



SCHOOL OF PSYCHOLOGY

HONOURS PSYCHOLOGY

PSYCHOL 4000A/B

2012

Program Coordinator:

Associate Professor Paul Delfabbro

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WHO DOES WHAT?

For all Academic aspects, contact the Program Coordinator, Associate Professor Paul Delfabbro

- paul.delfabbro@adelaide.edu.au
- 8303 4936
- Consultation time: Thursdays 1-2pm, Room 506, Hughes or by appointment

For administrative queries, contact Carmen Rayner;

- carmen.rayner@adelaide.edu.au
- 8303 5704
- Room 419, Hughes

The contact number for the Psychology Office is 8303 5693

PROGRAM OUTLINE

Honours Psychology is normally taken as a full-time program over one year. To complete the program candidates are required to

- undertake an examination in the compulsory topic "Critical Issues in Contemporary Psychology"
- undertake an examination in the compulsory topic "Research Methods and Statistics"
- take examinations in four coursework topics (choose from a total of eight)
- attend the compulsory Honours Research Seminar series
- submit a research proposal for independent evaluation
- present for examination a thesis that reports a research project carried out under supervision

ASSESSMENT PROCEDURES

There are four major components:

- a thesis to be submitted for examination on or before 2 October 2012
- an examination in the compulsory topic "Research Methods and Statistics" *during* the first Semester
- an examination taken from the compulsory topic "Critical Issues in Contemporary Psychology" in the official exam period

(iv) four coursework examinations in the official examination periods.	
THESIS	50%
RESEARCH METHODS AND STATISTICS EXAMINATION	8%
FOUR EXAMINATIONS IN COURSEWORK TOPICS at 8% each	32%
CRITICAL ISSUES EXAMINATION	10%

MARKING PROCEDURES

For exam marking, we ensure that papers are anonymous. To enable us to keep your identity anonymous for the purposes of marking, please identify your examination papers with your student number and not with your name. For the thesis, at least two examiners assess each thesis independently. Final results are considered at the Examiners' Meeting using ID numbers that are not "decoded" until after all decisions have been made.

The Honours Examiners' Committee meets in early December. This Committee, comprising all examiners able to be present, considers all marks of all candidates completing the course in the particular year (those of candidates in the first year of a two-year enrolment are not considered), and these are presented to the Committee ranked in descending order of Final Grades. PLEASE NOTE THAT, FOR THE SAKE OF STUDENT EQUITY, THE COMMITTEE MAY SCALE MARKS WHERE APPROPRIATE. The main task of the Committee is, after very careful, detailed analysis of the performance across products, to decide where to locate the boundaries separating Class I and IIA, and, again, IIA and IIB.

Information regarding results:

1. Current policy is that candidates may obtain, from the Program Coordinator (or Head) ONLY, and only after the Examiners' meeting, a fuller account of their performance, including an analysis of their marks and copies of reports written by thesis examiners.
2. Provisional Semester 1 exam results will be made available to those who want this information. Please note that provisional results are subject to consideration at the end-of-year Examiners' meeting and therefore may be modified at that time. It is School policy that results of examinable products be available within a month.

Each assessable product, and therefore the final Honours grade, uses the following system:

First Class Honours (IA)

The student's work demonstrates imagination, originality or flair, based on superior levels of proficiency in all program objectives.

Band 1 (90%+)

Band 2 (85 – 89%)

Band 3 (80 – 84%)

Second Class Honours Level A (2A)

The student's work demonstrates an awareness and understanding of deeper and more subtle aspects of Psychology as a discipline, such as the ability to identify, comprehend, and generate arguments relating to critical issues or problems, the ability to solve non-routine problems with competence, the ability to apply ideas and procedures to novel situations, and the ability to evaluate critically these applications.

Band 1 (75-79%)

Band 2 (70-74%)

Second Class Honours Level B (2B) 60 – 69

The student's work demonstrates the ability to use and apply fundamental concepts and skills, with evidence of going beyond the mere application of ideas and constructs, such as the awareness of relevance, and some evidence of analytical and evaluative skills.

Third Class Honours (3) 50 – 59

The student's work satisfies the basic requirements relating to knowledge, and demonstrates evidence of proficiency sufficient to be considered adequate or satisfactory with respect to personal development, but not with respect to the broader aims of progression and professional development.

Honours not awarded 0-49

The student's work falls short of demonstrating basic and essential requirements that might be considered satisfactory or adequate for the award of an Honours degree.

ADMINISTRATIVE INFORMATION

RECORDING LECTURES

Students with a disability that may justify the recording of lectures may note that the School has an agreement with the Disability Liaison Officer that, if that Officer is persuaded that a case exists, the School will grant permission for the student to record on receipt of a written recommendation signed by that Officer. These arrangements should be made with the Course Coordinator.

LOCKERS

The School provides lockers for Honours students in Room 520. You can obtain a locker key from the General Office by paying a deposit of \$10.00. When you clean out your locker and return your key, a refund of \$10.00 will be given.

MAIL BOXES

Mailboxes are provided in Room 527, and material may be left in them by staff members (especially later in the year when drafts of these are being written); in general, too, routine circulars will be deposited in these boxes. CANDIDATES MUST CHECK MAIL BOXES THROUGHOUT THE YEAR. In addition, material of general interest will be posted on notice boards on level 5 and on MyUni.

MYUNI AND STUDENT EMAIL

Students should become familiar with MyUni, our online course management system (www.myuni.adelaide.edu.au), as lecturers will be using it to communicate announcements to students. MyUni also contains a student email facility, and this will be used by the School to communicate with you. Your address will be `firstname.lastname@student.adelaide.edu.au`.

If you wish to receive such communications on your home email, you can arrange to have mail forwarded through http://webmail.adelaide.edu.au/ITS/webmail/userguide/vacation_fwd.html#forward. You should be aware that if information has been posted on MyUni or sent to your student email address, it will be assumed that you have read it.

HOME ADDRESS

Should you change your name, address, or your telephone number, during the course of your studies you must make all changes and updates through Access Adelaide and also inform the School of Psychology

ACCESS TO ROOMS

Access can be arranged through the General Office of the School. You will be given access to the Computer Room and the Photocopy Room. For access to the Hughes Building after office hours, you need to encode your student smart card at the Card Centre. After you have enrolled, you should take a copy of your enrolment to the Card Centre, and they will allow you access. **IF YOU ARE THE LAST PERSON TO LEAVE** an area, especially if it is outside ordinary work hours, please ensure that the doors are locked after use. Also ensure that all lights, fans, radiators, and calculators are switched OFF when not in use. You may also need to use a room on level 2 to conduct your research. You should contact Jessica Venning jessica.venning@adelaide.edu.au, to find out what space is available, and the General Office to obtain a key. You should note that space within the School is very limited and it is seldom possible to book a room for a large block of time (for example, a whole week) except during vacation times. Bookings are usually for an hour or two.

COMPUTERS

The School has extensive computing facilities that are used in its teaching and research activities. A laboratory of Pentium PCs is used for undergraduate practicals and teaching statistical computing. In addition, a suite of PC

computers is available for word processing using the Microsoft Word for Windows software, and for statistical analysis using SPSS for Windows.

If you experience any printing or computing problems you will need to contact the ITS Helpdesk on 33000. Phones are located in the computing labs on Level 2.

