HONOURS IN PSYCHOLOGY

Program Guide

2016

Note: Information in this Guide may change before the start of the honours year 2016

(Updated 11 January 2016)
Introduction to Honours in Psychology

Honours in Psychology aims to build on the knowledge and skills that you have learned in your undergraduate career and has been designed to emphasize both theoretical and practical knowledge in psychology. The aim of the program is to build on your knowledge of psychology and the principles that underlie the development of new knowledge in psychology. However, Honours is also a time of social, professional and intellectual development in which students become better acquainted with some of the central features of academic life: seminars, workshops, presentation of work to colleagues, research design and communication of scientific findings.

Accordingly, students are generally given more autonomy and responsibility for their own intellectual development during this year than before. Our Honours degree aims to develop your skills, under supervision, as an independent researcher and innovative thinker. Honours will also test your organisational skills, including your ability to prepare, define, plan, carry out and report on research. As an Honours student in psychology, you will undertake your own empirical research on a topic you choose to study in consultation with an academic supervisor. In doing so, your research should involve the creation of new information and knowledge in your chosen field.

Several learning goals underpin the program. By the end of the Honours program you will have further developed your:

- knowledge of theory, measurement and analysis in psychology;
- understanding of the relationship between causal factors, processes and outcomes;
- problem-solving abilities as both a producer and consumer of scientific knowledge;
- analytical and critical thinking skills;
- written and oral communication skills.

These learning goals provide the impetus for both the research project and the coursework components of the program.
# INFORMATION ABOUT STAFF

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Room Number</th>
<th>E-mail Address</th>
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STRUCTURE OF THE HONOURS PROGRAM

Coursework

By the end of the Psychology Honours Program, you will complete three compulsory courses. All students (including part time) will complete all three coursework units in the first year of their enrolment. Part-time students will commence their research project in the second year of their Honours enrolment. The Research Methods course contains a core component plus a number of modules from which you select four. Some of these may be offered in second semester. Information about this will be given in the first Research Methods class, but an outline can be found below. **Note the intensive work load in the beginning of the semester: three by two hours of lectures per week, for four weeks.**

**Statistics**
- Semester 1
- 4 weeks x 6 hours (3 x 2 hour classes) plus additional seminars

**Theory in Psychology**
- Semester 1
- 9 weeks x 3 hours

**Evidence-Based Assessment and Intervention**
- Semester 2
- 9 weeks x 2 hours

**Research Project**

**Thesis**
- Full year
- Meetings to be arranged with Research Supervisor

MID-YEAR ENTRY INFORMATION

In previous years, the Research School of Psychology has offered mid-year entry to students wishing to start their Honours year in Semester 2. However, given the structure of the coursework, from 2014, we will only be considering applications for mid-year entry from students who have exceptional and documented reasons for not beginning in Semester 1. **Mid-year entry is, thus no longer available as a standard application option.**

Acceptable documented reasons for being considered for mid-year entry are (1) you are an ANU Student who started their BPsyc (Hons) mid-year, or (2) you are an International Student whose Visa does not allow you to stay in Australia; in both instances, our normal regulations will still apply in regards to minimum grade averages and the availability of supervisors. The closing date for mid-year applications under these exceptional circumstances is the last Friday in May.
Note, the range of potential supervisors during mid-year entry is limited, given that most of the supervisors take on all of their students in Semester 1. Also, unlike students beginning in Semester 1, mid-year students need to arrange a potential supervisor prior to applying for Honours. Completion of a Bachelor’s degree in Semester 1, and a desire (even a strong one) to start Honours as soon as possible will not be a basis for mid-year entry. We encourage all students who complete their undergraduate degrees at the end of Semester 1 to apply for Honours entry with all other students at the start of the next academic year.

Arranging a supervisor – Students starting in Semester 1 do not arrange a supervisor prior to applying for Honours. Leave that part of the form blank. Only mid-year students with exceptional, documented circumstances (as outlined above) need to arrange a supervisor prior to applying.

<table>
<thead>
<tr>
<th>THESIS DUE DATE</th>
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<tr>
<td>For all students, thesis due dates are given here:</td>
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<td>(NOTE: At the time that this document was released, the Research School of Psychology was still negotiating with both the ANU Joint Colleges of Science and the ANU College of Arts and Social Sciences to agree upon a common due date for all Psychology Honours students regardless of their degree. We will inform students as soon as possible of the thesis due date.)</td>
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<tr>
<th>GUIDELINES FOR ASSESSABLE WORK</th>
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<tr>
<td>• Assessable work (other than your thesis) is to be handed in via the Fourth-Year assignment box to the left of the Enquiries counter on the 1st Floor of the Psychology Building.</td>
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<tr>
<td>• When handing in work, use an Honours cover sheet. Complete the cover sheet and staple it to the front of your assignment.</td>
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<tr>
<td>• Late work will incur a penalty of 5% per day. Weekends count as one day.</td>
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<td>• Extensions to assignment deadlines will only be granted for health reasons. Extensions will not be granted for work reasons or due to circumstances that should have been anticipated by the student. Applications for extension, with accompanying documentation (i.e., medical certificates) must be made directly to the Convenor of the course concerned.</td>
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<tr>
<td>• Extensions to thesis deadlines will only be granted due to circumstances that could not have been anticipated and that are completely beyond the student’s control. Such applications should be discussed with the Supervisor, and, following this, with the Honours Convenor (if your degree is in CMBE) or with the appropriate representative in CASS (if you are a BA student). Extensions must then be approved by the appropriate Dean within either CMBE or CASS. Note that the Psychology Honours Convenor can approve extensions only up to two weeks.</td>
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<th>HONOURS RULES</th>
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<td>We expect that you will:</td>
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<td>• contribute to the academic life of the Research School of Psychology by attending all of the School’s Gibb Seminar;</td>
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<td>• treat School and University facilities and resources with respect and care, and follow Occupational Health and Safety requirements;</td>
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<td>• observe the relevant University and School rules and regulations;</td>
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• interact with other students and staff in accordance with the relevant University policies (e.g., Equity and Diversity Policies).

Grading
• You must pass each component of the Honours program (each course and your thesis) in order to pass the program as a whole and take out your degree.
• At the end of the year, final grades will be determined by averaging your coursework marks and then averaging this score with your thesis mark (i.e., 50% coursework, 50% research). The School Examinations Committee will make a recommendation to the College regarding the Honours grade to be awarded to each student.

Honours Grades

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grades (courses &amp; thesis)</th>
<th>Final grade categories</th>
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<tr>
<td>80-100</td>
<td>HD</td>
<td>H1 (First)</td>
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<tr>
<td>70-79</td>
<td>Distinction</td>
<td>H2a</td>
</tr>
<tr>
<td>60-69</td>
<td>Credit</td>
<td>H2b</td>
</tr>
<tr>
<td>50-59</td>
<td>Pass</td>
<td>H3</td>
</tr>
<tr>
<td>&lt;50</td>
<td>Fail</td>
<td>Fail</td>
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Data falsification and plagiarism
• The falsification of results gained during the course of your Honours work is a serious offence. It is essential that you maintain a careful written record of experimental procedures and results. Copying or summarising another person's results or ideas as if they were your own is a form of theft. The source of such material must always be cited in the text and reference section of your written work.
• University rules concerning data falsification and plagiarism are covered by the “DISCIPLINE RULES 2011” A copy of these rules may be accessed at [http://about.anu.edu.au/__documents/rules/disciplinerules.pdf](http://about.anu.edu.au/__documents/rules/disciplinerules.pdf). Penalties for such offences may include termination of a student's course of study.
• You may also refer to the other rules regarding academic honesty at [http://cmbe-cpms.anu.edu.au/study/more-information/current-anu-students#acton-tabs-link--tabs-0-row_2-2](http://cmbe-cpms.anu.edu.au/study/more-information/current-anu-students#acton-tabs-link--tabs-0-row_2-2).

COURSE OUTLINES

All course outline information, including times, dates, locations, and assessment, will be made available to students on the ANU Wattle system. For your information, below we provide some information about the Statistics course.

