



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Your Guide to the Honours in Psychology 2025

**A COMPREHENSIVE GUIDE FOR BACHELOR OF PSYCHOLOGY (HONOURS)
AND BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS) CANDIDATES**

(last updated on 21/01/2025)



Foreword

This Honours guide is intended to provide information to potential and current students of the Psychology Honours program at this University. Chapters 1 to 5 are particularly useful to potential Psychology Honours applicants, while Chapter 6 and beyond contain relevant information to students enrolled in the Psychology Honours program.

This Honours guide has taken scores of hours to put together and is updated regularly. Together with other documents on the School, Faculty and University websites and a bit of common sense, it should give the student clear and complete information about all aspects of Honours. If you do have additional questions, please consult this document, subject outlines and Moodle sites first.



TABLE OF CONTENTS

Foreword	2
TABLE OF CONTENTS	3
Key Contacts	5
Key Information	5
Key Dates	6
(Check UOW timetable for details and exact dates of session start etc.)	6
1. To Whom Is This Guide Relevant?	7
1.1. Honours Courses in Psychology	7
1.2. Honours Entry Requirements	7
2. The Aims and Purpose of Honours	8
2.1. Aims and Purpose of the Honours Program	8
2.2. Course Learning Outcomes of the Honours Program	8
3. The Honours Degree, Psychological Practice, and Postgraduate Courses	9
4. Getting into Honours; Getting Started	10
4.1. Admission Requirements	10
4.1.1. Current Wollongong Bachelor of Psychology (Honours) students	10
4.1.2. Students seeking entry into the Bachelor of Psychological Science (Honours) Course (i.e., Course 353)	10
4.2. Honours Entry Quota and Improving Marks if You Don't Get in 1st Time	12
4.3. Applying	12
4.3.1. When to apply and finishing your 200 and 300 level subjects	12
4.3.2. If your final marks are going to be late	13
4.3.3. If some of your marks come from overseas universities – e.g. study abroad program	13
4.4. The Selection Procedure	13
4.5. Finding Out – Provisional Offers For Honours	13
4.6. Responding to the Offer	13
4.7. Enrolling	13
4.8. Paying for the Courses	14
5. The Honours Program in Brief	15
5.1. Subjects and Requirements	15
5.2. Part-Time and Mid-Year Start	15
5.3. Changing from Full to Part-time in Honours	15
6. Facilities for Psychology Honours Students	16
6.1. Computers, Labs and Related Facilities	16
6.2. Communicating in Honours	16
6.3. General Communication Guidelines in the School of Psychology – Adapted to Honours	17
7. More Details on the Thesis Research Project	18
7.1. Assigning Research Topics for PSYC410	18
7.1.1. Starting early on the research project	18
7.1.2. Statistical advice for your research project	18
7.1.3. Data collection via SONA	18
7.2. Honours Research Group (Annual)	20
7.3. Research Progress: Requirements and Milestones over the Year for PSYC410	21
7.3.1. Poster presentation of honours research proposal	21
7.3.2. The written literature review (i.e., Introduction chapter)	22
7.3.3. Ethics Certification and simplified ethics application	22
7.3.4. The written Methods chapter	22
7.3.5. Data analysis presentation	22
7.3.6. The written Results chapter	22



7.3.7. The written Discussion chapter	22
7.4. What Should Your PSYC410 Honours Thesis Write-Up Look Like?	23
7.5. Submitting written drafts of the PSYC410 thesis for feedback	27
7.6. Submitting the PSYC410 Honours Empirical Thesis	27
7.7. Evaluation of the PSYC410 Thesis.....	28
7.7.1. Getting reports on the research thesis	28
7.8. Quality Assurance Process.....	28
8. Other Aspects of Honours: Responsibilities, Conduct, Sources of Information and Miscellaneous Matters.	29
8.1. Supervisor and Student Responsibilities.....	29
8.2. Academic Consideration, Extensions and Lateness Penalties for Assignments.	30
8.3. The End of the Year: Results and Other Things	31
8.4. Prizes and Awards.....	31
9. Sources of Information about Honours, University Policies, Procedures and Student Services	32
APPENDICES	34
APPENDIX A Honours Topics List for 2025	35
APPENDIX B marking procedure for Honours theses.....	86
APPENDIX C Student's Report on Supervision of Honours Research.....	99
APPENDIX D Supervisor Report on Honours Students, for Examiners	109
APPENDIX E Mid year progress report template	111
Appendix F.....	115
Student and Supervisor roles and responsibilities agreement.....	115



School of Psychology, University of Wollongong

Honours Guide 2025

Please read this guide carefully before you approach staff with queries. You should get the answers to most of your questions about the program in this Guide.

Key Contacts

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Head of School: Prof Karena Burke
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Psychology Resources and SONA: Michelle Summerhayes Rm 22.G16A
(msummer@uow.edu.au)

Student Support: **Email:** support-wellbeing@uow.edu.au
<https://www.uow.edu.au/student/support-services/>

Psychology Honours webpage: <https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/honours-programs/#d.en.136560>

Key Information

Course brochures, current notices and information such as application details, are publicly available from the dedicated Honours web page all year round: <https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/honours-programs/#d.en.136560>



Key Dates

(Check UOW timetable for details and exact dates of session start etc.)

Key Dates	Task/Event
October 31 st 2024	Deadline for Honours applications
Late November 2024	Available honours research topics posted on Psych Honours Web Page
December 7-9 th 2024	First round of provisional offers made to successful applicants; all successful applicants to be notified of application outcome via email
December 20 th 2024	All honours thesis supervisor allocations finalised – allocation of primary supervisors sent via email to students and supervisors
Early February 2025	Honours students in their thesis year to contact thesis supervisor and commence working on research topic Welcome meeting for Honours students via Zoom; introduction to issues important to successful completion of Honours research and coursework requirements
<i>Autumn Session (S1)</i>	
March 2025	Autumn Session: Honours classes start
Monday 3 rd March 2025	1 st PSYC410 seminar – All Honours students attend even those not doing PSYC410 this year
Monday 30 th June 2025	Last day to submit PSYC410 draft Introduction chapter to Supervisor
<i>Spring Session</i>	
Monday 28 th July 2025	Spring Session: Honours classes restart
Monday 4 th August 2025	Last day to submit PSYC410 draft Methods chapter to Supervisor
Monday 8 th Sept 2025	Last day to submit PSYC410 draft Results chapter to Supervisor
Monday 22 nd Sept 2025	Last day to submit <u>revised</u> PSYC410 Introduction, Methods and Results chapters to Supervisor
Monday 13 th Oct 2025	Honours Empirical Theses due
Thursday 4 th December 2025	Final marks for PSYC410 thesis and overall Honours grades released



1. To Whom Is This Guide Relevant?

1.1. HONOURS COURSES IN PSYCHOLOGY

The Psychology Honours Program at the University of Wollongong is taken by students enrolled in one of the following degrees:

1. **Bachelor of Psychology (Honours) [BPsyc (Hons)]:** This is the final year in the four-year Bachelor of Psychology (Honours) degree for students who are currently undertaking Course 866, Course 867, Course 354 or Course 1701; and
2. **Bachelor of Psychological Science (Honours) [BPsycSc (Hons) – Course 353]:** This is a one-year Honours program for candidates who have completed an APAC-accredited three-year undergraduate psychology degree (or equivalent). Eligible candidates include UOW students who have completed a three-year undergraduate degree with a major in psychology, as well as external applicants from other APAC-accredited institutions.

1.2. HONOURS ENTRY REQUIREMENTS

Refer to Section 4 of this Guide.



2. The Aims and Purpose of Honours

2.1. AIMS AND PURPOSE OF THE HONOURS PROGRAM

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

2.2. COURSE LEARNING OUTCOMES OF THE HONOURS PROGRAM

On successful completion of the course, students will be expected to have achieved the following course learning outcomes:

1. Demonstrate advanced theoretical and technical knowledge of core topics in the discipline of psychology and their applications, including knowledge of the theoretical and empirical bases underpinning the construction, implementation, and interpretation of widely used cognitive and personality assessments, and evidence-based psychological interventions;
2. Demonstrate an advanced knowledge of research methods, knowledge of how the science and practice of psychology is influenced by social, historical, professional and cultural contexts, and knowledge of ethical behaviour in research and professional contexts;
3. Demonstrate an advanced ability to apply research methods to address psychological questions related to behaviour and mental processes;
4. Analyse critically, evaluate and transform information from research literature and other sources to complete a range of activities;
5. Produce advanced written work that demonstrates analysis and synthesis of information, and novel problem solving to complex problems, and orally present information in various formats;
6. Exhibit a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology;
7. Demonstrate autonomy, well-developed judgement, adaptability and responsibility in apply critical thinking skills and knowledge of scientific method to evaluate and investigate claims regarding psychological phenomena; and
8. Use information in an ethical manner and apply knowledge of ethical and legislative requirements to determine appropriate ethical conduct in a range of contexts.



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

The Honours program is a 4th Year of study accredited by the Australian Psychology Council (APAC). It is available to graduates who have a major in psychology (though their major has to have included certain specific components that make it more than just a simple major – see the University Website for details), and to students who have completed the first three years of the Wollongong Bachelor of Psychology (Honours) Program to the standard required.

Psychology Honours is a route to Postgraduate research degrees in psychology and hence to a career in research and academic psychology. It is also a route to 5th and 6th Year Postgraduate training in applied areas of psychology, for example, clinical psychology, counselling psychology, organisational psychology, educational psychology, and sports and exercise psychology. Psychology Honours is a partial qualification for registration as a Psychologist with the Psychology Board of Australia – a post-degree supervision period also being required. It is this registration that entitles a person to practise as a psychologist in Australia.

Honours at Wollongong is set up to meet the requirements of external bodies such as the APS and the Psychology Board of Australia, but for information about these professional bodies, their regulations, and about post university practice as a psychologist, students should contact these bodies directly.



4. Getting into Honours; Getting Started

4.1. ADMISSION REQUIREMENTS

4.1.1. Current Wollongong Bachelor of Psychology (Honours) students

To be eligible to enrol in the final year of your four-year course, you must have satisfied all 100- to 300-level course requirements (i.e., maintaining the minimum performance requirement and completing all subject and credit point requirements). The following subjects should be the only remaining ones to be completed towards your degree: PSYC415, PSYC416, PSYC417, PSYC418, and PSYC410 (see Section 5.1 of this Guide for information on these subjects).

4.1.2. Students seeking entry into the Bachelor of Psychological Science (Honours) Course (i.e., Course 353)

4.1.2.1 UOW PSYCHOLOGY STUDENTS WHO COMMENCED THEIR DEGREE IN 2024 (OR EARLIER)

Please note that the following entry requirements apply **only to those who commenced their undergraduate psychology degree prior to 2025**.

To be eligible to apply for entry into Course 353 in 2025, University of Wollongong students must have at least a high credit average (i.e., 70+) in **Psychology subjects at 200 and 300 levels**. The subjects are those listed as requirements for Honours in the Undergraduate Calendar. However, because the number of places in honours is limited and entry to Honours is competitive, the threshold mark varies depending on the cohort of applicants. It is generally higher than 70%. For the 2025 intake, the weighted averaged mark (WAM) of the best 8 completed psychology subjects at 200- and 300-level, including PSYC325 and PSYC326 was used to calculate entry into Course 353.

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

To be **eligible to apply** for entry into Course 353 in 2025, make sure you have met all the following requirements, namely you have:

- completed all credit point requirements for a degree with a major in Psychology;
- completed PSYC324, PSYC325, PSYC326 and PSYC251;
- completed either PSYC327, PSYC328 or PSYC329 ;
- completed at least 76 credit points of Psychology subjects at 200- and 300- levels;
- **at least** a high credit average (i.e., 70+) for Psychology subjects at 200- and 300- levels.

4.1.2.2 UOW PSYCHOLOGY STUDENTS COMMENCING THEIR DEGREE IN 2025 (OR LATER)

Please note that the following entry requirements apply **only to those commencing their undergraduate psychology degree in 2025 or later** (i.e., those that will be applying for Honours in 2028 and beyond)

To be eligible to apply for entry into Course 353 in 2028, UoW students must have at least a high credit average (i.e., 72+) in **Psychology subjects at 200 and 300 levels**. The subjects are those listed as requirements for Honours in the Undergraduate Calendar. However, because the number of places in honours is limited and entry to Honours is competitive, the threshold mark varies depending on the cohort of applicants. It is generally higher than 72%.

For the 2028 intake (and beyond) entry to Course 353 will be calculated using the average of ten successfully completed core psychology subjects at 200- and 300-level.

These subjects are: PSYC231, PSYC234, PSYC236, PSYC241, PSYC250, PSYC251, PSYC324, PSYC325, PSYC326, PSYC358.

Students with a double major should draw the attention of the School (via the Honours coordinator) to their double major on their application. Students who have done some part of their degree overseas (e.g. exchange students) should



similarly alert the School (via the Honours coordinator) to this and attach details of marks and subjects completed overseas.

To be **eligible to apply** for entry into Course 353 in 2028 and beyond, make sure you have met all the following requirements, namely you have:

- completed all credit point requirements for a degree with a major in Psychology;
- successfully completed all subjects listed above (i.e., PSYC231, PSYC234, PSYC236, PSYC241, PSYC250, PSYC251, PSYC324, PSYC325, PSYC326, PSYC358)
- completed either PSYC327, PSYC328 or PSYC329;
- completed at least 76 credit points of Psychology subjects at 200- and 300- levels;
- **at least** a high credit average (i.e., 72+) for Psychology subjects at 200- and 300- levels.

4.1.2.3. NON-UOW APPLICANTS

Non-Wollongong graduates require an equivalent qualification (i.e. psychology major) from another tertiary institution accredited by APAC. They need also to be eligible to apply for Honours in their own university or, if their university does not have an Honours program, to have completed a 300-level psychological statistics/research methods subject equivalent to PSYC326. Entry is **highly competitive** and is calculated using all the applicant's marks from their accredited major in psychology. In order to be **eligible to apply**, applicants must have a GPA higher than 5 out of 7. All eligible applicants are then ranked according to marks in their psychology degree. Applicants with the top marks may then be made an offer for Honours entry.

The number of places available to non-UOW graduates is **extremely limited**. Usually only a very small number of places are offered to non-UOW graduates with outstanding undergraduate psychology grades. Hence, **the threshold mark for entry is typically much higher than that for Wollongong graduates**. The School of Psychology also reserves the right **not** to offer places to non-UOW graduates in any given year.



4.2. HONOURS ENTRY QUOTA AND IMPROVING MARKS IF YOU DON'T GET IN 1ST TIME

We take the maximum number of students that we can supervise, roughly 65 Honours students per year. Please note that the demand and marks of the applicants have been getting steadily higher over the years.

Students who are considering enrolling in additional 200- and/or 300-level psychology subjects should be aware that completing more subjects *per se* does not improve students' chance of gaining entry into Honours. In general, it is more beneficial *not* to over-enrol in subjects in any given semester. This will allow you to manage your study load better, thus enabling you to perform better in learning and assessment tasks.

Students keen to get into Honours, but whose marks are not high enough may repeat undergraduate psychology subjects, or do subjects that they previously did not do. However, students should be aware that better performance the second time in one or two subjects may move their average up only a small amount, and that there is no guarantee that the threshold mark for entry will not be even higher the following year. Consider the financial implications of your subject enrolment. Consider applying to more than one university also.

4.3. APPLYING

Non-Wollongong graduates and UoW non-BPsych(Hons) students may apply for entry to the Bachelor of Psychological Science (Honours) program (Course code 353). No new applications are accepted for entry into the BPsych (Hons) 4 year degree.

Note the following differences in application procedures:

1. **Bachelor of Psychology (Honours)** (4 year degree) students who intend to commence Honours in the upcoming year:
 - Fill out an [online expression of interest form](#) via the [School of Psychology's Honours website](#) to indicate their intent to commence the honours year.
 - **You must do this by Oct 31st the year before you wish to commence Honours.**
2. Applicants for the **Bachelor of Psychological Science (Honours)** (course 353):
 - Complete and submit an [Undergraduate Course Application Form](#) via UOW Future Students.
 - Internal applicants (i.e., UOW psychology graduates or current students) must additionally complete the [online expression of interest form](#) to express their intent to undertake the honours program in the upcoming year.
 - **You must do this by Oct 31st the year before you wish to commence Honours.**

Application forms of external applicants should be lodged with transcripts showing details of previous study.

Please note that there is no need for applicants to submit a research proposal or to identify an honours thesis supervisor when they apply for honours entry.

4.3.1. When to apply and finishing your 200 and 300 level subjects

Applications close on 31st October – **there is only one round of applications each year**. For the purposes of evaluating eligibility for Honours entry, students need to be currently completing – or have completed - the required number of 200- and 300-level psychology subjects by the time applications are processed by the School of Psychology in late November.

Similarly, Honours 4 year degree (B Psych Hons) students must complete all their required 200 and 300 level subjects – including any non-psychology subjects that are part of their course - before **actual enrolment** in Honours, and cannot "finish off" required 200 and 300 level subjects or undertake any other university subjects or courses at the same time as their Honours enrolment. This includes work for double majors in other Schools/Departments of the University.

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



Students are by default enrolled in the Honours degree full time. Part time applications can only be made under very special/exceptional circumstances. Contact the Honours coordinator if you think you may be eligible for part time study. Students **may not** change from full time to part time after they have accepted their provisional offer.

4.3.2. If your final marks are going to be late

If your final marks are going to be late – for example you are doing summer session subjects or have to take a deferred/supplementary exam, you still apply at the normal time in the normal way, but you must bring this to the attention of the Honours coordinator via email by mid-November at the latest. It is a requirement that all psychology 200 and 300 level marks are available by the end of November/first few days of December, so this is very important. Note that once your marks are finalised, it is your responsibility to send your updated transcript to the Honours coordinator.

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

If some of your marks come from overseas, say when you were on a study abroad program, bring this to the attention of the Honours coordinator via email, note this on your application form, and provide a transcript of your overseas results. These may be counted in your average, with appropriate adjustments made for differences in marking standards.

4.4. THE SELECTION PROCEDURE

After applications are received, and all the undergraduate marks for the second session are in, a WAM is calculated for each applicant according to the rules outlined above. Marks are generally available to the School in early December for most University of Wollongong students.

4.5. FINDING OUT – PROVISIONAL OFFERS FOR HONOURS

The first round of provisional offers of Honours places are made by the School usually between 7th and 9th December. At that point the offer is provisional, this is because (1) the School considers only the students' marks and is not responsible for, nor necessarily knows if the applicant has completed all the other requirements for entry (got a degree, finished non-psychology subjects etc.); (2) the School of Psychology itself cannot officially offer a place, but only recommends to the University Central Administration that a place be offered, and places are conditional upon students' confirmation of degree eligibility, etc.

4.6. RESPONDING TO THE OFFER

Students offered provisional places via email notification **must accept or decline their offer by 9am 13th December**. If they do not accept by email, or the School assumes the offer is declined. The offer will be made to the next most competitive applicant on the shortlist.

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

4.7. ENROLLING

Enrolment is a central university business, and enquiries should be directed there. In addition to official university enrolment, some subjects may use the computer enrolment system before the start of the semester to place students in



seminar classes. Queries about individual subjects should be directed to the subject coordinators for those subjects, not the Honours Coordinator.

4.8. PAYING FOR THE COURSES

Honours programs are Higher Education Contribution Scheme (HECS) courses, except for International Students. Paying HECS, finding out about loans and exemptions is a University (Central Administration) not a School matter. Enquiries should be directed to Future Students.



5. The Honours Program in Brief

5.1 SUBJECTS AND REQUIREMENTS

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

1. *PSYC410 Honours Empirical Thesis* (Annual subject; 24 credit points)
 - This subject includes attendance at PSYC410 seminars and Research group meetings.
 - The Empirical Thesis consists of an individually supervised research project presented as a **10,000-word thesis**
2. *PSYC415 Data Analysis* (Autumn Session; 6 credit points): This subject focusses on the selection and application of appropriate data analytic techniques in practical research.
3. *PSYC416 Psychological Assessment: Principles and Applications* (Autumn Session; 6 credit points): This subject introduces students to the principles and applications of psychological assessment.
4. *PSYC418 Honours Theory* (Autumn Session; 6 credit points): This subject focusses on key theoretical and metatheoretical issues in contemporary psychology.
5. *PSYC417 Psychological Intervention: Principles and Applications* (Spring Session; 6 credit points): This subject extends students' knowledge of the principles, applications, and research associated with a range of psychological therapies.

