



Australian
National
University

HONOURS IN PSYCHOLOGY

Program Guide

2021

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 emphasise 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.

Please note that this guide is specifically prepared for Honours in Psychology. The ANU College of Health and Medicine / College of Science Honours Handbook can be accessed at:

<https://science.anu.edu.au/current-students/forms-policies-guidelines/honours-handbook>

INFORMATION ABOUT STAFF

	Phone	Room Number	E-mail Address
Honours Convenor			
AProfessor Anne Aimola Davies	6125 5533	PSYC126	Anne.Aimola@anu.edu.au
Course Convenors			
Professor Michael Platow <i>(Theory in Psychology)</i>	6125 8457	PSYC214	Michael.Platow@anu.edu.au
Dr Yiyun Shou <i>(Statistics)</i>	6125 0638	PSYC204	Yiyun.Shou@anu.edu.au
TBA <i>(Evidence-Based Assessment & Intervention)</i>			
School Administrators			
Michelle Millynn (Honours Administrator)	6125 2796	Office	Michelle.Millynn@anu.edu.au
Amy Seath (School Manager)	6125 2790	Office	Amy.Seath@anu.edu.au

STRUCTURE OF THE HONOURS PROGRAM

Coursework

By the end of the Psychology Honours Program, you will complete three compulsory streams. All students (including part-time) will complete all three coursework streams in the first year of their enrolment. Part-time students will commence their research project in the second year of their Honours enrolment. The Statistics stream contains a core component, a series of workshops, and a number of elective modules from which you select at least four.

Theory in Psychology

Professor Michael Platow

- Semester 1

Statistics

Dr Yiyun Shou

- Semester 1

Evidence-Based Assessment and Intervention

TBA

- Semester 2

Research Project

Thesis

Research Project Supervisor

- Full year
- Meetings to be arranged with Research Project Supervisor

THESIS DUE DATE

28 October 2021

GUIDELINES FOR SUBMITTING WORK FOR ASSESSMENT

- When submitting work for assessment, you must submit through Turnitin, unless your Course Convenor suggests otherwise.
- Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.
- For extensions to assignment deadlines, please refer to the ANU rules on extensions (https://policies.anu.edu.au/ppl/document/ANUP_004604).
- 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 Science) or with the appropriate representative in CASS (if you are a BA student). Extensions must then be approved by the appropriate Deputy Dean. Note that the Psychology Honours Convenors can approve extensions only up to two weeks. Students need to be aware that when they are granted an extension, they may not receive their final mark on time to be able to graduate in December (or, for mid-year students, in July).

HONOURS RULES

We Expect That You Will:

- contribute to the academic life of the Research School of Psychology by attending the School's seminar series;
- treat School and University facilities and resources with respect and care, and follow Occupational Health and Safety requirements;
- observe the relevant University and School rules and regulations;
- 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

Marks	Grades (Coursework and Thesis)	Final grade categories
80-100	HD	H1 (First)
70-79	Distinction	H2a
60-69	Credit	H2b
50-59	Pass	H3
<50	Fail	Fail

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 and policies concerning data falsification and plagiarism are covered on: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>. Penalties for such offences may include termination of a student's course of study.

COURSEWORK INFORMATION

All coursework information, including times, dates, locations, and assessment, will be made available to students on the ANU Wattle site, which will go live on 8 February 2021.

GENERAL INFORMATION AND ACTIVITY DAYS

ORIENTATION MEETING 9:00 am – 11:00 am on Wednesday 24 February 2021

(Location Marie Reay 2.02)

- The Director and the Honours Convenor of the Research School of Psychology would like to welcome you to the School and introduce you to the structure and content of the Honours program. You will also meet the other teaching staff.

SPECIAL ETHICS SEMINAR 9:00 am – 11:00 am on Wednesday 17 March 2021

(Location Marie Reay 2.02)

- 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.

SPECIAL ACADEMIC SKILLS WORKSHOPS

(Location Marie Reay 2.02)

Workshop 1 – Kickstart your Honours

9:00 am – 11:00 am on Wednesday 24 March 2021 (Semester 1, Week 5)

- Managing your Honours program involves challenges unlike those faced in your previous Undergraduate study. This workshop provides advice on managing your time and working with your supervisor. Find out about effective reading, research strategies, and information management tools to manage the research better.

Workshop 2 – Introduction & Literature Review (including a chance to edit your draft)

9:00 am – 11:00 am on Wednesday 28 April 2021 (Semester 1, Week 8)

- This workshop deconstructs past Psychology theses to develop a strong understanding of the purpose of the thesis, key components, and how you might go about structuring and writing your own introduction and literature review. To get the most out of this workshop, bring along a draft of your introduction (no matter how rough!) to work on some editing exercises.

Workshop 3 – Results & Discussion

9:00 am – 11:00 am on Wednesday 29 September 2021 (Semester 2, Week 8)

- Having a thorough and well-considered discussion of your results is crucial to your thesis. In this workshop we examine strategies to develop coherent and persuasive results and discussion sections. Using Psychology examples, we look at effective structuring, paragraphing, and academic writing techniques.

Workshop 4 – Editing Your Thesis

9:00 am – 11:00 am on Wednesday 13 October 2021 (Semester 2, Week 10)

- Finishing your thesis and editing your work is a complex task. We demystify how to edit your work systematically. This session helps you over that final hurdle of polishing your work for a successful completion.

RESEARCH PROJECT: BASIC INFORMATION

- The research project, leading to the thesis, represents a significant proportion of the workload in the Honours program and will contribute 50% of the students' final mark.
- 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 (at least to some extent) as a function of the supervisor's areas of expertise and interest. Remember, however, 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 their 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.
- Many students who do Honours in Psychology plan to do post-graduate clinical studies. As a result, they think that they must do a clinical 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.** Note that given the practical problems involved in conducting clinical research at the Honours level, we advise students not to do research dealing with clinical populations for their Honours thesis.

Expectations of Students and Supervisors

This section has been taken from the College 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. In practice, Honours combines the best of both worlds. Honours is about training you as an independent researcher and you will experience some of the independence and self-direction required of higher degree research students, but you also have close contact and direction from your supervisor(s).

All Honours students have a supervisor (in some areas, it may be possible for a student to be jointly supervised by two people). The relationship between supervisor and student involves obligations for both parties. Your supervisor will assist you with advice, guidance and feedback, 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 and budget 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. Students should prepare in advance for consultations, by determining the help they require and the areas in which advice would be useful;
- Interact with other students and staff in accordance with the relevant University policies;
- Contribute to the academic life of the School and Honours specialisation by attending all relevant seminars;
- Treat School and University facilities and resources with respect and care, and follow Occupational Health and Safety requirements;
- Observe the relevant University, College and School rules and regulations;
- Complete the formal requirements for Honours;
- Complete, to the best of your ability, a well written, thorough and competent thesis of the highest standard.

Early in the year you need to establish an understanding of your skills and ability to carry out your research. Your supervisor is crucial in this process. In the early series of meetings with your supervisor you need to establish:

- An appreciation of your skills and competency for the project you propose to study (e.g. IT literacy and fluency, data analysis, your oral and written communication skills);
- Your work schedule and meeting times, including any times of absence from campus for you and your supervisor;
- Resources and technical support available to you for the project;
- How to gain clearance of your research with ethics committees;
- ‘Terms of engagement’. Your supervisor(s), even if they already know you, will be developing a deeper understanding of who you are through the close relationships that develop in the course of a research project. You will also need to talk about how you will organise your year and arrange a schedule for your research (note that extensions *cannot* be granted for failure to plan in this way).

Throughout the year, your supervisor will expect to see drafts of your work as the project progresses. It is your responsibility to provide work to your supervisor(s) at mutually convenient times so that full consideration can be given in time for submission by the due date.