Statistics (Semester 1, Weeks 1 – 4)

This section of the honours coursework is divided into two phases. The first phase consists of core topics that all fourth year psychology students need to be acquainted with:

1. Review of ANOVA, regression and the General Linear Model
2. Data-screening and cleaning
3. Introduction to power and confidence intervals
4. ANOVA: Nonorthogonal designs and fixed versus random-effects models
5. Interaction effects and interaction terms: Moderation
6. ANCOVA and the GLM
7. Path analysis
8. Mediation
9. Repeated-measures and mixed-design ANOVA
10. Introduction to multi-level models
11. Principal Components Analysis
12. Introduction to Factor Analysis

At the end of the first phase there will be an exam based on the 12 topics and an assignment. All students will then select at least four workshops to be offered later in Semester 1. The workshops enable you to choose topics on the basis of their interests and research needs. The list of topics that will be offered will vary from year to year, and be driven in part by student interest. Workshops that may be offered include:

1. Further applications of confidence intervals and power
2. Factor analysis
3. Matrix algebra for multivariate statistics
4. Structural equation modelling
5. Bootstrapping and resampling methods
6. Multiway frequency analysis
7. Introduction to time series analysis
8. Logistic regression
9. Meta-analysis
10. Computer simulation methods
11. Multi-level models
12. Planned comparisons in experiments

Workshops on specific techniques may be offered as demand or need arises. Note that some workshops may have others as prerequisites. Each workshop component will be assessed by participation, on an ungraded pass basis.

**GENERAL INFORMATION AND ACTIVITY DAYS**

**Orientation Day & Lunch**
**Semester 1**
**First Monday of the Semester 11:00 am to 12:00 noon PSYC150**

The Director of the Research School of Psychology would like to welcome you to the School and to hear any ideas you may have about the structure or content of the Honours program. You will also
meet the other teaching staff. This will be followed by lunch where you can get to meet your fellow honours students and the teaching and support staff in the School.

**Photograph Session**  
**On Orientation Day @ 12:00 noon – 2:00 pm**  
**Psychology Building 39**

A poster will be printed consisting of photographs of all of the honours students. Students will be asked to have their photograph taken during the above time and date.

**Special Ethics Seminar**  
**Semester 1 - Date to be advised**

This seminar will include presentations from members of the ANU Human Ethics Committee and the Research School of Psychology. Its purpose is to explain to you the procedure of applying for ethics approval for your research project.
The research project represents a significant proportion of the workload in the Honours program and will contribute 50% of students’ final mark. Of this 50%, 45% is contributed by the thesis itself and 5% by students’ performance throughout the year, as assessed by individual Supervisors.

The primary aim of this section of the course is to develop students’ skills as researchers. The research project also represents an opportunity for students to learn, in depth, about a particular topic area in psychology. Students will have the opportunity to conduct empirical research within a range of broad topics. Topics are largely dependent upon the research interests of staff.

Students will work on their own, individual research project under supervision.

The focus of the project will develop (to at least some extent) as a function of the supervisor’s areas of expertise and interest. However, remember that students are primarily responsible for developing their own piece of original empirical research, based on a specific research question.

By early May, each student will present a summary of his or her research aims, design, methods, and hypotheses to a panel of staff. This will give students an independent perspective on their planned project. Students will be expected to present for no more than 10 minutes. We will allow up to 20 minutes for discussion. This presentation is not marked; it should be clear but not overly formal. Because students may receive suggestions to change or modify aspects of their research project as a result of this presentation, students should not be collecting data before they present. If students do start collecting data before this presentation, they run the risk of having to start over to accommodate the suggested changes/modifications.

Students will be provided with more information about this presentation later in Semester 1 by their supervisor.

During this meeting, it is also advisable for students to decide on your thesis Advisor – this is another member of staff (in addition to the Supervisor) with whom students should meet a few times during the year for advice and an additional perspective on your thesis.

For students doing honours with the intention of applying for the clinical program, there is no requirement to do a clinical related topic for the honours thesis. The area of the thesis research will have no bearing on the selection process for the Clinical Program. In fact, given the practical problems involved in conducting clinical related research at the honours level, we advise students not to do research dealing with clinical populations for their honours thesis.

**Getting a Supervisor**

- It is students’ responsibilities to arrange for supervision of their project with a staff member from the Research School of Psychology (or outside the School, but within ANU, if and only if the supervisor has been approved by the Honours Convenor).

- A list of staff research interests is provided below. Any potential supervisor cannot formally agree to supervisor students until the first Monday in January after the New Year Public Holiday. Students will be able to hold discussions with potential supervisors prior to this date. Students should aim to have arranged a supervisor prior to the start of the semester.
• Upon arranging to have a supervisor, students should inform the Honours Convenor as soon as possible.

• Potential supervisors are expecting that Honours students will approach them to discuss research interests and supervision. They will be happy for students to seek them out to discuss mutual interests. Staff members differ in terms of how early in the week they will commit themselves to an agreement.

• As a general guide, when meeting with potential supervisors, students may wish to talk about:
  • students’ own research interests and ideas;
  • potential supervisors’ research interests and research plans for the coming year;
  • potential supervisors’ preferred supervisory style (e.g., How often do they like to meet? How independent do they expect a student to be? Do they already have a specific project in mind?);
  • what potential supervisors expect of an Honours student.

• Students who have been unable to finalise arrangements with a supervisor by the start of Semester 1 must come to see the Honours Convenor immediately. Please do not come to see the Convenor about supervision arrangements before this time unless you have run into serious difficulties.

**Things to consider when choosing a supervisor**

• Students will be spending a lot of time with their supervisor over the course of the year. Students, thus, should try to ensure that the supervision style is compatible with how they (the students) like to work.

• Students will be spending a lot of time working on the thesis, so it is best if they can work in an area of psychology in which they have some initial interest. However, **students must know that the Research School of Psychology cannot and will not guarantee that students will be able to have their first (or even second or third) preference of supervisors or research topics.**

  Upon accepting students into the ANU Honours in Psychology Program, the Research School of Psychology will guarantee that every student will be able to have a supervisor. And, as noted above, we realize that it is most likely best for students to have supervisors in research areas in which they (the students) are most interested. However, **a match of interests is neither a requirement nor a guarantee.** In the end, what is most important is that students receive quality supervision in some area of psychological research. This means that some students may be asked to complete a Research Project in an area of psychology that is not one in which they have initially high levels of interest.

• Many people who do honours in psychology plan to do clinical studies. As a result, they think that they must do a clinical or clinical related topic for their honours thesis. **This is not the case.** The topic of students’ honours thesis will have absolutely no bearing on entry to our clinical programs. What will affect students’ chances on entry is their honours grade. One of the big issues with honours research is the tight time pressure students are under, so they should not try to conduct research on a group that may be difficult to access. For this reason, we discourage students from doing clinical related topics at the honours level.
Expectations of Students and Supervisors

*Parts of this section have been taken from the College of Medicine, Biology and Environment Honours Handbook*

As an Honours student, you are at a stage intermediate between undergraduate and graduate work. Formally, the university classifies you as an undergraduate. However, your work is more like that of a graduate student. During Honours you will experience some of the independence and self-direction required of graduate research students, but you also have close contact and direction from your supervisor(s).

All Honours students have a supervisor. The relationship between supervisor and student involves obligations on the part of both parties. Your supervisor will assist you with advice, guidance and criticism and help you to achieve your personal academic goals. The supervisor is there to help you choose and design the research project, guide the research in a practical and productive way, and advise you on writing the best thesis of which you are capable. At the same time, your supervisor can only guide your efforts, and then only if you are receptive to advice. You must take the responsibility for the final results of your work.

We expect that you will:

- maintain a close dialogue and constructive working relationship with your supervisor(s);
- plan your research program with your supervisor(s);
- consider advice seriously. If advice is not taken, the supervisor should be informed and given the reasons for the decision;
- consult regularly with your supervisor. You should prepare in advance for consultations, by determining the help you require and the areas in which advice would be useful;
- complete, to the best of your ability, a well written, thorough and competent thesis of the highest standard.

Your supervisor also has responsibilities. These are to:

- assist you in selecting and defining the scope of a suitable thesis topic or problem;
- assist you in devising a schedule for the year's thesis work;
- guide you in the selection and application of appropriate data collection and analysis procedures and advise on the solution of any difficulties that arise;
- advise on matters of thesis content, organisation and writing, including the timely provision of comments, written and oral, on drafts or portions of the thesis;
- meet frequently with you to discuss and evaluate each stage of the thesis project;
- monitor your progress and advise you when progress is unsatisfactory;
- assist you in gaining clearance from the ANU Human Ethics Committee.

**Use of Shared Data**

The Australian Psychology Accreditation Council guidelines for honours theses now allow students to share data and/or jointly collect data. Clearly each student still needs to use the data to ask their own, unique research question, but in many cases students are working on similar issues with the same supervisor so jointly collecting data makes it much easier to obtain the data. This is especially true for research projects that require many subjects, such as social-psychology experiments and
cognitive experiments that investigate group differences (e.g., those comparing dyslexic and non-dyslexic children). Theses that make use of shared data and/or joint collection of data are viewed and assessed in the same way as those in which the student collects data by themselves.