Check detailed descriptions of these subjects in the 2025 UOW course handbook:

<https://www.uow.edu.au/student/handbook/>

5.2. PART-TIME AND MID-YEAR START

Candidates eligible to complete Honours as part-time students must do PSYC415, PSYC416, PSYC417 and PSYC418 in the first year, and PSYC410 in the second year. Given the course structure of the Honours program, **mid-year start programs in Honours cannot be accommodated.**

5.3. CHANGING FROM FULL TO PART-TIME IN HONOURS

Students who have indicated that they will study full-time **may not** change to part-time studies once they have accepted their Honours offer. However, sometimes, **with special permission and in extreme circumstances**, students may change to part-time after they accept their offer. Students should apply to the School of Psychology's Teaching and Learning Committee via the Honours Coordinator in writing explaining the situation, with supporting documentation attached, and arrange for their supervisor to support them in their application. It is important to note that **students are entitled to two semesters of thesis supervision only**, and changing from full- to part-time affects the due date and the scheduling of the thesis, as well as other parts of the program.



6. Facilities for Psychology Honours Students

6.1. COMPUTERS, LABS AND RELATED FACILITIES

Computer Labs: There is an Honours computer lab in Room 41.101. More information about use of the space will be provided. The University also has computer labs in the Library.

Other Laboratory space: In addition to the computer labs, there are laboratories associated with the various areas of staff research in the School, for example, Cognition, Perception, Psychophysiology, Personality and Social Psychology and Applied Psychology research labs. Students may, under the supervision of their thesis supervisors, and depending on the kind of research they are doing, have access to these laboratory areas.

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

Resource Support: Psychological test materials will be available for Honours students to borrow with the permission of your tutor or supervisor. Resource Support also has electronic versions of past theses and books available for loan. As this office is no longer manned full time, please contact Michelle Summerhayes (msummer@uow.edu.au) in advance via email if you wish to visit or borrow a past thesis.

Library: In addition to the usual undergraduate borrowing rights, Honours students have access to inter library loans and other library privileges. To book a research consultation session with a UOW librarian, contact <https://uow.libwizard.com/consultation>.

6.2. COMMUNICATING IN HONOURS

E-mail: On registration all students are given an e-mail account, if they do not already have one from previous years. All important information is broadcast by e-mail to the student's university email addresses (organise your own forwarding if you want this) and students can send messages to staff, the Honours Coordinator and to supervisors. This is the main means of communication. Students should check it at least every few days for messages from the Honours Coordinator, etc.

It is the student's responsibility to avail themselves of the information given out in the PSYC410 seminars, on e-mail, and in the Guide, and the Psychology Honours Moodle site, and to let subject coordinators, supervisors or the Honours Coordinator as appropriate, know promptly by e-mail about matters (such as health or supervision problems) impeding the progress of their work. We also set up a general email address early in the academic year for *all* psychology Honours students (psychology_honours@uow.edu.au). This email address is generated by the School of Psychology administrative staff from the University subject enrolment lists, so if there is something wrong with your enrolment, you will not receive important email broadcasts. It is the students' responsibility to notice if they appear to be behind on the information that their fellow students are getting and are not receiving broadcast emails. Any student in this position should sort out enrolment with Admin, and then contact the Honours coordinator.

The first PSYC410 seminar in Week 1 is particularly important for setting students up for the year. It gives valuable information about resources, communicating and facilities. The School's Subject Timetable is posted as part of the official University Timetable (available to students online). Students are requested to please check the posted timetable. Details about tutorial/seminar times for particular subjects can be obtained from the subject timetable on SOLS.



6.3. GENERAL COMMUNICATION GUIDELINES IN THE SCHOOL OF PSYCHOLOGY – ADAPTED TO HONOURS

1. General enquiries about a specific subject should in the first instance be directed to the Coordinator for that specific subject (not the Honours Coordinator).
2. General enquiries about the processes of course enrolment in Honours should be directed to Future Students.
3. General enquiries about Honours should be directed to the Honours Coordinator. However, there should be little that you cannot learn about the course structure and procedures from this Guide. Please read this guide thoroughly before emailing questions or requesting appointments.
4. Lecturers are best approached immediately after a lecture or during their student consultation hours.
5. Group email addresses for Honours are set up early in the academic year. Email communication through these addresses, SOLS emails, and information on the 4th year Moodle sites, together with materials delivered in your classes, are required knowledge. Students cannot use ignorance of this information (“I didn’t get that email”) as an excuse for failure to complete tasks.
6. Email enquiries to staff members should include an appropriate subject heading. Please address the recipient of your message (so that your message is directed at the correct person). If your enquiry is concerned with a complex issue that is best discussed in person, please contact the relevant staff member to organise a suitable meeting time.

What you SHOULD expect from teaching staff:

1. That face-to-face or online consultation will be available (via appointment) at a fixed time each week with Senior Tutors and Lecturers, with times provided on the subject outline. Lecturers will also post their times on their office door.
2. That if, due to university-related commitments, students are unable to consult with their Senior Tutor/Lecturer at the posted times, they can arrange another time to meet, but not necessarily within a week.
3. If teaching staff are absent for a period that includes the consultation time, the likely return date will be posted on the Senior Tutor / Lecturer's office door or as part of their email automatic reply.
4. That one-to-one meetings with markers to obtain feedback on marked coursework be available upon request within 2 weeks of the work being returned.

What you SHOULD NOT expect from teaching staff:

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



7. More Details on the Thesis Research Project

This section contains practical information on the research project component of the psychology honours program. Students should refer to the PSYC410 subject outline for information on the following formal aspects of the honours empirical thesis subject:

- types of assessments and their relative weightings towards the PSYC410 final mark;
- teaching timetable and due dates for submission of written honours thesis and other material for assessment;
- policy regarding and penalties for late submission;
- criteria for evaluating PSYC410 assessment components;
- minimum attendance requirements; and
- system of referencing and the University policy on plagiarism.

7.1. ASSIGNING RESEARCH TOPICS FOR PSYC410

All information about the available research topics for PSYC410 (see Appendix A for 2025 topics list), together with instructions on when and how students can provide their preferences, is posted on the School of Psychology Honours website in early December prior to the year of their research. Students are given until early-mid December to consider these and make contact with potential supervisors. Students are then required to provide the School with their preferences by a specified date through an online system set up for the purposes. Following expression of the students' interests, students are assigned a supervisor and the list of allocations is posted on the School website. Students do not always get their top 10 (or even 20) supervisor preferences though every effort is made to arrange this. PSYC410 students do individual projects; each student is involved in all aspects of the research and is evaluated accordingly.

7.1.1. Starting early on the research project

An early start on the reading on the research topic is recommended – refer to Key Dates at the start of this Guide. Completed Honours theses are due at the start of Week 11 of Spring Session. Students, part- or full-time, are entitled to two semesters' supervision only.

7.1.2. Statistical advice for your research project

Honours thesis projects are expected to involve research designs that commensurate with the level of research design and analysis training that students have received to date. The corresponding statistical analyses to be reported in honours theses should reflect this expectation. Honours students and their supervisors are assumed to be sufficiently knowledgeable in conducting and interpreting statistics commonly used in their research area. Students should aim at conducting and reporting findings from relevant and appropriate statistical analyses for their study. There is no provision for UOW statistical advisors to offer statistical advice on honours research projects.

7.1.3. Data collection via SONA

Some Honours projects may require you to collect data from undergraduate psychology students in return for course credit. The SONA system has been set up to assist with this. Students wishing to collect data through SONA should contact Michelle Summerhayes (msummer@uow.edu.au) to set up an account. Please note that the SONA system is a finite resource and is shared amongst Honours and other post graduate students. As such, ***if your research requires a sample of over 250 participants***, you will be required to make a special request to the School of Psychology Research Participation Subcommittee, who will make a decision on the matter. Otherwise the system is capped so students may not collect over 250 participants' data in SONA.

Please also note that credit point allocations should be conducted in the following way:

Online research (e.g., participants complete a survey or other task remotely): 30 minute study = 0.5 credit points, 60 min study = 1 credit point, 90 min study = 1.5 credit points, and so on.

Face to face research (i.e., participants book a timeslot through SONA and then attend the university or other laboratory for data collection): 30 min study = 1 credit point, 60 min study = 2 credit points, 90 min study = 3 credit points, and so on.



Credit point allocations must match the timeframe that specified in the ethics application for the project. For example, if the student has ethical clearance for a 30 min study, they may not change this to 45 or 60 mins for the purposes of SONA. Students must not offer extra 'informal incentives' for participation (e.g., candy bars on arrival, etc) that are outside the bounds of their formal ethical clearance.



7.2. HONOURS RESEARCH GROUP (ANNUAL)

Taken in the same year and in conjunction with the Honours Thesis PSYC410

The School runs a number of Honours Research Groups for Honours students. The groupings vary from year to year. In recent years they have included research groups in Developmental and Social Psychology, Health Psychology, Mental Health and Clinical Psychology, Perception and Experimental Psychology; and Psychophysiology, Neuropsychology and Psychopharmacology. Each research group is expected to consist of two or more academic staff members at the School of Psychology. During the year of their empirical thesis research, and as part of PSYC410 students are assigned to these according to their research topic and their supervisor's affiliation. Each Honours Research Seminar group has its own meeting schedule - the key contact person of each group is in charge of determining its meeting dates and format with group members early in Autumn Session. **Attendance is compulsory** and makes up part of the Honours requirement. It is the responsibility of the Supervisor with others in their research area, not the Honours Coordinator, to make sure that Honours students under their supervision have an Honours Research Seminar to attend and that it conforms to the form set out below.

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

Honours Research Groups, Program Summary

Components and approximate timetable:

- a) First few weeks of Autumn Session: Students discuss their draft research proposals and plans for their study
- b) Around mid-term Autumn Session: All Honours students present their research proposals face to face to their research group.
- c) After research week in Autumn Session, the group convenor will organise a schedule for meetings so that students can discuss their work-in-progress with the group.
- d) Depending on the schedule organised by the staff in the group and the group convenor, students will be given further opportunities to make presentations of work-in-progress (data analysis etc) to the group. This usually occurs early-mid Spring session, but varies according to group.

Attendance at Honours Research Groups

Research seminars are the primary forum for Honours presentations, and attendance at scheduled talks is compulsory. Should restrictions on gatherings be in place, research group seminars may be held via Zoom. More information will be provided by the convenors of each group closer to the date of commencement. The Honours Research Groups are closely associated with Honours thesis work and its supervision.



7.3. RESEARCH PROGRESS: REQUIREMENTS AND MILESTONES OVER THE YEAR FOR PSYC410

7.3.1. Poster presentation of honours research proposal

All students in their research year present a poster presentation of their research proposal by the end of week 7 in Autumn Session. More information about the exact times, and about posters is given out in the PSYC410 subject outline and at the PSYC410 seminar.

The research proposal poster presentation is based on what is often done at academic conferences. It allows many simultaneous displays of research information (in this case a proposal rather than a completed study) and an opportunity for interested onlookers to interact with the presenter(s).

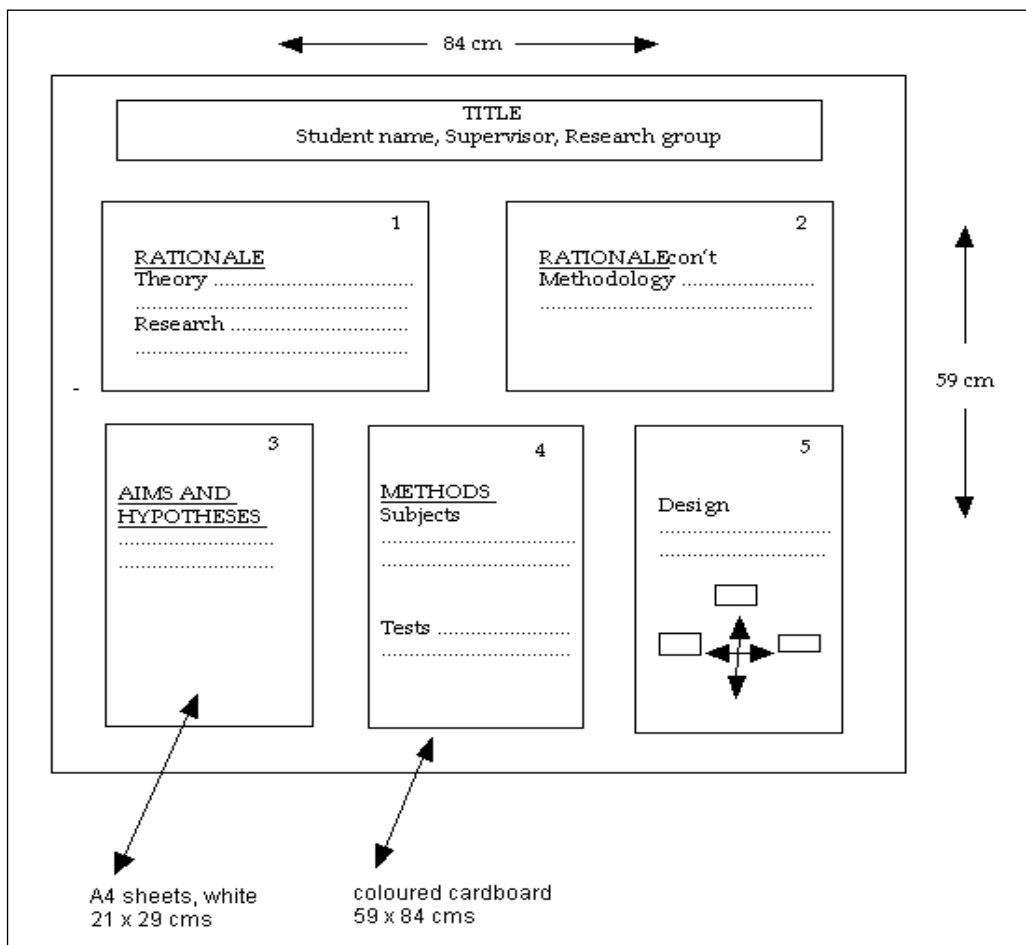
A poster presentation must be readable quite quickly at a distance of up to a metre or two. There may be several people looking at it at the same time. It should contain only the essentials of your proposed study, clearly set out.

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

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

Students may elect to prepare their research proposal poster electronically (e.g., using PowerPoint) and have it printed at Officeworks or another low-cost printery.

Posters are also submitted via Moodle by the end of week 7.



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

7.3.2. The written literature review (i.e., Introduction chapter)

Due for submission to Supervisor by 4pm Monday 24th June at the latest. See Section 7.5 for information about the Literature Review. A progress report is also due at this point. Please see template located in Appendix E.

7.3.3. Ethics Certification and simplified ethics application

As part of their research training, all students in their research year are expected to gain hands-on experience with preparing a research proposal for their research project and considering its ethical implications. This hurdle requirement is applicable to all students, including those whose project “tags on” to their supervisor’s existing research with current ethics approval. Students are required to submit the simplified research ethics application pro forma specific to their PSYC410 research project (including all appendices and attachments) via the Psychology Honours Moodle site. Refer to the PSYC410 subject outline for the due date of this assessment task in Autumn Session.

7.3.4. The written Methods chapter

Due to Supervisor by 4pm Monday 29th July at the latest. See Section 7.5 for information about the Methods chapter.

7.3.5. Data analysis presentation

This is a hurdle requirement that encourages students to think critically about the data analysis requirements for their research project. This assessment requires (i) a succinct recapitulation of the study’s major research aims and hypotheses, (ii) an outline of the research design, (iii) an appropriate data analysis plan and statistical procedures involved. Detailed requirements will be discussed at a PSYC410 seminar early in Spring Session. This presentation is scheduled within honours research groups, and will take place around mid-term in Spring Session.

7.3.6. The written Results chapter

Due to Supervisor by 4pm Monday 2nd September at the latest. See Section 7.5 for information about the Results Section.

7.3.7. The written Discussion chapter

The Discussion section *is not allowed to be read in draft by your supervisor*, though you may discuss themes and ideas with them. Students should aim at completing a full draft of the Discussion chapter **at least three weeks** before the thesis due date. This will allow for ample time for completing, editing and proof-reading the entire thesis before it is due for submission.



7.4. WHAT SHOULD YOUR PSYC410 HONOURS THESIS WRITE-UP LOOK LIKE?

Examples are in the School of Psychology's Resource Support – look for past Honours Theses housed there. The current edition (APA 7) of the Publication Manual of the American Psychological Association has detailed information about every aspect of form and style. There are also many shorter guides to APA format available on the web, often set out by schools of psychology for Postgraduate students; a simple Google search will find these. Look for information on dissertation or thesis form, rather than just for publication submission. Your undergraduate handouts will help, and of course the library also has books on the subject of writing for psychological research. Lastly, your supervisor is a further source of advice and support for your thesis preparation.

Components of the Honours Thesis

Cover Page:

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

Certification Page

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

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

(Signature)

[†] ***This section may be omitted*** if there are issues of confidentiality with the work but this must be discussed with the supervisor.

Acknowledgments

(If required)



Table of Contents

Provide an index of the starting page number for each chapter and major section of the thesis.

A word count that covers all writing from the **first sentence of the Introduction up to the last sentence of the Discussion** must be included at the foot of the contents page. **Exclude** the following from the word count:

- Table of Contents
- Numerical tables (including table title and legend)
- Acknowledgments
- Abstract
- References section
- Appendices

Please note that words used in Figures and Qualitative tables are counted.

Do not put content properly belonging to the body of the thesis in appendices.

Abstract

One page (250 - 350 words), actually written last, but following the cover page, serves to: (a) summarise for the reader the basic purpose, structure, and results of the study, and (b) refresh the reader's memory on salient points in the thesis.

Introduction

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

Review of literature:

Speak with your supervisor about the components of this section. There should be a coherent flow of information that: (a) explains the conceptual framework of your study, (b) describes general concepts and terms in this area of psychological research, and (c) examines specific studies - both early and recent - that provide a rationale for, and justify, your study. This section may end with a section called "Summary" although this is up to your supervisor.

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

Significance of the Study

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

Statement of the Problem

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



Hypotheses

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

Below are some important things to consider in writing your Introduction.

Definitions

Note the importance of listing key terms and providing definitions that are applied specifically in your study. For example, some terms or concepts have various definitions. How are they defined in your study? Do not assume that your reader has any expert knowledge in your specific area of research. It is up to you to ensure that all relevant terms and concepts are defined sufficiently clearly to *all types of readers*.

Assumptions

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

Bear all of the above in mind as you consider methodological issues relevant to your chosen topic of research and the choices you make for your study's design.

Limitations

Every study has limitations. These are possible shortcomings, which either cannot be controlled or are the results of the delimitations imposed by the researcher. For example, there is a limitation in all instruments in which the participant responds to questions about his or her behaviour or attitudes about the truthfulness of the responses. All self-report data collection procedures have inherent limitations. Other examples of limitations include the participant's reading ability in completing your survey, and examining residents from a very specific geographical location only. These considerations are important because they help you identify the scope of your study.

Delimitations

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

Bear in mind that it is your responsibility to clearly justify the choices you make towards the design of your study at the outset. Do not leave it to your reader to infer the rationale behind your decision making.



Method

Participants

Describe participants' characteristics. This is important for your reader to evaluate the generalisability of your study's findings.

Equipment/Materials/Instruments

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

Procedures

Describe how study was carried out in detail and in proper sequence. This is important for your reader to evaluate the merit of your study and to potentially replicate it.

Results

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

Discussion

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

References

Refer to the current edition of the APA Manual. In 2023, this will be APA 7. It is the definitive source for citing all types of references, with excellent examples by reference types.

Appendices

Do not put content properly belonging to the body of the thesis in appendices. In principle, the examiners should be able to read and assess your thesis without reference to Appendices. Consult your supervisor around what might be relevant to include as an appendix to the thesis.