Students who encounter difficulties should first attempt to resolve them with their supervisor. If this does not produce satisfactory results, they should then consult the Honours Convenor and then, if the matter remains unresolved, the Associate Director Education for the School, the Head of School, the Delegated Authority or the Dean of Students.

Your supervisor also has responsibilities. These are to:

- Assist you in selecting and defining the scope of a suitable thesis topic or problem;
- Meet with you at the commencement of your research project to set expectations for your Honours year;
- Assist you in designing your thesis research and devising a schedule for its execution;
- Guide you in the selection and application of appropriate data collection and analysis procedures and advise on the solution of any difficulties that arise;

- Meet frequently with you to discuss and evaluate each stage of the thesis project;
- Monitor your progress and advise you when progress is unsatisfactory;
- Facilitate progress, including, in consultation with the Honours Convenor, redefining the scope of the project when relevant;
- Advise on matters of thesis content, organisation and writing, including the timely provision of feedback, written and oral, on drafts or portions of the thesis;
- Assist you in gaining clearance from the ANU Human Ethics Committee as required (see Ethics in Research below).

Honours supervisors are also required to report any concerns they have about your progress, attendance or well-being to the Honours Convenor.

The Honours supervisor must be available for the entire period of the research project except for periods of less than two weeks. Any exception, where the supervisor will be unavailable for longer periods, must be reported to the Honours Convenor. The Honours Convenor may discuss with the student as well as the supervisor, and will determine whether appointment of a suitably experienced co-supervisor is required, taking into account the specific situation.

For inexperienced supervisors or those new to the ANU, a mentor / co-supervisor arrangement is required to ensure support and guidance is provided to the supervisor and student.

Subject to approval by the Honours convenor, thesis supervision may be provided by a person outside the School provided that this supervisor is substantially involved in the Honours specialisation and is responsible to the Head of the School for the supervision of the student. In such cases there must be a co-supervisor who meets the requirements of Clause 36 of the Coursework Awards Rule 2016.

Use of Shared/Secondary Data

Following the Australian Psychology Accreditation Council guidelines for Honours theses, we now allow Honours students to share data and/or jointly collect data and to use secondary (or archive) 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, and therefore 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., young and older adults). There are a number of existing data sets that can be used to answer new questions. Theses that make use of shared data and/or joint collection of data or secondary data are viewed and assessed in the same way as those in which the student collects data by themselves.

Students who share a dataset, jointly collect data, or use secondary data need to do the following:

- Students need to make a formal declaration in the acknowledgements section of the thesis that shared data/secondary data were used, and with shared data set out clearly their own unique contributions to the design and collection of the data.
- Students may need to enlarge on this acknowledgement and description, if necessary, in the Method and Results sections. They can also put information into an Appendix (so it will not be included in the word count).
- Students need to have more detailed and/or complex theory and results sections to compensate for not actually conducting the study themselves.
- With secondary data, students need to critique the existing measures and their appropriateness for pursuing their specific research questions (e.g., students may need to state whether different or better measures could be used, or what they would do in case they were designing the study, measures, or items themselves).

REQUIRED MILESTONES MUST BE COMPLETED DURING THE HONOURS YEAR

The Honours thesis is very different to anything that students have done during their undergraduate years. 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 each student's responsibility to ensure that the milestones are completed on time and that they have obtained their supervisor's signature on the Honours Milestone Completion Form (available on the following page) upon completion of each milestone. Student's should submit the Honours Milestone Completion Form as part of their thesis submission. They will need to scan the completed form and then include it in an Appendix of their thesis as a scanned image.

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 the student's control – **no student will 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.

ANU Research School of Psychology
Honours Milestone Completion Form
(Print a separate copy of this form.)

Student's Name: _____ Student's Number: _____

Milestone 1. Presentation of Research Proposal

This is to be completed 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 with the student's supervisor.

Supervisor's Signature: _____ Date: _____

Milestone 2. Mid-Course Progress Report

This must include a meeting with the Honours Convenor or their delegate(s) to discuss progress. This is due in June/July or January/February for mid-year students.

Supervisor's Signature: _____ Date: _____

Milestone 3. Major Data Collection and Analyses Completed

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 Convenor 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 the student's control.

Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Milestone 4. Thesis Draft Submitted to Supervisor and Feedback Returned by Supervisor

Two weeks prior to the submission of the thesis, both the supervisors and the student must confirm that the first draft of the thesis (excluding the Discussion section) has been submitted to the supervisor and has been returned to the student by the supervisor with comments.

Supervisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

ETHICS IN RESEARCH

- All research projects must be approved by the ANU Human Research Ethics Committee, and data gathering cannot begin until approval is given.
- 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 quite a bit about your research project before you can fill in an ethics application. However, you should aim to get your ethics application in as early in the year as you can, as approval can take time.
- All ethics applications must be reviewed by your supervisor before they are submitted.
- In some cases, supervisors will have already obtained approval for projects that may cover your research (if your research is similar enough). In these instances, it may be possible for your supervisor to add your name to their existing ethics protocol.
- Once you have received approval and begin your research, the onus is on you to behave in a way that is consistent with ethical research practice. Included in this is your behaviour towards other researchers (both students and staff) as well as your human participants. Failure to conduct your research in an ethical manner has significant consequences and in serious cases can jeopardise the broader research effort as well as your own.

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*, discuss, and give feedback on only **two** drafts of the thesis (but excluding the Discussion section). Accordingly, only *one* draft of the Abstract, Introduction, Method, Results, and then *one* draft of the whole thesis (excluding the Discussion section), should be submitted to your supervisor for formal *written* comments. **Note that supervisors are not allowed to read and give any kind of feedback (written or verbal) on the Discussion section of the thesis.** Supervisors are also not allowed to have any part of the Discussion section read to them. The Discussion section is supposed to be an independent representation of students' writing. Note that a general discussion between supervisors and students about the content and purpose of the Discussion section is allowed, and supervisors may refer to the Discussion section when reading and commenting on other drafts of other sections.
- The presentation of the thesis must adhere to accepted APA (American Psychological Association) format. A copy of the new APA 7 guide will be made available towards the end of the year.
- Penalties for late thesis submission are 5% per working day (i.e., 24-hour period).

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 (2019), 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, 2019), 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.'

MARKING CRITERIA FOR HONOURS THESES

The Research School of Psychology uses a marking guide to assess theses. The College also provides a guide for the assessment of the research component of the Honours year. The College Grading Criteria are included below, and the Research School of Psychology Grading Criteria will be published on the PSYC4011 ANU Wattle site.

Note: The Honours thesis will be marked by two examiners (not your Supervisor) whose assessment of your thesis will contribute 50% to your final Honours mark. Your Supervisor will provide a written report on your performance during the year to the examiners.

When marking an Honours thesis, judgements will be based on the student's:

- 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.

College Grading Criteria

This section has been taken from the College Honours Handbook.

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;
- applied relevant techniques and carried out research work, but needed considerable assistance and showed limited understanding of the procedures employed;
- 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;
- demonstrated that they had learned many of the relevant skills (which might include laboratory techniques, computer programming and statistical analysis);
- 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;
- demonstrated reasonable technical mastery of all the relevant skills;
- worked hard, efficiently and carefully;
- 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;
- produced a thesis that demonstrates a clear appreciation of how their work fits in to the larger field of research;
- demonstrated considerable technical mastery of all the relevant skills;
- showed some appreciation of the limitations of the experimental design or techniques used and outlined future research directions that are feasible;
- put forward their own useful and valid ideas relating to the project;
- 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;
- demonstrated the persistence and ability to carry on under difficulty;
- picked up new concepts and skills rapidly;
- showed the ability to work effectively in the presence of others.