Students who use share a data set or jointly collect it need to:

- make a formal declaration in the acknowledgements section of the thesis that shared data was used and set out clearly their own unique contributions to the design and collection of the data
- enlarge on this acknowledgement and description, if necessary, in the Method and Results sections. You can put information into an appendix (so it will not be included in the word count).
- have more detailed and/or complex theory and results sections, to compensate for not actually conducting the study themselves.

**RESEARCH PROJECT: AVAILABLE SUPERVISORS & THEIR RESEARCH INTERESTS**

**Associate Professor Anne Aimola Davies** [anne.aimola@anu.edu.au](mailto:anne.aimola@anu.edu.au)

My research interests are in cognitive neuropsychology, specifically of visual and somatosensory attention, and belief formation. These aspects of cognition can be investigated by studying individuals following right-hemisphere stroke, especially those suffering from unilateral neglect, sensory loss, or anosognosia for motor impairments, and/or by studying neurologically healthy individuals. For example, the neuropsychological condition of unilateral neglect may be regarded as a pathological form of inattentinal blindness, a phenomenon in which neurologically healthy participants fail to notice, respond to, or report something even though it is presented in full view.

My research includes work on:

- inattentional blindness
- visual awareness and overt/covert attention in neglect
- viewer-, stimulus- and object-centered reference frames in neglect
- hemispheric specialisation in global and local processing
- expectation as a factor in self-touch enhancement following sensory loss
- anosognosia, and the role of impairments of executive function
- neuroanatomical basis of neglect and anosognosia
- neurorehabilitation.

**Dr Deborah Apthorp** [deborah.apthorp@anu.edu.au](mailto:deborah.apthorp@anu.edu.au)

I am interested in how the visual brain processes motion, and how motion and form signals might be combined to give an optimal code for motion. I am also interested in self-motion perception, and illusions of self-motion (vection). A question that combines these two interests is this: Can illusions of self-motion be generated by form signals without any coherent motion information? These types of displays have been shown to give a strong illusion of motion (Ross, Badcock & Hayes, 2000), but whether they can generate vection has not yet been tested.
Dr Emma Axelsson  emma.axelsson@anu.edu.au

My broad research interest is in cognitive development, but as infant/child and adult cognition are not mutually exclusive, my research can involve participants from any age. My three main research interests are sleep-related learning, word learning in children, and body representations.

Sleep-related learning: Using sleep diaries and actigraphy, I’m interested in exploring the role of napping and/or quality of night sleep on learning and memory.

Word learning: One process that promotes word learning is fast mapping, where children independently map novel words to novel objects in the context of known objects. However, children’s retention of these words mappings is typically poor. One project could investigate the mechanisms underlying fast mapping, such as the role of attention during fast mapping on long-term retention. The role of sleep quality/napping in long-term retention of novel words is another area of interest.

Body representations: Faces and bodies are both important and salient social stimuli, yet compared to research on faces, we know far less about the perception of bodies. Project ideas include exploring any differences in the categorisation of faces and bodies of human and non-human animals and the lateralisation of body representations. Another area of interest is the role of bodily features in infants’ developing perception of agency. Do infants need to develop a representation of the appearance of agents before developing an understanding of the intentional motion of agents?

Dr Vanessa Beanland  vanessa.beanland@anu.edu.au

I am interested in visual attention and eye movements, focusing on how people detect and use information from their visual environment, including the implications this has for driving. Some of my research explores lab-based experimental paradigms including visual search, inattentional blindness, change blindness and attentional blink. Other research focuses on attention in more applied contexts, using driving simulators and field studies. Potential student projects include:

- factors that influence drivers’ visual search and scanning patterns, which will involve analysing drivers’ eye movements made while viewing still photographs, watching video clips, or driving in a driving simulator.

- effects of sleep restriction on attention, which may involve using EEG to measure brain activity and/or using an eye-tracker to record eye movements and blink rates.

Dr Boris Bizumic  boris.bizumic@anu.edu.au

Not available Semester 1, 2016

I can supervise projects focusing on personality, such as narcissism, Machiavellianism, and the Five Factor Model, and on individual differences, such as social attitudes, ethnocentrism, nationalism, authoritarianism, values, morality, and prejudice. My methodological expertise is primarily in psychometrics and the assessment of individual differences, but I am familiar with most quantitative research methods that are used in social and personality psychology.

Professor Prashant Bordia  prashant.bordia@anu.edu.au

My research is examining the experience and consequences of work stress across the lifespan, with a particular interest in older workers. More generally, my research applies social, developmental and cognitive psychology to the challenges associated with an ageing workforce (for employees as well as organisations).
Associate Professor Rhonda Brown  rhonda.brown@anu.edu.au  –
Not available Semester 1, 2016

My research interests are in three interrelated areas of medical psychology that include evaluating risk factors for medical and psychological illness in chronic illness patients; the role of behaviour in contributing to overweight/obesity, fatigue and psychological illness in chronic illness patients; and stress and burnout in Australian health professionals. This work focuses on the:

- Relationship between stress, psychosocial factors (e.g. coping, social support), behaviour (e.g. sleep, physical activity), mental health (e.g. anxiety, depression) and chronic illness (e.g. fatigue, relapse, overweight/obesity); and the impact of these chronic conditions on psychological health and quality of life in people with chronic conditions including multiple sclerosis, cancer, fatiguing illness, overweight/obesity and autism spectrum disorder;

- Body temperature dysregulation and infectious disease in people with eating disorders (e.g. anorexia nervosa, overweight/obesity); and,

- Clinician empathy, clinician-client communication, communication skills training, and work-related stress and burnout in doctors and other health professionals.

Associate Professor Bruce Christensen  bruce.christensen@anu.edu.au

I am broadly interested in the cognitive and neurobiological mechanisms of mental illness, with an emphasis on psychotic and affective disorders. However, my lab has also studied participants with anxiety disorders, traumatic brain injuries, eating disorders and forensic histories. Several of our studies rely on evolutionary models of functional brain organisation to generate neurocognitive hypotheses and, when possible, neuroimaging techniques (including MRI, PET, EEG,ERP, TMS) to confirm neural correlates. We have studied the impact of mental illness on visual-perception, attention, memory/meta-memory, judgment/decision making, and cognition-emotion interactions and whether these abnormalities underwrite the clinical symptoms or functional disability associated with mental illness. I am also an active clinician (clinical psychology and neuropsychology) and devote some of my time to studying psychometric and pragmatic issues relating to clinical assessment. More recently, I have used a set of multivariate statistical tools (borrowed from market researcher) to better understand the needs and preferences of mental health clients in relation to how institutions and individual practitioners deliver their care.

Dr Amy Dawel  amy.dawel@anu.edu.au

My research investigates how people process emotional facial expressions, and examines individual differences related to personality and clinical traits, including psychopathy, callous unemotional traits, empathy, and social anxiety. Possible projects for 2015 include:
• Testing children or adolescents’ ability to tell if emotional facial expressions are genuine or fake
• Testing if adults, children, or adolescents show different behavioural responses to genuine versus faked emotional expressions
• Testing how these abilities relate to personality or clinical traits, and/or social functioning (e.g., are people who are better at telling if emotional expressions are genuine or fake more successful at developing friendships?)
• Testing selective attention for emotional and non-emotional stimuli in relation to psychopathy or callous unemotional traits

Associate Professor Mark Edwards mark.edwards@anu.edu.au
Our sense of vision is fundamental to our ability to interact with the world. Additionally, a great deal of our understanding of how the brain functions is based on our knowledge of how it processes visual information. The aim of my research is to further our understanding of the workings of the human visual system, with an emphasis on how various visual pathways interact at different levels in the brain, including situations where the visual systems gets the combination of features wrong, e.g. synaesthesia. While I am interested in all aspects of visual processing, my research to date has particularly focused on motion, but also includes face processing and stereopsis.

Many of the objects of interest to us are in motion, so it is not surprising that the extraction of visual motion is one of the tasks that the visual system is specialised for. Indeed, a major subsystem within the brain is dedicated to motion processing. My research has focused on a number of aspects of motion processing, including determining: how different visual pathways interact at different levels in the brain, including the interaction of motion (dorsal pathway) and form (ventral pathway) signals; the sensitivity of the visual system to optic-flow information (patterns of retinal motion produced by motion through an environment); the effect of optic-flow information on perceived stereoscopic depth; how multiple moving objects are processed, how visual search with moving objects is achieved and linking psychophysical performance to the known properties of cortical cells.