Personal laptops may NOT be connected to the School's computer network.

Competition for computers

Strict rules apply to avoid people attempting to deter others from logging on to a machine they have left. At worst, any material on unsaved files may be deleted and lost. If you leave the machine, do **not** leave your files without having saved them on to a disk first. If a computer has been left unattended for 10 minutes the computing staff may log you off in your absence.

PASSWORDS

If you have forgotten or you wish to change your password please go to the following site <http://www.adelaide.edu.au/its/accounts/password/>

CORRESPONDENCE

All email correspondence will be sent to your university student email accounts. Please note that when corresponding with School administration or academic staff you will need to include your student number in the correspondence.

COPYING FACILITIES

Students are expected to meet the expense of photocopying materials, either by using the Barr Smith Photocopying Service or by reimbursing the School Office for using School machines and paper. In order to use the School copier students can use their Student ID for a PIN number. At the end of the year the number of copies associated with each PIN number will be read from the photocopier and a charge of 6 cents per page will be charged to each individual. When a supervisor considers that the material to be copied is essential for research purposes (such as the photocopying of stimulus materials, tests, and questionnaires) the copies will be made without charge. In such cases the School copying machines may be used, by arrangement with the School Office. Students must complete a photocopying request form (available from the General Office) in such cases.

OFFICE FACILITIES

Students should not enter the School General Office other than to collect mail, nor make private use of the Office or its equipment. In particular, the General Office telephone is not to be used for private purposes; public telephones are available next to the Security Office, in the Union Building and elsewhere on the Campus. However, permission may be granted to use a telephone if this is required to contact research subjects, organisations, etc. Please consult with your supervisor about this, if necessary.

APS STUDENT SUBSCRIPTIONS

Students may become student subscribers of the Australian Psychological Society. Application forms are available online. Early application is advisable because of the delays that occur in processing applications. There are Branches of APS in every state and students may find some meetings interesting and educational. Such meetings also bring together a wide range of psychologists working in South Australia.

STUDENT/STAFF CONSULTATIVE COMMITTEE

A Student/Staff Consultative Committee operates within the School of Psychology. This committee provides a forum for the discussion of suggestions, criticisms and problems relating to the School and its courses and programs. Normally, the Convenor of this committee is a student, and, as a consequence of that position, may be elected as a full member of the School Committee in that year. The Convenor takes responsibility for organising and running the

committee meetings. The initial meeting of this committee will be organised by the School of Psychology; but thereafter the committee meets according to a schedule determined by the initial meeting or when called for by a member.

The members of the committee are:

- a) Head of the School
- b) Year Level Coordinators
- c) Honours Coordinator
- d) Master Program Coordinators
- e) HDR Coordinator
- f) Elected student members:

Level I, II, and III	2 each
Honours	2
Grad Dip	2
Masters	2/program
HDR	2

Meetings are normally open, with speaking rights accorded to all staff and students of the School of Psychology, although the committee is empowered to meet in camera if it thinks fit. Minutes of meetings are subsequently placed on on MyUni.

Nominations forms for representatives will be available at the Orientation session on 7 February.

If more than two nominations are received an elections for the Honours representatives will be held at the first Research Seminar (1 March, 2012).

PSYCHOLOGY STUDENTS' ASSOCIATION

The Psychology Students' Association (PSA) is a student society for psychology students at the University of Adelaide. Membership is open to anyone who wants to join, and is obtained by paying a small annual fee. The society currently has both undergraduate and postgraduate members, along with students of other disciplines, non-students, and even a few lecturers and School staff.

The society aims to raise awareness of Psychology as a discipline, provide services to the student body and act as a social club. Previous activities include sausage sizzles, a pub-crawl, and a series of seminars.

The PSA AGM will be held early in Semester 1, and prospective members are welcome to come and sign up, offer suggestions, or even run for office. Come and help to make 2012 an even bigger and better year for the PSA! You can contact the PSA at PsychStudentsAssoc@gmail.com

HEALTH, SAFETY AND WELLBEING (HSW)

Under the South Australian Occupational Health, Safety and Welfare Act, 1986, students have a responsibility to work safely, taking reasonable care to protect their own health and safety and that of other students and staff. Specific responsibilities are outlined in the University's Health, Safety and Wellbeing Policy. You can obtain further information from the Health Safety and Wellbeing homepage <http://www.adelaide.edu.au/hr/ohs>The School's Health & Safety Officer Lynda Klopp will give you a brief induction at the commencement of the year.

FURTHER INFORMATION

If there is anything further that you wish to know that is not covered by these notes, please feel free to consult with Paul Delfabbro. We wish to assist you during your Honours year so that it may be enjoyable as well as serving to start you on your way to a future in Psychology. Please note that registration of psychologists is necessary for many forms of practice in South Australia. This usually involves, after four years of formal study, either completion of an approved "coursework" Masters degree course (such as the Master of Psychology (Clinical), Master of Psychology (Health) or the Master of Psychology (Organisational & Human Factors) at this University) or, for the present, a program of training experience under the supervision of registered psychologists, as approved by the Psychological Board of SA.

Further information and relevant brochures can be obtained from the Secretary of the Psychological Board, 16 Norma Street, Mile End.

PROCEDURES FOR FINAL EXAMINATION OF COURSE OPTIONS

COURSEWORK TOPICS

All Honours students may attend any of the coursework options, and are encouraged to do so in order to sample a wide range of topics in psychology. EXAMINATIONS CAN BE TAKEN IN ONLY 4 OPTIONS. Timetabling of examinations will be arranged by The University (rather than internally by the School) and it is possible that some people may have to sit two examinations on the same day. However, it is hoped to arrange for examinations to be suitably spaced out during the examination period.

Semester 1:

Examinations will be rostered during the official examination period and will be held at Wayville Pavilion, Wayville. Usually exams are 3 hours duration. At Honours level, students are expected to study the relevant literature independently, rather than relying on lecture notes and material provided by the lecturers.

Semester 2:

Examinations will be held during the week **22 – 26 October 2012** (last teaching week of semester 2) at a location to be announced. Please note these times are not during the official University Examination period.

Examinations follow University procedures; students are permitted a preliminary reading of the paper in the examination room, for 10 minutes prior to the commencement of the examination. During this time, it is in order for a student to seek clarification from the member of staff in attendance on any matter arising from the examination paper.

ANONYMITY OF SCRIPTS

As indicated previously, except in the case of the theses, marking will be undertaken with the student's name withheld. In order to ensure anonymity, students should always show their student number only and not their name. Similarly, for examination anonymity purposes, students should write only their student number on the first page of the University examination booklets. However, the attendance slips completed in examinations should be filled in by name only: they will be kept separately as an independent record of attendance.

EXAMINATION RULES

General University rules for examinations will apply. Remember that **there are NO Honours supplementary examinations** so check the final timetable to be sure when and where your examinations are.

EXAMINATION TIMETABLE AND EXAMINATION RESULTS

Students are advised that no information pertaining to the Examination Timetable and/or Examination Results can be provided by telephone or email. It is essential that students recognise their responsibility to monitor My Uni and Access Adelaide.

READING OF INSTRUCTIONS FOR EXAMINATIONS

Students are urged to read all instructions on Examination papers carefully. Where a student answers in excess of the number of questions required, only the first correct number of answers will be marked, provided they can be deemed to be a serious attempt to answer the question.