Honours I 90 or higher

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;
- demonstrated impressive technical mastery of all the relevant skills;
- demonstrated a good understanding not only of the techniques they employed, but other alternative techniques and the reasons for choosing between them;
- outlined possible future directions which are not merely feasible but which show considerable originality;
- 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.

GUIDE TIMELINE FOR COMPLETION OF RESEARCH PROJECT

(also refer to the Required Milestones above)

February

- Students meet with Supervisor to discuss research project



February to April

- Develop research question and hypotheses
- Prepare initial review of relevant literature
- Design research tools
- Submit ethics application to ANU Human Ethics Committee and any other relevant ethics committee



April

- Finalise research instruments, so that experiment is ready to go when ethics approval is given



May

- Presentation of Research Proposal, including research aims and design (Milestone 1) to staff panel in early May
- Continue review and write up of literature. Aim to have a draft Introduction section written by the beginning of second semester
- Write up Method section



June / July

- Run study and analyse data
- Present Mid-Course Progress Report (Milestone 2)
- Begin write up of Results and Discussion



August / September

- Update literature review
- Major Data Collection and Analyses completed (Milestone 3)
- Complete first draft of thesis
- Thesis Draft Submitted to Supervisor (Milestone 4)



Early October

- Polish research report, taking into account feedback from Supervisor



Late October

- End of semester, submit thesis for examination

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 on 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 and work room, which is located in the Peter Baume building (Room 2.08). The Honours room will be available from the start of the semester. There will be a number of shared computers. Students can access them using their ANU login.

Photocopying

Students have access to a photocopier, located in the resource room, in the Peter Baume building (Room 2.09).

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

Surveys and questionnaires can be printed using the photocopier in the resource room, in the Peter Baume building (Room 2.09). However, students need to be prudent with the printing, and must collect the material once printed. Students who intend to print a large number of surveys and questionnaires should contact the Honours Administrator at the Enquiries Office.

Research Funds

Research funds are available up to \$350 per year for each Honours student, subject to change, and can be used for recognised research-related expenditure (e.g., if required to pay participants, buy equipment, or pay for specialised technical advice). If you wish to access these funds, you are required to complete and submit the 'Application for Honours Research Funding' (see Appendix A) to the Honours Administrator at the Enquiries Office.

Statistical Advice

If you need statistical advice, you should seek it from your statistics lecturer (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.

ANU Academic Skills

The staff at Academic Skills can help you with studying and can also read drafts of your work.

Telephone: (02) 6125 2972

Email: academicskills@anu.edu.au

<https://www.anu.edu.au/students/academic-skills>

ANU Counselling

This service is free for students, and is located on Level 3 of the Health and Wellbeing Centre (Building 156) in Kambri.

Telephone: (02) 6178 0455

Email: counselling CENTRE@anu.edu.au

<https://www.anu.edu.au/students/health-safety-wellbeing/counselling/anu-counselling>

Medical Services

The on-campus health services provider is the National Health Co-op (NHC). The NHC operates a state-of-the-art health and wellness clinic on Levels 2 and 3 of the Health and Wellbeing Centre (Building 156) in Kambri.

Telephone: (02) 6178 0400

<https://www.anu.edu.au/students/contacts/medical-services>

To book an appointment:

<https://www.nhc.coop/anu>

**APPENDIX A: RESEARCH SCHOOL OF PSYCHOLOGY
APPLICATION FOR HONOURS RESEARCH FUNDING**

**Research School of Psychology
Application for Honours Research Funding**

Guidelines for Preparing your Application for Honours Research Funding

Applications can be submitted throughout the year as required. Once completed, applications to be submitted to the Enquiries Office.

Honours Students have available up to \$350.00 for recognised research-related expenditure (i.e. pay participants, buy equipment, or pay for specialised technical advice).

Notification of the result will be within one week of the submission of the application.

Student Name		Uni ID No	
Program Enrolled In	Honours	Year Commenced	

Research Expenditure Category	Quantity x Item Cost (where applicable)	Total Cost	Details of Expenditure	Expected Date Funds Required
Participant Payments				
Equipment				
Other				
Other				

For Participant Payments please provide the Project Name and Ethics Approval Number

Other Expenditure (Please provide details)

Student Signature		Date
Supervisor Name		Contact No
Supervisor Signature		Date

Office Use			
Amount Approved		Charge Code	
Authorisation		Date	

**APPENDIX B: RESEARCH SCHOOL OF PSYCHOLOGY
AVAILABLE HONOURS SUPERVISORS, THEIR RESEARCH INTERESTS,
AND THEIR SUPERVISORY STYLES**

Anne Aimola Davies

anne.aimola@anu.edu.au

My research interests are in cognitive and clinical neuropsychology, specifically of visual and somatosensory attention, and belief formation. These aspects of cognition can be investigated by studying individuals following a right-hemisphere stroke, especially those suffering from unilateral visuospatial neglect, sensory loss or anosognosia for motor impairments, and/or by studying neurologically healthy individuals. Drawing on the methods of cognitive psychology, clinical neuropsychology and cognitive neuroscience, my suggestions for Honours research areas in 2021 include the following:

- hemispheric specialisation for global and local processing in young and older adults;
- visual statistical learning, and the role of executive functions in young and older adults;
- directional and nondirectional aspects of visual attention, including the influence of task requirements, expectation and perceptual load;
- viewer-, stimulus- and object-centred reference frames in pseudoneglect;
- visual awareness and overt/covert attention in pseudoneglect;
- illusions of touch, including the rubber hand illusion and vision-touch synaesthesia.

For more information about these research areas, please have a look at some of my publications:

W: <https://psychology.anu.edu.au/people/academics/aprof-anne-aimola-davies>

Supervisory Style

I have supervised approximately 60 research project students (Honours, Masters, PhD) to completion, and I believe that every student-supervisor relationship is unique. What is most important is that there is open communication and respect for one another at all times, as we work collaboratively toward the same goal. From my perspective as your supervisor, this goal is for you to complete the best Honours thesis that you are capable of producing during this nine-month adventure.

There are three key points that I consider crucial in structuring the year ahead. First, you will need to read widely in the first few months of the Honours year (to familiarise yourself with the literature most relevant to your research project) and write a literature review to demonstrate your competence in this area. This literature review will be written following discussions with me and other members of my Neuropsychology, Attention and Cognition Laboratory group (mainly, my PhD, Masters and Honours students), and it will be refined and polished later in the Honours year to form the basis of the Introduction and Discussion sections for your thesis. Second, data collection will begin only after you have completed a polished first draft of your Methods section. Third, to achieve the best Results section, you will aim to finish data collection and data screening by the end of August.

If you are interested in the research areas I am offering to supervise in 2021, and you would like to discuss these research possibilities and/or my supervisory style, please email me.

Boris Bizumic

boris.bizumic@anu.edu.au

I have expertise in social, personality, cross-cultural, and political psychology. I am happy to supervise projects examining personality, such as narcissism and Machiavellianism, personality

traits, such as the Five Factor and HEXACO models, and social attitudes, such as ethnocentrism, authoritarianism, and prejudice against various groups, such as people with mental illness. I also have large datasets that include measures of these constructs, which students can use for secondary data analysis in their Honours thesis (as opposed to collecting their own data). Students who are interested in these topics can find more information about my publications on my **Google Scholar profile** (<https://scholar.google.com.au/citations?user=7kJPwIgAAAAJ>) and **ResearchGate profile** (https://www.researchgate.net/profile/Boris_Bizumic).

Supervisory Style

I am open to both individual meetings with Honours students and to group meetings with other Honours, Masters, and Post-Graduate students whom I supervise. I tend to have weekly times for meetings or as required by a student. My expectation is that students will act as collaborators, who will significantly contribute to their research, and who will attempt to publish their research findings in journal articles or book chapters after finishing their Honours thesis.