Dr Stephanie Goodhew stephanie.godhew@anu.edu.au

Why is the sunny side always up? The link between language and attention.

Humans appear to rely on spatial mappings to represent and describe concepts. We refer to someone who is happy as up and describe someone who is condescending as looking down upon others, and we look forward to the future or back in time. Such spatial mappings have the ability to affect our visual attention. For example, after reading the word ‘sky’, people’s attention is oriented upwards, and after reading the word ‘grass’ it is oriented downwards. To date theoretical explanations for these mappings have relied on the idea of ‘perceptual simulation’ – that these terms orient attention because of our typical experiences with the spatial layout of objects in the world around us. Such explanations, however, struggle to account for why abstract words have the same ability to orient our attention – a word such as ‘dream’ orients attention upwards, and a word such as ‘bitter’ orients attention downwards. Work that I have been doing in collaboration with A/Prof Evan Kidd had led to explanation based on patterns of language usage, and we are interested in further testing and developing this idea. This project is an exciting opportunity to link two typically distinct areas of study – visual attention and human language.
More isn’t always better: Understanding visual attention and how it works.

Visual attention is the process of selecting some stimuli from the world around us for processing at the expense of others. Such selection is a critically important process, so that our brain’s limited-capacity processing resources are not overwhelmed by the sheer volume of information that could be processed at any given point in time. A prevailing assumption to date has been that attention is universally beneficial – that is, attention facilitates all aspects of visual processing, and the greater the attentional resources applied to processing a stimulus, the more efficient and effective that processing will be. But recent evidence calls into question this assumption. This project, in collaboration with A/Prof Mark Edwards is about developing more sophisticated models of the mechanisms of visual attention. This theorising is informed by our understanding of early visual processes in the brain, including the properties of magnocellular and parvocellular neurons, their properties, and roles in different aspects of attention. Given the pervasiveness of visual attention in everyday tasks from reading to driving, improving our understanding of the mechanisms of visual attention stands to have a strong impact on a wide range of applied areas.

How do our hands change what we see?

Visual perception of stimuli is altered when they occur near an observer’s own hands. That is, a physically identical stimulus or object can be perceived differently, or even not at all, depending on its proximity to one’s hands. Such effects have been well established; however, what is lacking is a consensus on the neural and cognitive mechanisms that drive this difference. This is important to establish so that we can go beyond saying that perception will be “changed” near the hands to understanding how performance on specific tasks will be altered and in what way. This project has practical applications, such as understanding whether reading efficiency would be improved or impaired by holding a tablet device in our hands.

Perceiving invisible objects

Our conscious percept of the world around us appears stable and continuous. Yet this representation is constructed on the basis of dynamic and disrupted visual input. For example, objects can be temporarily invisible due to occlusion behind other objects, and visual input is suppressed during observers’ saccadic eye movements. However, in both of these instances, the brain continues to represent such objects, and we are able to explicitly recognise that objects continue despite such interruptions. I am interested in the mechanisms and properties that contribute to this fundamental perceptual inference, and how they are affected by context.

Do you hear the sound of white, or taste the colour purple?

Is Friday green for you? Individuals with synaesthesia experience anomalous, idiosyncratic binding between the senses. For example, for an individual with lexical-colour synaesthesia may experience the word ‘friend’ as reddish-orange, whereas an individual with smell-shape synaesthesia may experience the smell of fresh air as rectangular. I am interested in investigating the broader cognitive styles for processing information about the world that accompany this fascinating condition, with a view to enhancing our understanding of both synaesthesia and the mechanisms of typical cognition.
The schizophrenic brain

Schizophrenia is a complex disorder characterised by hallucinations, delusions, and disordered thought. This project, in collaboration with A/Prof Bruce Christensen and A/Prof Mark Edwards, draws on knowledge about how healthy brains process visual and cognitive information in order to better inform our understanding of the mechanisms which dysfunction in patients with schizophrenia.

Scary faces: Visual attention and anxiety

An attentional bias – the tendency to attend to threatening information in the environment – lies at the heart of anxiety. Growing evidence indicates that correcting this attentional bias has a therapeutic benefit for people who suffer from anxiety, implying that the attentional bias is not just a correlate, but plays a causal role in the maintenance of anxiety. This project, in collaboration with A/Prof Bruce Christensen, A/Prof Richard O’Kearney, and Prof Michael Smithson is about drawing on the massive accumulated knowledge from basic research about how attention works in normal cognition in order to inform our understanding and test possibilities about the nature of this bias. With an improved grasp on the nature of the bias, we can develop more targeted interventions for sufferers of anxiety.

Dr Evan Kidd evan.kidd@anu.edu.au

My research investigates linguistic processes in both children (i.e., language acquisition) and adults (both second language learning and first language processing). My current research interests include the learning processes that underlie the acquisition of grammar, the role of memory in language, and the role of frequency information in language acquisition and representation. I also have an interest in the role of language in non-verbal cognitive processes (i.e., does language influence thought?). I have conducted research on a number of languages (e.g., English, Finnish, German, Italian, and Persian). If you speak a language other than English and want to use this skill in your research I would be more than happy to discuss this possibility.

Professor Michael Kyrios michael.kyrios@anu.edu.au

Professor Kyrios’ research focuses on obsessive-compulsive spectrum disorders (OCD, hoarding disorder, body dysmorphic disorder, trichotillomania), behavioural addictions (compulsive buying, problem gambling), depression, anxiety disorders, chronic medical illness, the self in psychological disorders, and the development, evaluation and dissemination of evidence-based psychological treatments, including e-therapies.

Dr Li Lim li.lim@anu.edu.au

Key research interests: Group processes, social change, impression management, social identity, intergroup relations.

My research interests are in the field of social psychology, with a focus on group-based research. Specifically, I have done work in the areas of group-based trust, impression management, and intergroup self-disclosure. More generally, I am interested in intergroup relations and social change issues.
Associate Professor Richard O’Kearney richard.okearney@anu.edu.au

My main research interest is in the relationship between language and the development of psychopathology in children. I am interested in how children's language and communication abilities are related to their capacity to regulate their emotions and behaviour.

Associate Professor Kristen Pammer kristen.pammer@anu.edu.au

I have two primary research areas: in one, my aim is to explore in more depth the functional components of the reading network. This will be specifically in the context of MEG neuroimaging and the contribution of cortical oscillatory dynamics – what are the frequency dynamics that the brain uses to communicate through different components of the reading network? Behavioural honours projects will compliment MEG studies using analyses such as spatial beamforming, dynamic imaging of coherency, and spatial frequency spectrograms. The upshot is that for each student, we will design together experiments that will have a behavioural component (to be conducted in Canberra by the student) and a neuroimaging component (to be conducted by me), looking at some functional contribution of the reading network (e.g., comprehension, or phonics, or sensory integration, or visual sensitivity or spelling etc). Although the neuroimaging component is unlikely to form part of your thesis, you will nevertheless gain some understanding and experience in MEG neuroimaging research, and be part of a multifaceted project.

My second research area is in the context of attention and driving. The aim here is to compliment a current ARC Linkage grant that we have in collaboration with the NRMA Act Road Safety Trust, Ambulance Act and Victoria Ambulance. In this project we are interested in understanding attentional factors underlying how and why we detect hazards when driving and what factors may be involved in this process.

Dave Pasalich dave.pasalich@anu.edu.au

My research focuses on the roles of parenting and the parent-child relationship in the development, prevention, and treatment of child conduct problems. I have investigated these topics in two at-risk groups: children with callous-unemotional traits (e.g., lack of guilt and empathy) and children in out-of-home care. In general, I am open to supervising projects that relate to child and adolescent psychopathology, or examine parenting/family processes.

Associate Professor Elizabeth Rieger elizabeth.rieger@anu.edu.au

Not available Semester 1, 2016

My broad areas of research are in eating disorders and obesity, with a focus on the psychosocial factors that impact on symptom severity and treatment outcome. For example, in recent studies I have investigated the impact of interpersonal rejection on eating disorder symptoms such as body image dissatisfaction, disinhibited eating, and dietary restraint as well as the factors that enhance an individual’s motivation to change problematic lifestyle behaviours such as overeating and low levels of physical activity.
Associate Professor Katherine Reynolds katherine.reynolds@anu.edu.au
My research interests include the study of prejudice, stereotyping, intergroup conflict and cooperation, and more recently, the interface between social and organizational psychology. My current work focuses on the role of group processes in understanding personal identity, personality and individuality.

Professor Mike Smithson michael.smithson@anu.edu.au
Judgement and decision making under uncertainty; risk assessment and risk taking; and statistical methods in psychology.

