning participation. Use your head here and, with the forewarning that these sheets are most likely to be the source of any difficulties with your ethics approval, ensure you get them 100% right the first time around

13. Potential Benefits And Risks

- a. It is fine for there to be no benefit to the participant, given that their participation should result from their informed free choice. So “none” is a perfectly acceptable answer here. When you are using first year psychology undergraduates, however, then it is appropriate to highlight the educational benefits of participation USING THE FOLLOWING STATEMENT *“It is likely that this direct first-hand experience of the participant perspective in the present psychological research study will enrich student volunteers’ understanding of some of the various factors that can influence empirical investigations within this discipline, which of course they are studying”*.
- b. Although this may seem like a rather grandiose question, don’t be tempted to respond with a grandiose answer. Stay modest here, probably by highlighting how the proposed study will advance understanding of issue X in ways that can contribute to further theoretical progress, and this in turn ultimately may bring about potential applied benefits
- c. It’s very unlikely that you’ll have a “hazard” to offer here that hasn’t raised its head in any earlier section. So the best way to approach this question is to briefly summarise anything that has come up as a potential issue in any earlier sections (e.g., “as participants will be briefly exposed to mildly negative words such as “failure” it is possible that they may experience a brief negative emotional reaction to such materials). If no “hazards” have been identified, and there are no dangers that have gone unmentioned, then “none” is a fine answer.

14. Remuneration

Be sure to get the first question right. Gaining a credit towards the laboratory component of first year Psychology does NOT represent “remuneration or reward” for experimental participation. Rather, this reflects appropriate recognition being afforded, within the laboratory program, to educational experiences that have taken place outside the scheduled laboratory classes. Do not respond “yes” here unless you are offering money or goods. Should this be the case, then it is imperative that such “remuneration or reward” cannot be construed as an inducement. Describe it, instead, as compensation or reimbursement, as in *“participants will be given \$6 as partial compensation for their time, effort and travelling expenses”*.

15. External Audits

In the great majority of cases the correct answer here will be “no”, though in some unusual situations an affirmative answer could be required (for example, when a study is fully or partially funded by an industrial partner). So check with your supervisor to ensure you have the correct answer.

Remember that, if applicable to your research, you must include copies of:

- (i) advertisements to recruit participants (not required if Psychology 101/102 students are recruited via web-based sign-up).
- (ii) information sheets
- (iii) consent forms

Particular note should be taken of the following statement, which should be included at the bottom of all Consent Forms below the space provided for the volunteer's signature:

"The Human Research Ethics Committee at the University of Western Australia requires that all participants are informed that, if they have any complaint regarding the manner in which a research project is conducted, it may be given to the researcher or, alternatively, to the Secretary, Human Research Ethics Committee, Registrar's Office, University of Western Australia, 35 Stirling Hwy, Crawley, WA 6009 (telephone number 6488-3703). All study participants will be provided with a copy of the Information Sheet and Consent Form for their personal records."

So there you have it – just mix the above information with a modicum of brain power, and you should get your "*Application To Undertake Research Involving Human Subjects*" right first time around. That way, you will be able to proceed with your research in a timely manner, giving you a far less stressful year and, in all probability, a better thesis. Should you find anything in the above guidelines unclear, or should your situation not be covered by these recommendations, then be sure to seek appropriate guidance from your supervisor. If this leaves you uncertain, then consult one of the Honours coordinators. Don't just stick in an ethics application that you suspect may have problems, as this could delay the commencement of your research project, and place you under serious time-pressure for the remainder of the year. Do it right, and do it once!

Good luck with the development of your research proposal, and the construction of your ethics application.

(this section was largely written by Colin MacLeod)

National Statement on Ethical Conduct in Research Involving Humans (2007)

Note: The NHMRC statement is very long. I have included below the sections most likely to be relevant, but some projects will need particular reference to other sections not provided below. You should read the full statement at:

<http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>

SECTION 1: VALUES AND PRINCIPLES OF ETHICAL CONDUCT

Introduction

The relationship between researchers and research participants is the ground on which human research is conducted. The values set out in this section – respect for human beings, research merit and integrity, justice, and beneficence – help to shape that relationship as one of trust, mutual responsibility and ethical equality. For this reason, the National Statement speaks of research ‘participants’ rather than ‘subjects’.