Diana Cardenas

diana.cardenas@anu.edu.au

My main research interest lies in understanding the factors that promote and hinder identification with groups (particularly with new groups). I study two main sources of identification: first, through their actions, individuals can foster identification with a social group (i.e., adopting behaviours of that group). Second, through its reactions, the social context can promote/hinder individuals social identification (i.e., discrimination, pressure to adopt norms, identity denial). I have examined these processes with immigrants (in Canada and several European countries) and national identification, Dutch nationals and European identification, and I am looking forward to extending such ideas to new groups (sports groups, university identification, school identification; see also Katherine Reynolds and her project in schools).

I have also been involved in studying the social psychology of COVID-19. This involves questions of compliance, leadership, social norms, social identification and wellbeing. I wish to understand how individuals take into consideration group processes (norms, social comparisons, identification) when taking in and applying health messages.

Lastly, as Katherine Reynolds' postdoc, I am happy to co-supervise students interested in the longitudinal *school climate and school identification* project.

Supervisory Style

Honours students have control of their project, their idea and development. My role is to offer guidance and structure but they are responsible for their own ideas and the development of their project. I prefer meeting weekly (bi-weekly when there is not much to discuss), and having clear deadlines to advance the project throughout the year.

Junwen Chen

junwen.chen@anu.edu.au

My research primarily focuses on social anxiety (disorders) and excessive worry. Specifically, I am interested in investigating the underlying mechanisms of these disorders and their interventions. I am also conducting research on cross-cultural comparison of these disorders. For Honours projects in 2021, I will be offering two topics as follows.

1. The contribution of social beliefs and cognitions, and information processing biases to social acceptance and social anxiety

Cognitive models of social anxiety (disorder) proposed that beliefs about the social self (e.g., “I must receive everyone’s approval”) and cognitive processing bias (e.g., rumination) serve as maintenance factors of this condition. Recent research has also shown social cognition (i.e., theory of mind) impairments in people with social anxiety, with them reporting difficulties in evaluating others’ thoughts, and thereby experiencing social impairment. This project aims to explore how these social beliefs, social cognition impairments, and cognitive processes would contribute to perceived social acceptance and in turn, social anxiety.

2. Factors that impact social withdrawal/Hikikomori

Social withdrawal behaviours (e.g., do not attend school or work and have minimal social contact) often comorbid with mental health disorders and lead to social and daily impairments. Hikikomori is a cultural-bound syndrome defined initially in Japan as a pathological social withdrawal where individuals withdraw themselves from society for extended periods of time, and consequently become unable to care for themselves. More recently, Hikikomori has also been reported in other countries than Japan. This project aims to test factors that may contribute to social withdrawal.

Supervisory Style

I will have regular meetings and email communication with students, which aim to develop a good working relationship with them. Students will be able to collaboratively contribute to the projects. I am keen to provide students with a supportive environment to achieve their goals. Meanwhile, I expect the students to be highly self-motivated and develop their independence and research skills through the process. Students who are interested in the projects, ***please email me to organise a meeting for further discussion.***

Tegan Cruwys

tegan.cruwys@anu.edu.au

I am a clinical psychologist who conducts research on social identity and group processes in health (especially mental health).

In 2021, I will be supervising projects broadly on these topics:

1. What are the psychological mechanisms through which our social group relationships protect our mental health?
2. Does social group belonging help people to persist with a physical challenge in the face of unexpected setbacks?
3. What are the most promising ways to support disadvantaged students to socially integrate on campus?

Honours students will be able to collaboratively contribute to the design of experiments to explore how shared group membership affects our mental and physical health.

Supervisory Style

I like to provide students with enough independence that they have a chance to "own" their projects and develop their research skills, while also providing a safety net for when things go wrong. I prefer the term "advisor" to supervisor, as I think it captures the nature of this relationship a bit better - I won't be looking over your shoulder directing everything you do, but I will be available to provide support with all aspects of your project as you ask for it. I like to work collaboratively to set deadlines that will keep your progress on track.

My goal is to provide a scaffold for students to learn high-quality research skills, and to produce honours research of a publishable standard. Students will be expected to work collaboratively as part of a research team and contribute to a collegial research-focused environment. Most students will have a co-supervisor who is also part of the lab group (Skorich, Evans, or Stevens). Honours students will need to be available on site for intensive experimental data collection, particularly in May and August. Supervision meetings will include both one-on-one meetings (usually scheduled weekly) as well as lab group meetings (usually fortnightly).

Amy Dawel

amy.dawel@anu.edu.au

The aim of the Honours projects in my lab this year is to develop foundational knowledge about what makes facial expressions look genuine versus fake. The literature has traditionally used artificially posed expression stimuli, which are often perceived as faking emotion. Little is known about what makes observers perceive a face as expressing genuine emotion. Projects in our lab this year may explore the impact of eye-gaze direction, facial redness (e.g., as associated with anger or blushing), and face sex on perceived genuineness. These projects will include training in cognitive psychology experimental design and stimulus creation.

Supervisory Style

My focus is on developing individual students, but also a lab group that provides a supportive community for one another. I meet with my students individually (or in pairs if on related projects) most weeks, and also expect them to attend a weekly lab team meeting during semester time (e.g., we might review a relevant journal article together, or how to put together parts of your thesis). I aim for Honours projects to be conducted to a publishable standard, and past projects have contributed to successful publications. Our lab values a growth mindset, and open and respectful communication. If you are interested in working with me, **please organise to Zoom with me** so that we can discuss supervision and the proposed research project in more detail.

Mark Edwards

mark.edwards@anu.edu.au

Research Topics

Vision is fundamental to our ability to interact with the world. Additionally, a great deal of our understanding of how the brain works is based on our knowledge of how it processes visual information. The fundamental aim of my research is to further our understanding of how the brain processes visual information, from low to high (i.e. visual-cognition and attention) levels. This includes understanding how it is affected in clinical settings, e.g. anxiety. My research and interests cover all aspects of visual perception and cognition and how they apply to real-world settings and clinical situations. While I am happy to supervise students in most areas of visual perception and cognition, some of my active topics that are suitable for honours research are:

- How visual attention selectively affects the different visual pathways, e.g. magnocellular vs parvocellular and dorsal vs ventral.
- How anxiety affects visual processing, especially in relation to the allocation of attention.
- How various pathways are differentially pooled in motion processing.
- Binding problem in perception.
- The effect of aging on visual attention
- Attentional responses to stimuli that elicit emotional responses.

Stephanie Goodhew

stephanie.goodhew@anu.edu.au

My key research interest is visual attention. I am interested in how people can optimise their attention for different tasks, and whether some individuals are more efficient at switching between different ways of applying their attention, and whether such flexibility can be promoted via training. I'm also interested in the role of attention and cognition in processes such as anxiety and empathy.

To be clear, while I do research that straddles clinical areas (e.g., attentional processes in anxiety), I adopt a rigorous cognitive-psychological approach to these issues, and would expect students to do the same. If you have taken my cognitive neuroscience module in PSYC3015 and enjoyed it, then I think you'll like the sort of work we do in the lab.

Supervisory Style

I think that a successful student-supervisor relationship often comes down to a good fit in terms of values and expectations, so I will aim to be explicit about mine here. I'm a relatively "hands on" supervisor. I subscribe to a research-apprentice model, in which regular meeting, guidance, and feedback are key to students' skill development. I strive to offer students many opportunities to learn, grow, and develop as researchers. I am a supportive supervisor, and to me, part of being supportive means I will provide constructive criticism to help students develop and reach their maximum potential. (Analogy of a coach working with an athlete to produce their best work, I'm on your side, and in doing so, I will give you feedback about how to improve). In addition to weekly individual meetings, I run weekly lab meetings with research-training and learning activities which I expect students to attend and engage in.