SEMINARS

SCHOOL SEMINARS

As an Honours student you are invited to attend the seminars organised and presented by each of our Research Groups

1. Brain & Cognition Group
2. Health, Disability & Lifespan Development (HDL) Research Group
3. Social & Organisational Research Group

Seminar details will be posted on the School of Psychology website each semester.

THE POSTGRADUATE SEMINAR PROGRAM

The School has developed a postgraduate seminar program as part of the core component of the "structured program" provided for all new PhD candidates. The structured program forms part of the course requirements for the PhD degree and the major aim of this program is to ensure that new students are properly inducted into the School. It includes a number of presentations by students that range from preliminary research plans, to accounts of ongoing research and successfully completed projects.

Honours students are welcome to attend these seminars during 2012.

UNDERGRADUATE SCHOLARSHIPS AND PRIZES

UNDERGRADUATE SCHOLARSHIPS

1. A.R. Riddle Scholarships

The major scholarship available for Honours degree courses, providing some limited assistance for students enrolling in this University who can establish "financial need", is the A.R. Riddle Scholarship. The main terms of the scholarship are:

1. Under the rules governing the above-named Scholarships there is provision for award of Honours Year Scholarships to applicants who are able to establish financial need and who have attained at least credit standard in the third year course of the subject in which they intend to proceed to final Honours. Only a small number of scholarships are awarded each year with a maximum value seldom exceeding \$1,100.
2. Application forms will be available from the beginning of March on request from the Student Centre, Level 4, Wills Building.

2. Apex Foundation for Research into Intellectual Disability Ltd - Studentships

Applications are invited from undergraduates who are preparing theses as part of their studies. Value: \$1,000. The subject of the thesis must be related to intellectual disability, and the thesis plan must be approved by the School or Faculty within which the student is working.

A pamphlet is available from the Scholarships Office that provides basic information about these and some of the other scholarships available for students to undertake undergraduate studies and to undertake limited-term research projects; some are available for study at other Australian Universities.

3. The Scholarships that now open to students from the Faculty of Health Sciences.

Lottie and Aileen Cannon Fund Grants (2): For 2nd year students. Bachelors degree in the Faculty Health Sciences, \$5000 for 1 year.

The William Donnithorne Awards: For 2nd year and above MBBS students. \$2000 for 1 year.

Zonta Club of Adelaide Inc Scholarship: For Honours students. Bachelors degree in Health Sciences. \$2500 for 1 year.

CA Mirelli's Scholarship for Dalmatian Exiles: For first year students. Any program. \$10,000 up to 6 years. (Must be of Italian origin and in Financial Need).

University of Adelaide Honours Scholarships (10): For Honours students. 2 scholarships will be available to each Faculty. Financial Need required.

If you know of any student's that are eligible and may wish to apply, please pass on the information and/or the web links below.

Here are the web links that may interest or help students find more information and how to apply.

<http://www.adelaide.edu.au/scholarships/undergrad/commence/>

<http://www.adelaide.edu.au/scholarships/undergrad/continue/>

<http://www.adelaide.edu.au/scholarships/honours/>

If you have any question, please do not hesitate to contact the Scholarships office.

4. Unibooks Honours Scholarship:

For Honours students undertaking any Honours program. \$5000 for 1 year.

This scholarship can be viewed at the following site:

<http://www.adelaide.edu.au/scholarships/honours/>

Applications close Friday 2 March 2012.

5. The City of Unley Scholarships

The City of Unley is looking for Honours students to participate in two projects we are piloting in 2012 for a project called Time, Motion and Me! I have been advised that these may fit the type of thesis topics needed for your students' studies.

We are exploring the lifestyle choices of our residents and wanting a cultural snapshot of their movements, interests and relationships over a prescribed period of time. This will assist us in planning future activities at a local level and track the movements of residents' leisure time.

- (i) The first project has more of a focus on a quantitative analysis whereas the second project has both quantitative and qualitative elements. Both projects would need to have a sample of residents which broadly captured our demographic and worked with different units e.g. singles, couples, and families.

The first project would involve students developing and piloting a survey for promotion and distribution to a wide range of residents via various Council media. The survey would capture personal demographics, how people use their time outside of work (paid or unpaid) or study, where they go, what they do and who they do it with. A list of activities would be developed to which survey participants could allocate their timings. The surveys would need to be collated and a report presented which would outline the data and the emerging trends.

- (ii) The second project works with a targeted set of participants who would complete diaries over a 2-4 week project which record the movements, activities and people the participant engages with. Similar to the first project the data would be based on an agreed set of categories. This project could then be followed up with a series of interviews which questions the participants on their lifestyle choices further. These interviews would focus on the why they do what they do as opposed to a what, where, who approach. This project would require a report on the outcomes of the diary data and the common themes of the interviews.

All costs incurred with these projects in terms of travel, promotion, publication and materials would be covered by the City of Unley.

Contact Matthew Ives, Cultural Development Coordinator, City of Unley PO Box 1 SA 5061, phone: 8372 5134☎mobile: 0417 087 142☎fax: 8271 4886

6. St John Ambulance Australia Research Scholarships

St John Ambulance Australia ("St John") is Australia's leading provider of first aid training, first aid services at public events and supplier of first aid kits and equipment. St John runs the ambulance services in Western Australia and the Northern Territory and provides a range of community services and youth development programs.

In support of first aid related research in Australia, St John is pleased to offer three once off scholarships of \$5,000 each in 2012.

Who can apply?

The scholarships are available for University Honours students undertaking first aid related research.

How can I get one?

In order to be awarded the scholarship you will need to provide:

1. evidence of ethics approval from your university when available
2. a project outline (no more than 800 words) which includes the following:
 - a. a project title;
 - b. a description of your project;
 - c. an explanation as to how the project relates to first aid and St John;
 - d. a summary of the research problem and the gap in knowledge that is to be addressed by the project
 - e. project timelines;
 - f. an outline of how the scholarship funding will support the research project.
 - g. details of your project supervisor including title, name, qualification(s), department/school
3. Agreement to publish a report of the research and to acknowledge St John scholarship funding in any reports, presentations and publications.

Applications must be submitted by email to training@stjohn.org.au no later than **Friday, 24th February, 2012**.

What next?

Successful applicants will need to provide evidence of their university ethics approval and a copy of their ethics application for review and endorsement by the St John Ambulance Research Ethics Committee prior to payment of the scholarship.

PRIZES

The Australian Psychological Society Prize is awarded each year to the student who has, in that year, most distinguished himself/herself in the subject for the Honours degree in Psychology, provided that no award shall be made if no candidate is deemed to be of sufficient merit. The prize consists of:

1. a letter from the President of the Australian Psychological Society;
2. the Prize-winner presents a paper to the APS Annual Conference based on the work for which the Prize was awarded
3. 50% of the economy return airfare to the APS Annual Conference at which the paper is presented;
4. the registration fee to the APS Annual Conference paid by the Society to the Organising Committee of the Conference at which the paper is presented.

The processing fee for Associate Membership will be waived for APS prize-winners when application is made within the year of receiving the award.

POSTGRADUATE STUDIES

Students who are interested in continuing to postgraduate studies (Masters or PhD) should read the University's Handbook on Postgraduate Studies.