Among these values, respect is central. It involves recognising that each human being has value in himself or herself, and that this value must inform all interaction between people. Such respect includes recognising the value of human autonomy – the capacity to determine one’s own life and make one’s own decisions. But respect goes further than this. It also involves providing for the protection of those with diminished or no autonomy, as well as empowering them where possible and protecting and helping people wherever it would be wrong not to do so.

Research merit and integrity

1.1 Research that has merit is:

- a. justifiable by its potential benefit, which may include its contribution to knowledge and understanding, to improved social welfare and individual wellbeing, and to the skill and expertise of researchers. What constitutes potential benefit and whether it justifies research may sometimes require consultation with the relevant communities;
- b. designed or developed using methods appropriate for achieving the aims of the proposal;
- c. based on a thorough study of the current literature, as well as previous studies. This does not exclude the possibility of novel research for which there is little or no literature available, or research requiring a quick response to an unforeseen situation;
- d. designed to ensure that respect for the participants is not compromised by the aims of the research, by the way it is carried out, or by the results;
- e. conducted or supervised by persons or teams with experience, qualifications and competence that are appropriate for the research; and
- f. conducted using facilities and resources appropriate for the research.

1.3 Research that is conducted with integrity is carried out by researchers with a commitment to:

- a. searching for knowledge and understanding;
- b. following recognised principles of research conduct;
- c. conducting research honestly; and
- d. disseminating and communicating results, whether favourable or unfavourable, in ways that permit scrutiny and contribute to public knowledge and understanding.

1.4 In research that is just:

- a. taking into account the scope and objectives of the proposed research, the selection, exclusion and inclusion of categories of research participants is fair, and is accurately described in the results of the research;
- b. the process of recruiting participants is fair;
- c. there is no unfair burden of participation in research on particular groups;

- d. there is fair distribution of the benefits of participation in research;
- e. there is no exploitation of participants in the conduct of research; and
- f. there is fair access to the benefits of research.

1.5 Research outcomes should be made accessible to research participants in a way that is timely and clear.

Beneficence

1.6 The likely benefit of the research must justify any risks of harm or discomfort to participants. The likely benefit may be to the participants, to the wider community, or to both.

1.7 Researchers are responsible for:

- a. designing the research to minimise the risks of harm or discomfort to participants;
- b. clarifying for participants the potential benefits and risks of the research; and
- c. the welfare of the participants in the research context.

1.8 Where there are no likely benefits to participants, the risk to participants should be lower than would be ethically acceptable where there are such likely benefits.

Respect

1.10 Respect for human beings is a recognition of their intrinsic value. In human research, this recognition includes abiding by the values of research merit and integrity, justice and beneficence. Respect also requires having due regard for the welfare, beliefs, perceptions, customs and cultural heritage, both individual and collective, of those involved in research.

1.11 Researchers and their institutions should respect the privacy, confidentiality and cultural sensitivities of the participants and, where relevant, of their communities. Any specific agreements made with the participants or the community should be fulfilled.

1.12 Respect for human beings involves giving due scope, throughout the research process, to the capacity of human beings to make their own decisions.

1.13 Where participants are unable to make their own decisions or have diminished capacity to do so, respect for them involves empowering them where possible and providing for their protection as necessary.

Application of these values and principles

Research, like everyday life, often generates ethical dilemmas in which it may be impossible to find agreement on what is right or wrong. In such circumstances, it is important that all those involved in research and its review bring a heightened ethical awareness to their thinking and decision-making. The National Statement is intended to contribute to the development of such awareness.

This National Statement does not exhaust the ethical discussion of human research. There are, for example, many other specialised ethical guidelines and codes of practice for specific areas of research. Where these are consistent with this National Statement, they should be used to supplement it when this is necessary for the ethical review of a research proposal.

These ethical guidelines are not simply a set of rules. Their application should not be mechanical. It always requires, from each individual, deliberation on the values and principles, exercise of judgement, and an appreciation of context.

SECTION 2: THEMES IN RESEARCH ETHICS: RISK AND BENEFIT, CONSENT

Introduction

The conduct of research in Australia is characterised by high ethical and scientific standards, and the dangers to participants have been few. The continued promotion of ethically good human research – the purpose of this National Statement – will help to maintain these standards.

Application of the values in Section 1, in particular the value of beneficence, requires that risks of harm to research participants, and to others, be assessed. Research will be ethically acceptable only if its potential benefits justify those risks.

What is risk?