Other formal considerations

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



7.5. SUBMITTING WRITTEN DRAFTS OF THE PSYC410 THESIS FOR FEEDBACK

Students are asked to submit written drafts of the Introduction, Methods, and Results chapters to their supervisor for feedback (see Section 7.4 for information on requirements and milestones). For equity reasons, if an honours student's project has more than one thesis supervisor, **only the primary supervisor** should comment on written drafts of the student's thesis.

To further promote equity across the entire PSYC410 cohort, the primary supervisor may read and comment on two written drafts of the student's Introduction, Methods, and Results chapters only. The written Discussion chapter must be entirely the student's own work. **Honours students should not request or accept offers to have their Discussion chapter read and/or commented on by their supervisor or other members of their research group;** doing the contrary would severely compromise the integrity of all those involved. Refer to Section 8.1 for further details on the responsibilities of honours supervisors and students.

7.6. SUBMITTING THE PSYC410 HONOURS EMPIRICAL THESIS

When? 4:00 pm on Monday of Week 11, Spring Session.

Where? Submit electronically via an Online Thesis Submission Tool (OTST). The web link to the OTST and instructions for submission will be available from the PSYC410 Moodle site in the latter part of Spring Session each year.

Note: Submitting the thesis via the OTST records a date and time for the submission and does away with the need for a signed assignment cover sheet, even where the student has to hand in a hard copy separately.

Binders: If students wish they may like to print and bind their thesis – however this is no longer a requirement, as all submissions are now electronic. If you would like to bind your thesis, use a comb binder, available from the Unishop or Officeworks, and a stiff cover for the front and back. Honours students should bind their theses with a *blue* cover and blue comb binder. If you are printing your thesis for binding, the left hand margin must be 4 cms to enable it to be easily read. The front cover should include the Title, Student's name, Course and year (all centred). For example:

Self Esteem in the Decorticate Louse: A Phenomenological Study

Jane Smith

Psychology Honours

202x

Format: APA style (version 7). It must be double spaced and single-sided. Australian English, not American English, spelling is preferred.

Size: Yes, it matters. The Honours thesis length is 10,000 words (maximum). Markers take into account the capacity of the student to express the material within that length. The informal “+10% rule” does not apply to the Honours thesis; **do not exceed the 10,000 word limit.**

Refer to Section 7.4 for details on what to include in the word count.



7.7. EVALUATION OF THE PSYC410 THESIS

Each student must be involved in and is individually responsible for all aspects of the research, articulating the aims of the project, setting out the research proposal, reviewing the literature, designing the study, collecting data, analysing it and writing up. Students are evaluated on their capacity to carry out and articulate clearly and economically (i.e. within the Thesis set word limits) each of the components set out above. The evaluation of the research design and data analysis is made according to how appropriate they are to the problem and data, not by their complexity. The relative contribution of the supervisor is also taken into account. (See Appendices C to E)

Normally, each Thesis has two examiners neither of whom is the supervisor – though the supervisor does provide information about the contribution of the student(s) to the originality and execution of the research. Honours thesis examiners for each thesis are chosen by the Honours Coordinator in consultation with the thesis supervisor and the Head of School. Every effort will be made to ensure that at least one of the two examiners has expertise in the broad research area of the honours thesis project (e.g., perception, personality and individual differences). The two examiners mark independently of each other. When they have both finished marking, they discuss the thesis with each other (and consult the supervisor's written report) to agree on a mark.

If the two thesis examiners cannot get an agreed mark (this is rare), and the difference is 10 points or less, it will normally be averaged. If it is greater than 10 points, the Head of School appoints a third “blind” examiner who is not provided with previous honours examiners' reports and is not an adjudicator who has access to those reports. The third thesis examiner marks independently and provides a recommended thesis mark to the Honours Coordinator. The two closest recommended marks will be used to determine the final thesis mark; the most discrepant mark will be discarded.

7.7.1. Getting reports on the research thesis

An interim honours thesis report and feedback is available online about four weeks after submission via the OTST. Students will receive an email notification when the feedback is available for viewing.

Should the supervisor wish to query or request clarification around the comments made by examiners, they can do so in writing **up to 3 days** after the feedback is released to them. They may do this by emailing the Honours coordinator and may not contact examiners directly. Students **may not** contact examiners or query feedback themselves – only supervisors may do so (on behalf of the student). If students have a query around their thesis feedback, they are therefore advised to contact their supervisor.

Officially final subject marks are only available, following the School, Faculty and University approval of results, usually about the last week in November. PSYC410 students may contact their supervisors (not the Honours Coordinator) to get any further feedback on their performance on the Honours Thesis task.

7.8. QUALITY ASSURANCE PROCESS

Each year the Honours Coordinator oversees that the ranges of recommended thesis marks are not significantly discrepant across individual honours thesis examiners. Furthermore, as per APAC requirements, external benchmarking of psychology honours thesis marking is routinely conducted. A reciprocal arrangement between the School of Psychology at UOW and the psychology departments at other Australian universities (e.g., the Department of Psychology at the Australian National University and the University of New England) has been in place since 2010. At regular intervals, a random selection of past psychology honours theses is exchanged with our partner institutions to gauge the comparability of the psychology honours thesis assessment standards between UOW and other APAC-accredited psychology departments.



8. Other Aspects of Honours: Responsibilities, Conduct, Sources of Information and Miscellaneous Matters.

8.1. SUPERVISOR AND STUDENT RESPONSIBILITIES

Responsibilities of Supervisors

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

Other responsibilities are:

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



Responsibilities of Students

Fourth year students have the primary responsibility for the timely completion of the Honours project, and must take responsibility for the form and content of the final product.

Other responsibilities are:

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

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

A document outlining the roles and responsibilities of supervisors and students is required to be signed by both parties and submitted via Moodle during Autumn session. This document can be found as Appendix F.

8.2. ACADEMIC CONSIDERATION, EXTENSIONS AND LATENESS PENALTIES FOR ASSIGNMENTS.

Academic consideration/extensions for coursework subjects

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

Extensions for PSYC410 research projects

Extensions are granted only in very special circumstances, information about which may be found in School and University documents. **If you are in need of up to three calendar days, your supervisor may consult with the Honours Coordinator, and depending on circumstances, this may be approved.** You should also send an email to the Honours Coordinator. However, for longer extensions, the official procedure for extensions to Honours theses must be followed. There is no *ad hoc* consideration of extensions. Students should consider their needs and the timing of requests very carefully, as extensions are taken very seriously.

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

- (1) First work out with your supervisor how long is being asked for
- (2) Arrange an appointment with the Honours Coordinator to discuss your case)
- (3) Use the established SOLS system <http://www.uow.edu.au/student/> for applying for academic consideration and include:
 - Brief reasons for the request and
 - The length of time that you and your supervisor agree is appropriate and
 - Relevant substantiating documentation.



The Honours Coordinator will discuss the extension request with the Head of School and will let you know the result as soon as possible afterwards. You may also be required to meet with the Honours Coordinator again to provide greater detail around your application or to develop a plan of action towards thesis submission.

Students cannot make general claims for academic consideration for illness and events suffered earlier in the year and not discussed with supervisors/Honours Coordinator at the time. Please also note that students are responsible for backing up their data and all written work regularly. Loss of completed work (or work in progress) due to computer or other technical problems cannot be accepted as sufficient grounds for granting an extension. Importantly also, **delays to project progress caused by poor research planning and/or poor time management are not sufficient grounds for granting an extension. Delays in gaining ethical approval to conduct research are also no grounds for an extension, as these are a research planning issue.**

Late marking, late results and graduation matters

There are some further considerations when applying for an academic consideration for extension. Because late work does not arrive at the same time as most of the marking, it often falls into periods when staff markers have other commitments and their own deadlines (e.g. conferences, papers, grant submissions etc.). This may result in delays in finalising the assessment outcome of a thesis, and in some cases may mean the student is ineligible to graduate at the same time as the rest of their cohort and may have to wait to graduate.

The guidelines for lateness penalties for submitting the honours thesis are as set out in the School Student policy document: **Marks are deducted at the rate of 5% per calendar day overdue (or part thereof).**

8.3. THE END OF THE YEAR: RESULTS AND OTHER THINGS

Honours results are available like all other subject results from Central Administration, not the School. For information about getting thesis/project feedback from your supervisor, see Section 7.5.1 in this Guide. Note that in addition to the results of your individual subjects, you get an overall mark and class (First, 2/1, 2/2 etc) for Psychology Honours. The method for determining your psychology honours mark and grade is set out in Section 9.26 – Method 1, in the University's **General Course Rules**. For details, refer to <http://www.uow.edu.au/about/policy/UOW058680.html>

8.4. PRIZES AND AWARDS

The APS Prize in Psychology

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

University Medal

The School may also nominate the Honours Student with the best overall academic performance throughout his/her psychology degree for the University Medal. (See Section 7 in the University's [Student Awards and Prizes Policy](#))



9. Sources of Information about Honours, University Policies, Procedures and Student Services

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

Psychology Honours page on Psychology Website

<https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/honours-programs/#d.en.136560>

Psychology Honours (PSYC410) Moodle Site

(access via SOLS)

Faculty of Arts, Social Sciences and Humanities

<https://www.uow.edu.au/the-arts-social-sciences-humanities/>

University Learning and Teaching Policies

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

which include

Academic

- [Academic Integrity Policy](#)
- [Admissions Procedures](#)
- [Admissions Rules](#)
- [Co-curricular Recognition Policy \(UOWx\)](#)
- [Course Progress Policy](#)
- [Coursework Student Academic Complaints Policy](#)
- [Credit for Prior Learning Policy](#)
- [Credit for Prior Learning Procedures](#)
- [Examination Rules](#)
- [Examination Procedure](#)
- [Examination Procedure for Offshore Students](#)
- [Fees Policy](#)
- [General Course Rules](#)
- [Information Literacy Integration Policy](#)
- [Student Academic Consideration Policy](#)
- [Student Academic Consideration Guidelines](#)
- [Supplementary Assessment Guidelines](#)
- [Teaching and Assessment: Code of Practice - Teaching](#)
- [Withdrawal From Subjects Guidelines](#)

Research

- [Authorship Policy](#)
- [Code of Practice - Honours](#)
- [Code of Practice - Research](#)
- [Ethical Objection by Students to the Use of Animals and Animal Products in Coursework Subjects Policy](#)
- [Higher Degree Research \(HDR\) Student Academic Complaints Policy](#)
- [Higher Degree Research Supervision and Resources Policy](#)
- [Joint Doctor of Philosophy Agreement Policy](#)
- [Joint Doctor of Philosophy Degree Guidelines](#)



Student Welfare and Support

- [Academic Advice to Students Policy](#)
- [Bullying Prevention Policy](#)
- [Critical Incident Guidelines](#)
- [Disability Policy - Students](#)
- [Grievance Policy](#)
- [International Student Release Procedure](#)
- [OS-HELP Loan Procedures](#)
- [Outbound Student Mobility Critical Incident Procedure](#)
- [Privacy Policy](#)
- [Procedure for UOW Global Student Mobility Travel Grants](#)
- [Respect for Diversity Policy](#)
- [Sexual Harassment Prevention Policy](#)
- [Student Health Assessment and Leave Policy](#)
- [Undergraduate Student Scholarships and Grants Policy](#)

Student Conduct

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

Intellectual Property

- [Copyright Policy](#)
- [IP Disclosure Review Guidelines](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Policy](#)
- [IP Fellow, Volunteer and Visiting Student Assignment of Intellectual Property Guidelines](#)
- [IP Intellectual Property Policy](#)
- [IP Intellectual Property Guidelines](#)
- [IP Student Assignment of Intellectual Property Policy](#)
- [IP Student Assignment of Intellectual Property Guidelines](#)
- [Music, Video & Software Piracy Policy](#) (currently under review)

Information Technology

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



APPENDICES



APPENDIX A
HONOURS TOPICS LIST FOR 2025

List of Psychology Honours Projects 2025
(current as of 2nd Dec 2024)

Please note that this list is subject to change and is current as of 2nd Dec 2024. There may be subsequent additions and/or projects removed from the list.

Students successful in their application for Honours will be sent a Qualtrics link and will be asked to use this to list their **top 20 supervisor preferences** by 5pm Thurs 12th Dec 2024. Please note that it is rare that students receive one of their 'top 5' choices and that all topics reflect high quality research in psychology.

Once completed/circulated, your supervisor allocation is final.

If a topic has a **strict pre-requisite** (i.e., not just 'suggested', 'beneficial' or 'desirable') and you have not completed that subject, **do not include it** as one of your preferences.

You may contact supervisors via email about their projects if you require additional information.

PROJECT 1

Name of Supervisor: Robert J. Barry

Name of co-supervisor (if applicable):

Supervisor Email: rbarry@uow.edu.au

Title of project 1: **Exploring single-subject EEG or ERP components.**

Description of project 1:

We have argued in the literature that separation of EEG or ERP components by principal components analysis (PCA) should avoid misallocation of variance between conditions or groups by using separate PCAs for each condition and/or group (e.g., Barry et al., 2016). Yet these “separate” PCAs have been carried out on combined EEG spectra or ERPs, ignoring misallocation of variance *between subjects* within the condition or group.

This project will explore single-subject extraction of PCA components using archival data from university students in eyes-open or eyes-closed resting conditions or the Go/NoGo task. For the EEG data, pink and white noise will be removed from each EEG spectrum (Barry & De Blasio, 2021) prior to its decomposition using frequency PCA (Barry et al., 2019).

How will these separate-subject EEG/ERP components contribute to, and differ from, the usual group results?

Each student will be involved in ongoing psychophysiological studies, learning how to collect and process good-quality autonomic and central data, and how to extract measures for visualisation and analysis.

Number of students allowed on this project: **3** (will explore different resting or Go/NoGo conditions)

Any prerequisites?: Good performance in PSYC329 or equivalent

References/recommended readings:

Barry RJ, De Blasio FM, Fogarty JS, Karamacoska D. (2016). ERP Go/NoGo condition effects are better detected with separate PCAs. *International J. Psychophysiology*, 106, 50-64.
<https://doi.org/10.1016/j.ijpsycho.2016.06.003>

Barry RJ, De Blasio FM, Karamacoska D. (2019). Data-driven derivation of natural EEG frequency components: An optimised example assessing resting EEG in healthy ageing. *J. Neurosci Methods*, 321, 1-11. <https://doi.org/10.1016/j.jneumeth.2019.04.001>

Barry RJ, De Blasio FM. (2021). Characterizing pink and white noise in the human electroencephalogram. *J. Neural Engineering*, 18, 034001. <https://doi.org/10.1088/1741-2552/abe399>

PROJECT 1

Name of Supervisor: Bella Ingram

Name of co-supervisor (if applicable): Alison Beck, Elle Coleman

Supervisor Email: ingram@uow.edu.au

Title of project 1: Loneliness amongst Australian males

Description of project 1:

This project seeks to explore loneliness amongst Australian males (aged 18-55). The project will include examining variables such as infertility, conformity to masculine norms, and social life events (e.g., conflict, infidelity, becoming a parent/carer) and how each of these variables might relate to loneliness. The project will not involve data collection as data from the 'Ten to Men: The Australian Longitudinal Study on Male Health' will be used.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): N/A

References/ recommended readings:

- Ten to Men information about the study and data - <https://aifs.gov.au/tentomen/study/about>
- An example of a similar study (to guide students' thinking) - <https://link.springer.com/article/10.1186/s12889-024-18770-w>

PROJECT 1

Name of Supervisor: Dr Jessica Bartschi

Name of co-supervisor (if applicable):

Supervisor Email: jmills@uow.edu.au

Title of project 1: Psychological correlates of problematic eating behaviours

Description of project 1: Understanding factors that may influence or help contribute to problematic eating behaviours that occur in response to sadness or stress is important for identifying potential risk factors and developing potential interventions. Students will analyse data obtained from existing research studies to elucidate the relationships between problematic eating behaviours and either i) personality traits; ii) reflective functioning; or iii) perfectionistic self-presentations. In return for access to the completed studies for analysis and to satisfy the data collection skill/requirement for Honours, students will be required to support participant recruitment and face-to-face data collection for an ongoing psychophysiology project in the area of food intake choices and appetite hormones.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list): PSYC329.

References/ recommended readings:

General: Bartschi, J.G. & Greenwood, L.M. (2023). Food addiction as a mediator between depressive symptom severity and body mass index. *Appetite*, 190, 107008.

<https://doi.org/10.1016/j.appet.2023.107008>.

Topic 1: Heaven, P., Mulligan, K., Merrilees, R., Woods, T. & Fairouz, Y. (2001). Neuroticism and conscientiousness as predictors of emotional, external, and restrained eating behaviours. *International Journal of Eating Disorders*, 30(2), 161-166. <https://doi.org/10.1002.eat.1068>

Topic 2: Quattropani, M., Geraci, A., Lenzo, V., Sardella, A. & Schimmenti, A. (2022). Failures in reflective functioning, dissociative experiences, and eating disorder: A study on a sample of Italian adolescents. *Journal of Child & Adolescent Trauma*, 15, 365-374. <https://doi.org/10.1007/s40653-022-00450-9>.

Topic 3: McGee, B., Hewitt, P., Sherry, S., Parkin, M. & Flett, G. (2005). Perfectionistic self-presentation, body image, and eating disorder symptoms. *Body Image*, 2(1), 29-40.

<https://doi.org/10.1016/j.bodyim.2005.01.002>.

Reference for Data Collection Method: Mills, J.G., Thomas, S.J., Larkin, T.A. & Deng, C. (2020). Overeating and food addiction in Major Depressive Disorder: Links to peripheral dopamine. *Appetite*, 148, 104586. <https://doi.org/10.1016/j.appet.2020.104586>

PROJECT 1

Name of Supervisor: Mark Schira

Name of co-supervisor (if applicable): Jessica Bartschi, Marshall Dalton

Supervisor Email:mschira@uow.edu.au

Title of project 1: Brain imaging, hippocampus and connectivity

Description of project 1:

We are looking for honours students supporting our brain imaging projects. These projects investigate human brain anatomy and connectivity in developmental cohorts (children) or adult cohorts using medicinal cannabis as compared to normal adult cohorts. As part of the human brain mapping project we have developed cutting edge high resolution MRI protocols, which are now used in projects investigating the relation of brain structures such as the superior longitudinal fasciculus, the hippocampus or the amygdala. Students will be involved in subject recruitment, psychological assessment, MRI data collection, brain segmentation (i.e. hippocampus) and fibre tracking. Student will require computer skills and the readiness to learn programming.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): PSYC362

References/ recommended readings:

Schira, M.M., Isherwood, Z.J., Kassem, M.S. et al. HumanBrainAtlas: an in vivo MRI dataset for detailed segmentations. *Brain Struct Funct* 228, 1849–1863 (2023). <https://doi.org/10.1007/s00429-023-02653-8>.

Dahlgren, M. K., Gonenc, A., Sagar, K. A., Smith, R. T., Lambros, A. M., El-Abboud, C., & Gruber, S. A. (2022). Increased white matter coherence following three and six months of medical cannabis treatment. *Cannabis and Cannabinoid Research*, 7(6), 827-839.

Dalton, M. A., McCormick, C., & Maguire, E. A. (2019). Differences in functional connectivity along the anterior-posterior axis of human hippocampal subfields. *NeuroImage*, 192, 38-51.

PROJECT 2

Name of Supervisor: Mark Schira

Name of co-supervisor (if applicable): Fernanda Ribeiro, Noah Benson

Supervisor Email:mschira@uow.edu.au

Title project 2: The variability and laterality of areas V3 and V4 in human

Description of project 2:

Visual cortex area V4, has been subject to an ongoing debate in humans, essentially since the early days of retinotopic mapping in 1997. While the organization of human area V1, V2 and V3 was confirming the expectations from earlier work in macaques, the results for human V4 did not seem to agree with the expectations. Since then, many authors and drastically improved methodologies have confirmed that human V4 is organized different than in non-human primates, is mostly restricted to the ventral cortex, shows significant intrasubject variability, and most likely an asymmetry between the left and the right hemisphere. However, no study so far has analyzed these properties in a sufficiently large cohort. Recently, the human connectome project (HCP) has contributed MRI data of over 1000 healthy participants, including 180 subjects with retinotopic mapping. This offers the unique opportunity to investigate inter subject variability and left right asymmetry in a large sample size, significantly improving our understanding of this important area fundamental for many perceptual functions such as reading or color vision.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): Either PSYC328 or PSYC362

Wandell, B. A., Dumoulin, S. O., & Brewer, A. A. (2007). Visual field maps in human cortex. *Neuron*, 56(2), 366-383.