Dr Lillian Smyth lillian.smyth@anu.edu.au
My research interests focus on social and educational psychology. In the social psychological domain, I work mainly on social influence and perceived norms. In the education domain, my work involves applications of social psychological theory to teaching and learning. Projects explore tertiary learning approaches, academic discipline differences, research-led education, medical education, socialised learning, socially distributed teaching in music education and the relationship between social identification and learning behaviour.

In 2015, I have two key areas of research in which students could be involved:

- The influence and interaction of educator-instigated norms on student learning. This work focuses, in particular, on the ways educator-instigated norms are communicated and possible outcomes when these norms are in conflict with perceived student group norms.
- An ongoing project examining research-led education in science teaching. This work largely focuses on the social identity and group membership aspects of a research-led-education experience and the possible impact on academic outcomes, career decisions and self-perceptions.

I am also open to student project ideas, in the social influence or education domains.

Dr Dirk Van Rooy dirk.vanrooy@anu.edu.au
Cognition and social cognition, including stereotyping, prejudice and the development of shared norms in groups; Leadership, with focus on ethics, Ideology and corporate psychopathy; Research methodologies; Learning and teaching; Human Computer Interaction; Connectionism.

Yiyun Shou yiyun.shou@anu.edu.au
My broad research interests are in judgment and decision making, as well as statistical and measurement issues in psychology. My current research covers two main areas: (1) reasoning and judgment under uncertainty, and (2) cross-group measurement invariance.

I have three research topics in 2016 that students could be involved in:

- **Individual differences in causal reasoning under ambiguity.**

  Ambiguous observations such as unclear medical test results are pervasive in real world situations. To date, little is known about how people deal with ambiguous observations when judging causal associations (e.g., whether a pathogen could cause a disease). Recent studies
sugger that processing ambiguous information may be a deliberate process that is relatively independent from causal reasoning. This research will focus on understanding how individual differences in prior beliefs and cognitive abilities could influence causal reasoning with ambiguous information.

- **Probability judgments in moral reasoning.**

The well-known trolley dilemma requires one to choose between killing one person and letting five people die. It has been found that people’s decisions vary across different variants of the trolley dilemma. This research aims to investigate whether the variation of moral judgments can be explained by people’s judgments of outcome probabilities.

- **Cross-cultural measurement invariance.**

Measurement invariance is a statistical property that indicates whether the same construct is being measured across different groups. Most self-report measures of psychological constructs such as personality tests are developed in Western and English speaking countries. The generalizability of these scales to other ethnic and cultural groups has received limited investigation. This research will look at cross-cultural differences in response styles and their impact on measurement invariance.

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**REQUIRED MILESTONES THAT MUST BE COMPLETED DURING THE HONOURS YEAR**

The honours thesis is very different to anything that students have done during their undergraduate years. In order to give students some guidance as to how they should be progressing throughout the year, we have developed the following milestones that must be completed. It is important to note that – although we do not expect students to need an extension for the submission of their thesis, and such extensions are only given for delays caused by unforeseen factors outside of students’ control – no student will not be eligible for an extension if they have failed to meet any of these milestones. Use the form on the following page to keep track of these milestones.

- **Milestone 1. Presentation of Research Proposal**
  This is to be done in Semester 1 prior to the commencement of data collection. Typically, presentations should be made about three months after the start of the semester (i.e., April/May or October/November for mid-year students). This should be arranged this with students’ supervisor.

- **Milestone 2. Mid-term Literature Review.**
  This is due about one month after students’ research proposal presentations. The exact format of this Review is open to discussions with students’ supervisor. At a minimum, the Review needs to consist of a five page literature review that includes the theoretical question that the thesis will be addressing; it could also be a first draft of the Introduction. It must be given to students’ supervisor. Note: this will not be considered as constituting a draft of the Introduction.
- **Milestone 3. Signing off on the Data Collection and Analysis by the Supervisor and the Student.**

About one month prior to the submission of the thesis, both the supervisor and the student must sign off on the scope of all data collection and data analysis required for the completion of the thesis, indicating that they think the thesis is on track. If they think the thesis is not on track, this needs to be discussed with the Honours Coordinator immediately and the reasons for the problems explained. Extensions to the thesis due date will only be given for delays caused by unforeseen factors outside of students’ control.
ANU Research School of Psychology
Honours Milestone Completion Form
(Print a separate copy of this form.)

Student’s Name: ____________________________  Student’s Number: ____________

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Supervisor’s Signature: ____________________________  Date: ______________

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Supervisor’s Signature: ____________________________  Date: ______________

• Milestone 3. Signing off on the Data Collection and Analysis by the Supervisor and the Student.

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Supervisor’s Signature: ____________________________  Date: ______________

Student’s Signature: ____________________________  Date: ______________
Ethics Approval

- All research projects must be approved by the appropriate ANU Ethics Committee.

- If you are not doing your research under your supervisor’s ethics approval, then you must apply for ethics approval using the appropriate ANU on-line Ethics Application form. Do **not** use any other form; the Committee will not accept it. The ethics seminar will provide the information for completing this process.

- You will need to know a lot about your research project before you can complete the form. However, you should aim to get your ethics form in as soon as you can, as approval usually takes from one to two months.

- Ethics forms received by the Ethics Committee by the end of the month will be reviewed at their next meeting at the beginning of the following month (e.g., forms received at the end of May will be reviewed in the first week of June, and if no problems arise with your proposal, will be approved by mid-July).

- You may not begin your research before getting formal approval from the Ethics Committee.

- All ethics forms should be reviewed by your Supervisor.

- In some cases, Supervisors will have already obtained approval for projects that may well cover your research (if your research is similar enough). In these instances, it may be possible to simply add your name to the existing ethics protocol. It is a good idea to check this with your Supervisor as this option may save you some time.
THE THESIS

- The typical thesis is between 10,000 and 12,000 words; the word limit is 12,000 words, NOT including acknowledgements, title page, table of contents, in-text tables, in-text figures, titles of tables or figures, references in the Reference section and appendices. The word count includes the Abstract, Introduction, Method, Results, Discussion, in-text citations or references and in-text statistics. The length of the thesis must not exceed 12,000 words. Theses that exceed 12,000 words will be returned to the student for pruning. During the period of thesis reduction, normal late penalties apply.

- Supervisors can read and discuss various drafts of the thesis, however only one draft only of the Abstract, Introduction, Method, Results, Discussion, and then the whole thesis, should be submitted to your supervisor for formal written comments.

- The presentation of the thesis must adhere to accepted APA (American Psychological Association) format (see Appendices A and B for information on writing and handing in your thesis). A copy of the APA guide will be made available in the Honours room towards the end of the year.

- Penalties for late thesis submission are 5% per day for the first week. Weekends are counted as one day.

- The thesis will be submitted in hardcopy (unbound) and also on Wattle on the day specified by the College of Medicine, Biology and Environment. Note, however, that the hard copy must be submitted to the Psychology Enquiries office by 4:00 p.m. on the due dates set by the College. (NOTE: The due date for Psychology has not been set at the time of this document’s creation).

Some Information on Hypotheses or Predictions

In some cases, it may be appropriate to make a single set of predictions. This occurs when you have one theory driving the research, and this theory predicts a clear set of outcomes in your study. For example, 'Theory X predicts that I will observe effects A, B and C.' THIS FORMAT IS NOT COMPULSORY, as many research questions are not of this form.

Often the aim of your project is to discriminate between two (or more) competing theoretical ideas. Under these circumstances it is not appropriate to illogically 'predict' that one particular set of outcomes will be observed. An appropriate format is 'If theoretical idea X is true, the outcomes A, B and C would be predicted. On the other hand, if theoretical idea Y is true, the outcomes D, E and F would be predicted.'

It is often appropriate to distinguish between 'predictions' with different degrees of theoretical status. Sometimes, you expect a particular outcome for one part of your study only because someone has observed that empirical finding previously, not because of any theoretical reason. In this case, it might be more appropriate to say 'Based on the findings of Z (2001), I expected to replicate the result A' rather than 'I predict result A.' Sometimes a result is predicted by theory, but is a well-established finding in the literature, and you merely need to replicate it before you can turn to your new questions of interest. In this case, an appropriate format might be 'Based on theory X and previous empirical findings (e.g., Z, 2001), I expected to replicate result A in the adult group. The question of interest was then whether children would show this same pattern, as would be predicted by developmental theory M, or whether they would fail to show the effect, as predicted by developmental theory N.'
Assessment of the research component of the program

- The thesis will be marked by two examiners (not your Supervisor) whose assessment of your thesis will contribute 45% to your final honours mark. Your Supervisor will give you a mark for your contribution to the development of the thesis (e.g., degree of initiative and independence shown) to be worth 5% of your final honours mark. This is known as the ‘Supervisor’s mark’.