A risk is a potential for harm, discomfort or inconvenience (discussed below). It involves:

- the likelihood that a harm (or discomfort or inconvenience) will occur; and
- the severity of the harm, including its consequences.

Harm, discomfort and inconvenience

Research may lead to harms, discomforts and/or inconveniences for participants and/or others.

No list of harms can be exhaustive, but one helpful classification identifies the following kinds of potential harms in research:

- physical harms: including injury, illness, pain;
- psychological harms: including feelings of worthlessness, distress, guilt, anger or fear related, for example, to disclosure of sensitive or embarrassing information, or learning about a genetic possibility of developing an untreatable disease;
- devaluation of personal worth: including being humiliated, manipulated or in other ways treated disrespectfully or unjustly;
- social harms: including damage to social networks or relationships with others; discrimination in access to benefits, services, employment or insurance; social stigmatisation; and findings of previously unknown paternity status;
- economic harms: including the imposition of direct or indirect costs on participants;
- legal harms: including discovery and prosecution of criminal conduct.

Less serious than harm is discomfort, which can involve body and/or mind. Discomforts include, for example, minor side-effects of medication, the discomforts related to measuring blood pressure, and anxiety induced by an interview. Where a person's reactions exceed discomfort and become distress, they should be viewed as harms.

Less serious again is inconvenience. Examples of inconvenience may include filling in a form, participating in a street survey, or giving up time to participate in research.

Examples of risks to non-participants include the risk of distress for a participant's family member identified with a serious genetic disorder, the possible effects of a biography on family or friends, or infectious disease risks to the community. Some social research may carry wider social or economic risks; for example, research in a small community into attitudes to specific subpopulations may lead to unfair discrimination or have effects on social cohesion, property values, or business investment.

Low risk and negligible risk research

The expression 'low risk research' describes research in which the only foreseeable risk is one of discomfort. Research in which the risk for participants is more serious than discomfort is not low risk.

Do the benefits justify the risks?

Research is ethically acceptable only when its potential benefits justify any risks involved in the research.

Benefits of research may include, for example, gains in knowledge, insight and understanding, improved social welfare and individual wellbeing, and gains in skill or expertise for individual researchers, teams or institutions.

Some research may offer direct benefits to the research participants, their families, or particular group/s with whom they identify. Where this is the case, participants may be ready to assume a

higher risk than otherwise. For example, people with cancer may be willing to accept research risks (such as treatment side-effects) that would be unacceptable to well people. Those ethically reviewing research should take such willingness into account in deciding whether the potential benefits of the research justify the risks involved.

For ethical review bodies, there can be a profound tension between the obligation on the one hand to give maximum scope to participants' freedom to accept risk, and on the other to see that research is conducted in a way that is beneficent and minimises harm.

GENERAL REQUIREMENTS FOR CONSENT

Respect for human beings involves giving due scope to people's capacity to make their own decisions. In the research context, this normally requires that participation be the result of a choice made by participants – commonly known as 'the requirement for consent'. This requirement has the following conditions: consent should be a voluntary choice, and should be based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it.

What is needed to satisfy these conditions depends on the nature of the project, and may be affected by the requirements of the codes, laws, ethics and cultural sensitivities of the community in which the research is to be conducted.

Variations of these conditions may be ethically justified for some research. Respect for human beings must, however, always be shown in any alternative arrangements for deciding whether potential participants are to enter the research.

It should be noted that a person's consent to participate in research may not be sufficient to justify his or her participation.

Seeking and giving consent

2.2.1 The guiding principle for researchers is that a person's decision to participate in research is to be voluntary, and based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it.

2.2.2 Participation that is voluntary and based on sufficient information requires an adequate understanding of the purpose, methods, demands, risks and potential benefits of the research.

2.2.3 This information must be presented in ways suitable to each participant

2.2.4 The process of communicating information to participants and seeking their consent should not be merely a matter of satisfying a formal requirement. The aim is mutual understanding between researchers and participants. This aim requires an opportunity for participants to ask questions and to discuss the information and their decision with others if they wish.

2.2.5 Consent may be expressed orally, in writing or by some other means (for example, return of a survey, or conduct implying consent), depending on:

- a. the nature, complexity and level of risk of the research; and
- b. the participant's personal and cultural circumstances.