Benson, N., Jamison, K. W., Arcaro, M. J., Vu, A., Glasser, M. F., Coalson, T. S., ... & Kay, K. (2018). The HCP 7T Retinotopy Dataset. *BioRxiv*, 308247.

Taylor, H., Puckett, A. M., Isherwood, Z. J., & Schira, M. M. (2015). Mapping human V4: Correcting artefact reveals hemifield organisation.

Ribeiro, F. L., York, A., Zavitz, E., Bollmann, S., Rosa, M. G., & Puckett, A. (2023). Variability of visual field maps in human early extrastriate cortex challenges the canonical model of organization of V2 and V3. *Elife*, 12, e86439.

PROJECT 3

Name of Supervisor: Mark Schira

Name of co-supervisor (if applicable):

Supervisor Email: mschira@uow.edu.au

Title of project 3: Letter recognition, reading and crowding.

Description of project 3:

Crowding is the phenomenon that recognition of letters is impaired when presented with flanking letters compared to when presented on their own. The effects of crowding are strongly intertwined with attentional selection, but also understood as a tool into the cortical processes underlying reading. Specifically, it has been shown that crowding increases with increasing distance from the center of the visual field, with essentially no crowding in the fovea. This increase in crowding is faster than the loss of visual acuity can explain. This suggests that the resolution of attention decreases faster than retinal acuity. Recent work has also suggested differences in endogenous vs exogenous attentional cues. In this project the student will design, conduct and analyze a psychophysical experiment.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): PSYC327 or PSYC328

References/ recommended readings:

Strasburger, H, On the cortical mapping function – Visual space, cortical space, and crowding.
<https://doi.org/10.1016/j.visres.2021.107972>

Lleras, A., Buetti, S., & Xu, Z. J. (2022). Incorporating the properties of peripheral vision into theories of visual search. *Nature Reviews Psychology*, 1(10), 590-604.

Kristjansson, A., & Sigurdardottir, H. M. (2023). The role of visual factors in dyslexia. *Journal of Cognition*, 6(1).

PROJECT 1

Name of Supervisor: Frances De Blasio

Supervisor Email: francesd@uow.edu.au

Title of project 1: Resting state EEG markers of nonclinical affective disturbance

Description of project 1: The Research Domain Criteria proposes that mental illness can be conceptualised as a disorder of brain circuits, and thus measures such as electroencephalography (EEG) can be used to identify meaningful biosignatures of related dysfunction (Insel et al., 2010). The traditional EEG bands (e.g., delta, theta, alpha, beta) have long been studied in the search for clinically relevant biomarkers, however, the discrepancy in the frequency band definitions poses a significant methodological challenge (Newson & Thiagarajan, 2019). Frequency Principal Components Analysis (f-PCA) is an alternate approach that can be used to identify natural frequency components present in the EEG data, providing objective and data-driven approach to quantification (Barry et al., 2020). The current project will examine an archival EEG dataset. You will process these data and use f-PCA to extract natural frequency components, and then you will seek links between these EEG components and measures of affective disturbance (e.g., anxiety and depression scores) and/or affect regulation (e.g., behavioural inhibition system [BIS]/behavioural activation system [BAS]; Carver & White, 1994) in a *non-clinical* population. Students who select this project are welcome to negotiate important aspects of this project including (but not limited to) the psychometric measures, resting state condition/s (eyes-open, eyes-closed, both), and the traditional band/s that will be of interest (i.e., this will narrow the analysis to the f-PCA components peaking within the chosen frequency range). As part of this project, you will learn how to collect and process EEG data, and you will contribute to the collection of EEG data for other/ongoing projects. Please email for more information, or to discuss this project further.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list): Good performance in PSYC329 or equivalent

References/ recommended readings:

- Barry, R.J., De Blasio, F.M., Fogarty, J.S., & Clarke, A.R. (2020). Natural alpha frequency components in resting EEG and their relation to arousal. *Clinical Neurophysiology*, *131*, 205-212.
<https://doi.org/10.1016/j.clinph.2019.10.018>
- Carver, C.S., & White, T.L. (1994). Behavioral inhibition, behavioral activation, and affective responses to impending reward and punishment: The BIS/BAS scales. *Journal of Personality and Social Psychology*, *67*, 319–333. <https://doi.org/10.1037/0022-3514.67.2.319>
- Insel, T., Cuthbert, B., Garvey, M., Heinssen, R., Pine, D.S., Quinn, K., Sanislow, C., & Wang, P. (2010). Research Domain Criteria (RDoC): Toward a new classification framework for research on mental disorders. *The American Journal of Psychiatry*, *167*, 748-751.
<https://doi.org/10.1176/appi.ajp.2010.09091379>
- Newson, J.J. & Thiagarajan, T.C. (2019). EEG frequency bands in psychiatric disorders: A review of resting state studies. *Frontiers in Human Neuroscience*, *12*, 521.
<https://doi.org/10.3389/fnhum.2018.00521>

PROJECT 1

Name of Supervisor: Samantha Reis

Name of co-supervisor (if applicable):

Supervisor Email: sreis@uow.edu.au

Title of project 1: Attachment and Dissociation within Personality Disorder

Description of project 1:

Individuals with Borderline Personality Disorder (BPD) often display the symptom of dissociation. Dissociative symptoms (e.g., depersonalisation and derealisation) are posited as a means of coping with emotional dysregulation and are thought to emerge from attachment trauma. The aim of this project is to examine dissociation within BPD, and how this may relate to other factors that may include: adult attachment styles, interpersonal problems (as measured by the Inventory of Interpersonal Problems), rejection sensitivity, personal agency, and splitting (idealisation/devaluation). Since dissociation is thought to emerge from attachment related trauma, an understanding of how current attachment styles interact with these other phenomena may inform treatments for people experiencing these problems.

This study will utilise a cross-sectional quantitative design. The student will collect data from a community population, and **the specific research question will be developed collaboratively with the student.**

Number of students allowed on this project: 2

Any prerequisites? (Please list): None

References/ recommended readings:

Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: a test of a four-category model. *Journal of personality and social psychology*, 61(2), 226.

Korzekwa, M. I., Dell, P. F., & Pain, C. (2009). Dissociation and borderline personality disorder: an update for clinicians. *Current psychiatry reports*, 11(1), 82-88.

Al-Shamali, H. F., Winkler, O., Talarico, F., Greenshaw, A. J., Forner, C., Zhang, Y., Vermetten, E., & Burbach, L. (2022). A systematic scoping review of dissociation in borderline personality disorder and implications for research and clinical practice: Exploring the fog. *Australian and New Zealand Journal of Psychiatry*, 56(10), 1252– 1264. <https://doi.org/10.1177/00048674221077029>

Alfieri, M., Leucci, A. C., Bortolotti, B., Gibiino, S., Lia, L., Pelizza, L., & Menchetti, M. (2025). Dissociation and dysfunctional personality traits in patients with borderline personality disorder: A study based on DSM-5 alternative model. *The European Journal of Psychiatry*, 39(1), 100283.

Choi-Kain, L. W., Fitzmaurice, G. M., Zanarini, M. C., Laverdière, O., & Gunderson, J. G. (2009). The relationship between self-reported attachment styles, interpersonal dysfunction, and borderline personality disorder. *The Journal of nervous and mental disease*, 197(11), 816-821.

Hashworth, T., Reis, S., & Grenyer, B. F. (2021). Personal agency in borderline personality disorder: The impact of adult attachment style. *Frontiers in Psychology*, 12, 669512.

Horowitz, L. M., Rosenberg, S. E., Baer, B. A., Ureño, G., & Villaseñor, V. S. (1988). Inventory of interpersonal problems: psychometric properties and clinical applications. *Journal of consulting and clinical psychology*, 56(6), 885.

PROJECT 2

Name of Supervisor: **Samantha Reis**

Name of co-supervisor (if applicable):

Supervisor Email: sreis@uow.edu.au

Title of project 2: Stigma in Personality Disorder

Description of project 2:

Research indicates that individuals high in self-critical perfectionism are at greater risk of mental health problems, like personality disorders. Perfectionism has also been linked to mental health self-stigma. In this sense, the need to present as 'perfect' may inhibit help seeking because of fears around stigmatisation from mental health professionals and others in the social world. Borderline Personality Disorder (BPD) and pathological narcissism are among the most stigmatised mental illnesses, yet there is a scarcity of research examining correlates, moderators, and mediators of stigma for these conditions. Since perfectionism is common within these groups, a tendency towards perfectionism may make individuals more vulnerable to internalisation of stigma, which may reduce help seeking and exacerbate symptoms of narcissistic and borderline pathology. This research aims to examine various correlates of stigma within personality disorder, potentially focussing on perfectionism, self-criticism, and attachment styles.

This study will utilise a cross-sectional quantitative design. The student will collect data from a community population, and **the specific research question will be developed collaboratively with the student.**

Number of students allowed on this project: 2

Any prerequisites? (Please list): None

References/ recommended readings:

Corrigan, P. W., Druss, B. G., & Perlick, D. A. (2014). The impact of mental illness stigma on seeking and participating in mental health care. *Psychological Science in the Public Interest*, 15(2), 37-70.

Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: a test of a four-category model. *Journal of personality and social psychology*, 61(2), 226.

Choi-Kain, L. W., Fitzmaurice, G. M., Zanarini, M. C., Laverdière, O., & Gunderson, J. G. (2009). The relationship between self-reported attachment styles, interpersonal dysfunction, and borderline personality disorder. *The Journal of nervous and mental disease*, 197(11), 816-821.

Reis, S., Huxley, E., Eng Yong Feng, B., & Grenyer, B. F. (2021). Pathological Narcissism and Emotional Responses to Rejection: The Impact of Adult Attachment. *Frontiers in Psychology*, 12, 679168.

Hashworth, T., Reis, S., & Grenyer, B. F. (2021). Personal agency in borderline personality disorder: The impact of adult attachment style. *Frontiers in Psychology*, 12, 669512.

Woodbridge, J., Reis, S., Townsend, M. L., Hobby, L., & Grenyer, B. F. (2021). Searching in the dark: Shining a light on some predictors of non-response to psychotherapy for borderline personality disorder. *Plos one*, 16(7), e0255055.

PROJECT 1

Name of Supervisor: Laura Robinson

Name of co-supervisor (if applicable):

Supervisor Email: laurar@uow.edu.au

Title of project 1: Exploring the Correlates of 'Sober Curious' Movements and Temporary Abstinence Challenges in Emerging Adults: Examining Stigma and Perceptions Around These Concepts.

Description of project 1:

- Explore the prevalence of sober curious and temporary alcohol abstinence challenges awareness and engagement in young adults. Examine correlates such as, mental health (e.g., anxiety, depression), motivations (weight control, wellness, charity), gender other substance use, loneliness/connectedness, social norms, self-efficacy, personality, gender role attitudes, coping approaches. We can discuss which correlates students are interested whether from this list or otherwise.
- Analyse the stigma and perceptions surrounding taking breaks from alcohol, focusing on how language shapes and reinforces these attitudes.

Number of students allowed on this project: 2

Any prerequisites? (Please list): Nil

References/ recommended readings:

Butters, A., Kersbergen, I., Holmes, J., & Field, M. (2023). Temporary abstinence challenges: What do we need to know?. *Drug and Alcohol Review*.

Ashford, R. D., Brown, A. M., & Curtis, B. (2018). Substance use, recovery, and linguistics: The impact of word choice on explicit and implicit bias. *Drug and alcohol dependence, 189*, 131-138.

Siconolfi, D., Tucker, J. S., Pedersen, E. R., Perez, L. G., Dunbar, M. S., Davis, J. P., ... & D'Amico, E. J. (2023). Sober curiosity and participation in temporary alcohol abstinence challenges in a cohort of US emerging adults. *Journal of Studies on Alcohol and Drugs, jsad-23*. Note – may need to request through uow library, this usually takes about 24 hours for access.

PROJECT 2

Name of Supervisor: **Laura Robinson**

Name of co-supervisor (if applicable): -

Supervisor Email: laurar@uow.edu.au

Title of project 1: Psychosocial risks and hazards, and mental health of young adults in the workplace.

Description of project 3: Examine psychosocial risks/hazards, including but not limited to, job control, workplace bullying, social support, work-life-study interface, job burnout, cost of living, mental health and anxiety among young adults in the workplace. Potentially with a focus on retail, hospitality and caring industries. Happy to discuss specific interests within this topic area.

Number of students allowed on this project: 1

Any prerequisites? (Please list):

References/ recommended readings:

<https://www.safework.sa.gov.au/workplaces/mentally-healthy-workplaces/psychological-hazards>

Ogresta, J., Rusac, S., & Zorec, L. (2008). Relation between burnout syndrome and job satisfaction among mental health workers. *Croatian medical journal*, 49(3), 364-374.

Ochnik, D., Rogowska, A. M., Kuśnierz, C., Jakubiak, M., Schütz, A., Held, M. J., ... & Cuero-Acosta, Y. A. (2021). Mental health prevalence and predictors among university students in nine countries during the COVID-19 pandemic: a cross-national study. *Scientific reports*, 11(1), 18644.

Karckola, P., Kuittinen, M., & Hintsala, T. (2019). Role clarity, role conflict, and vitality at work: The role of the basic needs. *Scandinavian Journal of Psychology*, 60(5), 456- 463.

<https://doi.org/10.1111/sjop.12550>

PROJECT 1

Name of Supervisor: Sam Moreton

Name of co-supervisor (if applicable):

Supervisor Email: smoreton@uow.edu

Title of project 1: Psychedelics and Death Anxiety

Description of project 1:

There is evidence that meaningful psychedelic experiences often shift people's attitudes to death. However, there is little evidence about which specific facets of death anxiety psychedelics might affect the most. This project would involve running a survey where participants would complete a bunch of measures about change in various aspects of their death anxiety. That is the general idea; it could be modified in various ways to suit the interest of the student.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Moreton, S. G., Szalla, L., Menzies, R. E., & Arena, A. F. (2020). Embedding existential psychology within psychedelic science: reduced death anxiety as a mediator of the therapeutic effects of psychedelics. *Psychopharmacology*, 237(1), 21-32.

Sweeney, M. M., Nayak, S., Hurwitz, E. S., Mitchell, L. N., Swift, T. C., & Griffiths, R. R. (2022). Comparison of psychedelic and near-death or other non-ordinary experiences in changing attitudes about death and dying. *Plos one*, 17(8), e0271926.

Moreton, S. G., Arena, A. F., Foy, Y., & Menzies, R. E. (2023). Reduced death anxiety as a mediator of the relationship between acute subjective effects of psychedelics and improved subjective well-being. *Death Studies*, 47(10), 1115-1126.

PROJECT 2

Name of Supervisor: Sam Moreton

Name of co-supervisor (if applicable):

Supervisor Email: smoreton@uow.edu.au

Title project 2: Psychedelics and OCD

Description of project 2:

There is some weak evidence that psychedelic experiences can reduce OCD symptomology. There are ongoing clinical trials in psychedelic-assisted therapy for OCD. However, we don't really know much about the mechanisms underpinning potential effects. This study would involve an online survey where we get participants to fill in open ended responses about their experiences, such as why they think their psychedelic experience helped (or hindered) their OCD symptoms.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Moreton, S. G., Burden-Hill, A., & Menzies, R. E. (2023). Reduced death anxiety and obsessive beliefs as mediators of the therapeutic effects of psychedelics on obsessive compulsive disorder symptomology. *Clinical Psychologist*, 27(1), 58-73.

Graziosi, M., Rohde, J., Tiwari, P., Siev, J., & Yaden, D. B. (2024). Psychedelics, OCD and related disorders: A systematic review. *Journal of Obsessive-Compulsive and Related Disorders*, 100873.

PROJECT 3

Name of Supervisor: Sam Moreton

Name of co-supervisor (if applicable):

Supervisor Email: smoreton@uow.edu.au

Title of project 3: Exploring discrete positive emotions during psychedelic experiences

Description of project 3: We know psychedelic experiences can elicit strong positive (and negative) emotions. However, the distinct emotional profiles are understudied. Within emotion research, there is a focus on discrete emotions. One framework that I am fond of is a socio-functional perspective that thinks about the social functions of emotions from an evolutionary perspective. This project would involve an online survey whereby participants answer A LOT of questions about the nuances of the emotions experienced during their psychedelic experience, providing more nuance than previous research has given.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Goldy, S. P., Hendricks, P. S., Keltner, D., & Yaden, D. B. (2024). Considering distinct positive emotions in psychedelic science. *International Review of Psychiatry*, 1-12.

PROJECT 1

Name of Supervisor: Simone Favelle

Name of co-supervisor (if applicable): Sebastien Miellet

Supervisor Email: simone_favelle@uow.edu.au; smiellet@uow.edu.au

Title of project 1: Visual sampling of face information across changes in view

Description of project 1:

Eye-tracking techniques have been used quite extensively to investigate how we process information about faces. However, the vast majority of this work focuses on just one type of view of a face – the front view. The aim of this research project is to use an expanding spotlight technique to identify what information is being sampled and available for face recognition when faces are viewed and recognised across different angles. The findings will shed light on how we process face information in real world situations where we encounter faces across a variety of views. This project combines the research interests of Simone and Sebastien in fairly equal measure. There are no strict pre-requisites but PSYC327 or PSYC328 and strong maths/statistics/data processing skills will be beneficial.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Bindemann, M., Scheepers, C., & Burton, A. M. (2009). Viewpoint and center of gravity affect eye movements to human faces. *Journal of Vision*, 9, 7-7.

Chelnokova, O., & Laeng, B. (2011). Three-dimensional information in face recognition: An eye-tracking study. *Journal of Vision*, 11(13), 27-27.

Favelle, S., & Palmisano, S. (2018). View specific generalisation effects in face recognition: Front and yaw comparison views are better than pitch. *Plos one*, 13(12), e0209927.

Miellet, S., Vizioli, L., He, L., Zhou, X., & Caldara, R. (2013). Mapping face recognition information use across cultures. *Frontiers in Psychology: Perception Science*, 4:34.

Royer, J., Blais, C., Barnabé-Lortie, V., Carré, M., Leclerc, J., & Fiset, D. (2016). Efficient visual information for unfamiliar face matching despite viewpoint variations: It's not in the eyes!. *Vision Research*, 123, 33-40.

PROJECT 2

Name of Supervisor: **Simone Favelle**

Name of co-supervisor (if applicable):

Supervisor Email: simone_favelle@uow.edu.au

Title project 2: This face does not exist: can humans distinguish between real and AI generated faces?

Description of project 2:

Artificial intelligence (AI) has developed to the point that it can generate faces that are not only indistinguishable from human faces, but in some instances are judged to be more real than human faces or “hyperreal”. The implications for ethical use of AI faces are huge. I am interested in how individual differences impact decisions about AI faces and in the image information that may be used or misused in discriminating AI from real faces. I am open to discussing research questions but some ideas for studies in this topic area are: (1) Are humans better at discriminating groups of AI or human faces? Results from recent research in my lab suggest we are better able to detect or abstract “humanness” or “AI-ness” from an array of faces compared to a single face. A finding I would like to explore is that asking which face is human or which face is AI can significantly influence performance in this task; and (2) given that most AI systems (eg GAN) are trained on white faces, are there cross race effects in AI/human face discrimination? There are no strict pre-requisites but PSYC327 will be beneficial.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Miller, E. J., Steward, B. A., Witkower, Z., Sutherland, C. A., Krumhuber, E. G., & Dawel, A. (2023). AI Hyperrealism: Why AI Faces Are Perceived as More Real Than Human Ones. *Psychological Science*, 09567976231207095.

Nightingale, S. J., & Farid, H. (2022). AI-synthesized faces are indistinguishable from real faces and more trustworthy. *Proceedings of the National Academy of Sciences*, 119(8), e2120481119.