There are various overseas and Australian Scholarships to support postgraduate students. Applications should be submitted in good time for overseas scholarships, about July; and for Australian scholarships about October. Details may be obtained from the School Office or from the Scholarships Office in the Research and Graduate Studies Branch, Level 7, Wills Building. Scholarships are awarded mainly on the basis of Honours performance, but previous performance and referees' reports are also taken into account.

Those students intending to seek enrolment for higher degree study in 2012 should record their intentions in a note written to the Head of the School. The note should indicate:

1. The general nature of the project intended.

2. The name of a staff member, if any, who has provisionally agreed to supervise the project.
3. Whether an offer of a place would still be taken up if an application for a postgraduate award or scholarship was not successful.

The reason for the first item is probably obvious. The second indicates that the applicant has already approached a potential supervisor. The reason for this is that certain forms (those used for the application for scholarships, for example) ask whether the proposed research is acceptable to the School. In the first instance, for these purposes, we can say that the project is tentatively acceptable to the School if a supervisor regards the proposed project as viable and is provisionally prepared to supervise it. The reason for the last item is simply to provide a little more advance information about the possible size of the new intake. There are limits to the number of research students we can accommodate and supervise. We begin to make a selection from among the applications received some time in December, after examination results are known. Students should be aware that most scholarships are awarded on a highly competitive basis. A minimum of First Class Honours is generally required.

COMPLAINTS

The University is committed, wherever possible, to resolving complaints at the local level. This means that you should attempt to resolve complaints with the person responsible for the service the complaint is about. This person will usually be your lecturer or the Program Coordinators. However, if you are unsure which member of staff you should approach, you can ask the School Office or the University's Student Centre. You can obtain further information on making a complaint from the University's webpage <http://www.adelaide.edu.au/hr/equity/>

GETTING HELP

The lecturing staff members of the Psychology School are here to assist you in your studies and you should have no hesitation in approaching them with particular problems and difficulties relating to your studies. The times at which staff members are usually available for consultation are displayed on the doors of their offices, which can be located from the directory in the foyer of the School Office on the ground floor of the Hughes Building.

Students who have a disability which they believe will in any way prejudice their successful completion of the program are advised to discuss the matter with the Program Coordinator at the beginning of the year, so that possible satisfactory alternative arrangements may be made.

Particular services to which attention is drawn are:

Language and Learning Service of the Advisory Centre for University Education - this provides a series of courses and workshops relating to study skills throughout the year. Some of these are specifically addressed to the needs of students for whom English is a second language. www.adelaide.edu.au/ltdu/

Mathematics Learning Centre - this provides bridging and revision courses in mathematics for all Adelaide University students for assistance with mathematics and statistics. It runs a free drop-in service that allows students to consult with tutors about maths or statistics problems. No appointment is required. <http://www.maths.adelaide.edu.au/>

The University provides a Counselling Service, staffed by qualified psychologists, to help students in overcoming personal problems, www.adelaide.edu.au/counselling_centre/.

At the Counselling Service, individual counselling and group sessions of various kinds are available. From time to time personal development programs are conducted. The counsellors observe strict professional confidence. The Service is independent of Faculty and other administrative functions and no information given in counselling is reported or discussed without the expressed wish of the individual. The Counselling Service is free, voluntary and generally by appointment but in urgent circumstances a counsellor can usually be available at short notice. You can contact the Service by calling personally at Ground Floor, Horace Lamb Building or telephone 8303 5663.

The Parklands Medical Practice is available for medical consultation, and this is a bulk billing practice. It is located opposite the Horace Lamb Lecture Theatre (telephone: 8303 5050; fax: 8303 6464).

Aboriginal and Torres Strait Islander students may also contact Wilto Yerlo for assistance, www.adelaide.edu.au/wilto_yerlo.

STUDENT ASSESSMENT OF THE COURSE

At the end of the course, Honours students will be invited to complete an assessment form that includes ratings of the course on a number of criteria plus opportunities to make comments on possible improvements to the course. All ratings and comments will be anonymous.

UNIVERSITY'S GUIDELINES FOR SECURE PASSWORDS

Password Best Practice

It is essential for passwords to be kept both secure and confidential. Passwords must follow the rules in the Accounts and Access Procedures which are explained on the [password rules web site](#) (most online systems will only allow you to choose passwords that satisfy these rules).

Choosing a secure password

When choosing a password, consider the following principles;

1. Select a password that is easy for you to remember, but not for others to guess.
2. Consider using the initials of a song or phrase that you can easily remember, but others are unlikely to guess.
3. Do not use your login name or user name in any form (reversed, capitalised, doubled, etc).
4. Do not use your first, middle or last name in any form.
5. Do not use any nicknames you may have.
6. Do not select obvious passwords, such as the name of a close relative, friend or pet.
7. Do not use other information easily obtained about you. This includes your birth date, license plate numbers, telephone numbers, the brand of your car, the name of the street you live on, etc.
8. Do not use a word contained in English or foreign language dictionaries, spelling lists or other lists of words.

Keeping your password confidential

To keep your password confidential and protect your account from unauthorised use;

1. Never disclose your password to someone else, including your manager or supervisor.
2. Do not write your password down unless it is absolutely necessary. (If you must write it down, store it in a private and physically secure location separate from your account name.)
3. If you receive a document that displays the password for your account, change your password as soon as possible or keep the document in a private and physically secure place.
4. If you are about to type your password and someone is near you, take care that they cannot see what you type.
5. If you suspect someone else has used your account, change your password immediately and report the details to the Technology Service Desk as soon as possible.
6. If you suspect that the security of your password has been compromised, change it immediately.

TEACHING PROGRAM

2012

LECTURE TIMETABLE

SEMESTER 1

MONDAY 9.10pm Weeks 1-2, 4-5	TUESDAY 9.30am & 1.30pm Weeks 1-6 COMPULSORY	WEDNESDAY 9.10am Weeks 1-4	WEDNESDAY 2.10pm Weeks 1-4	THURSDAY, 9.10am Weeks. 1-6 COMPULSORY	THURSDAY, 2.10pm Full year COMPULSORY	FRIDAY 9.10am Weeks 1-4
CURRENT TOPICS IN HUMAN INTELLIGENCE RESEARCH Ted Nettelbeck	RESEARCH METHODS Paul Delfabbro Peter Strelan Rachel Stevens Martha Augoustinos	INTRODUCTION TO PROGRAMMING Anna Ma-Wyatt <i>Quota of 20 students</i>	CLINICAL NEURO-PSYCHOLOGY Jane Mathias	CRITICAL ISSUES IN CONTEMPORARY PSYCHOLOGY Anthony Venning Peter Chamberlain Michael Prove Daniel King Diana Dorstyn Hayley Whitford	SEMINAR PROGRAM Paul Delfabbro	ADULT DEVELOPMENT & AGEING Lynn Ward

SEMESTER 2

TUESDAY 9.10am Weeks 1-4	TUESDAY 2.10 am Weeks 1-4	THURSDAY 9.10am Weeks 1-4	THURSDAY 2.10pm; Full year COMPULSORY	FRIDAY 2.10pm Weeks 1-4
PSYCHOLOGICAL ASSESSMENT Neil Kirby <i>* assumed knowledge for Masters</i>	HEALTH PSYCHOLOGY: ADVANCED THEORY & PRACTICE Deborah Turnbull Shona Crabb	GENDER & PSYCHOLOGY Amanda LeCouteur	SEMINAR PROGRAM Paul Delfabbro	ORGANISATIONAL PSYCHOLOGY Aspa Sarris

RESEARCH METHODOLOGY & STATISTICS

Paul Delfabbro, Peter Strelan, Rachel Stephens, Martha Augoustinos

Tuesday, February 28 – April 17 2012

All students completing a thesis (including those in the first year of a two-year enrolment) **must attend** these sessions.