Ultimately, I invest considerable time and energy into my students, and I expect students to share the goal of becoming the best researcher they can be, and producing the highest quality piece of research. I am happy to put prospective students in touch with my previous students for a candid report on my supervisory style from a student perspective.

Lisa-Marie Greenwood

lisa.greenwood@anu.edu.au

The student will have opportunities to work with, and contribute to, a larger multi-disciplinary team. Research projects are available in areas such as medicinal and recreational cannabis use, addiction, schizotypal personality, transdiagnostic compulsivity, dementia, chronic disease risk and mindfulness-based interventions. Research methods may incorporate electroencephalograph, event-related potentials, functional magnetic resonance imaging, or diffusion weighted imaging techniques. Please contact the supervisor directly to discuss potential projects and their feasibility.

Bradley Jack

bradley.jack@anu.edu.au

Broadly speaking, I use electroencephalography (EEG) and event-related potentials (ERPs) to answer questions about the functioning of the human brain. Here is a list of current EEG/ERP projects in my lab:

1. Predictive processing. The classical view of perception is that it is a passive process in which our sensory organs receive input from the environment, the brain processes this input, and we respond accordingly. However, recent evidence suggests that the brain also actively predicts the input it will receive. For instance, the brain makes predictions about input that results from self-generated actions (e.g., knocking on a door causes the expectation of a well-known sound), and the brain makes predictions based on past experience and context (e.g., the next tick of a clock

can be anticipated after just a few moments of listening). The goal of this line of research is to understand how the brain establishes, tests, and updates its predictions.

2. Inner speech. As you read this text, you can probably hear your inner voice narrating the words. Inner speech – the silent production of words in one’s mind – is a core aspect of our mental lives. On the face of it, inner speech seems as though it is a completely private endeavour, beyond the reach of empirical investigation. However, recent work in my lab suggests that it is possible to determine when a person is engaged in inner speech, and – to an extent – what a person is saying in inner speech. This line of research might have important implications for our understanding of auditory-verbal hallucinations, such as those experienced by sufferers of schizophrenia.
3. EEG/ERP methodologies and analyses. Finally, I am passionate about EEG/ERP methodologies and analyses, including experimental design, data collection, data pre-processing, the selection of electrodes and/or time-windows for data analysis, and the assessment and quantification of statistical evidence. Interested students are encouraged to contact Dr Bradley Jack (bradley.jack@anu.edu.au).

Clarke Jones

clarke.jones@anu.edu.au

My research has two key focuses:

First, my research aims to develop more culturally and religiously suitable youth interventions with Muslim communities that are often marginalised, hard-to-access, and at-risk. By doing so, I examine whether this improves program efficacy and whether it has a greater chance of reducing anti-social and criminal behaviours within these groups. So far, I have co-developed several youth interventions for various Muslim organisations in Melbourne and Sydney and with the families that have daughters and grandchildren stuck in the camps in Syria.

Second, my research supports pressing decisions about prison reform, specifically how best to house high-risk offenders, such as terrorists, to reduce the chances of rioting, gang crime, or prison radicalisation and encourage rehabilitation. My evidence-base has been developed from over 15 years of ethnographical, longitudinal studies in several prisons and jails holding terrorist inmates (referred to as violent extremist offenders (VEOs) in the Philippines).

Zoe Leviston

zoe.leviston@anu.edu.au

I am a social and environmental psychologist with a chief interest in understanding human-environment relationships. In my research, I apply social psychological theory to investigate how individuals, groups, and culture shape people’s responses to climate change, resource consumption, and human migration. Research topics of interest include the influence of social perception and social comparison on climate change responses, intergroup conflict and relative deprivation, and environmental values, beliefs, and behaviours. Potential project topics include the following:

1. Pro-environmental behaviour and the ‘better-than-average’ effect: investigating the influence of social normative feedback on uniqueness bias.
2. Misperceptions of others’ environmental attitudes: Relationships with pro-environmental actions.
3. The role of ‘imagined loss’ of environmental characteristics in shaping place-protective actions.

Supervisory Style

Most of my students' honours projects are quantitative, but I am also happy to supervise qualitative or mixed-method designs. Though I am happy to provide a project topic for the student, I see this as a preliminary step in a student-led initiative. I see my role as to provide guidance to the student as they build their research independence throughout the year. I am also happy for students to approach me with their own topic in those broad research areas.

Elinor McKone

elinor.mckone@anu.edu.au

Topic: Developing cognitive tasks for patient-driven self-tracking of 'brain fog' in Chronic Fatigue Syndrome, long Covid, and other conditions.

Many medical conditions affecting young adults are associated with cognitive problems commonly referred to as 'brain fog', involving difficulty concentrating, and finding thinking more effortful or slower. These conditions include Chronic Fatigue Syndrome, long Covid, orthostatic intolerance (e.g., Postural Orthostatic Tachycardia Syndrome POTS), and Multiple Sclerosis. Patients are often asked to report their level of brain fog to doctors (e.g., to help the doctor evaluate whether a treatment is helping) and/or to track their symptoms over time at home (e.g., to help work out what daily activities might trigger crashes with worsening of brain fog). Currently, patients are asked to simply self-report their level of cognitive difficulty, e.g., give a number out of 10. This method has major problems: self-ratings are not reliable over time (e.g., a given day is likely to be rated worse after a run of good days than after a run of bad days); and patients with cognitive impairment cannot be expected to accurately judge their level of cognitive impairment (e.g., imagine asking a dementia patient to rate their own degree of difficulty thinking!).

The aim of this applied project is to develop *objective* measures of cognitive performance that patients can use regularly at home, and use to report back to their doctors and/or for symptom tracking. The idea is to develop quick tasks (1-5 mins) that the patient can easily run themselves on their phone, with simple-to-understand instructions and outputs.

The project will focus on Chronic Fatigue Syndrome, given that: this is an extremely underserved condition causing major disability; its most common trigger is infectious disease, predicting a worldwide explosion of cases due to Covid; and both CFS and long Covid have high comorbidity with POTS. The project will begin with reviewing the literature on cognitive and brain effects of CFS — including evidence of impaired performance on Stroop and working memory tasks, and of neural inflammation, and reduced blood flow to the brain when standing upright — to select tasks best targeted to the types of cognitive problems patients experience. The experimental part of the project will then involve developing and testing 2 or 3 candidate tasks. At Honours level, this project will involve developing these tasks on healthy people, to find tasks that give the most reliable cognitive performance scores, with the smallest practice effects over time (since patients would use the tasks over months or years).

Please email Elinor (elinor.mckone@anu.edu.au) to discuss this project. The project would be particularly suitable for a student interested post-Honours in clinical psychology, or medicine, and whose undergraduate background includes cognition courses.

Conal Monaghan

conal.monaghan@anu.edu.au

I aim to supervise a range of research topics at the Honours level to cater to student interests. These topics largely involve the use of the collection and analysis of survey data or secondary data for

more statistically orientated projects. Students might also be able to utilise several cross-cultural collaborations to work on cross-cultural analyses.

The following broad research areas are available for 2021:

1. Understanding the causes and consequences of interpersonal exploitation through the personality construct of Machiavellianism. Specifically, cross-cultural adaptations of the Two-Dimensional Machiavellianism scale and the causal relationship between Machiavellian views and behaviour.
2. Developing an evidence base for the DSM-5 alternative model of personality disorders (factor stability, clinical utility, normative data). This research stream will largely focus on understanding the bi-polar nature of the alternative model of personality disorder traits and their real-world consequences.
3. Applying more advanced statistical and psychometric approaches into the field of psychology (e.g., Item Response Theory / Computerised adaptive testing, Bayesian modelling, measurement equivalence).