2.2.6 Information on the following matters should also be communicated to participants. Except where the information in specific sub-paragraphs below is also deemed necessary for a person's voluntary decision to participate, it should be kept distinct from the information described in paragraphs 2.2.1 and 2.2.2:

- a. any alternatives to participation;
- b. how the research will be monitored;
- c. provision of services to participants adversely affected by the research;
- d. contact details of a person to receive complaints;
- e. contact details of the researchers;
- f. how privacy and confidentiality will be protected;

- g. the participant's right to withdraw from further participation at any stage, along with any implications of withdrawal, and whether it will be possible to withdraw data;
- h. the amounts and sources of funding for the research;
- i. financial or other relevant declarations of interests of researchers, sponsors or institutions;
- j. any payments to participants;
- k. the likelihood and form of dissemination of the research results, including publication;
- l. any expected benefits to the wider community;
- m. any other relevant information, including research-specific information required under other chapters of this National Statement.

2.2.7 Whether or not participants will be identified, research should be designed so that each participant's voluntary decision to participate will be clearly established.

Reimbursing participants

2.2.10 It is generally appropriate to reimburse the costs to participants of taking part in research, including costs such as travel, accommodation and parking. Sometimes participants may also be paid for time involved. However, payment that is disproportionate to the time involved, or any other inducement that is likely to encourage participants to take risks, is ethically unacceptable.

2.2.11 Decisions about payment or reimbursement in kind, whether to participants or their community, should take into account the customs and practices of the community in which the research is to be conducted.

Where others need to be involved in participation decisions

2.2.12 Where a potential participant lacks the capacity to consent, a person or appropriate statutory body exercising lawful authority for the potential participant should be provided with relevant information and decide whether he or she will participate. That decision must not be contrary to the person's best interests. Researchers should bear in mind that the capacity to consent may fluctuate, and even without that capacity people may have some understanding of the research and the benefits and burdens of their participation.

2.2.13 Within some communities, decisions about participation in research may involve not only individuals but also properly interested parties such as formally constituted bodies, institutions, families or community elders. Researchers need to engage with all properly interested parties in planning the research.

Declining to consent and withdrawing consent

2.2.19 People who elect not to participate in a research project need not give any reason for their decision. Researchers should do what they can to see that people who decline to participate will suffer no disadvantage as a result of their decision.

2.2.20 Participants are entitled to withdraw from the research at any stage. Before consenting to involvement in the research, participants should be informed about any consequences of such withdrawal.

SECTION 4: ETHICAL CONSIDERATIONS SPECIFIC TO PARTICIPANTS

In addition to the ethical considerations pertaining to all research participants, specific issues arise in the design, conduct and ethical review of research involving the categories of participants identified in this section.

Children and young people

Research involving children and young people raises particular ethical concerns about:

- their capacity to understand what the research entails, and therefore whether their consent to participate is sufficient for their participation;

- their possible coercion by parents, peers, researchers or others to participate in research; and
- conflicting values and interests of parents and children.

These considerations apply to all research involving children and young people. However, they assume special prominence in educational and health research, where there are particular tensions between not placing children at risk in studies of new interventions and the need for knowledge about how such interventions are best used for children.

Researchers must respect the developing capacity of children and young people to be involved in decisions about participation in research. The child or young person's particular level of maturity has implications for whether his or her consent is necessary and/or sufficient to authorise participation. Different levels of maturity and of the corresponding capacity to be involved in the decision include:

- A. infants, who are unable to take part in discussion about the research and its effects;
- B. young children, who are able to understand some relevant information and take part in limited discussion about the research, but whose consent is not required;
- C. young people of developing maturity, who are able to understand the relevant information but whose relative immaturity means that they remain vulnerable. The consent of these young people is required, but is not sufficient to authorise research; and
- D. young people who are mature enough to understand and consent, and are not vulnerable through immaturity in ways that warrant additional consent from a parent or guardian.

It is not possible to attach fixed ages to each level – they vary from child to child. Moreover, a child or young person may at the one time be at different levels for different research projects, depending on the kind and complexity of the research. Being responsive to developmental levels is important not only for judging when children or young people are able to give their consent for research: even young children with very limited cognitive capacity should be engaged at their level in discussion about the research and its likely outcomes.

Justice

4.2.4 When children and young people are not of sufficient maturity to consent to participation in research, it is justifiable to involve them only when:

- a. it is likely to advance knowledge about the health or welfare of, or other matters relevant to, children and young people; or
- b. children's or young people's participation is indispensable to the conduct of the research.

Beneficence

4.2.5 The circumstances in which the research is conducted should provide for the child or young person's safety, emotional and psychological security, and wellbeing.