This topic exists for three reasons: First, to help students prepare the methodological and statistical decision-making groundwork for their theses. An adequate grasp of research design and analysis planning, plus an awareness of the potential pitfalls to proposed work, is crucial for a successful and rewarding project. Thus we present these sessions intensively at the start of the year. Many of the issues addressed in this topic will be closely related to students' research proposals, which will be independently evaluated by a member of academic staff (i.e. other than the students' supervisor). The more thorough the research proposal, and more diligently the student attends to issues raised in this topic, the better quality of feedback from the independent academic, and ultimately the better quality of thesis. In short, engagement with the different components of this topic is highly recommended.

Second, you may end up using only one of the statistical techniques or methodological approaches addressed in this course. However, you will almost certainly encounter alternative approaches in your reading through the year. The better versed you are, the better able you will be to critically analyse other people's work, and to appreciate the strengths and limitations of your own work.

Third, being able to engage with a range of statistics and methods is an important attribute of an Honours graduate in Psychology, particularly with respect to future employment.

Note that the emphasis in these sessions will be on students practicing and applying fundamental principles and techniques relevant to the level required at Honours-level. Thus, the focus is less on lecturers talking and more on students doing. Each day of the course will include 2 sessions. In the morning, there will be a lecture-style presentation in 322. In the afternoon, lecturers will be available in the Plaza laboratory to assist students in the completion of computer-based tasks and exercises. It is anticipated that this is only a guide to the format of the sessions. Some lecturers may prefer to spend more time down in the computer suites and there may be some days where exercises are completed entirely in the morning sessions.

WEEK	Day	Topic	Lecturer	Location	Times
1	Tues	Validity and Reliability Power and Effect Sizes and Statistical Decision-making	Strelan	Plaza 1059 Comp Lab	9.30am-12.30pm 1.30pm-4.30pm
2	Tues	Experimental Design	Stephens	Plaza 1059 Comp Lab	9.30am-12.30pm
3	Tues	ANOVA	Stephens	Plaza 1059 Comp Lab	9.30am-12.30pm 1.30pm-4.30pm
4	Tues	Topics in Regression	Delfabbro	Plaza 1059 Comp Lab	9.30am-12.30pm 1.30pm-4.30pm
5	Tues	Non-parametric Analysis / Proportions Introduction to Multi-level modelling	Delfabbro	Plaza 1059 Comp Lab	9.30am-12.30pm 1.30pm-4.30pm
6	Tues	Qualitative Methods	Augoustinos	Rm 322 Hughes	9.30am-12.30pm 1.30pm-4.30pm

RESEARCH SEMINAR

Full year: Thursday 2.10pm, Room 322 Hughes Building

All students completing a research project (including those in the first year of a two-year enrolment) **must attend the honours Research Seminars held on Thursday afternoons during semester 1 and 2. We treat this requirement with utter seriousness. Participation in the seminar series is part of your training.** Thus attendance constitutes part of the assessment process as a hurdle requirement: **Attendance of 75% of the seminars for the full seminar time is a mandatory requirement. These will only be marked if this requirement is met** (always making allowance for exceptional circumstances such as illness, deaths in family, serious accidents). Attendance of less than 75% during the year in which the thesis is undertaken **will** incur a penalty of 5% of the thesis mark. **Please note that attendance means being present for the entire seminar, not just part of the seminar. Students will be required to sign an attendance roll at the start of the seminar and after the mid seminar break.** We also expect you to act professionally and to submit apologies beforehand if unable to attend. The acquisition of research design skills, together with the preparation of a research project and its presentation is seen by the School as a central aspect of research training, as is exposure to a range of research topics and experimental designs. Thus provision is made during this seminar sequence for students:

- (a) to acquire research design skills via consideration/discussion of a range of research questions;
- (b) to present an overview of their project - including:
 - (i) the theoretical context of the study;
 - (ii) a selected review of relevant literature leading to an indication of the hypotheses to be tested;
 - (iii) some account of the proposed methods, design and analyses to be used;
 - (iv) an account of their study's results, analyses and interpretation, together with a discussion of difficulties encountered and suggestions for future studies where relevant.

In addition, the seminar series provides an opportunity for us to address a number of issues specific to the honours year. Thus, the initial seminars in Semester 1 will include:

- discussion of assessment procedures
- issues and procedures pertaining to ethics applications
- use of computers in the School and access to statistical advice
- tips on surviving honours from previous students
- use of the School research participation pool
- use of library facilities
- writing an honours thesis
- tips on how to present a talk

In the second half of Semester 1 each student will present their research proposal to the rest of the class and invited academics. Presentations will be grouped roughly according to the School's three research units (Social & Organisational; Health, Disabilities & Lifespan; and Brain & Cognition) thereby giving students an opportunity for experts in the respective fields to comment on the feasibility of their project.

In Semester 2 we begin to concentrate more on thesis submission and life after Honours. Thus, seminars will address issues such as entry to postgraduate programs, preparation for Masters interviews, employment opportunities, requirements for registration as a psychologist, and so forth.

Week	Date	Topic	Who
1	1 March	Using the library/Psyc-info Ethics	Maureen Bell Paul Delfabbro
2	8 March	Surviving and thriving: Former honours students' perspective Research participation pool Computing /Online research	Kathleen Wright Daniel Navarro Daniel King
3	15 March	APS Managing and writing up an Honours thesis	TBA Paul Delfabbro
4	22 March	How to give a research presentation	Ted Nettelbeck
5	29 March	Research presentations	
MID-SEMESTER BREAK			
6	19 April	Research presentations	
7	26 April	Research presentations	
8	3 May	Research presentations	
9	10 May	Research presentations	
10	17 May	Research presentations	
11	24 May	Research presentations	
12	31 May	Research presentations	

SEMINAR SERIES

CRITICAL ISSUES IN CONTEMPORARY PSYCHOLOGY

Various Lecturers

Semester 1: Thursday 9.10am, Room 322 Hughes Bldg, Weeks 1-6

This series of seminars will be given by a different lecturer each week. The aim of the series is to encourage students to examine the functions, strengths and limitations of psychology in a changing society, the ethical and sociological implications of psychology as a practice and as a scientific discipline, the relationship of psychology to other practices and disciplines, and the acquisition, communication and evaluation of knowledge generally. **Attendance at these seminars is compulsory.** We have the same expectations as for the Research Seminar.

SEMINAR 1 (1 March): Positive Psychology: a critical review of the evidence

Lecturer: Dr. Anthony Venning

In the last decade positive psychology has contributed significantly to the conceptualisation of mental health and shown that increases in positive virtues or strengths are associated with better physical, psychosocial, and psychological functioning, and fewer symptoms of mental illness. However, despite this knowledge, the predominant focus of mental health appears to remain exclusively on the prevention or alleviation of mental illness. In this seminar we consider the theory behind, evidence for, and future directions of what Martin Seligman states may be the best weapon against mental illness, promoting an individual's psychological strengths.