- Your Supervisor will also supply a thesis mark that will be called on in a resolution process in the event that examiners’ marks are widely discrepant. Resolution processes are overseen by the Honours Coordinator (or a delegate if the Coordinator is involved in the discrepancy). Students may be asked to discuss their thesis with the panel.

- Marking criteria for Honours theses and ‘Supervisors marks’ are provided below.

### MARKING CRITERIA FOR HONOURS THESSES

The Research School of Psychology uses a marking guide to assess theses and to determine ‘Supervisor’s marks’. The College of Medicine, Biology, and Environment also provides a guide for the assessment of the research component of the Honours year. Both are provided below.

When marking an Honours thesis, judgements will be based upon students’:

- review of relevant research;
- statement of the problem and its justification in the light of previous theory and research;
- competence and sophistication in research design, including skills in design of measurement, equipment, or selection of subjects;
- competence in data analysis, and presentation of results;
- ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research;
- structure of the argument, clarity and elegance of expression, and adherence to APA guidelines;
- level of originality and initiative displayed throughout the year.

### College of Medicine, Biology and Environment Grading Criteria


The following criteria are used to assess the quality of theses and to assign grades. Departments will ask the supervisors to comment on whether the students have demonstrated some of these characteristics; while the judgement on other characteristics will rely purely on the thesis.

**Honours III 50-59%**
- The student has demonstrated some knowledge of the relevant background literature, but with serious gaps, and limited understanding;
- The student applied relevant techniques and carried out research work, but needed considerable assistance and showed limited understanding of the procedures employed;
- The student presented their results, though in a somewhat muddled and/or incomplete way.

**Honours IIB 60-69%**
As for Honours III, but in addition:
The student has demonstrated a reasonable knowledge of the relevant background literature, with only a few gaps, albeit in a somewhat uncritical way;

The student demonstrated that they had learned many of the relevant skills (which might include laboratory techniques, computer programming and statistical analysis);

The student presented their results in an appropriate format, and communicated them effectively.

**Honours IIA 70-79%**
As for Honours IIB, but in addition:
- The student has demonstrated a thorough knowledge of the relevant background literature, though still with limited critical appreciation;
- The student demonstrated reasonable technical mastery of all the relevant skills;
- The student worked hard, efficiently and carefully;
- The student presented their results and/or data clearly and succinctly.

**Honours I 80-89%**
As for Honours IIA, but in addition:
- The student has critically analysed the relevant background literature rather than merely summarising it;
- The thesis demonstrates a clear appreciation of how their work fits in to the larger field of research;
- The student demonstrated considerable technical mastery of all the relevant skills;
- They showed some appreciation of the limitations of the experimental design or techniques used and have outlined future research directions that are feasible;
- The student put forward their own useful and valid ideas relating to the project;
- The student further demonstrated the ability to see, and take, the logical next step without excessive 'prodding', the ability to act independently of the supervisor's immediate direction and presence, but the maturity to know when the supervisor's help is necessary;
- The student demonstrated the persistence and ability to carry on under difficulty;
- They picked up new concepts and skills rapidly;
- They showed the ability to work effectively in the presence of others.

**Honours I >90%**
As above, but in addition:
- The student obtained concepts and procedures independently from the literature and at least discussed a use for them in the study;
- The student demonstrated impressive technical mastery of all the relevant skills;
- They demonstrate a good understanding not only of the techniques they employed, but other alternative techniques and the reasons for choosing between them;
- They have outlined possible future directions which are not merely feasible but which show considerable originality;
- The student not only put forward useful and valid ideas relating to the project, but also demonstrated the ability to critically evaluate and act upon such ideas.
Research School of Psychology marking guide

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


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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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| HD 80-100 | • 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, s/he uses the most appropriate reference  
• The candidate goes beyond already published claims and presents his or her 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  
• The proposed problem or the approach to understanding the problem is worth pursuing and is insightful or creative |
| D 70-79 | • 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 |
| Cr 60-69 | • 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 |
### Criterion 1: Description, literature review, and research problem

| 50-59 | • 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 |
| F ≤49 | • 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 |

| F ≤49 | • 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 his/her research aims/problem  
• The problem under investigation is irrelevant or not psychological in nature |

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

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<tr>
<th>Grade</th>
<th>Description</th>
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| HD 80-100 | • 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  
• A real and successful effort has been made to access the best sample of participants  
• The study contains nothing that is superfluous or irrelevant  
• AND – all criteria for a D grade have been satisfied |
<p>| D | • The research is original (not a simple replication, using the same design, sample, measures etc as a previous study) |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>F ≤49</td>
<td>The research method or design does not allow the candidate to address the research question</td>
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<tr>
<td>P 50-59</td>
<td>The study is a simple replication of past research (is not original in any significant respect)</td>
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<td>The method of gathering data is suitable but suboptimal for addressing the research question</td>
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<td>The study is unwieldy or unnecessarily complex</td>
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<td>Measures may make sense in the light of research aims but are not well thought out or constructed</td>
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<td>The sample size is inadequate even though it would have been possible to obtain an adequate sample</td>
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<tr>
<td>Cr 60-69</td>
<td>The research represents a very simple extension of past work, using existing, standard measures</td>
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<td>The method of gathering data (e.g. survey, experiment) is suited to the research question</td>
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<td></td>
<td>The candidate appears to have included measures unnecessarily or without justification and/or the candidate may have omitted some key measures</td>
</tr>
<tr>
<td></td>
<td>The design has been constructed in order to provide a test of the research aims</td>
</tr>
<tr>
<td>70-79</td>
<td>The design will allow a clear test of the research aims/hypotheses</td>
</tr>
<tr>
<td></td>
<td>The candidate has chosen an appropriate method/equipment to investigate the research question</td>
</tr>
<tr>
<td></td>
<td>Variables have been operationalised in a way that is valid</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>If standard measures are being used, they are the most relevant available. The candidate has used a novel combination of instruments or measures</td>
</tr>
<tr>
<td></td>
<td>Manipulation checks (where appropriate) have been included and are appropriate</td>
</tr>
<tr>
<td></td>
<td>Scales are appropriate and useful</td>
</tr>
<tr>
<td></td>
<td>The study has been designed in such a way as to allow findings to be generalised beyond the sample tested</td>
</tr>
<tr>
<td></td>
<td>The sample is representative and theoretically relevant</td>
</tr>
<tr>
<td></td>
<td>The sample size is appropriate</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>The results section provides a very clear, insightful and appropriately detailed summary of the data</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>HD 80-100</strong></td>
<td>Analyses are appropriate for the hypotheses and are performed with a high degree of competency</td>
</tr>
<tr>
<td></td>
<td>The candidate has demonstrated a sophisticated knowledge of the procedures used</td>
</tr>
<tr>
<td></td>
<td>The result section gives the impression that the candidate is completely familiar with the purpose of the study and with the data</td>
</tr>
<tr>
<td></td>
<td>The results section does not contain any omissions or errors</td>
</tr>
<tr>
<td><strong>D 70-79</strong></td>
<td>Data analysis is appropriate and provides a summary of the data that is relevant to hypotheses</td>
</tr>
<tr>
<td></td>
<td>All appropriate statistics/measures are reported</td>
</tr>
<tr>
<td></td>
<td>The data are presented clearly and the results section is succinct and easy to follow</td>
</tr>
<tr>
<td><strong>Cr 60-69</strong></td>
<td>The analyses performed may not be optimal but they allow the candidate to draw conclusions about the data</td>
</tr>
<tr>
<td></td>
<td>The candidate may fail to report all measures or effects or may not perform all analyses implied by hypotheses/research aims</td>
</tr>
<tr>
<td><strong>P 50-59</strong></td>
<td>The candidate presents analyses that are unnecessarily complex or insufficiently detailed</td>
</tr>
<tr>
<td></td>
<td>The candidate may not report all necessary measures</td>
</tr>
<tr>
<td></td>
<td>The candidate may not appear to have fully understood the data or purpose of the study</td>
</tr>
<tr>
<td><strong>F ≤49</strong></td>
<td>The techniques used are fundamentally incorrect or are used incorrectly, despite being appropriate for a 4th year level thesis</td>
</tr>
<tr>
<td></td>
<td>The analysis may be done correctly but the candidate fundamentally misinterprets the data</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HD 80-100</strong></td>
<td>Discussion provides a very thorough exploration of the implications of the findings for all relevant theoretical perspectives</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>The discussion of future research directions is insightful and reflects a thorough understanding of key issues</td>
</tr>
<tr>
<td></td>
<td>Any issues raised in the introduction are re-visited and addressed</td>
</tr>
<tr>
<td></td>
<td>The discussion section draws together and summarises the main points</td>
</tr>
<tr>
<td><strong>D 70-79</strong></td>
<td>The candidate provides a discussion of the fate of hypotheses</td>
</tr>
<tr>
<td></td>
<td>Discussion provides an exploration of the meaning of findings but may not give full attention to all relevant theoretical issues</td>
</tr>
</tbody>
</table>
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 his/her own research for methodological/statistical weaknesses and to suggest improvements.