Respect

4.2.6 Researchers should be attentive to the developmental level of children and young people when engaging them in understanding the nature and likely outcomes of research, and when judging their capacity to consent to the research.

4.2.7 Except in the circumstances described in paragraphs 4.2.10 and 4.2.11, specific consent to a child's or young person's participation in each research project should be obtained from:

- a. the child or young person whenever he or she has the capacity to make this decision; and
- b. *either* one parent, except when, in the opinion of the review body, the risks involved in a child's participation require the consent of both parents; *or* the guardian or other primary care giver, or any organisation or person required by law.

4.2.8 An ethical review body may approve research to which only the young person consents if it is satisfied that he or she is mature enough to understand and consent, and not vulnerable through immaturity in ways that would warrant additional consent from a parent or guardian.

Standing parental consent

4.2.10 'Standing parental consent' enables parents to give standing consent (for example at the beginning of each school year) to their child's involvement in certain types of research in the school setting during that year. Under standing consent, parents are notified of each project, but are not required to give further consent for each project. They should be reminded with each notification that they may withdraw their consent for that project, and also may withdraw their standing consent at any time.

Best interests of the child

4.2.13 Before including a child or young person in research, researchers must establish that there is no reason to believe that such participation is contrary to that child's or young person's best interest.

4.2.14 A child or young person's refusal to participate in research should be respected wherever he or she has the capacity to give consent to that same research. Where a child or young person lacks this capacity, his or her refusal may be overridden by the parents' judgement as to what is in the child's best interest.

People with a cognitive impairment, an intellectual disability, or a mental illness

The three kinds of condition discussed in this chapter are different. They are discussed in the one chapter, however, because many of the ethical issues they raise about research participation are very similar.

People with a cognitive impairment, an intellectual disability, or a mental illness are entitled to participate in research. While research involving these people need not be limited to their particular impairment, disability or illness, their distinctive vulnerabilities as research participants should be taken into account.

The capacity of a person with any of these conditions to consent to research, and the ability to participate in it, can vary for many reasons, including:

- the nature of the condition;
- the person's medication or treatment;
- the person's discomfort or distress;
- the complexity of the research project;
- fluctuations in the condition. For example, while intellectual disability is usually permanent, cognitive impairment and mental illness are often temporary or episodic.

Even when capable of giving consent and participating, people with these conditions may be more-than-usually vulnerable to various forms of discomfort and stress.

Research merit and integrity

4.5.1 The research design should take into account factors that may affect the capacity to receive information, to consent to the research, or to participate in it. These factors may be permanent or may vary over time.

4.5.2 Care should be taken to determine whether participants' cognitive impairment, intellectual disability or mental illness increases their susceptibility to some forms of discomfort or distress. Ways of minimising effects of this susceptibility should be described in the research proposal.

Beneficence

4.5.4 Because of the participants' distinctive vulnerability, care should be taken to ensure that the risks and any burden involved in the proposed research are justified by the potential benefits of the research.

Respect

4.5.5 Consent to participation in research by someone with a cognitive impairment, an intellectual disability, or a mental illness should be sought either from that person if he or she has the capacity to consent, or from the person's guardian or any person or organisation authorised by law. Where the impairment, disability or illness is temporary or episodic, an attempt should be made to seek consent at a time when the condition does not interfere with the person's capacity to give consent.

4.5.6 The process of seeking the person's consent should include discussion of any possibility that his or her capacity to consent or to participate in the research may vary or be lost altogether. The participant's wishes about what should happen in that circumstance should be followed unless changed circumstances mean that acting in accordance with those wishes would be contrary to the participant's best interests.

4.5.7 Consent under paragraph 4.5.5 should be witnessed by a person who has the capacity to understand the merits, risks and procedures of the research, is independent of the research team and, where possible, knows the participant and is familiar with his or her condition.

4.5.8 Where consent has been given by a person authorised by law, the researcher should nevertheless explain to the participant, as far as possible, what the research is about and what participation involves. Should the participant at any time recover the capacity to consent, the researcher should offer him or her the opportunity to continue participation (under the terms of paragraph 4.5.6) or to withdraw.

4.5.9 Researchers should inform HRECs how they propose to determine the capacity of a person with a cognitive impairment, an intellectual disability, or a mental illness to consent to the research. This information should include:

- a. how the decision about the person's capacity will be made;
- b. who will make that decision;
- c. the criteria that will be used in making the decision; and
- d. the process for reviewing, during the research, the participant's capacity to consent and to participate in the research.