Supervisory Style

I endorse a flexible, supportive, and student-centred supervision style to work with each student throughout their thesis project. I try to foster a collaborative space, with open communication and opportunities for exposure to the broader academic environment. In addition to the thesis project, I work with students to develop research skills that will help them throughout their post-honours career. We will also work, together, to develop your self-care throughout this exciting yet challenging year.

Kristen Murray

kristen.murray@anu.edu.au

My research interests are broadly in the domains of clinical and health psychology. I supervise projects which examine the relationship between body image, health behaviours (such as eating behaviour or physical activity) and well-being (such as psychological stress or depressive symptoms). I am currently undertaking research in functional body image, or the way in which we relate to what our body does (not just what it looks like). Although it has been suggested as a protective resource, there have been limited studies investigating its predictors, outcomes, and relevant moderating/mediating variables. Given the time constraints in Honours, most of the studies I supervise recruit community samples, often through self-report survey designs. Some of the research questions I would be interested in supervising include:

- How do aspects of functional body image (e.g. satisfaction, investment or appreciation) relate to health behaviours (e.g. eating behaviour, physical activity, smoking, alcohol use) or mental health (e.g. depressive symptoms, anxiety, stress), and what factors moderate or mediate these relationships?
- What factors, such as health status, influence our relationship with body functionality?
- Can we improve body image, health and well-being through brief writing interventions? In whom are these most effective?

Supervisory Style

My supervisory style is collaborative and supportive. I believe it is important for students to undertake research in areas of interest to them, and so my aim is to foster curiosity through the research process and help students develop questions they are passionate about investigating. As a supervisor, I aim to scaffold learning by balancing providing guidance and support to help you develop skills, confidence and expertise in psychological research.

Please contact me (email: kristen.murray@anu.edu.au) if you would like more information.

Eryn Newman

eryn.newman@anu.edu.au

I am a cognitive psychologist and, in my research, I study how people come to believe and remember information they encounter in the world. I am especially interested in the subtle influences that can bias belief and memory and the consequences in various applied contexts—for fake news, for juries, and for eyewitnesses. In my lab we use experimental designs to understand the cognitive processes that contribute to belief and memory, using materials that often align with applied contexts (where participants are exposed to mock juror scenarios, unknown claims or other “evidence” and having to assess truth).

In 2021, some key projects include, 1). Understanding how an experience of distrust can shape assessments of information we encounter, 2). Understanding how people weigh prototypical evidence, over more nuanced, diagnostic evidence, 3). Understanding how warnings may or may not attenuate various cognitive biases in belief and memory.

For more background see: <https://psychology.anu.edu.au/people/academics/dr-eryn-newman> or erynjnewman.com

Supervisory Style

My goal in supervision is to focus on the development of key research skills, in a collaborative and structured research environment. As well as weekly meetings with honours students, I also have a weekly lab meeting. I see the lab meeting as an essential part of the research experience in honours where students are able to gain feedback from other lab members working on related projects and where students have opportunities to build critical research skills in reviewing scientific articles. I aim to provide an intellectually challenging exchange in these meetings and foster opportunities for peer mentorship from more senior students in the lab. I encourage students to fully participate in the academic environment at ANU, attending local student conferences and RSP talks. From this perspective I see the honours year also as unique opportunity to participate in the research community.

Nima Orazani

nima.orazani@anu.edu.au

Currently, I am working on four different projects. First, I have been working on what constitutes social cohesion, what are its determinants and consequences. Second, I also work on a project investigating the effects of perceived individual freedom on willingness to participate in collective actions. In another project, I focus on the effects of perceived economic (in)equality on political participation. Finally, I am investigating the effects of rights- vs. duty-focused mindset on people’s willingness to participate in collective action to support minority groups.

Supervisory Style

As an advisor, I tend to spend a good amount of time with/for my students. However, I expect them to first try their best to deal with the issue at hand and do not consider their advisor as the first solutions to their problems. This is a way in which they learn how to be an independent researcher. As far as the nature of the project and my expertise allow me, I create an open space for my students to discover what they like to do and how they prefer to do it. In this process, I will try to advise them to follow the best research practice to get the best results. I see the advisor-advisee relationship as a learning process for both parties. Although, as an advisor I help my students to navigate their path through their academic life, but my main job is to help them find where their passion lies.

Dave Pasalich

dave.pasalich@anu.edu.au

My Research Interests

How can we best support children so they develop along a healthy trajectory and achieve their full potential? Although there are many important factors involved in raising healthy children (a quick google search will reveal millions of ideas!), findings from a large body of research suggest that emotional support from key caregivers—including birth, kin and foster parents—is vital for promoting children’s wellbeing. In this light, my research focuses on parent-child relationships as sources of risk or resilience for developmental outcomes in children and adolescents. To date, my work has involved the families of children with behaviour problems (e.g., callous and aggressive behaviour) and children who have been exposed to early adverse experiences (e.g., maltreatment). To facilitate the interplay between scientific knowledge and community practice, I collaborate with community agencies—such as out-of-home-care services—to develop and evaluate the implementation of family-based programs to promote child wellbeing.

Research Opportunities for Honours Students

Students in my research group conduct various theoretical and applied projects relating to risk and protective factors for antisocial behaviours and other mental health symptoms across the lifespan, such as oppositional behaviour in children and interpersonal violence (e.g., psychological abuse) in adults. I also supervise projects relating to developmental psychopathology in preschoolers (e.g., executive functioning, callous-unemotional features). If you’d like additional information you can email me for a list of thesis abstracts from my past students.

Supervisory Style

My main goals as a supervisor are to equip my students with the necessary skills for conducting quality, ethical, and collaborative research, and to develop their confidence in their own scholarly abilities. To these ends, I provide a style of supervision that is flexible and tailored to a student’s needs, and involves a blend of regular feedback and encouragement of student initiative. Honours students also become members of the Child Wellbeing Research Group (<http://psychology.anu.edu.au/research/groups/child-wellbeing-research-group>) and have opportunities to discuss research and career interests with clinical psychology students in the group.

Michael Platow

michael.platow@anu.edu.au

Topics 1 & 2: Examining Lay Beliefs about Prejudice

These topics seek to expand social-psychological knowledge of prejudice by examining **lay beliefs about what prejudice is**, as well as the social and psychological factors affecting these beliefs. If people believe their own intergroup attitudes (even negative ones) to be correct and normative, anti-prejudice appeals will likely be rejected. What is needed, then, is an analysis of what people believe to be prejudice or not in the first place, and how these beliefs are changed.

The Topic 1 series of studies examines the impact of direct social-influence attempts on variability in content, structure, discursive usage and degree of sharedness of lay understandings of prejudice. One study will examine normative influence attempts concerning broad definitions of prejudice. Participants will first be provided with supposed data on in-group members’ (e.g., Australians’) or out-group members’ (e.g., Americans’) own understandings of what constitutes prejudice. These normative data will indicate that: (a) either the target must be a group, or could be either a group or a single individual, and (b) the attitude expressed must be negative, or can be either negative or positive (as some formal social-psychological definitions suggest). Participants’ own views of the definition

of prejudice along the manipulated dimensions will be measured via ratings scales. The design will thus be a 2 x 2 x 2 between participants factorial. Another study will replicate the one above, changing the psychological in-group to “non-prejudiced people” and the psychological out-group to “prejudiced people.”

The Topic 2 series of studies employs a choice paradigm similar to that used in cognitive and perception psychology. For this project, however, participants will be asked to determine whether a specific claim is prejudice or not prejudice as a function of varying degrees of manipulated truth. Using this paradigm, we will be able to evaluate quantitatively how people rhetorically use truth claims to justify otherwise prejudiced statements. This project is most suitable for students with good quantitative skills.