The candidate suggests future research directions. This is logical and well targeted.

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 s/he has 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.

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.

The discussion of findings is overwhelmingly wrong or too brief to be useful.

Criterion 5: Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 80-100</td>
<td>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. S/he writes 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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Comments</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| D 70-79 | • 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 |
| Cr 60-69 | • 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 |
| P 50-59 | • 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) |
| F ≤49 | • 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 |
## Research School of Psychology marking guide – Supervisor’s mark

*For Supervisors only*: The degree of originality, effort and initiative displayed by this candidate.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| HD 80-100 | As for D, but in addition:  
• The student frequently put forward their own useful, original and valid ideas relating to the project.  
• The student prepared for meetings by setting an agenda or arriving with specific questions/ideas for discussion  
• The student also demonstrated the independent ability to critically evaluate and act upon ideas.  
• The student demonstrated the ability to see, and take, the logical next step without excessive 'prodding'  
• The student was able to act independently of the supervisor's immediate direction, and had the maturity to know when help was necessary.  
• The student demonstrated persistence in their approach to exploring ideas and seeking information.  
• They demonstrated technical mastery of the skills needed to complete the project or picked up new skills and ideas rapidly |
| D 70-79 |  
• The student worked hard, efficiently and carefully.  
• The student was prepared for meetings  
• The student consistently showed an ability to engage in discussion about ideas and was also able to make regular, worthwhile and original contributions to these discussions  
• The student was able to take the initiative in conducting activities relevant to the completion of the project (e.g. seeking out papers, obtaining ethics approval, collecting data)  
• The student independently sought advice where it was necessary  
• The student showed resilience in dealing with difficulties  
• The student demonstrated reasonable technical mastery of all the relevant skills. |
| Cr 60-69 |  
• The student was able to talk about the project and to make occasional independent/original contributions  
• The student responded to suggestions that s/he seek advice from others  
• The supervisor was the main driver behind the development of the research (design, analysis etc)  
• The student attended organised meetings but on a number of occasions showed a lack of preparation.  
• The student applied relevant techniques and carried out research work, but needed considerable assistance and showed limited understanding of the procedures employed. |
| P 50-59 |  
• The student was able to talk about the project but did not make original contributions to these discussions  
• The student may have frequently appeared to be confused about the purpose of the research project |
| F ≤49   | The student relied on the supervisor to lead discussion and, although a participant, may have been passive  
|         | The student consulted others but did so excessively, in a way that suggested over-dependence and a lack of initiative  
|         | The student may have failed to respond to suggestions that s/he seek advice on matters to do with the research (i.e. did not show the initiative necessary to seek advice, even when prompted repeatedly)  
|         | The student attended organised meetings but was poorly prepared.  
|         | The student may have missed meetings without explanation or warning  
|         | The student was able to carry out tasks necessary to the completion of the research project (e.g. gather their own data) but needed considerable instruction on even basic activities  

| F ≤49   | The student made contributions to discussion but these consistently demonstrated a lack of understanding of issues/material  
|         | The student never demonstrated an understanding of the research project or its aims  
|         | The student consistently showed a lack of interest in discussing the project  
|         | The student was unable to carry out tasks necessary to the completion of the research project, even with instruction  
|         | Even with instruction, tasks may have been carried out incorrectly (on a repeated basis)  


Guide timeline for completion of research project
Also refer to the milestone requirements above.

<table>
<thead>
<tr>
<th>January - February</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students arrange supervision with staff member</td>
</tr>
<tr>
<td>• Students arrange to meet with Supervisor to discuss project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February to April</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop research question and hypotheses</td>
</tr>
<tr>
<td>• Prepare initial review of relevant literature</td>
</tr>
<tr>
<td>• Design research tools (questionnaires etc.)</td>
</tr>
<tr>
<td>• Submit ethics proposal to ANU Ethics Committee and any other relevant ethics committee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Finalise research instruments so that experiment is ready to go when ethics approval is given</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present research aims and design to staff panel in early May</td>
</tr>
<tr>
<td>• Continue review and write up of the literature. You should aim to have a draft Introduction section written by the beginning of second semester</td>
</tr>
<tr>
<td>• Write up Method section of the research report (thesis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June / July</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Run study and analyse data</td>
</tr>
<tr>
<td>• Begin write up of Results and Discussion sections of the research report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August / September</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Update Literature review</td>
</tr>
<tr>
<td>• Complete first draft of thesis</td>
</tr>
<tr>
<td>• Give draft research report to supervisor (September)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Polish research report, taking into account feedback from Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• End of semester, submit thesis for examination</td>
</tr>
</tbody>
</table>
Facilities for Students

Libraries
The ANU collection is located in several buildings, each of which houses a collection focusing on one broad discipline. Material of most relevance to psychology can be found in the Chifley (Arts) and Hancock (Science) libraries. However, depending upon your interests, you may also consult the Law Library, Menzies library and/or the library at the John Curtin School of Medical Research.

The National Library may also be a valuable source of material. The library aims to stock all material published in Australia. You will be able to borrow books for a period of several hours, however you are unable to take material from the building. Photocopiers are available, but be prepared with change to purchase photocopy cards. The National Library is located in Parkes Place, Barton, near Old Parliament House.

Meeting and work room
Honours students have their own meeting room on the first floor of the Psychology Building. The Honours room will be available from the start of the semester.

Photocopying
Students have access to a photocopier, located on the 1st floor of the Psychology Building in the student resources room. The photocopiers and printers are not intended for large scale printing requirements. See below for printing questionnaires and surveys.

Keys
A key to the Honours room and student resources room will be given out for your use this year at the Orientation session. They will be available from the Enquiries Office after this date. Entry into the building after-hours is via your student card. You must return your key to the office when you hand in your thesis at the end of your Degree.

Printing questionnaires and surveys
Survey and questionnaire printing costs are deducted from the research budget which the Research School of Psychology allocates to you for your honours research. To have questionnaires printed at the ANU Print office, please contact the Enquiries office. No action can be taken until you have received approval from your Supervisor. Completed print jobs will be returned to the Psychology Enquiries office for you to collect. You must allow at least two working days for work to be returned. Some jobs will take 3 – 4 days and appropriate time should be allowed.

Participant Payments
Participant payments are provided for each Honours student up $350 per year, subject to change. Request for subject payments can also be requested via the research expenditure form available from the Enquiries Office. All subject payments are processed through one of the School Administrators listed earlier in this Handbook.

Student Services
The ANU and the Research School of Psychology provide certain support services to students that you may wish to access during the year. These services are free, but you will need to make an appointment.

Statistical Advice
If you need statistical advice, you should seek it from the statistical advisors listed earlier in this Handbook. It is also wise to think closely about how you will analyse your data at the time that you
design your study (rather than after you have collected the data!), so do not leave it too late to seek advice if you and your Supervisor think you need to do so.

**Academic Skills and Learning Centre**
The people at this Centre can help you with studying and can also read drafts of your work.  
Administration: (02) 6125 2972  
Fax: (02) 6125 3399  
Email: academicskills@anu.edu.au

Academic Skills and Learning Centre  
Lower Ground Floor, Pauline Griffin Building  
Building 11  
Ellery Crescent

**University Counselling Service**  
This service is free for students, and is located immediately above the Health Service on North Road (near the Purple Pickle Cafe). Telephone on 6125 2442 (Ext 52442).

**University Health Service**  
The ANU Health Service is a fully accredited Primary Health Care Facility. It has both male and female General Practitioners and Registered Nurses.  
Ground floor, Sports Union Building, North Road, ANU Campus Building 18

**Opening Hours**  
9:00 am to 5:00 pm Monday to Thursday  
9:00 am to 4:00 pm on Friday  
(Closed 12:30 - 1:25 & Public holidays)

Contact: Front Desk (+61) 02 - 6125 3598 (internal extension 53598)  
Nurse (+61) 02 - 6125 9695 (internal extension 59695) (between 2pm and 4pm weekdays)  
Facsimile: (+61) 02 - 6125 0069
Each year, the Research of Psychology hosts a weekend trip for its 4th year students at the ANU’s property on the NSW south coast at Kioloa.