References

- Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological science*, 13, 172-175.
- Keyes, C. L. M. (2006). Mental health in adolescence: is America's youth flourishing? *American Journal of Orthopsychiatry*, 76, 395-402.

- Keyes, C. L. M. (2007). Promoting and protecting mental health as flourishing. *American Psychologist*, 62, 95-108.
- Snyder, C. R. (2002). Hope Theory: rainbows in the mind. *Psychological Inquiry*, 13, 249-275.
- Venning, A., Kettler, L., Zajac, I., Wilson, A., & Elliott, J. (2011). Is hope or mental illness a stronger predictor of mental health? *International Journal of Mental Health Promotion*, 13, 31-38.

SEMINAR 2 (8 March): CBT versus Psychotherapy: What actually brings about change?

Lecturer: Mr. Peter Chamberlain

An introduction to several psychotherapies wherein Cognitive Behaviour Therapy's (CBT) position as the current gold standard will be examined. The evidence for what actually brings about change will also be explored and discussed.

References:

- Duncan, B.L. (Ed) (2010). *Heart and soul of change* (2nd ed). Washington: American Psychological Association
- Lebow, J.L. (Ed) (2008). *Twenty-first century psychotherapies: contemporary approaches to theory and practice*. Hoboken, N.J.: John Wiley & Sons
- Wright, J.H., Basco, M.R., Thase, M.E. (2006) *Learning Cognitive-Behavior Therapy*. Washington: American Psychiatric Publishing

SEMINAR 3 (15 March): Risk assessment of sexual offenders: Controversies in research and practice

Lecturer: Dr Michael Proeve

The assessment of recidivism risk in sexual offenders is an important issue for decision making in courts, criminal justice agencies and child protection agencies. Psychologists and other researchers have generated a large volume of psychological research concerning the risk assessment of sexual offenders during the last twenty years and have developed a number of risk assessment instruments. In this seminar, we consider different approaches to sexual offender risk assessment, the strengths and limitations of risk assessment approaches, recent controversies and implications for the practice of risk assessment.

References:

- Coyle, I.R. (2011). The cogency of risk assessments. *Psychiatry, Psychology and Law*, 13, 270-296.
- Hanson, R.K., & Morton-Bourgon, K.E. (2005). The characteristics of persistent sexual offenders: A meta-analysis of recidivism studies. *Journal of Consulting and Clinical Psychology*, 73, 1154–1163.
- Harris, A.J.R & Hanson, R.K. Clinical, actuarial and dynamic risk assessment of sexual offenders: Why do things keep changing? *Journal of Sexual Aggression*, 16, 296 -310.
- Mossman, D. (2006). Another look at interpreting risk categories. *Sexual Abuse: A Journal of Research and Treatment*, 18, 41-63.
- Proeve, M., Day, A., Mohr, P., & Hawkins, K. (2006). Specific Risk Assessment Based on Victim Type in Child Sexual Offenders. *Psychiatry, Psychology and Law*, 13, 28-40.

SEMINAR 4 (22 March): Can people become “addicted” to technologies like the Internet and video games?

Lecturer: Dr. Daniel King

This lecture provides an introduction to the new and developing field of technology-based addictions. The emphasis in this class will be to examine critically several aspects of the field, including (1) theories of addiction as they may or may not apply to repetitive, non-chemically driven behaviours (e.g., excessive Internet use), with reference to the ongoing debate on the status (i.e., legitimacy) of technology-based pathologies among the broader mental health community, (2) current knowledge on the prevalence of technology-based problems both locally and internationally, (3) issues regarding clinical assessment and less formal methods used to screen for technology-based addictions, and (4) the availability of psychological help and treatment for problem users of technology, including what is known about the effectiveness of these services.

References:

- Charlton, J. P., & Danforth, I. D. W. (2007). Distinguishing addiction and high engagement in the context of online game playing. *Computers in Human Behaviour*, 23, 1531-1548.

- King, D. L., Delfabbro, P. H., Griffiths, M. D., & Gradisar, M. (2011). Assessing clinical trials of Internet addiction treatment: A systematic review and CONSORT evaluation. *Clinical Psychology Review*, 31, 1110-1116.
- Shapira, N. A., Lessig, M. C., Goldsmith, T. D., Szabo, S. T., Lazoritz, M., Gold, M. S., & Stein, D. J. (2003). Problematic Internet use: Proposed classification and diagnostic criteria. *Depression and Anxiety*, 17, 207-216.
- Wood, R. T. A. (2008). Problems with the concept of video game "addiction": Some case study examples. *International Journal of Mental Health and Addiction*, 6, 169-178.

SEMINAR 5 (29 March): Telepsychology: what do we know?

Lecturer: Diana Dorstyn

Telepsychology, the provision of psychological services by communication technology (i.e. videoconferencing, telephone, email), can enhance community access to, and quality of, psychological care. However, telepsychology remains underused by psychologists despite growing empirical support. In this seminar, we will examine the available literature and discuss challenges to the application of telecommunication in clinical practice and research.

References:

- Leach LS, Christensen H (2006). A systematic review of telephone-based interventions for mental disorders. *Journal of Telemedicine and Telecare*, 12, 122-129
- Barak A, Hen L, Boniel-Nissim M, Shapira N (2008). A comprehensive review and a meta-analysis of the effectiveness of internet-based psychotherapeutic interventions. *Journal of Technology in Human Services*, 26, 109-160
- Mallen MJ, Vogel DL, Rochlen AB, Day SX. (2005). Online counseling: Reviewing the literature from a counselling psychology framework. *The Counseling Psychologist*, 33, 819-871.
- Miller EA (2007). Solving the disjuncture between research and practice: Telehealth trends in the 21st century. *Health Policy*, 82, 133-141.
- Kazdin AE, Blase SL (2012). Rebooting psychotherapy research and practice to reduce the burden of mental illness. *Perspectives on Psychological Science*, 6, 21-37.

SEMINAR 6 (19 April): Psychooncology: Research & clinical intervention into the bio-psycho-social-spiritual aspects of cancer

Lecturers: Dr Hayley Whitford, Ms Kathryn Collins, Ms Melissa Bond, & Dr Linley Denson

Psycho-oncology is concerned with the psychological, social, behavioural, spiritual, and ethical aspects of cancer, often taking into account biological aspects too (such as the impact of physical wellbeing, type of cancer, or the discipline of psychoneuroimmunology, to name a few). It involves understanding of the psychology of prevention, and research and clinical intervention for those at any stage of the cancer journey including diagnosis, treatment, survivorship, and palliation. It is also relevant to those who care informally for those diagnosed with cancer including family, friends, and other carers, not to mention those health professionals who also care or provide help for the cancer-affected (nurses, oncologists, psychologists, occupational therapists, palliative care teams, among others). Psycho-oncology is a multi-disciplinary area with a recent history. This lecture will explore the major components of this area, with specific concentrations to give thorough examples of clinical intervention. Students will also be expected to fill in a short online questionnaire at the beginning of the semester where results and interpretation of the findings will be explored in class.