Lee, G. C., Platow, M. J., Augoustinos, M., Van Rooy, D., Spears, R., & Bar Tal, D. (2019). When are anti-fat attitudes understood as prejudice vs. truth? An experimental study of social influence effects. *Obesity Science & Practice*, 5, 28-35. <https://doi.org/10.1002/osp4.315>

Platow, M. J., Van Rooy, D., Augoustinos, M., Spears, R., Bar Tal, D., & Grace, D. M. (2019). Prejudice is about collective values, not a biased psychological system. *New Zealand Journal of Psychology*, 47, 15-22.

Topic 3: Judgements of Leaders' Truthfulness

This topic is actually very closely tied to Topics 1 and 2. Claims of prejudice are often countered with claims of truth. In this way, determining what is true and what is not becomes central. Leaders are often in positions to inform us about what is and is not true (related to Topic 1 on social influence). This topic, however, will examine factors that may make leaders appear “authentic” and “genuine” (although, please note that this is *not* an analysis of “Authentic Leadership”). The analysis of leadership will be based on a social identity and self-categorization approach as articulated in the following article:

Platow, M. J., Haslam, S. A., Reicher, S. D., & Steffens, N. K. (2015). There is no leadership if no one follows: Why leadership is necessarily a group process. *International Coaching Psychology Review*, 10, 20-37.

Supervisory Style

I work under the assumption that honours students are smart and capable by definition; students would not be honours students if they had not performed at superior levels in the first three years of their undergraduate degrees. At the same time, I neither expect nor want students to come to me at the beginning of the academic year with a study in hand. Simply put, I do not believe that students have background knowledge or ability to start their honours year with a complete study.

In 2021, I will be holding weekly collective honours laboratory meetings with all of my honours students together, at least through Semester 1. I expect students to contribute to collective discussions, even if the topic is not about their own personal research project. Although the projects that I will be supervising are broadly specified below, details have not been determined. I will expect students to work on these details during their own time, and then propose them to the honours laboratory group for broader discussion and consideration. In this manner, there will be specific tasks and intellectual contributions that individual students are to make; at the same time, the laboratory meetings will allow us to collaboratively craft the final studies, ensuring that each student has appropriate supervision by me and supportive feedback from his or her fellow honours students.

In my supervision, I have four goals in the following order. I recognize that these may not be students' goals nor may my rank-ordering be that of students. However, it remains important for students to know my goals (and my priorities) so that they best understand how and why I supervise the way I do.

Goal 1: My first goal is to ensure students learn something from their honours research project. This is the absolute primary goal.

Goal 2: My second goal is to work with students to ensure that they can submit an honours research project that is likely to pass. I do not mark my own students' theses, so I can *not* guarantee a passing mark. However, in the past 25+ years, all of my students have passed.

Goal 3: My third goal is to work with students to ensure that they can pass *well*. This may well be students' first goal. Again, I can not guarantee a first-class honours thesis mark, but I will work hard with students to help them earn the best mark that they can. Not all students will earn first-class honours (and not all of my past students have done so). In the end, the thesis is a product of students' own work, and the final mark is determined by the quality of the thesis that students produce.

Goal 4: My fourth goal is to work with students to produce a piece of research that can ultimately be published. Again, I can not guarantee publication of honours theses. However, publication requires work at a professional level, and striving for publishable work will help achieve aspects of the first three goals above. It is important to note that students can earn a first-class honours mark for their thesis on a completely unpublishable piece of research (e.g., if all of examined effects are non-significant); *and* it is possible for students to produce a publishable piece of research that does *not* earn a first-class honours mark (e.g., if the student writes the thesis poorly). Honours students who write up their honours theses for publication (with me guiding them) will be first author and I will be second author. If I write up the honours thesis for publication, I will be first author; students will remain as co-authors, but their position will be determined by their contribution and the number of other co-authors. Note that the co-contributors on the ARC Discovery grant listed below are likely to be authors on publications as well.

My Level of Help

I will work with students throughout the year, striving to achieve the above four goals. I will meet with students collectively for at least an hour per week. I will help students design their studies. I will ensure that students have a means to collect their data. I will help students analyse and interpret their results. I will read rough drafts of students' theses (note, however, that I am allowed to provide written feedback only on one rough draft). Where possible, I will work to make some funds available to students for participant payment and materials development (e.g., programming).

My Expectations of Students

Students who have successfully completed social-psychology courses at both their second-year and third-year will be most appropriate for these projects. I expect students to be mature and self-motivated. If I do not see students for several months, I will assume they are in the library working; I will not chase after students, and will allow them to fail if they put no effort into their thesis. Students must come to the weekly meetings prepared (e.g., having done literature searches, having read journal articles, having thought through possible designs, having questions to ask me). Students are responsible for their own data collection. Students must code and enter their data into appropriate data analytic software (e.g., SPSS). Students must conduct data analyses on their own. Students must write their own theses.

Katherine Reynolds

katherine.reynolds@anu.edu.au

There are 4 core areas of activity in 2021.

1. The social psychology of social influence in an on-line environment. 1-2 students co-supervised with the Australian Signals Directorate (ASD). This project is part of a Research Internship agreement between ANU and ASD and includes a scholarship for students (\$8000). This direction of research will require laboratory and experimental field studies to examine basic assumptions.
2. Organisational behavior with implications for a Defence context. This project is part of a Research Internship agreement between ANU and Department of Defence (no scholarship). 1-2 students co-supervised with the Department of Defence using data from Defence people management surveys (e.g., Organisational change: What drives resistance and support?; Leadership Effectiveness: Investigating current models in a Defence context). The use of secondary data is permitted and encouraged in Honours and the thesis is assessed in the same way as student-collected data.
3. Multi-year, longitudinal *School climate and school identification project* with the ACT Department of Education focused on understanding child and youth functioning including well-being, mental health and academic achievement (e.g., NAPLAN). Organisational psychology research can also be examined drawing on staff data. There are a range of new projects that can be developed with Honours students in areas of organisational, health, social, and educational psychology. It is also possible to develop laboratory based studies that explore some areas in more detail (e.g., learning, ways to build social identity).
4. *Individual and team functioning in a space context*. The aim is to develop unobtrusive measures (e.g., gaze, heart rate, speech) of team cohesion and performance along with shared social identity This direction of research will require laboratory based studies to examine basic assumptions.

Supervisory Style

Students learn differently and benefit from different supervisory styles. I have supervised approx. 50 students and the style has varied from highly structured weekly meetings to less structured approaches. I encourage students to write early to build familiarity with the material and to aid in structuring arguments in the context of existing theory and research. I think it is important to have a good working relationship with students where both parties feel they can raise issues and can benefit from open discussion.

Brett Scholz

brett.scholz@anu.edu.au

As a Critical Health Psychologist, my research aims to improve health systems, services and practices. I have particular expertise in how – as health professionals – we can ensure our health systems are led by consumers (i.e., people with lived experience of ill health – including mental ill health). Meaningful consumer leadership leads to relevant, reputable, and safe health services. I endeavour to practice what I preach, and more than 60% of my publications co-authored with or led by consumers.

I'm open to exploring how consumer leadership might overlap with your research interests, but some potential questions for an Honours project could relate to:

- a. How can 'we' ensure consumers from particular minority groups (e.g., CALD, LGBTQIA+, Aboriginal and/or Torres Strait Islander, people with disabilities) have decision-making power in health systems that have traditionally pathologised or marginalised them?

- b. What makes for good allyship between health professionals and consumers in leadership of health organisations and systems?
- c. I also have a research project about student employability in collaboration with other Colleges at the ANU and there is capacity for an Honours student to collaborate on this – feel free to contact me for more details.