Kioloa (otherwise known as the Edith and Joy London Foundation) is about half an hour north of Bateman’s Bay on the NSW south coast. It is a working farm that was donated to the ANU. It is used for field trips of various kinds. It is a peaceful rural setting with beach frontage.

Several staff members also make the trip. The main purpose of the trip is to allow students and staff to enjoy a fun and relaxing weekend off campus. You will also attend an important workshop about writing your thesis. As well, we will organise guest speakers who have graduated from the ANU and are now putting their degrees to work.

The Research School of Psychology will pay all accommodation and food costs. You will need to pay the shared cost of petrol for travel with your peers. You must also buy your own alcohol and snack food. We’ll give you more information about the trip closer to the time we go.

This year we will be at Kioloa from **in the first week after end of Semester 1** (staying on the Wednesday and Thursday nights).

Further info can be found on the ANU's website at: [http://kioloa.anu.edu.au/](http://kioloa.anu.edu.au/)
APPENDIX A: WRITING AND HANDLING IN YOUR THESIS

Writing your thesis

Your thesis should be written as a psychology research report. The major headings and what goes under them are outlined below. We do not expect you to adhere to any particular font size, but there are certain basic rules to follow associated with the content, broad structure and detail of the thesis. You should adhere to the stylistic conventions set out in the APA manual (5th edition).

Content

Your thesis must tell a story, in the sense that it must have a beginning, middle and an end. The information you present must be logically structured and give the reader the sense that he or she is progressing towards a greater understanding of the topic in general and of your own research in particular. Your thesis must be analytical and critical in nature - not just descriptive. The reader is looking for evidence that you understand your field, but also that you can identify strengths and weaknesses and gaps in knowledge or explanation or theory, and come up with a meaningful research project based on this understanding and analysis. Your study (hypotheses, design and method) must follow logically from your introduction. The questions you are asking in your research and the measures you are using must make sense in the context of what has gone before in the introduction. In general, your report should start out at a broad level, become narrower and focused in the presentation of your research, and then broaden out again by the end of your discussion.

Structure

Your section titles should look something like this:

Title page

Table of Contents

Abstract

Method

Participants and Design

Procedure

Results

Discussion

References

Appendix 1 (if necessary)

Appendix 2 (if necessary)
This should list major and minor headings, with page numbers.

**Title page**
The title page must be formatted in line with the example attached at the end of this Handbook.

**Abstract**
Your abstract should be presented as one paragraph of about 200 words (or less) and should allow the reader to quickly gain an overview of the contents of your report. Refer to the nature of the problem, the method you used, the results you found and the conclusions you came to. The abstract represents a micro-summary of the entire thesis.

**Introduction**
You should begin by introducing your topic - set the scene so that what follows is placed in context. Give the reader some idea of why this area is worthwhile pursuing. Then move fairly quickly to your review of the literature. Your Introduction should set out the relevant literature in enough detail so that the reader gains a clear and critical overview of past research (leading up to your own study). You may use sub-headings if it helps you to structure your intro. Make sure that your Introduction is divided up appropriately at both the paragraph and subheading level. Do not put a paragraph break in just because it looks nice – make sure it presents a new thought/concept/perspective/issue.

After reviewing the literature, your own work will take centre stage. At the end of your Introduction, you should have a section that orients the reader to your own research. Here you will outline your research aims/question(s), where these fit into the literature you have just critiqued, and any specific hypotheses. By this time, however, the focus you are taking in your research should be obvious to the reader, given that you have oriented them successfully in the rest of your intro. Your own work should appear to be a logical extension of what has gone before. This does not mean that you need to agree with what has gone before. Perhaps your research is going to provide us with a new insight into the shortcomings of past work and the direction we should be taking.

**Method**
This section tells the reader how the study was done. It contains subheadings. In general, they will look like this:

**Participants and Design**
Tell the reader how many participants you had and from where you got them. If relevant, tell the reader how many males and females you had (or any other relevant subgrouping). Outline the design of your experiment (Subject selection, IVs and DVs) or the logical structure of your survey. What did you manipulate (if anything)? What did you measure?
Procedure
Here, you tell the reader what you did in sufficient detail so that the reader could repeat it fairly faithfully. Include brief instructions to participants (if they are long just summarise then put the rest in an Appendix). Other headings may be relevant to you (e.g., Apparatus).

Results
In this section you tell the reader what happened in your study. First, restate your hypotheses or the purpose of your study. Then describe your analysis of the data and the results of your analysis. Include tables and figures to the extent that they help the reader understand the data. Do not use figures indiscriminately, and never use a table or figure without discussing its contents in the text. Make sure that interpretation is easy. There will often be more than one way to describe your data – give plenty of thought to how best to get the message across. Be clear in your mind what the message actually is.

Discussion
In this section, tell the reader us about why your results turned out the way they did. Tell the reader of the fate of your hypotheses or research question. Were they confirmed or disconfirmed? Why is this? Did you find support for one model or theory over another? Why is your interpretation the best one? How do the theories you told us about in the intro now stand up in the light of your own work? If your results have something to do with serious flaws, methodological problems, sampling error etc., tell us about it – but do not go to great lengths to discredit your own research if this is not warranted. Concentrate on (a) explaining your results and (b) explaining what they mean (if anything). Be careful not to actually go beyond your data (i.e., Do not suggest that your results tell us something when in fact there is no evidence for this). Do not introduce startling new theoretical approaches here – make sure that what you say makes sense in the light of the introduction. Your discussion should move to a consideration of future research (your recommendations, etc.). End with a conclusion that wraps it all up. Again, you may use subheadings in this section if you wish.

References
Give details of all sources you cite. Have a look at any published article to see how references should be presented. Italicise journal and book titles. There is a short guide to this in your course guide. Do not include refs that you have not cited in the main body of your thesis. And make sure that anything you have cited is included here.

Appendices
These contain details of instructions to participants, survey items you could not fit in your results, and statistical tables (details of analyses). Include a new appendix for each kind of info, on a new page.

Finally –
MAKE SURE YOUR PROOF-READ YOUR THESIS VERY CLOSELY

40
Format, Layout, Binding and Submitting your thesis

- Double or 1.5 space your work. Make sure that the font is big enough to read comfortably (e.g., 12 point Times with 1.5 spacing). Leave a margin on the left for binding (e.g. 3.5 on the left, 2.4 on other sides). The formatting and layout of your title page must follow the example given below.

- Your thesis should be submitted to the office as follows:
  - A thesis submission form (available from the Enquiries Office)
  - One unbound cop.
  - The thesis should be doubled sided.
    Do this by going to File, Page Setup, In Margins, go to Multiple pages and select Mirror margins, then set the size of the margins (Left & Right).

- A copy of your thesis will be available from the Enquiries Office after end of semester results are released
Predictors of community responses to the Bondi Beach Olympic Volleyball Stadium:
Self-interest, social identity and collective action.

Chris Smith

Supervisor: Dr Robin Nguyen

Submitted in partial fulfilment of the requirements for the Honours program in Psychology in the
Research School of Psychology, the Australian National University.

October, 2015

Word length: 11,650 words
Quotations and in-text citation:

After extensive field observation, Cousteau (1996) concluded that the close social bonds evident within whale pods were “instrumental in driving the development of an extraordinary capacity for complex communication” (p. 158). However, Cutlass, Silver and Parrot (1999, p. 254) dispute this point, arguing that the:

whales’ capacity for complex communication unarguably facilitated the emergence of strong social bonds, and not vice versa as Cousteau (1996) claims.

Contributing to the controversy, others dispute both Cousteau (1996) and Cutlass et al. (1999) and envisage a more interactive process (Robinson & Family, 1998).

Tables

Table 1

*Judgements of Fairness of Dismissal Procedure by Job Level*

<table>
<thead>
<tr>
<th>Dismissal Procedure</th>
<th>Managers</th>
<th>Checkout staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification by mail</td>
<td>7.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Personal interview</td>
<td>4.8</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Note. Judgements were made on 10-point scales (1 = completely unfair, 10 = completely fair)
**Figures**

![Bar chart showing perceived fairness by job level and method of notification.](image)

**Figure 1.** Judgements of fairness of dismissal procedure by job level.

Note. Judgements were made on 10-point scales (1 = completely unfair, 10 = completely fair)

**References**