4.5.10 Refusal or reluctance to participate in a research project by a person with a cognitive impairment, an intellectual disability, or a mental illness should be respected.

APPENDIX IV: Thesis Preparation: Critical Features

Introduction

- Is the rationale for the study made plain?
- Are the experimental hypotheses precisely stated, and are the implications of any alternative results clearly described?
- Are there any logical flaws either in the arguments leading up to the generation of the experimental issues or in the description of the possible conclusions that could be drawn from the various possible patterns of results?

Methods

- Are the techniques and procedures appropriate to the question at issue?
- Are the methods, the apparatus, and the procedures clearly described?
- Is the experimental design a sound one?

Results

- Are the results presented clearly? Is the best possible use made of tables and figures?
- Are the essential data available for inspection?
- Are the results presented fairly, with no attempt to bias their interpretation in a particular direction?
- Is the statistical analysis appropriate to the design and the data?

Discussion

- Has the author made clear the relationship between the results and the hypotheses and possible outcomes that were described in the Introduction?
- Have all of the results been taken into account and evaluated?
- Are the conclusions that the author claims to have established justified by the data or is the case either over-stated or logically unsound?
- Have any shortcomings in the experiment been recognised by the author? Have appropriate suggestions been made concerning their possible improvement in future studies?
- Does the author show the way forward, by describing the next step in the chain of reasoning and how it might be investigated?

General considerations

- Is the thesis well-presented? Is it well-written, with proper attention paid to APA style, punctuation, spelling, and grammar?
- Is the thesis appropriately concise, succinctly reporting the relevant issues in a parsimonious manner without compromising clarity?
- Have the structural conventions for scientific reports have been observed?
- Are formal details such as the contents list, figures and their legends, citations and the reference list, and the Appendices, all correctly presented?
- Taking all of the above into account, together with the supervisor's report, an overall mark for the thesis as a whole will be arrived at. This mark is 100% of the marks available for the thesis unit.

APPENDIX V: Assessment Criteria (Honours Thesis)

Abstract:

- The abstract should be (i) complete, (ii) accurate (reflect the purpose and content of manuscript); (iii) self contained (abbreviations defined, jargon explained); (iv) clear and concise.

Introduction:

Students are expected to:

- outline a context for where the research fits into existing body of knowledge
- provide a sufficient literature review
- clearly lay out the experimental question and described the implications
- establish the experimental and logical rationale for the research question
- show signs of integration and critical appraisal of the previous literature
- be clear and concise.

Methods and Results:

Students are expected to:

- provide enough information to be able to replicate the experiment in a way that can be easily understood by a non-expert in the field.
- provide a clear description of the design and analysis techniques involved
- present and analyze the data in a logical and systematic way
- communicate the results of analysis with appropriate tables, graphs, and text
- report the results objectively
- be clear and concise.

Discussion:

Students are expected to:

- present a clear summary and interpretation of the results in the context of the information and expectations from the introduction
- clearly justified any conclusions in a way that is logically sound and not overstated
- provide an interpretation of the current findings with respect to how the results add to the current literature
- provide a critical appraisal of how the results add to the literature
- outline the next logical step in the overall research endeavor described and elaborated in the introduction
- be clear and concise

Coherence:

Students are expected to:

- present an integrated, coherent argument with conceptual linkages across the sections that is sustained across the entire thesis as a whole (e.g. the thesis should read as if written by a single coherent voice throughout)

Style/Format:

- the format and referencing should conform to the guidelines specified in the honours handbook
- the document should be free of problematic grammar, typographical and punctuation errors

APPENDIX VI: 310/11 Presentation form**School of Psychology****The University of Western Australia****3310/3311 Honours Student Presentation**

Please have this form signed by the 3310/3311 topic coordinator and return it to the Psychology main office.

Student Name: _____

3310/3311 Topic: _____

Topic Coordinator Signature: _____

APPENDIX VII: Guidelines for preparing talks

Giving Talks

You will have to give several talks during the year, culminating in a talk on your research findings at the Honours conference held at the end of the year. All your talks are expected to be delivered via PowerPoint with the aid of a data projector. Here are some tips to help you prepare spoken presentations.

Clear and simple

It is much better to risk over-simplifying than to risk losing the audience. You can always describe complexities subsequently in response to questions if necessary.