Some of my recent work that might be relevant in formulating research questions includes:

<https://doi.org/10.1093/heapro/daz070>

<https://doi.org/10.1177/0269216319854012>

<https://doi.org/10.1111/inm.12312>

Supervisory Style

I approach Honours supervision as a research collaborator. The project is led by the Honours candidate, but I guide the project such that the end product will be a publishable manuscript of interest to stakeholders across health disciplines. Most of my Honours students have had their thesis work published in journals from various health disciplines such as Health Psychology or the International Journal of Mental Health Nursing. I meet with students once a week, but this can be flexible such that, for example, we spend less time meeting during periods of data collection, and more time during periods of data analysis.

Yiyun Shou

yiyun.shou@anu.edu.au

I am interested in supervising projects of which the topics, theoretical framework or methodology are in my expertise. My current main research interests/areas:

1. judgment and decision making under uncertainty;
2. measuring attitudes toward risk and ambiguity in decision making;
3. cross-cultural differences in attitudes toward uncertainty;
4. decision making in moral dilemmas.

Some example projects are available at: <https://goo.gl/GYh77P>

Supervisory Style

My goals of supervision are transmitting essential research skills, extending students' thoughts and helping students become independent in research. As a supervisor, I aim to help my students develop appropriate research projects and develop their skills of managing research projects. Students are highly encouraged to come up with their own research ideas/projects, to learn new skills during the project, and to take the lead on every part of the research project.

Communication: I expect regular communication with each of my Honours students such as regular structured meetings. Students are welcome to email me when they have new ideas or need help, and I will aim to reply to emails in a timely manner. I expect to have communication from the student in any form at least once a fortnight to ensure that the student maintains the research progress.

Research management: I will help the student develop appropriate programs and timeline of research at the beginning of the project. I expect the student to be highly self-motivated and to follow the proposed timeline. Students are expected to read the Honours program guideline to be familiar with the course structure and required milestones. In addition, students are encouraged to start writing different sections of the thesis gradually throughout the project.

Michael Smithson

michael.smithson@anu.edu.au

Project Topics (in no particular order)

Topic 1: Uncertainty Arising from Conflict and/or Ambiguity

A line of research, initiated by Smithson (1999), has demonstrated that people distinguish between uncertainty arising from ambiguous information and uncertainty arising from conflicting information. They generally regard conflictive uncertainty as worse, but the reasons for this are not yet well understood.

Topic 2: Positive Unknowns

Psychology treats uncertainty and unknowns as negative (true also of other disciplines). The dominant assumption is that healthy people always want to know, are uncertainty-averse, and are better off knowing—regardless of knowledge content. However, there are such things as positive unknowns and uncertainties. Unknowns and uncertainties fulfil important psychosocial functions. I have been building a framework for investigating this important and neglected topic.

Topic 3: How Big is (Sample) Space?

We often have to make decisions when we don't know what all of the alternatives or possible outcomes are—i.e., the sample space. There is some evidence that we tend to under-estimate its size. There also is evidence that our judgements about how likely any of the known outcomes are is influenced by the number of outcomes salient to us. Other than that, little is known about how humans form beliefs about the size and nature of a sample space when they receive information about it, such as a sample of data from its population.

Topic 4: Survey Questionnaire Response Biases

The existence of response biases in surveys has long been known as a problem, but it remains largely ignored. *Middle response bias* (MRB) is a tendency to choose the midpoint of a scale or its nearest alternative. *Extreme response bias* (ERB) is a tendency to choose the extreme points on a scale, and its opposite bias is a tendency to avoid the extremes. Biases such as these are important because they can distort survey results. There are several problems to be investigated here, ranging from how to measure bias to how to eliminate it.

Supervisory Style

I regard an Honours thesis project as primarily the student's project, not mine. So, my main goal as a thesis supervisor is to give the student the best chance that I can, of fully demonstrating their capabilities, skills, and creativity in a research project of their choosing. To achieve this goal, I try to enable each student to work as independently as is feasible for them. I suggest topics for projects that I'm able to supervise (see the list below) and then help the student find a project that inspires them but also is within their capabilities (and mine!).

I reserve an hour-long weekly time-slot for each Honours student, so that they have at least one guaranteed meeting with me per week, but of course this does not mean they're required to meet with me every week if they don't need to. I help out mainly where the student is stuck or is having to work on parts of the thesis that don't correspond to their strengths. Also, where possible I orient my supervisory style and expectations according to the student's interests and career goals.

Lillian Smyth

lillian.smyth@anu.edu.au

My research focuses on the social psychology of norms and behaviour change, but also extends into self-structure and education. In 2021, I have room for two honours students, both of whom will have the opportunity to develop their own research question. The question will need to fit within the broader frame of one of my existing major projects, the themes of which include: self-concept structure and wellbeing; the social psychology of online learning; and the social, educational and wellbeing impacts of transitions to university for “non-traditional” students.

Supervisory Style

Supervision is a support role. At this level, I expect students to be able to take the lead on their own project and seek my help proactively where they need it. Please also note that these projects will take place within larger projects and students will be expected to attend and participate in lab meetings. Depending on the project, students may also need to collaborate with a team of other students and researchers.

Samantha Stanley

samantha.stanley@anu.edu.au

I am interested in the psychology of climate change, which includes topics such as the psychological barriers to acceptance and action on climate change, exploring the effects of different ways to frame the problem, or evaluating interventions to promote pro-climate action. My broader interests include the psychology of inequality, dietary behaviour (in particular meat consumption and abstention), and political attitudes. I’m happy to develop a project with students collaboratively that fits both our research interests.

Supervisory Style

I prefer regular meetings (once a week) at the start of the project, and then supervision will be responsive to students’ needs at different stages of the project.

Mark Stevens

mark.stevens@anu.edu.au

I primarily conduct research focusing on social influences on health behaviours, particularly the factors that influence people’s participation in physical activity, and their behaviours during exercise. I also conduct research examining the social-psychological factors that impact sports performance. Honours students will be able to collaboratively contribute to the design of lab and field-based survey or experimental studies exploring how factors such as social group memberships, social norms, and leadership impact health and performance-related behaviours. Students with an interest in research at the intersection of health, social, and sport/exercise psychology are welcome to contact me for more information. Students will be expected to attend fortnightly lab meetings where they will have the opportunity to talk about their project with other staff and students, receive support, and share experiences.

Supervisory Style

In terms of my supervisory style, I prefer weekly meetings, dropping back to fortnightly when appropriate. I am flexible in my approach, but like to give students independence to take charge of their project and develop their research skills. I’ll be available to offer support and guidance on all aspects of your project as you need it, and like to agree deadlines throughout the year to help keep your progress on track.

Dirk Van Rooy

dirk.vanrooy@anu.edu.au

Please contact the supervisor directly to learn about his projects and supervisory style.

Iain Walker

iain.walker@anu.edu.au

I am a social psychologist, but an odd sort of one. Two main themes run through my research, and I am happy to work with students to work up projects in either. The first focuses on climate change and sustainability; the second on relative deprivation, prejudice, and social justice. My general orientation to both these areas is informed by both social identity theory and by a Lewinian social-ecological framework. In terms of research methods, I am comfortable with experimental, survey, or qualitative approaches.

Supervisory Style

Over the years, I have supervised and co-supervised more than 80 Honours students and nearly 40 PhD students to completion. One thing I have learned is that no two students are alike. Accordingly, I try to adapt what I do to meet the needs and aspirations of each student. Some things are not negotiable though. I expect students to commit fully to doing the best they can, and I expect them to act with integrity and responsibility in their research. I hope students finish the year with an appreciation of the joys and the challenges of doing good research.