References:

- Johansen, C., & Grassi, L. (2010). International psycho-oncology: present and future. In J. C. Holland, W. S. Breitbart, P. B. Jacobsen, M. S. Lederberg, M. J. Loscalzo, R. McCorkle (Eds). *Psycho-oncology* (2nd ed. pp. 655-659). USA: Oxford University Press.
- Cella, D. F., & Tulsky, D. S. (1993). Quality of life in cancer: definition, purpose, and method of measurement. *Cancer Investigation*, 11(3), 327-336.

For your own interest look through the Table of Contents published by the Journal 'Psycho-oncology' published by Wiley (accessible online through The University of Adelaide Library [http://onlinelibrary.wiley.com.proxy.library.adelaide.edu.au/journal/10.1002/\(ISSN\)1099-1611](http://onlinelibrary.wiley.com.proxy.library.adelaide.edu.au/journal/10.1002/(ISSN)1099-1611)). You can download individual papers of interest here.

COURSEWORK OPTIONS FOR HONOURS PSYCHOLOGY 2012

In addition to the compulsory courses on Critical Issues in Contemporary Psychology and Research Methods and Statistics, 7 coursework options are available, four in each semester, as shown in the timetable. All options involve 4 three-hour sessions. Students should consider the options carefully in designing their individual programs of study. Students may be asked to undertake tutorial or written work for any of the options that they attend, and such work may be taken into account in the examination of that option in special circumstances (such as serious illness during the examination period).

CURRENT TOPICS IN HUMAN INTELLIGENCE RESEARCH

Prof Ted Nettelbeck

Semester 1: Week 1-2, 4-5, Monday 9.10am, Room 322 Hughes Bldg

In 1997 Ian Deary, professor of differential psychology at Edinburgh University and a leading researcher in human intelligence, became aware that data still existed from two nation-wide measures of the IQ of Scottish school children nearing the end of primary education, the Scottish Mental Surveys (SMS) of 1932 and 1947. Both surveys had tested virtually the entire Scottish populations of 11-year-old school children at those times. Deary realised that these test results had potential as "premorbid" measures of intelligence and that, if participants in these could be located, it would be possible to assess the impact of intelligence almost across the life-span. Together with other interested colleagues, he instigated a program of research that still continues. Last year in 2009 he and others published research outcomes 1997-2007 in a single volume, which brings together reports in more than 50 published articles based on this work. We will present a series of topics drawing from this contemporary research on human intelligence including:

- Whether childhood IQ affects later health and survival?
- The roles of biological and sociobehavioural variables on age-related cognitive changes.

Students will be provided with the theoretical background to each topic and with guidance to appropriate reading, which will relate to the new book, supported where necessary by target articles.

On completion of this seminar series student will have knowledge of the theoretical issues at the base of the most current and controversial aspects of research into individual differences in human intelligence.

Reference:

The following book has been placed on Reserve in the Barr Smith Library:

Deary, I. J., Whalley, L. J., & Starr, J. M., (2009). *A life-time of intelligence: Follow-up studies of the Scottish Mental Surveys of 1932-1947*. Washington DC: American Psychological Association.

INTRODUCTION TO PROGRAMMING FOR BEHAVIOURAL SCIENTISTS

Dr Anna Ma-Wyatt

Lecturers: Dr Anna Ma-Wyatt, Dr Amy Perfors

Semester 1: Weeks 1-4, Wednesday 9.10am, Room 230 Hughes Bldg (computer suite)

In this series of 4 lectures, we will cover the basics of programming using Matlab. Students will also have the opportunity to learn how to program a simple experiment.

No previous programming experience is required, just an enthusiastic attitude. **Because of the workshop format, enrolment for this course will be capped at 20 students.**

This course is strongly recommended if you are considering doing a PhD in Perception or Cognitive Science. This course is being offered for the first time in 2012 and will therefore not be assessed.

Please note that students taking this course will still be required to complete all electives for Honours, as this course is not assessable. On the up side, this means that there will be little or no work to do outside of class.

Week 1: Introduction to programming in Matlab (AP)

Matrices, arrays, indexing, loops and logical operators

Week 2: Build a simple program (AP)

Reading in data, exporting data, saving data to file, useful Matlab functions for generating summary statistics.

Week 3: Structuring a program for a behavioural experiment (AMW)

Use what you have learnt so far to build a simple experiment.

Week 4: Introduction to the psychtoolbox (AMW)

Learn the basics of psychtoolbox, a suite of routines written in Matlab and used to run behavioural experiments in perception and cognition. Topics covered will include timing and stimulus generation.

CLINICAL NEUROPSYCHOLOGY

Prof Jane Mathias

Semester 1: Weeks 1-4, Wednesday 2.10pm, Room 322 Hughes Bldg

This series of seminars will examine some of the cognitive and psychological consequences of acquired brain damage. The disorders examined during this seminar series will include disorders that are commonly encountered, in addition to ones that are of particular clinical interest. Where possible, case-studies will be used to illustrate the disorders in question.

References:

Banich, M. T. (2004). Cognitive neuroscience and neuropsychology. Second edition. Boston, Houghton Mifflin.

Kolb, B., & Wishaw, I Q. (2009). Fundamentals of human neuropsychology. Sixth Edition. Worth: New York.

Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). Neuropsychological assessment. Fourth Edition. Oxford.

Zillmer, W. & Spiers, M. V. (2008). Principles of Neuropsychology. Wadsworth: Belmont, CA.

ADULT DEVELOPMENT AND AGEING

Dr Lynn Ward

Semester 1: Weeks 1-4, Friday 9.10am, Room 322 Hughes Bldg

The aim of this course is to provide a discussion of recent theoretical developments in the psychology of ageing. Material is presented within a framework that emphasises the interplay between biological, psychological and social factors and the link between research topics is provided by the concept of positive or successful aging. Each seminar involves a lecture followed by a group discussion. The group discussions will be based on set readings and discussion questions that will be distributed to students in the week before each seminar. The discussion questions will form part of the examination questions. On completion of the course students should:

- have an understanding of the processes associated with normal ageing
- be able to critically evaluate research in the field of gerontology
- have a critical appreciation of traditional models and contemporary theoretical perspectives applied to the psychology of late adulthood.

References:

"Reference lists will be distributed in each seminar. There is no preliminary reading required for the first seminar."

PSYCHOLOGICAL ASSESSMENT: PRACTICAL ISSUES IN THE ASSESSMENT OF ABILITIES AND DISABILITIES

Dr Neil Kirby

Semester 2: Weeks 1-4 Tuesday 9.10am, Room 322 Hughes Bldg

This is useful knowledge for assessment topics in the Masters courses and is therefore recommended for anyone considering doing these courses.

This topic considers practical issues concerning the psychological assessment of abilities and disabilities; including reliability, validity and bias in assessment, and the practical use of measures of intelligence, adaptive behaviours and support needs.

Reference:

Gregory, R.J. (2011). *Psychological testing: History, principles and applications*. (6th ed). Boston: Allyn and Bacon.