Tucciarelli R., Vehar N., Chandaria S., Tsakiris M. (2022). On the realness of people who do not exist: The social processing of artificial faces. *IScience*, 25(12), Article 105441.

PROJECT 3

Name of Supervisor: **Simone Favelle**

Name of co-supervisor (if applicable):

Supervisor Email: simone_favelle@uow.edu.au

Title of project 3: Face recognition project

Description of project 3:

I have a number of ideas for research projects in face recognition. One is investigating how we use within person variability to improve unfamiliar face recognition (I talk about this in PSYC327). We can explore how information from multiple images of a face (providing within person variability information) might be extracted and combined in a face average as well as test the utility of averages in an identity task. Another project I have is exploring people's insight into their ability to recognise faces. There is evidence of a moderate correlation between the ability to recognise a person and having insight into that ability (Palermo et al 2017). How stable is this relationship? How might this insight be used aside from determining prosopagnosia? Are measures of face recognition insight associated with the kinds of social and emotional clinical disorders typically associated with poor face recognition?

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Koca, Y., & Oriet, C. (2023). From Pictures to the People in Them: Averaging Within-Person Variability Leads to Face Familiarization. *Psychological Science*, 34(2), 252-264.

<https://doi.org/10.1177/09567976221131520>

Kramer, R., Ritchie, K., & Burton, A. M. (2015). Viewers extract the mean from images of the same person: A route to face learning. *Journal of Vision*, 15(4):1. <https://doi.org/10.1167/15.4.1>.

Palermo, R., Rossion, B., Rhodes, G., Laguesse, R., Tez, T., Hall, B., ... & McKone, E. (2017). Do people have insight into their face recognition abilities?. *Quarterly journal of experimental psychology*, 70(2), 218-233.

PROJECT 1

Name of Supervisor: **Dr Kate Croaker**

Name of co-supervisor (if applicable):

Supervisor Email: kcroaker@uow.edu.au

Title of project 1: Psychology students' attitudes and knowledge about neurodiversity.

Description of project 1:

The project will be to see what knowledge psychology students have about the neurodiversity movement and neurodevelopmental conditions. Where they obtained their knowledge and what their attitudes are like towards neurodivergent people. This project will then inform training on neurodevelopmental conditions within psychology courses.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Accardo, A. L., Bomgardner, E. M., Rubinstein, M. B. & Woodruff, J. (2024). Valuing neurodiversity on campus: Perspectives and priorities if neurodivergent students, faculty, and professional staff. *Journal of Diversity in Higher Education*. Advance online publication. <https://dx.doi.org/10.1037/dhe0000571>

Schuck, R. K., Choi, S., Baiden, K. M. P., Dwyer, P., & Uljarevic, M. (2024). The Neurodiversity Attitudes Questionnaire. Development and Initial Validation. *Autism*: 1-13. <https://doi.org/10.1177/13623613241245756>

PROJECT 1

Name of Supervisor: Prof Stuart Johnstone

Name of co-supervisor (if applicable):

Supervisor Email: sjohnsto@uow.edu.au

Title of project 1: Developmental and clinical factors in children aged 7 to 12 years.

Description of project 1:

We have developed an assessment tool for assisting in the diagnosis of children with ADHD. The assessment measures the child's EEG, executive functions, sleep patterns, and psychological needs satisfaction and the child's parent completes behaviour rating scales looking at ADHD symptoms and self-regulation. We have a large and growing dataset ($n > 750$) from children aged 7-12 years with and without ADHD from Australia and China.

There are a large amount of research questions that could be answered using this data, and I will work with my students to help them develop their own research question. Amongst many other possibilities, research questions could focus on comparing children with and without ADHD, development changes, or the relationships between measures. While the database will be fully accessible, it is expected that students collect some new data locally to include in their analysis and/or to contribute to the database.

I have not listed a pre-requisite subject, but students who are interested in including EEG in their study would benefit from having completed PSYC329 Psychophysiology. I have listed some references of published work from the assessment so far, with the Biological Psychology paper providing an overview of the assessment and measures.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list): No

References/ recommended readings:

Johnstone, S. J., Parrish, L., Jiang, H., Zhang, D. W., Williams, V., & Li, S. (2021). Aiding diagnosis of childhood attention-deficit/hyperactivity disorder of the inattentive presentation: Discriminant function analysis of multi-domain measures including EEG. *Biological Psychology*, 161.

<https://doi.org/10.1016/j.biopsycho.2021.108080>

McCabe, L.E., Johnstone, S. J., Jiang, H., Sun, L., Zhang, D. (2023). Links between excessive daytime sleepiness and electroencephalogram power and activation in two subtypes of Attention Deficit Hyperactivity Disorder. *Biological Psychology*, 177, 108504.

<https://doi.org/10.1016/j.biopsycho.2023.108504>

Johnstone, S. J., Jiang, H., Sun, L., Rogers, J. M., Valderrama, J., & Zhang, D. (2021). Development of Frontal EEG Differences Between Eyes-Closed and Eyes-Open Resting Conditions in Children: Data From a Single-Channel Dry-Sensor Portable Device. *Clinical EEG and Neuroscience*, 52(4), 235–245.

<https://doi.org/10.1177/1550059420946648>

PROJECT 1

Name of Supervisor: Peter Caputi, Louise Ellis (Macquarie Uni)

Name of co-supervisor (if applicable): Laura Robinson

Supervisor Email: pcaputi@uow.edu.au

Title of project 1: Navigating the Emotional Toll: Caregiving for the Elderly and its Impact on Mental Wellbeing

Description of project 1: This project will be part of a large international grant (led by Dr Ellis) that aims to strengthen resilience and mental wellbeing among health care workers and informal carers through the development, testing and evaluation of a 'toolbox' to support leaders in aged care.

Overarching aim: To increase our understanding of how the role of being an informal carer impacts on these individuals' mental wellbeing.

Part A: To undertake a review of the factors impacting caregivers' mental wellbeing (e.g., workload) and moderators of the impact of caregiving (e.g., social support).

Part B: A survey and/or interview study of carers from participating aged care providers across Sydney with potential to expand the scope by recruiting through government and not-for-profit organisations.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list): NA

References/ recommended readings:

PROJECT 2

Name of Supervisor: Peter Caputi

Name of co-supervisor (if applicable): Laura Robinson

Supervisor Email: pcaputi@uow.edu.au

Title project 2: Emotions and university student presenteeism.

Description of project 2:

Presenteeism refers to the act of working while unwell. This project will examine presenteeism behaviour among university students. In particular it will examine the role of emotions and emotion regulation in understanding student presenteeism behaviour.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):NA

References/ recommended readings:

Mulder et al (2021). Antecedents and moderation effects of maladaptive coping behaviors among German University students. *Frontiers of Psychology*, 12.

PROJECT 1

Name of Supervisor: Prof Stephen Palmisano

Name of co-supervisor (if applicable):

Supervisor Email: stephenp@uow.edu.au

Title of project 1: Mitigating cybersickness in virtual reality

Description of project 1: This project will examine the effectiveness of different countermeasures in reducing motion sickness during commercially-available virtual reality video games.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Clifton, J., & Palmisano, S. (2020). Effects of steering locomotion and teleporting on cybersickness and presence in HMD-based virtual reality. *Virtual Reality*, 24, 453-468. <https://doi.org/10.1007/s10055-019-00407-8>

Palmisano, S. & Constable, R. (2022). Reductions in cybersickness with repeated exposure to HMD-based virtual reality are game-specific. *Virtual Reality*, 26, 1373-1389. <https://doi.org/10.1007/s10055-022-00634-6>

Teixeira, J., Miellet, S., & Palmisano, S. (2024b). Investigating the relative contributions of unexpected vection and postural instability to VR cybersickness. *International Journal of Human-Computer Interaction*, 1–17 <https://doi.org/10.1080/10447318.2024.2330041>

PROJECT 2

Name of Supervisor: Prof Stephen Palmisano

Name of co-supervisor (if applicable):

Supervisor Email: stephenp@uow.edu.au

Title project 2: Does redirected walking in virtual reality increase cybersickness?

Description of project 2: Redirected walking allows users of head-mounted display (HMD) based virtual reality to physically explore virtual spaces that are considerably larger than the physical spaces they are traversing. This project will examine whether the 'sensory conflict' produced by this redirected walking increases the likelihood and severity of cybersickness.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list): one or more of these: PSYC329/PSYC328/PSYC327

References/ recommended readings:

Nilsson, N. C., Peck, T., Bruder, G., Hodgson, E., Serafin, S., Whitton, M., ... & Rosenberg, E. S. (2018). 15 years of research on redirected walking in immersive virtual environments. *IEEE computer graphics and applications*, 38(2), 44-56. <https://ieeexplore.ieee.org/document/8255772>

Tirado Cortes, C. A., Chen, H. T., & Lin, C. T. (2019, November). Analysis of vr sickness and gait parameters during non-isometric virtual walking with large translational gain. In *Proceedings of the 17th International Conference on Virtual-Reality Continuum and its Applications in Industry* (pp. 1-10). <https://doi.org/10.1145/3359997.336569>

Fan, L., Li, H., & Shi, M. (2022). Redirected walking for exploring immersive virtual spaces with HMD: a comprehensive review and recent advances. *IEEE Transactions on Visualization and Computer Graphics*, 29(10), 4104-4123. <https://ieeexplore.ieee.org/document/9785918>

PROJECT 1

Name of Supervisor: Dr Tracey Woolrych

Name of co-supervisor (if applicable):

Supervisor Email: woolrych@uow.edu.au

Title of project 1: Loneliness, empathy and cognitive biases

Description of project 1:

Research suggests that lonely people possess negative attributions, have negative self-evaluations, low self-efficacy and more prevention-oriented goals. Based on the Social Information Processing model, this project will look at the correlate of empathy, loneliness and various cognitive biases and personality characteristics, including social skills, depression and anxiety.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

- Spithoven, A. W., Bijttebier, P., & Goossens, L. (2017). It is all in their mind: A review on information processing bias in lonely individuals. *Clinical Psychology Review*, 58, 97-114.
- Vanhalst, J., Soenens, B., Luyckx, K., Van Petegem, S., Weeks, M. S., & Asher, S. R. (2015). Why do the lonely stay lonely? Chronically lonely adolescents' attributions and emotions in situations of social inclusion and exclusion. *Journal of Personality and Social Psychology*, 109(5), 932.
- Cacioppo, J. T., & Hawkley, L. C. (2009). Perceived social isolation and cognition. *Trends in Cognitive Sciences*, 13, 447–454. <http://dx.doi.org/10.1016/j.tics.2009.06.005>. (model revised by Qualter et al., 2015).

PROJECT 2

Name of Supervisor: Dr Tracey Woolrych

Name of co-supervisor (if applicable):

Supervisor Email: woolrych@uow.edu.au

Title project 2: Loneliness and expectations

Description of project 2:

Research has revealed that lonely people may have negative expectations regarding social interactions, that help to 'maintain' their loneliness. In this social cognitive experiment, participant expectations will be manipulated in order to assess the impact of expectation confirmation and violation on loneliness, and how this may contribute to the perpetuation of loneliness.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Panitz, C., Endres, D., Buchholz, M., Khosrowtaj, Z., Sperl, M. F., Mueller, E. M., Schubö, A., Schütz, A. C., Teige-Mocigemba, S., & Pinquart, M. (2021). A revised framework for the investigation of expectation update versus maintenance in the context of expectation violations: The ViolEx 2.0 model. *Frontiers in Psychology, 12*, 726432. <https://doi.org/10.3389/fpsyg.2021.726432>

Gollwitzer, M., Thorwart, A., & Meissner, K. (2018). Psychological responses to violations of expectations. *Frontiers in Psychology, 8*, 2357. <https://doi.org/10.3389/fpsyg.2017.02357>

Pinquart, M., Endres, D., Teige-Mocigemba, S., Panitz, C., & Schütz, A. C. (2021). Why expectations do or do not change after expectation violation: A comparison of seven models. *Consciousness and Cognition, 89*, 103086. <https://doi.org/10.1016/j.concog.2021.103086>

PROJECT 3

Name of Supervisor: Dr Tracey Woolrych

Name of co-supervisor (if applicable):

Supervisor Email: woolrych@uow.edu.au

Title of project 3: Academic integrity and student correlates

Description of project 3:

Research suggests that the number of students regularly engaging in 'cheating' behaviours is higher than we first thought. Aside from the rise in GenAI use, there seems to be other drivers involved in the increase in student academic misconduct. In order to help elucidate the drivers behind these trends this project aims to investigate the types of academic misconduct students engage in, how frequently, and what other factors may be involved.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Stephens, J. M., Absolum, K., Adam, L. A., Blickem, C. J., Gilliver-Brown, K. E., Hart, D. E., ... & Ulrich, N. (2024). Academic Misconduct Among Undergraduates Across Aotearoa: Insights and Implications for Policy and Practice. *New Zealand Journal of Educational Studies*, 1-18.

PROJECT 1

Name of Supervisor: Matthew Schweickle

Name of co-supervisor (if applicable):

Supervisor Email: mschweic@uow.edu.au

Title of project 1: Exploring associations of psychological flexibility in athletes

Description of project 1: The project will explore the relationship between psychological flexibility and core constructs relevant to sports participation and performance, such as performance under pressure, motivation, and wellbeing (with the option to explore other constructs that may be relevant if of interest). This project is quantitative in design, however, there is some scope to explore mixed methods approaches.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Gardner, F. L., & Moore, Z. E. (2004). A mindfulness-acceptance-commitment-based approach to athletic performance enhancement: Theoretical considerations. *Behavior therapy*, 35(4), 707-723.

Noetel, M., Ciarrochi, J., Van Zanden, B., & Lonsdale, C. (2019). Mindfulness and acceptance approaches to sporting performance enhancement: A systematic review. *International Review of Sport and Exercise Psychology*, 12(1), 139-175.

Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: Models, processes and outcomes. *Behaviour research and therapy*, 44(1), 1-25.

Golijani-Moghaddam, N., Morris, J. L., Bayliss, K., & Dawson, D. L. (2023). The CompACT-10: Development and validation of a comprehensive assessment of acceptance and commitment therapy processes short-form in representative UK samples. *Journal of Contextual Behavioral Science*, 29, 59-66.

Ronkainen, H., Lundgren, T., Kenttä, G., Ihalainen, J., Valtonen, M., & Lappalainen, R. (2024). Psychological Flexibility Skills and Mental Wellbeing in Athletes: An Exploration of Associations and Gender Differences. *Psychology and Behavioral Sciences*, 13(2), 43-55.

PROJECT 1

Name of Supervisor: Prof Steven Howard

Name of co-supervisor (if applicable):

Supervisor Email: stevenh@uow.edu.au

Title of project 1:

Description of project 1: This honours research project will focus on early childhood self-regulation. It will utilise Wave 1 data from the longitudinal SPROUTS study (www.sprouts-study.com.au), which has direct assessments, parent report and teacher report data of self-regulation, its antecedents and outcomes from N > 200 preschool aged children (3-5 years old). Specific research questions and analyses will be negotiated with the students, but available variables include child self-regulation, executive function, language, numeracy, parent developmental concern, home learning environment, home chaos, child extracurricular activities, parental expectations, child responsibilities, child digital activity, parent digital regulation, child wellbeing, child sleep, stressful life events, child injuries, parent mental health, parent executive function, parent-child relationship, hostile parenting, parent rules and expectations, teacher-child conflict, teacher-rated child learning, child social maturity, child's school liking.

As these data are already collected, to provide exposure and experience to data collection it is expected that the student(s) on this project will contribute 1 day/week to Wave 2 data collection in from July. This will involve travel to local preschools and schools for data collection. Also, the student(s) will need to be in possession of – or will need to secure – a valid NSW Working with Children Check and be able to work effectively with young children aged 4-6 years old.

There is possibility to publish this research, with contribution and co-authorship by the SPROUTS team.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): No

References/ recommended readings:

Protocol paper for SPROUTS study (data on which this thesis will be based): <https://rdcu.be/dYM04>

PROJECT 1

Name of Supervisor: Assoc Prof Adam Clarke

Name of co-supervisor (if applicable):

Supervisor Email: aclarke@uow.edu.au

Title of project 1: An investigation of EEG abnormalities in children with ADHD.

Description of project 1:

ADHD is the most commonly diagnosed childhood psychological disorder, with stimulant medication being the treatment of choice in North America and Australia. Children with ADHD have been found to have a number of abnormalities in their EEG and other electrophysiological measures, which has led researchers and clinicians to consider the symptoms of ADHD as resulting from various CNS dysfunctions. This project will further examine the nature of EEG abnormalities in this clinical population. The project may include the effects of comorbidities, subtype differences, maturational changes or sex differences. The exact topic will be negotiated with the students involved.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): No

References/ recommended readings:

PROJECT 1

Name of Supervisor: **Dr Alison Beck**

Name of co-supervisor (if applicable): Dr Isabella Ingram

Supervisor Email: alisonbe@uow.edu.au

Title of project 1: To be determined in collaboration with the student

Description of project 1: To be determined in collaboration with the student. My research interests are largely focused on improving psychosocial treatment and support for people affected by alcohol, substance use and other addictive behaviours.

- Routine outcome monitoring and feedback in drug and alcohol treatment settings.

This includes what data is collected and how it is used to inform treatment; factors that might make it more or less likely that consumers and clinicians will collect outcome measures and use the feedback and how we may be able to use this data to inform/ optimise care.

- Mutual-help groups including SMART Recovery.

This includes characteristics associated with attendance, participant experience and outcomes and the role of mutual-help groups in supporting meaningful change.

- Self-report indicators of neurobiological substrates

At a recent conference I was introduced to self-report measures that have been mapped to Alcohol Addiction Research Domain Criteria. I am curious about how these domains/ instruments may be used to predict alcohol use (e.g. in help-seeking populations; university populations etc).

Depending on scope/ feasibility I am open to conducting a project from scratch or using existing data-sets (e.g. NADABase; Ten to Men).

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Outcome Monitoring

- Barkham M et al. Routine Outcome Monitoring (ROM) and Feedback: Research Review and Recommendations. *Psychotherapy Research*. 2023;1-15.

Mutual-help

- Kelly JF. The Protective Wall of Human Community: The New Evidence on the Clinical and Public Health Utility of Twelve-Step Mutual-Help Organizations and Related Treatments. *Psychiatric Clinics of North America*. 2022;45(3):557-75.

Self-report indicators of neurobiological substrates

- Votaw VR, et al. Examining the validity of the addictions neuroclinical assessment domains in a crowdsourced sample of adults with current alcohol use. *Exp Clin Psychopharmacol*. 2024;32(1):68-83.

PROJECT 1

Name of Supervisor: Tim Byron

Name of co-supervisor (if applicable):

Supervisor Email: tbyron@uow.edu.au

Title of project 1: The salience and memorability of phrases in pop music (hooks)

Description of project 1: Some specific phrases in the context of a pop song - 'hooks' – appear to be more salient and memorable to listeners, and may be more likely to cause an earworm. This project aims to investigate the cognitive reasons for these phrases being more memorable, using techniques such as continuous self-report methodology (i.e., participants moving a slider continuously as they listen to the music) and algorithmic/AI extraction of different musical layers (e.g., the drums or the vocals) to isolate specific phrases in the music and their contribution to the salience and memorability of the music.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Byron, T. P., Rushworth, C. T., & Stewart, M. J. (in press – ask Tim for a copy). Popular music excerpts are rated as more memorable and salient if they involve vocals, compound hooks, and choruses. *Music Perception*, 42(3).

Byron, T., & O'Regan, J. (2022). *Hooks in popular music*. Palgrave Macmillan.

Bregman, A. (1994). *Auditory scene analysis: The perceptual organisation of sound*. MIT Press.