Rehearse, rehearse, rehearse

Every professional does it, and the less experience you have the more you need to rehearse. There are three major reasons for rehearsing. First, so that you get the words right. Second, so that having done it several times you will not be so handicapped with nerves as you otherwise might be. Third, so that you get the timing right. One give-away sign of the amateur presentation is the frantic gabble in the closing minutes. This cannot happen if you rehearse the talk, in full, as many times as it takes to discover how much material you need to cut out.

Practice

You cannot always rehearse fully in the place where you are to give your talk. Nonetheless, you can check ahead of time things such as exactly how you advance slides in PowerPoint, how you use the microphone if there is one, whether you can see a clock if you need to, and so on. The importance of the visibility of your visual aids is so important it deserves a whole section of its own:

Visual aids

Always run through any PowerPoint slides you intend to show. Check for correct sequence, animation (if any), and visibility from the back of the room. As a general rule, don't use text smaller than about

24 Point: this size

and - therefore - don't have too much text on any one slide.

Timing

This was mentioned under "rehearsal" above but it is so important that it deserves a separate section to emphasise it. It is good practice to mark the point in your notes where you should be when you are three minutes from the end, and ask the chairperson to give you a 3-minute warning. A flurried finish leaves a bad impression. A cool measured ending leaves a good impression.

Notes

At all costs DO NOT read out from a script. In general, the briefer your notes, the better. If you have rehearsed properly, you will know what to say and even what phrases you want to use, and you will probably be cool and confident. Brief notes on index cards are an excellent

system which many professionals use.

We suggest you concentrate on conveying some or all of the following key items of information.

(a) Broad theoretical context of your study.

This does not mean a detailed literature review, just an outline of the general field of study.

(b) The precise issue that your study is concerned with.

This could be presented as one or more specific questions each in the form of a simple sentence with a question mark at the end.

(c) Exactly how you are setting about answering the question(s).

Describe the experiment or other investigative procedure that you are using.

(d) What the possible outcomes are and what you might conclude from each.

When you have completed the study and analysed the data:

(e) What your results are.

(f) What you conclude from those results.

(g) What experiment you wish you had done instead, or what experiment needs to be done next.

APPENDIX VIII: Example talk appraisal form**School of Psychology****The University of Western Australia**

Presenter's Name: _____

CONTENT

Topic outlined clearly					Outline lacked clarity
Ideas logically connected					Little cohesion of ideas
Some critical analysis					Mostly descriptive
Stimulated thought					Did not simulate

PRESENTATION

Clear voice					Could not hear/understand
Enthusiastic					Listless
Good use of overheads					Poor use of overheads
Interesting/varied techniques					Techniques uninteresting/lacked variety
Provoked discussion					Failed to stimulate discussion

GENERAL COMMENTS

APPENDIX IX: Application for a Psychology Local Network Account

ONLY staff and fourth year students onwards are eligible.

"This account will give you login access to computers connected to the psychology network other than those available in teaching labs and general access rooms (G25, 1.45, 304, CSC, Clinic). You will only require this account if you have access to a computer inside a research lab or in your office. For students requiring access to computers in teaching labs and general access areas you will not require a personal account – login details will be provided in classes."

Please supply the details requested below and sign to indicate your acceptance of the conditions of use. These conditions are essential for security and to protect us against copyright violations. This account will not give you access to computers in teaching labs (see above). Your assigned user name should be the same as your UWA email 'student' account. You also need to identify the location of the computers you will be using so correct access permissions can be set.

First Name: _____
 Last Name: _____
 UWA assigned user name _____
(eg smithp01)
 Staff/Student Number: _____
 Course Name (eg BAppSci) _____ Year (eg 4th): _____
 Honours: YES / NO
 Location of computer you will be using : _____

I have read, understood and fully accept the conditions outlined below.

Signature: _____ **Date:** _____

CONDITIONS OF USE:

1. You have read and understood the University of Western Australia's computer and software regulations.
2. Please change issued password as soon as possible.
3. You must not divulge your password to anyone.
4. You must not allow anyone else to use your account.
5. You must not corrupt or change any of the software or hardware on the system.
6. You must not interfere with any other person's use of the system.
7. You must not load or transfer any unauthorised programs or software onto the computers or attempt to gain access to other users data.

Any breach of these conditions is likely to result in your account being removed and you may face criminal charges.

OFFICE USE ONLY

Login: _____ Temporary Password: _____