Jakubowski, K., Finkel, S., Stewart, L., & Mullensiefen, D. (2017). Dissecting an earworm: melodic features and song popularity predict involuntary musical imagery. *Psychology of Aesthetics, Creativity, and the Arts*, 11(2), 122-135. <http://dx.doi.org/10.1037/aca0000090>

PROJECT 2

Name of Supervisor: **Tim Byron**

Name of co-supervisor (if applicable):

Supervisor Email: tbyron@uow.edu.au

Title project 2: Uncovering the cognitive mechanisms behind involuntary musical imagery

Description of project 2: In recent years, research on involuntary musical imagery (i.e., the songs that get stuck in your head) has become increasingly focused on the cognitive mechanisms that retrieve the song from your mental storage and place it in your consciousness, and those that maintain the imagery in a loop. In this research project, the aim would be to expand upon currently existing theory and experimental research on involuntary to further understand the phenomenon, potentially using either self-caught or probe-caught experience sampling methodology (i.e., randomly sending notifications to people using an app on their phone) as a data collection tool.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Byron, T. P., & Fowles, L. C. (2015). Repetition and recency increases involuntary musical imagery of previously unfamiliar songs. *Psychology of Music*, 43(3), 375–389.
<https://doi.org/10.1177/0305735613511506>

Liikkanen, L. A., & Jakubowski, K. (2020). Involuntary musical imagery as a component of ordinary music cognition: A review of empirical evidence. *Psychonomic Bulletin & Review*, 27(6), 1195–1217.
<https://doi.org/10.3758/s13423-020-01750-7>

Schubert, E. (2023). Involuntary, Limited, and Contiguously Repeating Musical Imagery (InLaCREMI): Reconciling theory and data on the musical material acquired by earworms. *Music & Science*, 6.
<https://doi.org/10.1177/20592043231165661>

PROJECT 1

Name of Supervisor: Nicholas Day

Name of co-supervisor (if applicable):

Supervisor Email: nday@uow.edu.au

Title of project 1: The experience of having a family member with features of pathological narcissism

Description of project 1:

Individuals in a relationship with someone with features of pathological narcissism report high levels of burden and mental health difficulties, which is thought to be related to the challenging nature of the relationship. However, most research has focused on outcomes involving relationships of a romantic nature. This project seeks to understand the unique experience of being in a familial relationship (i.e., child, sibling, parent) with an individual high in reported features of pathological narcissism. The project utilises an archival dataset involving both qualitative and quantitative components.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Here are two articles published using this dataset, to help orient to the overall project:

1. Day, N. J. S., Bourke, M. E., Townsend, M. L., & Grenyer, B. F. S. (2019). Pathological narcissism: A study of burden on partners and family. *Journal of Personality Disorders*, 33(11). https://doi.org/10.1521/pedi_2019_33_413
2. Day, N. J. S., Townsend, M. L., & Grenyer, B. F. S. (2020). Living with pathological narcissism: A qualitative study. *Borderline Personality Disorder and Emotion Dysregulation*, 1-14. <https://doi.org/10.1186/s40479-020-00132-8>

Here is an article that comes to mind that captures a bit of the kind of exploration we are looking to do (although not exclusively focusing on mothers, and using mixed methods):

3. Määttä, M., & Uusiautti, S. (2018). 'My life felt like a cage without an exit' – narratives of childhood under the abuse of a narcissistic mother. *Early Child Development and Care*, 190(7), 1065-1079. <https://doi.org/10.1080/03004430.2018.1513924>

PROJECT 2

Name of Supervisor: **Nicholas Day**

Name of co-supervisor (if applicable):

Supervisor Email: nday@uow.edu.au

Title project 2: Clinician treatment approaches towards pathological narcissism

Description of project 2:

While it is known that treatment of pathological narcissism is challenging, systematic exploration of clinician treatment approaches is lacking. This project utilises an archival qualitative and quantitative dataset of clinician treatment considerations for prototypical narcissism expressions. It seeks to identify common and divergent findings as it relates to diverse narcissism subtypes (i.e., grandiose/vulnerable), severity of impairment, and clinician variables (e.g., therapeutic modality, countertransference).

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Previous publications from this dataset:

1. Day, N. J. S., Green, A., Denmeade, G., Bach, B., & Grenyer, B. F. S. (2024). Narcissistic personality disorder in the ICD-11: Severity and trait profiles of grandiosity and vulnerability. *Journal of clinical psychology*. <https://doi.org/10.1002/jclp.23701>
2. Green, A., Day, N. J. S., Hart, C. M., Grenyer, B. F. S., & Bach, B. (2024). Gender bias in assessing narcissistic personality: Exploring the utility of the ICD-11 dimensional model. *British journal of clinical psychology*. <https://doi.org/10.1111/bjc.12503>

Readings with overall relevance to this project:

1. Bach, B., & First, M. B. (2018). Application of the ICD-11 classification of personality disorders. *BMC Psychiatry*, 18(1), 351. <https://doi.org/10.1186/s12888-018-1908-3>
2. Bach, B., & Simonsen, S. (2021). How does level of personality functioning inform clinical management and treatment? Implications for ICD-11 classification of personality disorder severity. *Current Opinion in Psychiatry*, 34(1), 54-63. <https://doi.org/10.1097/YCO.0000000000000658>
3. Kealy, D., Goodman, G., Rasmussen, B., Weideman, R., & Ogradniczuk, J. S. (2017). Therapists' perspectives on optimal treatment for pathological narcissism. *Personality Disorders: Theory, Research, and Treatment*, 8, 35–45. <https://doi.org/10.1037/per0000164>

PROJECT 1

Name of Supervisor: Sebastien Miellet

Name of co-supervisor (if applicable): N/A

Supervisor Email: smiellet@uow.edu.au

Title of project 1: How Attention and Semantics Drive Face Recognition in Humans and AI

Description of project 1:

The ability to process faces is central to navigating everyday social interactions. From identifying familiar faces to aiding criminal investigations, facial recognition plays a crucial role in our lives. Yet, people's abilities in this domain vary widely—from those with congenital prosopagnosia, who struggle to recognize even close acquaintances, to the extraordinary capabilities of 'Super Recognisers' (SRs).

Semantic representations may hold the key to understanding these differences. The visual system's primary goal is thought to be categorizing objects in a way that withstands variations in viewing conditions. Semantic descriptions, derived from raw retinal inputs, provide the abstraction and computational depth needed to navigate dynamic environments, inform internal models of the world, and facilitate verbal communication.

To truly grasp the nuances of individual face processing and translate these insights into practical applications, this project adopts a holistic perspective. By integrating visual exploration, verbal/semantic analysis, and similarity judgments, it aims to bridge the gap between theory and real-world application in understanding this critical human ability.

This proposal is supported by key findings from my lab, revealing that face recognition ability is closely tied to how individuals gather visual information from faces. Using advanced gaze-contingent techniques, we discovered that individuals with heightened recognition skills—unlike typical viewers—scan facial features more extensively, particularly during the learning phase. But the advantage does not stop at quantity; it is about quality. Our innovative research shows that superior recognizers sample more diagnostic facial information, which has greater computational value. Remarkably, information gathered by Super Recognizers (SRs) outperformed typical viewers' inputs when assessed by Deep Neural Networks (DNNs). Collectively, our results suggest that SRs excel at identifying and utilizing high-diagnosticsity visual cues, which may enhance the richness and robustness of their semantic representations.

The link between visual information quality and semantic processing could explain individual differences in face recognition and verbal communication. Supporting this hypothesis, Tyler and colleagues found that face recognition expertise correlates with the ability to describe faces verbally. SRs not only generated better verbal descriptions but also excelled at recognizing faces based on others' verbal inputs compared to typical viewers.

This project aims to model these interindividual differences by mapping the visual and semantic representational spaces for faces.

We will quantify the intricate relationships between visual sampling, verbal/semantic descriptions, and similarity judgments. Participants with varying face-processing abilities will perform a face recognition task while their gaze patterns are recorded. They will also describe face stimuli—varying by age, gender, orientation, expression, ethnicity, and image quality—using verbal inputs. Semantic traits will be extracted from these descriptions via DNNs. The objective visual similarity between stimuli will be assessed through

activations in Convolutional Neural Networks (CNNs), while participants' subjective similarity judgments will be captured through multidimensional scaling of face arrangements.

To synthesize these diverse datasets, we will employ cutting-edge Representational Similarity Analysis (RSA). RSA provides a unified framework to compare disparate dimensions of face perception by translating data into Representational Similarity Matrices (RSMs). These matrices allow seamless comparisons across subjective perceptions, gaze patterns, semantic representations, and CNN-derived objective similarities. For example, RSMs can characterize similarity judgments through multidimensional scaling, map gaze patterns, and capture semantic embeddings from verbal descriptions. CNN layers will generate RSMs representing objective face similarity.

Using robust hierarchical modeling, we will determine how representational spaces—spanning subjective categorization, information sampling, and semantic representation—are shaped by participant characteristics (face recognition ability, verbal richness, demographics such as age, gender, and education) and stimulus attributes.

Each Honours project will cover a part of this research program. The projects will require handling Matlab and/or Python. Solid data analysis skills will be helpful. Appetite to self-learn neural networks (deep, convolutional) is welcome.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Charest, I., Kievit, R. A., Schmitz, T. W., Deca, D., & Kriegeskorte, N. (2014). Unique semantic space in the brain of each beholder predicts perceived similarity. *Proceedings of the National Academy of Sciences*, *111*(40), 14565-14570. <https://doi.org/doi:10.1073/pnas.1402594111>

Doerig, A., Kietzmann, T.C., Allen, E., Wu, Y., Naselaris, T., Kay, K., & Charest, I., (2022). Visual representations in the human brain are aligned with large language models. *ArXiv*, *arXiv:2209.11737*. <https://doi.org/10.48550/arXiv.2209.11737>

Dunn, J.D., Miellel, S. & White, D. (2024). Information sampling differences supporting superior face identity processing ability. *Psychonomic Bulletin & Review* <https://doi.org/10.3758/s13423-024-02579-0>

Dunn, J. D., Varela, V. P. L., Nicholls, V. I., Papinutto, M., White, D., & Miellel, S. (2022). Face-Information Sampling in Super-Recognizers. *Psychological Science*, *33*(9), 1615-1630. <https://doi.org/10.1177/09567976221096320>

Kriegeskorte, N., Mur, M., & Bandettini, P. (2008). Representational similarity analysis - connecting the branches of systems neuroscience. *Frontiers in Systems Neuroscience*, *2*. <https://doi.org/10.3389/neuro.06.004.2008>

PROJECT 2

Name of Supervisor: Sebastien Miellet

Name of co-supervisor (if applicable): Simone Favelle

Supervisor Email: smiellet@uow.edu.au

Title project 2:

Description of project 2:

The human face provides us with a quick and easy means to signal and read important social and biological information such as identity, familiarity, expression, and age. When a face is viewed in ideal conditions - a static front view, lit from above with minimal shadow, and neutral expression - decisions about these signals (e.g., Whose face is this? Have I seen this face before?) are very accurate. Performance in face recognition tasks using images outside of these conditions (and more reflective of our typical interactions with faces), however, is highly error prone. Problematically, the vast majority of research into the processes underpinning faces recognition has used stimuli created with ideal image capture conditions. We understand much less about face recognition processes in ecologically valid conditions.

Studies testing the effects of changes in view on face recognition, for example, show clear evidence of impaired accuracy and response times to views that are rotated further away from a front or known view both in the left/right yaw axis (Hill et al 1997; Stephan & Caine, 2007, Troje & Bühlhoff, 1996, van der Linde & Watson, 2010) and in the up/down pitch axis (Favelle et al, 2007, 2011; Favelle & Palmisano, 2018). These findings suggest that variations in face viewpoint are associated with changes in cognitive processes (eg holistic and featural processing). However, the nature of the visual information that underpins the process of view generalization (determining whether an encoded face and test face that differ in viewing angle belong to the same identity) and whether this varies for yaw and pitch views remains an open and under-investigated question.

Royer et al (2016) addressed the question of information use in generalising face identity across yaw rotations of view by employing a “bubbles” task to test the facial areas associated with better performance. Their results suggested that features in the centre of the face, were linked to individual ability in a view generalisation task, for unfamiliar faces. One of the issues with this method is that the bubble technique requires a very large number of trials leading to multiple presentations of the same stimuli (in Royer et al, 30 identities were used for 1800 trials) which diminishes the ecological value of such studies. Moreover, as the “bubbles” are defined before the experiment, this technique does not allow for an active visual sampling from the participant.

In the real world we explore our visual environment and acquire information by moving our eyes, alternating saccades and fixations across the visual field. Saccades are rapid eye-movements and fixations are periods of stability during which visual information is acquired. An important question in visual perception regards the nature and quantity of information processed at each fixation. This question has been tested extensively in the study of reading where the concept of the perceptual span (McConkie & Rayner, 1975) is core to all computational models of active reading. In contrast, the concept of a perceptual span for faces has only recently been established (Papinutto, et al, 2017). Surprisingly, there are few studies of eye tracking in face recognition and even fewer studies testing face recognition across view, with only two published studies that the authors are aware of and both of these only testing yaw views. Bindemann et al (2009) recorded eye movements while participants performed gender classification and free-viewing tasks on front, mid-profile, and profile views of faces. They reported a first fixation around the centre of gravity of the face, irrespective of view point. Chelnokova and Laeng (2011) tracked eye movements of participants generalising across two views (front & mid profile) to study differences in regions of interest (ROI) in 3D compared to 2D conditions. The ROI analysis of gaze data suggested that face areas with rich

volumetric information (eg nose and brow) were attended more in the 3D condition compared to the 2D condition.

While these two studies have employed eye-tracking and face stimuli, they tell us little about the processes underpinning the generalisation of identity across view. The first and most obvious problem is that the tasks employed were unrelated to identity processing and so do not speak to face recognition. Second, both these studies inform us about which part of the face is attended but not necessarily what information is used. Indeed, a dissociation between where we look and what we attend has been described in face processing (Caldara, et al, 2010; Miellet, et al, 2011, 2012, 2013). Moreover, these studies use Regions-of-Interest that are defined a-priori and subjectively raising serious problems in terms of generalisability, replicability and comparison between studies (Caldara & Miellet, 2011). To solve this issue, we developed iMap (Caldara & Miellet, 2011; Lao, et al, 2017; Miellet, et al, 2014), a toolbox for data-driven, robust, statistical mapping of eye-movement. Thirdly, and a more general issue with face research, despite the frequency and relevance of faces views in everyday interactions and certain professions, the study of a whole series of common views in the pitch axis have been neglected. The aim of this project is to investigate the way in which individuals sample visual information when recognizing faces in real world conditions: viewing faces from the side, above and below. Specifically, the current study will use the Facespan methodology developed and established by Miellet's lab (Papinutto, et al 2017) to bridge this gap and systematically test the nature of the information utilised and ultimately the processes engaged in recognising faces when the encoded face and test face differ in yaw and pitch viewing angles. The projects will require handling Matlab. Solid data analysis skills will be helpful.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Favelle, S., Hill, H., & Claes, P. (2017). About Face: Matching Unfamiliar Faces Across Rotations of View and Lighting. *I-Perception*, 8(6). <https://doi.org/10.1177/2041669517744221>

Favelle, S., & Palmisano, S. (2018). View specific generalisation effects in face recognition: Front and yaw comparison views are better than pitch. *PLoS ONE*, 13(12), Article e0209927. <https://doi.org/10.1371/journal.pone.0209927>

Hunnisett, N., & Favelle, S. (2021). Within-person variability can improve the identification of unfamiliar faces across changes in viewpoint. *Quarterly Journal of Experimental Psychology*, 74(11), 1873-1887. <https://doi.org/10.1177/17470218211009771>

Lao, J., Miellet, S., Pernet, C. et al. iMap4: An open source toolbox for the statistical fixation mapping of eye movement data with linear mixed modeling. *Behav Res* 49, 559–575 (2017). <https://doi.org/10.3758/s13428-016-0737-x>

Miellet S, Vizioli L, He L, Zhou X and Caldara R (2013) Mapping face recognition information use across cultures. *Front. Psychology* 4:34. doi: 10.3389/fpsyg.2013.00034

Papinutto, M., Lao, J., Ramon, M., Caldara, R., & Miellet, S. (2017). The Facespan—the perceptual span for face recognition. *Journal of Vision*, 17(5):16, 1–12, doi:10.1167/17.5.16.

PROJECT 1

Name of Supervisor: Peter Leeson

Name of co-supervisor (if applicable):

Supervisor Email: pleeson@uow.edu.au

Title of project 1: Cognitive styles and beliefs about the nature of scientific knowledge.

Description of project 1:

Dealing with many of the major issues that we confront, such as global warming or the possibility of future pandemics, requires scientific knowledge to be understood and implemented by the broader community. Nonetheless, there has been concern within sectors of society about the veracity of this information. This series of projects seeks to examine the psychological factors that might influence this phenomena..

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):None

References/ recommended readings:

Sacchi, S., Riva, P., Aceto, A. (2016). Myopic about climate change: Cognitive style, psychological distance, and environmentalism. *Journal Of Experimental Social Psychology*, 65, 68-73.

Caddick, Z.A., Feist, G.J. (2022). When beliefs and evidence collide: psychological and ideological predictors of motivated reasoning about climate change. *Thinking & Reasoning*, 28 (3), 428-464.

Crandon, T.J., Scott, J.G., Charlson, F.J., Thomas, H.J. (2024). Coping with climate anxiety: impacts on functioning in Australian adolescents. *Australian Psychologist*, 59 (6), 541-552.

Kahan, D.M. (2013). Ideology, motivated reasoning, and cognitive reflection. *Judgment And Decision Making*, 8 (4), 407-424.

Lobato, E.J.C., Zimmerman, C. (2019). Examining how people reason about controversial scientific topics. *Thinking & Reasoning*, 25 (2), 231-255

PROJECT 1

Name of Supervisor: Jane Herbert

Name of co-supervisor (if applicable):

Supervisor Email: herbertj@uow.edu.au

Title of project 1: The Dad Space

Description of project 1:

Fathers play a significant and unique role in children's development, but they are often left out of child development and family research. On a practical level, fathers have low participation rates and high drop out rates from early parenting programs, and report feeling excluded from early parent-child initiatives where mother-child dyads are the norm. Students will have a unique opportunity to collect survey or interview data on fathers' attitudes and confidence in parenting and their parenting support needs. Areas of interest could include exploring how fathers feel as they return to work from parental leave, the intergenerational impact of fathering practices, or the experiences of fathers within Early Childhood Education and Care settings or as part of our recent UOW program for Dads and their children at the Discovery Space in Early Start.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): psyc361

References/ recommended readings:

Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers are parents, too! Widening the lens on parenting for children's development. *Child Development Perspectives*, 12(3), 152–157. <https://doi.org/10.1111/cdep.12275>

Churchill, B., & Craig, L. (2021). Men's and women's changing attitudes towards fatherhood and working fathers in Australia. *Current Sociology*, 70(6), 943–963. <https://doi.org/10.1177/00113921211012737>

Herbert, J.S., Dwyer, E., Mitchell, A.S., Duursma, E., & Bird, A.L. (2023). "I've got more of a role to play": Australian fathers' perspectives on parenting through the lens of COVID-19 lockdown. *Psychology of Men & Masculinities*, 24(3), 225–236. <https://doi.org/10.1037/men0000433>

PROJECT 2

Name of Supervisor: Jane Herbert

Name of co-supervisor (if applicable):

Supervisor Email: herbertj@uow.edu.au

Title project 2: Parents, infants, and digital media

Description of project 2:

Digital technology is a common part of modern family life, but also a source of concern for many parents. Much of the research in this area has focused on the negative health impacts associated with higher overall amount of screen exposure and increased sedentary behaviour, with health researchers and policy makers advocating for young children to have little or no exposure to screens and digital media. At the same time, it is increasingly recognised that educational opportunities exist from engagement with well-developed resources that can promote skills such as early literacy, numeracy, and problem solving. The aim of this research will be to examine how and why Australian parents chose to engage (or not engage) their infants and young children with digital technology, the perceived impacts of their decisions and experiences, and their attitudes towards current viewing guidelines.

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list): psyc361

References/ recommended readings:

Straker, L., Zabatiero, J., Danby, S., Thorpe, K., & Edwards, S. (2018). Conflicting guidelines on young children's screen time and use of digital technology create policy and practice dilemmas. *The Journal of Pediatrics*, 202, 300–303. <https://doi.org/10.1016/j.jpeds.2018.07.019>

Mannell, K., Bloul, S., Sefton-Green, J., & Willcox, M. (2024). Digital media and technology use by families with infants, toddlers, and young children: A scoping review and call for forward momentum. *Journal of Children and Media*, 18(4), 605–628. <https://doi.org/10.1080/17482798.2024.2394939>

PROJECT 1

Name of Supervisor: Brin Grenyer

Name of co-supervisor (if applicable):

Supervisor Email: grenyer@uow.edu.au

Title of project 1: Relationship conflicts and outcome in treatment of personality disorder

Description of project 1: The treatment of personality disorder has generally been considered resource intensive in terms of therapist time and costly in terms of relationship impacts on the person and their close family and friends. What is not so often studied is how relationship conflicts change over a year of treatment and associations with clinical, social and vocational improvements. This project provides scope to study longitudinal data on large data sets, allowing statistical prediction and modelling of different outcomes as well as qualitative analysis of themes. The project allows both theory development, statistical modeling and hypothesis formation, creation of new data sets, and application to real-world mental health settings. The project is located in the Project Air Strategy for Personality Disorders (building 22)

Number of students allowed on this project: 1

Any prerequisites? (Please list): Confidence in statistical modelling of large data sets

References/ recommended readings:

Grenyer BFS., Townsend ML, Lewis K, Day N. (2022). To love and work: A longitudinal study of everyday life factors in recovery from borderline personality disorder. Personality and Mental Health, 16(2) p.138-154 <https://doi.org/10.1002/pmh.1547>

Miller CE, Lewis KL, Huxley E, Townsend ML, Grenyer BFS (2018). A 1-year follow-up study of capacity to love and work: What components of borderline personality disorder most impair interpersonal and vocational functioning? Personality and Mental Health, 12(4), 334-344. <https://doi.org/10.1002/pmh.1432>

Grenyer BFS, Marceau EM, Wiseman H (2022). The Core Conflictual Relationship Theme for personality disorders. Chapter in Eells T (Ed) Handbook of Psychotherapy Case Formulation (3rd Edn) Guilford Press.

Grenyer BFS, Marceau EM (2022). Helping patients master core conflictual relationship themes in psychotherapy. Journal of Clinical Psychology, <https://doi.org/10.1002/jclp.23314>

PROJECT 2

Name of Supervisor: Brin Grenyer

Name of co-supervisor (if applicable):

Supervisor Email: grenyer@uow.edu.au

Title of project 2: Non-response in treatment for personality disorder

Description of project 2: Personality disorder psychotherapies are effective for about half the people who enter treatment. There are a number of hypotheses about what impedes good outcomes for those in the "non-response" group. The project allows the student to develop their theoretical knowledge to develop hypotheses that can be tested on data sets developed on people in real-world mental health settings. This will suit a student with sound data analysis skills and an interest and curiosity in personality theory, psychotherapy, and broader social, cultural and psychodynamic perspectives. The project is located in the Project Air Strategy for Personality Disorders (building 22)

Number of students allowed on this project: 1

Any prerequisites? (Please list):

References/ recommended readings:

Woodbridge J, Townsend ML, Reis SL, Grenyer BFS (2023) Patient perspectives on non-response to psychotherapy for borderline personality disorder: a qualitative study. *Borderline Personality Disorder and Emotional Dysregulation*. 10, 13. <https://doi.org/10.1186/s40479-023-00219-y>

Qian X, Townsend ML, Grenyer BFS. Gender differences in treatment effectiveness for borderline personality disorder. *Personality and Mental Health*. 2025 Feb;19(1):e1642. doi: 10.1002/pmh.1642

Hashworth TA, Reis S, Townsend ML, O'Garr J, Grenyer BFS (2022) Personal agency and borderline personality disorder: a longitudinal study of outcomes. *BMC Psychiatry* 22, 566, <https://doi.org/10.1186/s12888-022-04214-5>

PROJECT 1

Name of Supervisor: Stewart Vella

Name of co-supervisor (if applicable):

Supervisor Email: stvella@uow.edu.au

Title of project 1: Behavioural finance

Description of project 1: This project will investigate the ways in which psychological constructs influence the behaviour and outcomes of individual investors on the stock market. This could be in the form of experimental or cross-sectional research.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list): No, but an interest in behavioural finance, or finance, would be helpful.

References/ recommended readings:

Psychology of Money, by Morgan Housel

PROJECT 1

Name of Supervisor: Marc de Rosnay

Name of co-supervisor (if applicable):

Supervisor Email: marcd@uow.edu.au

Title of project 1: New early childhood educators' understanding of the social cognitive and communicative abilities of infants: Links with practice and professional identity

Description of project 1:

This project, which can be done as a qualitative or quantitative investigation, will examine how new early childhood education and care professionals understand the social cognitive and communicative abilities of infants (under 2 years of age), and the extent to which such understanding is related to their approaches to interacting with and planning for infants, and the extent to which they see themselves as having 'professional expertise'

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Degotardi (2010). <https://doi.org/10.1080/09669761003661253>.

<https://www.tandfonline.com/doi/full/10.1080/09669761003661253>

Degotardi, S., & Davis, B. (2008). Understanding infants: Characteristics of early childhood practitioners' interpretations of infants and their behaviours [Article]. *Early Years*, 28(3), 221-234. <https://doi.org/10.1080/09575140802393686>

Degotardi, S., & Gill, A. (2019). Infant educators' beliefs about infant language development in long day care settings [Article]. *Early Years*, 39(1), 97-113. <https://doi.org/10.1080/09575146.2017.1347607>

PROJECT 2

Name of Supervisor: Marc de Rosnay

Name of co-supervisor (if applicable):

Supervisor Email: marcd@uow.edu.au

Title project 2: Understanding young children's moral awareness and ethical thinking

Description of project 2:

It is now well understood that young children are sensitive to the moral domain, and they have strong intuitions about fairness, retribution and restoration in morally relevant situations. Despite this robust empirical evidence, there is relatively little research on the environments and interactions that support young children a moral understanding and their self-identification as an ethical and/or moral actor. This project can use different kinds of methodologies to investigate the environments and interactions that support young children's ethical thinking, both from the adult and the child view point

Number of students allowed on this project: 2

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

Dahl, A., & Paulus, M. (2019). From Interest to Obligation: The Gradual Development of Human Altruism [Article]. *Child Development Perspectives*, 13(1), 10-14.

<https://doi.org/10.1111/cdep.12298>

Kingsford, J. M., Hawes, D. J., & de Rosnay, M. (2022). The development of moral shame indicates the emergence of moral identity in middle-childhood [Article]. *Journal of Moral Education*, 51(3), 422-441. <https://doi.org/10.1080/03057240.2021.1898936>

Weller, D., & Lagattuta, K. H. (2014). Children's Judgments About Prosocial Decisions and Emotions: Gender of the Helper and Recipient Matters. *Child Development*, 85(5), 2011-2028.

<https://doi.org/10.1111/cdev.12238>

PROJECT 1

Name of Supervisor: Professor Karena J. Burke

Name of co-supervisor (if applicable):

Supervisor Email: karenab@uow.edu.au

Title of project 1: Various options

Description of project 1: I have a strong interest in wellbeing and resilience as it relates to organisations and communities, and from an individual perspective across a number of different contexts.

I am interested in working with students across following topic area:

Workplace health and wellbeing (including in Schools); Community resilience; Family health and wellbeing; Trauma response and Post-traumatic growth

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

These papers are examples of past student projects I have supervised:

Burrowes, S., Gerace, A., Benveniste, T., **Burke, K.J.**, Kelly, D., Raymond, I. (2024). Perceptions of educators of a system-informed positive education program: A study of most significant change. *Future in Educational Research*, Oct 24, <https://doi.org/10.1002/fer3.63>

Hilton, K., **Burke, K.J.**, & Signal, T. (2023). Mental health in the veterinary profession: an individual or organisational focus? *Australian Veterinary Journal*, 101 No. 1-2 (41-48).
<https://doi.org/10.1111/avj.13215>

Glazebrook, A. J., **Burke, K. J.**, & Shakespeare-Finch, J. (2022). Benefit-finding process development in families raising children with chronic food hypersensitivity. *Family Relations*, 71(2), 707-723.
[doi:10.1111/fare.12648](https://doi.org/10.1111/fare.12648)

Bateman, J., Lovell, G.P., **Burke, K.J.**, & Lastella, M. Coach education and positive youth development as a means of improving Australian sport. (2020). *Frontiers in Sports and Active Living*,
<https://doi.org/10.3389/fspor.2020.591633>

Lee, M., Williams, S., & **Burke, K.J.** (2019). Striving for the thin ideal post-pregnancy: A study of dieting vs non-dieting and psychological well being in postpartum women. *Journal of Reproductive & Infant Psychology*, <https://doi.org/10.1080/02646838.2019.1607968>

PROJECT 1

Name of Supervisor: Briony Larance

Name of co-supervisor (if applicable):

Supervisor Email: blarance@uow.edu.au

Title of project 1: Treatment satisfaction, healthcare climate and/or patient activation among clients accessing alcohol and other drug services

Description of project 1:

This study involves secondary analyses of quantitative survey data collected from specialist alcohol and other drug services. The exact research question would be developed through collaborative discussions with the student, and there is the possibility of collecting additional qualitative data (depending on the research question). Possible topics include understanding the demographic and clinical characteristics that are associated with treatment experience and/or satisfaction, patient activation and/or healthcare climate.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

- Hibbard JH, Stockard J, Mahoney ER, Tusler M. Development of the Patient Activation Measure (PAM): conceptualizing and measuring activation in patients and consumers. *Health Serv Res.* 2004 Aug;39(4 Pt 1):1005-26. doi: 10.1111/j.1475-6773.2004.00269.x. PMID: 15230939; PMCID: PMC1361049.
- Williams, G. C., Grow, V. M., Freedman, Z. R., Ryan, R. M., & Deci, E. L. (1996). Health Care Climate Questionnaire (HCCQ) [Database record]. APA PsycTests. <https://doi.org/10.1037/t68628-000>
- Kelly PJ, Hatton EL, Hinsley K, Davis E, Larance B. Preliminary psychometric evaluation of the patient reported experience measure for addiction treatment (PREMAT). *Addict Behav.* 2021 Dec;123:107048. doi: 10.1016/j.addbeh.2021.107048. Epub 2021 Jul 12. PMID: 34348223.
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PROJECT 2

Name of Supervisor: Briony Larance

Name of co-supervisor (if applicable):

Supervisor Email: blarance@uow.edu.au

Title project 2: Factors associated with engagement in SMART Recovery mutual support groups

Description of project 2:

SMART Recovery Australia (<https://smartrecoveryaustralia.com.au/>) are mutual support groups run nationally (online and face to face) that are grounded in Cognitive Behaviour Therapy with substance dependencies or problem behaviours. This study involves secondary analyses of quantitative survey data collected from SMART recovery group participants. The research question would be developed collaboratively through discussions with the student. Possible topics could include understanding the correlates of engagement and group cohesion, or motives for attendance.

Number of students allowed on this project: 1

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

- Beck AK, Larance B, Manning V, Hides L, Baker AL, Deane FP, Shakeshaft A, Raftery D, Kelly PJ. Online SMART Recovery mutual support groups: Characteristics and experience of adults seeking treatment for methamphetamine compared to those seeking treatment for other addictive behaviours. *Drug Alcohol Rev.* 2023 Jan;42(1):20-26. doi: 10.1111/dar.13544. Epub 2022 Sep 14. PMID: 36106354; PMCID: PMC10087117
- van de Ven K, Deane FP, Kelly PJ, Larance B, Beck AK. Online SMART Recovery mutual-help groups: a comparison of the characteristics and experiences of men living in rural and urban regions of Australia. *Rural Remote Health.* 2024 Sep;24(3):8861. doi: 10.22605/RRH8861. Epub 2024 Sep 21. PMID: 39307541.

PROJECT 3

Name of Supervisor: Briony Larence

Name of co-supervisor (if applicable):

Supervisor Email: blarence@uow.edu.au

Title of project 3: Collaborative student project relating to alcohol and other drug use and attitudes among young people

Description of project 3:

This would be a group project where students would collaborate on designing and conducting an online survey of young people. With guidance, each student would research their specific research question and measures, and write up their theses independently, but would collaborate on ethics and data collection. Examples from previous years includes a survey of young people's substance use motives, or survey of young people people who vape. Possible ideas include a survey of harm reduction attitudes and/or the relationship between health literacy and risk perception.

Number of students allowed on this project: 3

Is there a strict prerequisite subject? (Please list):

References/ recommended readings:

APPENDIX B MARKING PROCEDURE FOR HONOURS THESES

Instructions for Thesis Examiners - Honours Theses

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

Please read each thesis and assign an overall mark using the Grading Criteria listed below. More detailed guidelines for evaluating different components of the thesis are included in the ensuing sections of this document.

In assigning a mark, you should be aware that students have been offered the opportunity to receive feedback on two drafts of their Introduction, Method and Results sections (for each experiment, where applicable). However, supervisors do not read the Discussion (either for individual experiments and/or General Discussion) nor provide feedback to students. For this reason, *in arriving at a final mark, you are asked to place greater weight on your evaluation of the Discussion relative to the other sections.*

Please consult the Student Report and the Supervisor Report for an indication of the relative contributions of student and supervisor to the design and execution of the project and the data analyses.

GRADING CRITERIA FOR ASSIGNING AN OVERALL MARK - HONOURS THESES

95 – 100	Approaching professional quality; shows conceptual sophistication and originality well beyond that expected of a student at this level. Such a mark is for the absolutely exceptional thesis and is rarely given.
90 – 94	Outstanding quality on all dimensions; has clear capacity for scholarship/research; clearly on top of conceptual/methodological issues.
85 – 89	Very high quality on most dimensions; demonstrates clear potential for development of PhD research capabilities; very thorough grasp of issues/methods. Well-argued discussion.
80 – 84	High quality on most dimensions with some minor inadequacies; the work of a competent student who would be capable of undertaking a PhD. A good thesis overall. Strong discussion but not outstanding.
75 – 79	Competent thesis; moderately well-rated on most dimensions with some obvious weaknesses; for example, “cook book” presentations of literature/analysis, local inconsistencies in argument, some awkwardness of expression or organization or minor misinterpretation of findings.
70 – 74	Only moderately well rated on some dimensions, with more glaring weaknesses; for example, simplistic exposition of literature and/or limited or inappropriate focus on aspects of literature, major errors in interpretation of results. Moderately weak discussion of findings.
<70	Very limited in perspective; Poorly rated on most dimensions, for example, simplistic exposition of literature, limited understanding of subject matter, weak and simplistic discussion.

Feedback (but not a mark) will be released to the students by the coordinator on a set date approximately 4 weeks after submission.

Online Thesis Submission Tool: Marking Sheet for PSYC410 Honours Empirical Thesis - for use while examining. When finished please transfer the information to the online version. The cells do not carry an exact weighting or mark. Use them to give an indication of the student's performance on each aspect of the work.

Amplify the report with qualitative comments in the comments section to give complete feedback. Please provide substantive and constructive written comments, bearing in mind that honours students are "researchers-in-training". *Examiners are respectfully reminded to steer away from providing reports that are either too brief or contain harsh language – they are unhelpful and reflect poorly on the examiner involved.*

Student Name:

Thesis Title:

	(Fail)	Poor	Fair	Good	Excellent
ABSTRACT					
Clarity, succinctness					
INTRODUCTION					
Literature review and rationale for the present study					
Descriptions of the research question(s)					
METHOD					
Descriptions allow a full replication					
Appropriate choice (e.g. participant, variables, design, procedure)					
RESULTS					
Appropriateness of Methods for data handling					
Clarity of description					
DISCUSSION					
Address the proposed question(s)					
Relate to relevant theories/ models					
Appreciation of implications					
PRESENTATION					
Use of language					
Referencing					
OVERALL					
Coherence of the report					
Analytical and critical capacity					
Novelty in contribution					
POSITIVE ASPECTS OF THIS THESIS AREA(S) FOR IMPROVEMENT OTHER COMMENTS					
Mark Awarded:					

School of Psychology, University of Wollongong

Honours research marking criteria (adapted with permission from the Department of Psychology, ANU)

- This description is intended as a guide only.
- For any one criterion, the candidate does not have to satisfy all points under each rating category to obtain that rating.
- The candidate may satisfy any one criterion at different levels. Markers must exercise their own judgement in determining their ratings against each criterion.

Criterion 1 : [INTRODUCTION] Review of relevant research. Statement of the problem and its justification in the light of previous theory and research.

Rating	Description
Excel- lent	<ul style="list-style-type: none">• Review represents a thorough and appropriately detailed coverage of the relevant literature. The candidate may incorporate novel (but relevant) areas of research/ literature• Presentation and interpretation of theories and research findings are accurate and insightful• Interpretations of theory and statements of fact are clearly presented and given a strong and convincing basis in evidence• Where the candidate cites evidence, they use the most appropriate reference• The candidate goes beyond already published claims and presents their own substantiated interpretation of the literature• The problem driving the research is clearly stated. The problem is broken down in terms of clear hypotheses, themselves in the form of statements of causal relationships• The problem and associated hypotheses are demonstrably derived from a sound and accurate understanding of the literature• <u>The proposed problem or the approach to understanding the problem is worth pursuing and is insightful or creative</u>
Good	<ul style="list-style-type: none">• Review covers all core areas of the literature in sufficient detail, with no significant intrusions of irrelevant material• The material presented is clearly understood by the candidate• Statements of fact or claims made are accurate, supported by evidence and are based on fact/logic, not opinion• The problem behind the research is identifiable and is framed in terms of statements of hypotheses. The candidate gives a clear presentation of predictions• The research problem represents a logical step forward, based on the presentation of the literature• The candidate proposes to make an original and worthwhile contribution to the development of theory, methodology or scientific knowledge
Fair	<ul style="list-style-type: none">• Review covers most areas of the literature accurately but omits other key areas• The candidate may spend some time introducing areas of work that do not appear to make any real contribution• Statements of fact or claims made are usually but not always supported by evidence• The literature is presented in a descriptive way, rather than in an analytical way• The candidate does not take up obvious opportunities to make conclusions or important points salient to the reader• The candidate may rely too heavily on a small number of references• The broad aims of the research are evident but are not spelled out in terms of distinct hypotheses or predictions• The research problem makes sense in the light of the literature

Criterion 1(continued) : [INTRODUCTION] Review of relevant research. Statement of the problem and its justification in the light of previous theory and research.

Rating	Description
Poor	<ul style="list-style-type: none">• Review is relevant but heavily one-sided• The candidate does not explain theories adequately, does not appear to ‘engage’ with the literature or does not appear to fully understand the material• Minor statements of fact or claims are wrong are misinterpreted from the literature• The literature is presented in an uncritical way• Makes improbable leaps of logic in the presentation of literature or arguments• Research aims and hypotheses are evident but do not follow from the treatment of the literature
Fail	<ul style="list-style-type: none">• Presentation and interpretation of theories and research findings is obviously and consistently wrong• Material has been clearly and substantially plagiarised (NOTE: sufficient for Fail grade of thesis)• The candidate fails to present any mention of their research aims/problem• The problem under investigation is irrelevant or not psychological in nature

Criterion 2 : [METHOD] Competence and sophistication of research design, including skills in design of measurement, equipment, or selection of subjects.

Rating	Description
Excel- lent	<ul style="list-style-type: none"> • The approach to answering the research question is highly original and imaginative. The design reflects an advanced understanding of the key issues in this area of research • Variables have been operationalised in creative and novel ways • The candidate employs a method of gathering data that is ideally suited to answering the research question. The method chosen is also technically sophisticated or highly creative. This study has been very well constructed and executed • The study contains nothing that is superfluous or irrelevant • AND – all criteria for a “Good” rating (see below) have been satisfied
Good	<ul style="list-style-type: none"> • The research is original (not a simple replication, using the same design, sample, measures etc as a previous study) • The design will allow a clear test of the research aims/hypotheses • The candidate has chosen an appropriate method/equipment to investigate the research question • Variables have been operationalised in a way that is valid • Measures are well targeted and their inclusion is justified (e.g. Measures are sensitive enough and allow the researcher to draw conclusions about causal factors) • If standard measures are being used, they are the most relevant available. The candidate has used a novel combination of instruments or measures • Manipulation checks (where appropriate) have been included and are appropriate • Scales are appropriate and useful • The study has been designed in such a way as to allow findings to be generalised beyond the sample tested • The sample is representative and theoretically relevant • The sample size is appropriate
Fair	<ul style="list-style-type: none"> • The research represents a very simple extension of past work, using existing, standard measures • The method of gathering data (e.g. survey, experiment) is suited to the research question • The candidate appears to have included measures unnecessarily or without justification and/or the candidate may have omitted some key measures • The design has been constructed in order to provide a test of the research aims
Poor	<ul style="list-style-type: none"> • The study is a simple replication of past research (is not original in any significant respect) • The method of gathering data is suitable but suboptimal for addressing the research question • The study is unwieldy or unnecessarily complex • Measures may make sense in the light of research aims but are not well thought out or constructed • The sample size is inadequate even though it would have been possible to obtain an adequate sample
Fail	<ul style="list-style-type: none"> • The research method or design does not allow the candidate to address the research question

Criterion 3 : [RESULTS] Competence in data analysis, and presentation of results.

Rating	Description
Excel- lent	<ul style="list-style-type: none">• The results section provides a very clear, insightful and appropriately detailed summary of the data• Analyses are appropriate for the hypotheses and are performed with a high degree of competency• The candidate has demonstrated a sophisticated knowledge of the procedures used• The result section gives the impression that the candidate is completely familiar with the purpose of the study and with the data• The results section does not contain any omissions or errors
Good	<ul style="list-style-type: none">• Data analysis is appropriate and provides a summary of the data that is relevant to hypotheses• All appropriate statistics/measures are reported (for quantitative studies)• The data are presented clearly and the results section is succinct and easy to follow
Fair	<ul style="list-style-type: none">• The analyses performed may not be optimal but they allow the candidate to draw conclusions about the data• The candidate may fail to report all measures or effects or may not perform all analyses implied by hypotheses/research aims
Poor	<ul style="list-style-type: none">• The candidate presents analyses that are unnecessarily complex or insufficiently detailed• The candidate may not report all necessary measures• The candidate may not appear to have fully understood the data or purpose of the study
Fail	<ul style="list-style-type: none">• The techniques used are fundamentally incorrect or are used incorrectly, despite being appropriate for a 4th year level thesis• The analysis may be done correctly but the candidate fundamentally misinterprets the data

Criterion 4 : [DISCUSSION] Ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research.

Rating	Description
Excellent	<ul style="list-style-type: none"> • Discussion provides a very thorough exploration of the implications of the findings for all relevant theoretical perspectives • The candidate provides a full discussion of hypotheses in the light of findings and does not go beyond or downplay the significance of the data • Candidate is appropriately critical of the design and method, neither downplaying nor overstating problems. Where there are problems, the candidate indicates how they may be avoided in future and may even give details of an improved design • The discussion of future research directions is insightful and reflects a thorough understanding of key issues • Any issues raised in the introduction are re-visited and addressed • The discussion section draws together and summarises the main points
Good	<ul style="list-style-type: none"> • The candidate provides a discussion of the fate of hypotheses • Discussion provides an exploration of the meaning of findings but may not give full attention to all relevant theoretical issues • The conclusions drawn in the discussion are reasonable, accurate and follow from the results obtained. They serve to clarify and explain the results to the reader • The candidate makes a successful effort to examine their own research for methodological/statistical weaknesses and to suggest improvements • The candidate suggests future research directions. This is logical and well targeted
Fair	<ul style="list-style-type: none"> • An effort is made to present the findings and discuss their meaning • The significance of the findings for relevant theoretical perspectives is addressed but in a limited fashion. The candidate may not demonstrate a full understanding of the issues • New and unexpected theoretical perspectives or issues are presented in the discussion • The candidate may draw some conclusions that are not warranted, or that they have no real evidence for • The candidate may fail to emphasise the strengths of the study, or may overstate or ignore the significance of obvious weaknesses • The candidate accurately points out limitations of the study but doesn't recommend how these may be remedied
Poor	<ul style="list-style-type: none"> • The candidate provides a descriptive rather than an analytical account of the findings • Conclusions drawn are wrong in parts • The discussion may target hypotheses but represents a clear attempt to 'push' a one-sided interpretation of findings
Fail	<ul style="list-style-type: none"> • The discussion of findings is overwhelmingly wrong or too brief to be useful

Criterion 5 : [PRESENTATION and OVERALL ASSESSMENT] Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

Rating	Description
Excel- lent	<ul style="list-style-type: none"> • The main points are developed logically. The reader quickly gains the sense of a developing ‘story’ that is maintained throughout the thesis • The candidate presents a clear and consistent argument through the thesis • The writing is fluent e.g. Paragraphs and sentences are well constructed and follow logically on from each other • Correct grammar and spelling are used • The candidate demonstrates an excellent command of language. They write in clear, plain English. The writing style is not overblown, verbose or unsophisticated • Headings are clear and accurately describe the content that follows • All sources are acknowledged correctly • References and citations are presented in the appropriate format • The thesis as a whole is presented neatly, using easily readable font and spacing
Good	<ul style="list-style-type: none"> • The main points are developed logically and, taken together, present a coherent picture • The argument is consistent – the candidate does not ‘change tack’ in the middle of the thesis • The thesis is easy to read and generally flows well • The writing is clear and can be read and understood with minimal effort • Correct grammar and spelling are used, with a few minor exceptions • Headings make sense and help to structure the thesis • All sources are acknowledged correctly • References and citations are presented in the appropriate format • The thesis as a whole is presented neatly, using easily readable font and spacing
Fair	<ul style="list-style-type: none"> • The thesis is structured as a psychology report and material is categorised under the correct headings • The candidate makes a clear effort to present a logical argument • The argument, or material presented to support the argument, may not be consistent throughout the theses e.g. The candidate may present key theoretical material in the discussion that did not appear in the introduction or vice versa • Although main points are clear the thesis is difficult to understand at times, either due to poor sentence/paragraph construction or due to a lack of structure in the argument as a whole • Grammar and spelling are wrong in places – the thesis does not have a ‘polished’ feel to it • Headings help to structure the thesis but may not be written clearly or may not be well chosen • The candidate makes an effort to use appropriate referencing but clear errors creep in • References and citations contain some errors but are presented a consistent format
Poor	<ul style="list-style-type: none"> • The thesis as a whole is presented as a psychology report and each section contains relevant information. • The candidate has made an effort to structure the thesis around some core issues but the argument as a whole may be quite difficult to grasp • The thesis is difficult to read as a whole and contains consistent and obvious errors in grammar and spelling • The candidate has used a consistent but incorrect format for referencing (e.g. Uses a style usually employed for a history rather than a psychology thesis)

Criterion 5 (continued): [PRESENTATION and OVERALL ASSESSMENT] Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

Rating	Description
Fail	<ul style="list-style-type: none">• The candidate may have failed to structure the thesis as a psychology report• It is difficult to discern any coherent argument• The writing style is confusing and the thesis as a whole is extremely difficult to read• The thesis contains no references or citations

Honours Thesis Writing - Instructions to Students

Abstract

One page (250 - 350 words), actually written last, but following the cover page, serves to: (a) summarise for the reader the basic purpose, structure, and results of the study, and (b) refresh the reader's memory on salient points in the thesis.

Introduction

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

Review of Literature

Speak with your supervisor about the components of this section. There should be a coherent flow of information that: (a) explains the conceptual framework of your study, (b) describes general concepts and terms in this area of psychological research, and (c) examines specific studies - both early and recent - that provide a rationale for, and justify, your study. This section may end with a section called "Summary" although this is up to your supervisor.

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

Significance of the Study

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

Statement of the Problem

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

Hypotheses

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

Below are some important things to consider in writing your Introduction.

Definitions

Note the importance of listing key terms and providing definitions that are applied specifically in your study. For example, some terms or concepts have various definitions. How are they defined in your study? Do not assume that your reader has any expert knowledge in your specific area of research. It is up to you to ensure that all relevant terms and concepts are defined sufficiently clearly to *all types of readers*.

Assumptions

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

Bear all of the above in mind as you consider methodological issues relevant to your chosen topic of research and the choices you make for your study's design.

Limitations

Every study has limitations. These are possible shortcomings, which either cannot be controlled or are the results of the delimitations imposed by the researcher. For example, there is a limitation in all instruments in which the participant responds to questions about his or her behaviour or attitudes about the truthfulness of the responses. All self-report data collection procedures have inherent limitations. Other examples of limitations include the participant's reading ability in completing your survey, and examining residents from a very specific geographical location only. These considerations are important because they help you identify the scope of your study.

Delimitations

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

Bear in mind that it is your responsibility to clearly justify the choices you make towards the design of your study at the outset. Do not leave it to your reader to infer the rationale behind your decision making.

Method

Participants

Describe participants' characteristics.

Equipment/Materials/Instruments

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

Procedures

Describe how study was carried out in detail and in proper sequence. This is important for your reader to evaluate the merit of your study and to potentially replicate it.

Results

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

Discussion

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

References

Refer to the current edition of the APA Manual. It is the definitive source for citing all types of references, with excellent examples by reference types.

Appendices

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

Other formal considerations

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

Appendix B

APPENDIX C STUDENT'S REPORT ON SUPERVISION OF HONOURS RESEARCH.

Note: This will be completed via the OTST system at the same time as the thesis is submitted.

Welcome to the Student's Report on Supervision of Honours Research

CONFIDENTIAL: Fill in this report and submit it on or before your PSYC410 thesis submission. The PSYC410 Subject Coordinator will forward this report for your thesis examiners' information. Your supervisor will not see it until after all the marks are decided.

1. Name of student

2. Name(s) of supervisor(s)

3. Title of Thesis

Contribution to your research

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

- 4. Initial research idea - Question (a): Degree to which it was my own idea

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

- 5. Initial research idea - Question (b): Degree to which the idea was already a part of an existing larger research project, etc.

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 6. Theoretical development of thesis: I initiated the investigation of theory

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

Contribution to your research (cont'd): Design and methods

* 7. Design and methods - Question (a): I was responsible for the design and execution of the study

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 8. Design and methods - Question (b): Was the method already a standard part of an existing larger research project?

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 9. Data collection - Question (a): I collected my own data

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 10. Data collection - Question (b): The project involved the interrogation of an existing data set.

- Yes - Go to Q11
- No - Go to Q12

11. Data collection - Question (c): If the response to Question (b) above is 'yes', were any additional data collected by me, etc.

- Yes
- No

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

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 13. Data analysis: I depended on assistance given for data analysis, statistical procedure, ... etc.

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 14. Interpretation of results and discussion - Question (a): I depended on assistance given in the interpretation of results.

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

* 15. Interpretation of results and discussion - Question (b): I depended on advice given on matters requiring detailed theoretical discussion.

- Not at all
- Little
- Somewhat
- Mostly
- Entirely

Supervision meetings

* 16. Supervision meetings - Question (a): I attended supervision sessions.

None

Few

Some

Most

All

* 17. Supervision meetings - Question (b): On average during my PSYC410 candidature, I was OFFERED supervision

Rarely

Occasionally

Monthly

Fortnightly

Weekly

Contribution to your research (cont'd): Reading of drafts and feedback

- 18. Supervisor read drafts of and gave feedback on INTRODUCTION.

Yes

No

- 19. Supervisor read drafts of and gave feedback on METHOD.

Yes

No

- 20. Supervisor read drafts of and gave feedback on RESULTS.

Yes

No

- 21. Supervisor read drafts of and gave feedback on DISCUSSION.

Yes

No

- 22. The following individual(s) read drafts of and gave feedback on my PSYC410 thesis. (select all that apply)

a higher degree research student or psychology academic who did not supervise my honours research

another psychology honours student

family and friends

none of the above

Additional comments

* 23. Please comment on any other issues you want to bring to the attention of the examiners. Such issues may be related to supervision and/or your PSYC410 research development experience more generally.

Examples include (but are not limited to):

- (i) any notable conceptual or methodological contribution(s) you have made towards this research project;
- (ii) any challenge arising from the research project itself that you have had to overcome; and
- (iii) any other notable factors or circumstances that have impacted positively or negatively on your honours research this year.

**APPENDIX D
SUPERVISOR REPORT ON HONOURS STUDENTS, FOR EXAMINERS**

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

Student Name:

Thesis Title:

Supervisor:

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

<i>Student attended offered supervision sessions</i>					
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Please comment on:

- (i) any difficulties/problems which were discussed with the student;**
- (ii) whether or not the Literature Review is sufficiently comprehensive and up to date;**
- (iii) any pertinent information about the project itself (e.g. relevance to supervisor's research program, contribution to the area, etc.); &**
- (iv) any other issues you want to bring to the attention of the examiner(s).**

APPENDIX E

MID YEAR PROGRESS REPORT TEMPLATE

UOW Psychology Honours Thesis Progress Report

Congratulations - you are about halfway through your Honours thesis subject!

The purpose of this online progress report is to seek feedback from students on their progress to date on their thesis subject. The information gathered will also enable the Honours coordinator to be aware of any issues that may have an impact on individual students' timely completion of their thesis subject, so that appropriate support and advice can be offered where applicable.

Please be reassured that information you provide in this report will be kept strictly confidential. Furthermore, your responses will not be used as part of the assessment procedure to determine your final grade for your thesis subject.

Your online progress report: General information

* 1. Your Name

* 2. Your UoW student number

* 3. Name of honours thesis supervisor

* 4. Working title of your thesis

* 5. When was your first meeting with your supervisor(s) to discuss your thesis project? (dd/mm/yyyy)

* 6. Prior to commencing your current thesis project, have you worked with your thesis supervisor(s) on a related research project? (select one)

Yes

No

If you answered 'yes', please specify details below

• 7. How frequently do you meet with your supervisor(s) about your thesis project?

Weekly

Fortnightly

Other

If you answered 'Other', please specify

* What other means do you utilise to communicate with your supervisor(s) and (where applicable) fellow project group member(s) about your thesis project?

Progress on your research

* 9. What is the status of the ethics approval for your research project? (select one)

- My research project has received ethics approval
- Ethics application has been submitted and is awaiting approval from the Ethics Committee
- Currently working on the ethics application for my research project
- Other

If you answered 'Other', please specify

* 10. Please describe your progress to date with regards to the literature review for your thesis (select all that apply)

- I have discussed the framework of my literature review with my supervisor(s)
- I have submitted a draft of my literature review to my supervisor(s) for comments
- Other

If you have selected 'Other', please specify

12. 11. Please describe your progress to date with regards to the data collection for your thesis (Note: If your project involves interrogating archival data, please indicate your progress to date with regards to your data mining. Please also indicate whether or not you have been offered an opportunity to gain experience in collecting data for a similar current research project.)

* 12. Since commencing your thesis project, did you experience any personal and/or project-related difficulties that may have adversely affected your overall progress with your thesis project? (select one only)

Please be reminded that 400-level students are expected to have the capacity to manage their time to meet coursework requirements and deadlines. Any difficulties that students may have experienced with the coursework components are beyond the scope of this question.

Yes

No

If you answered 'Yes', please specify

* 13. Please note that PSYC410 students are strongly encouraged to complete all data collection towards their honours thesis NO LATER THAN THE FIRST WEEK OF SEPTEMBER. Do you foresee any difficulty that may prevent you from meeting this goal?

Yes

No

If you answered 'Yes', please specify: (i) the likely source(s) of difficulty, and (ii) how you and your honours supervisor have considered other plans to help you overcome this difficulty to meet the required goal.

* 14. Do you envisage any other difficulties that may adversely affect your progress with your thesis project in Spring Session this year?

Yes

No

If you answered 'Yes', please specify

- If you answered 'yes' to the above question, please indicate what plan(s) may be implemented to enable you to complete all the requirements of your thesis subject by the specified thesis due date. Alternatively, if you would like to meet with the PSYC410 subject coordinator to discuss your circumstances, please indicate below so that you can be contacted for an appointment

APPENDIX F

STUDENT AND SUPERVISOR ROLES AND RESPONSIBILITIES AGREEMENT

PSYC410 Honours Empirical Thesis 2025

Responsibilities of Supervisors and Students

Honours students and their supervisor(s) should go through this document together during a supervision meeting early in the year. Please complete all relevant sections on the final page of this document, and submit this document via the PSYC410 Moodle page no later than Week 4 of Autumn Session.

Responsibilities of Supervisors

The overriding responsibility of supervisors is to provide continuing support to students in researching and producing a 10,000 word empirical research thesis to the best of the student's ability. The final form and content of the thesis are the responsibility of the student.

Other responsibilities are:

- To support students in developing a proposal for their research project, and developing a plan for completing the research project/empirical thesis within the timeframe.
- To offer supervision only for research projects that are practicable. That is: (i) projects which are reasonable in scope; (ii) projects for which resources are normally available – resources include such things as computer programs for experimental research, psychological tests, access to research participants; (iii) projects which are likely to obtain Ethics approval.

Note that difficulties with technical equipment or difficulties and delays in accessing participants cannot be used as grounds for requesting academic consideration or extensions on the final empirical thesis; hence, it is the supervisor's responsibility to advise the student against attempting a project for which there is potential for such delays.

- To maintain regular contact with students. A student might reasonably expect **at least 30 minutes a week** with the supervisor, averaged over the research period.
- To inform students about any planned/extended absences during the candidature and arrangements for supervision during those absences.
- To provide timely/helpful written feedback (within two weeks) to students on draft thesis chapters.

Students may submit no more than two drafts of each of the Introduction, Method, and Results sections of the thesis to the primary supervisor only. Supervisors do not read and/or provide feedback on the Discussion section - they may discuss results with the student, but the discussion section is required to be the student's own interpretation of, and reflection upon, the results.

- To advise students of inadequate progress or work below the standard generally required and to suggest appropriate action.
- To complete a Supervisor's report. The Supervisor's report is submitted on the empirical thesis due date and is considered alongside the thesis.

- Students and their supervisors are jointly responsible for ensuring that all parties who have made a significant contribution towards a research project are appropriately acknowledged in any/all relevant research output. The student(s) and supervisor(s) should discuss UOW's Authorship Policy at the beginning of the year, and revisit this towards the end of the student's honours candidature: <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058654.pdf>

Responsibilities of Students

Honours students have the primary responsibility for the timely completion of the Honours project, and must take responsibility for the form and content of the final product – the 10,000 word empirical thesis.

Other responsibilities are:

- To develop (in consultation with the supervisor) a research project proposal, and a plan for completing both the project and empirical thesis within a timeframe set by the School.
- To ensure that any relevant ethics submissions are made in a timeframe that aligns with the project and empirical thesis timeline, and with ethics meeting dates.
- To undertake any additional work towards their project and empirical thesis identified as necessary by the supervisor.
- To attend the regular PSYC410 seminar, and attend Honours research group meetings.
- To maintain regular (preferably, weekly) contact with the supervisor.
- To discuss any proposed variation to enrolment or leave of absence with their supervisor and submit any requests for this to the Honours Coordinator as soon as possible.
- To discuss and establish with the supervisor the level of support required for successful completion of the project and empirical thesis.
- To present written material to the supervisor in sufficient time to allow for comments and discussions before scheduled meetings.
- To accept responsibility for the quality and originality of all submitted work, including the final empirical thesis.

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

- Students and their supervisors are jointly responsible for ensuring that all parties who have made a significant contribution towards a research project are appropriately acknowledged in any/all relevant research output. To this end, the student(s) and supervisor(s) should discuss UOW's Authorship Policy at the beginning of the research project, and revisit this policy towards the end of the student's honours candidature: <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058654.pdf>



Student(s) to complete the following section:

Working title for Honours research project:

Supervisor(s) name:

I have read and understood the information set out above with regards to my responsibilities as a research student in the above-mentioned Honours research project.

Student (print name): _____ Signature: _____ Date: __/__/

Supervisor(s) to complete the following section:

I have read and understood the information set out above with regards to my responsibility as the supervisor of the above-mentioned Honours research project.

Supervisor 1 (print name): _____ Signature: _____ Date: __/__/

Supervisor 2 (print name): _____ Signature: _____ Date: __/__/

PLEASE COMPLETE THIS PAGE, AND SUBMIT THE ENTIRE DOCUMENT TO THE PSYC410 MOODLE PAGE NO LATER THAN FRIDAY OF WEEK 4 (AUTUMN SESSION).