HEALTH PSYCHOLOGY: ADVANCED THEORY AND PRACTICE

Prof Deborah Turnbull and Dr Shona Crabb

Semester 2: Weeks 1-4, Tuesday 2.10am, Room 322 Hughes Bldg

This seminar series further deepens and extends the student's knowledge of health psychology as it applies at the level of the population. The principles and application of Public Health Psychology, which aims to prevent common problems and promote health and wellbeing, will be demonstrated together with a general introduction to critical health psychology. Students will be required to develop, evaluate and reflect critically on, a hypothetical disease management intervention by working through an integrated case study into hypertension.

References:

Wardle J. (2000) Public health psychology: expanding the horizons of health psychology. (Editorial) *British Journal of Health Psychology*, 5, 329-336.

Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. New York: Cambridge University Press.

Australian Department of Health and Ageing. Primary Health Strategy. <http://www.health.gov.au/primaryhealthstrategy>

GENDER & PSYCHOLOGY

A/Prof Amanda LeCouteur

Semester 2: Weeks 1-4, Thursday 9.10am, Room 322 Hughes Bldg

The aim of this course of seminars is to encourage students to develop a critical perspective on the ways in which gender identities are constructed and put to use in society. Discussions will concern the impact of psychological theory, research, and practice on the representation of gender in a number of areas. Specifically, seminars will be directed towards promoting discussion around the following issues:

- Review and critique of social-psychological approaches to gender.
- The psychology of gender identity, involving consideration of traditional psychological assumptions about the human subject.
- Developmental psychology, including examination of assumptions underlying research on children and gender.
- Examination of the ways in which identity discourse involving gender categories is put to use in institutional settings (clinical, educational, legal).
- Issues of method, including consideration of feminist critiques of sex-difference approaches to research.

References:

- Hepburn, A. (2003). *Introduction to Critical Social Psychology*. Sage: London. Chapter 5, 'Feminist Critics'.
- Stainton Rogers, W. & Stainton Rogers, R. (2001). *The Psychology of Gender & Sexuality*. Buckingham: Open University Press.

ORGANISATIONAL PSYCHOLOGY

Dr Aspa Sarris

Semester 2: Weeks 1-4, Friday 2.10pm, Room 322 Hughes Bldg

The objective of this course is to develop an understanding of the theory and practice of organisational psychology in its historical context and of some contemporary issues important for psychologists working and conducting research in organisations.

Topics

1. Work and the beginnings of organisational theory
2. The development of organisational theory
3. Leadership
4. Organisational culture

References:

- Buchanan, D., & Huczynski, A. (2007). *Organizational behaviour* (6th ed.). Pearson Education
- Ivancevich, J.M. & Matteson, M.T. (2005). *Organizational Behaviour and Management*. McGraw-Hill
- O'Driscoll, M., Taylor, P., & Kalliath, T. (2003). *Organisational Psychology in Australia and New Zealand*. Oxford University Press.
- Ott, J.S. (2001). *The organisational culture perspective*. Brooks/Cole Publishing Co.

HONOURS RESEARCH PROJECTS AND SUPERVISORS

2012

**YOUR THESIS MUST BE SUBMITTED BEFORE
4.00PM ON TUESDAY 2 OCTOBER 2012**

THESIS SUPERVISION

Students discuss thesis topics with potential supervisors in February. However actual work on the thesis must not begin before:

- i. formal enrolment is complete; and
- ii. a supervisor has been appointed.

In particular, DATA COLLECTION MUST NOT BEGIN BEFORE:

- iii. ethics approval for the project has been granted.

The practical work for the thesis will be completed under the (INTERNAL) supervision of a member of the teaching staff. In some cases, students may also work under the supervision of an approved EXTERNAL supervisor outside the School. However, in such cases, it will be necessary to also have an agreed INTERNAL supervisor.

It will be understood that, with a large class and a limited number of supervisors, the initial agreement by a supervisor to supervise a particular student may in many cases be provisional only. The Program Coordinator, in consultation with supervisors, will set the final supervision list, endeavouring, as far as is possible, to meet candidates' first preferences. However, it must be understood that all candidates may not obtain their first or even second choice.

Your supervisor is very important to your thesis. Some staff members are in great demand for this role, and it has been necessary to instigate procedures to allocate students to supervisors.

ALLOCATION OF SUPERVISORS

Students

Students will submit nominations for supervisor preferences by **5pm Friday 27 February** to the Honours Coordinator (via his School pigeonhole) a pro-forma (obtainable from the General Office), signed by the student and by each supervisor, indicating either a CONFIRMED agreement for a project or a PROVISIONAL agreement. Each project, whether confirmed or provisional, should also have a signed statement to the effect that the research project in question is practicable and can be completed in the specified time during an Honours year, that a sufficient number of participants can be recruited to satisfy the demands of the project's design and that equipment and apparatus needs can be met. Supervisors should be identified as either external and/or internal.

Supervisors

By Friday 27 February, supervisors should also submit to the Honours Coordinator a list of confirmed students and their projects and a list of preferred students for signed provisional projects. Supervisors may under no circumstances inform students that their supervisory quota has been filled before allocations of all projects have been made.

Where the demands of the research project require an especially early start in the year (e.g. where permission is required from external Ethics Committees or where material has to be ordered abroad) and an agreement between student and supervisor has been reached, requests to proceed should be sought from the Honours Coordinator in the form of a written submission, supported by the supervisor, outlining the reasons for the request. Where the need is established, permission to proceed will, of course, be granted.

Notification of allocations

On **Monday 5 March** a list of students and their projects will be posted by the Honours coordinator to supervisors and students either through MyUni, by direct email and/or through their respective School mailboxes.

SUPERVISORS' INTERESTS AND ROLE

A list of members of the School and of people external to the School who may act as supervisors in 2012, together with some of the research projects they would be willing to supervise, is shown in the back half of this handbook. The thesis internal supervisor will give guidance on the choice of a project and the methods to be used. He or she will also advise on the analysis of data and about writing up the final thesis.

All students will have an internal supervisor who has the responsibility to monitor the feasibility and appropriateness of the project before its commencement, and its progress as it proceeds. Candidates gathering data for their theses from external sources e.g. schools, must have a letter of introduction signed by the Head of the School. This should be arranged through the thesis supervisor. (The Head may see it as appropriate experience for the candidate to compose the initial draft, which the Head may revise, if necessary).

It is School policy that supervisors and their students should meet at least every two weeks.

JOINT SUPERVISION WITHIN THE SCHOOL

The division of responsibility for supervision in the case of joint Supervisors should be resolved by mutual agreement at the outset of the project and spelled out for the clear understanding of the candidate (as well as of the Supervisors).

EXTERNAL SUPERVISION

Where the work for a thesis is done outside the School and supervised by other than a School staff member, the following procedures are intended to apply in 2012:

- a) All such theses will have an internal and an external supervisor.
- b) While the study may be formulated and designed in consultation with the external supervision, final responsibility for accepting the thesis design, procedures, data analysis, and for monitoring the student's progress rests entirely with the internal supervisor.
- c) The internal supervisor will meet with the student and external supervisor together not less than three times (at least twice in the first semester) to discuss the work of the thesis. A note of the details of these meetings should be given to the Honours Coordinator: video conferences or 3-way telephone calls are acceptable.
- d) The internal supervisor will be consulted if publication of the data is considered.

CARRYING OUT RESEARCH

FACILITIES AVAILABLE IN THE SCHOOL

Psychological Test Library

The School's Psychological Test Library has a very large range of tests. Some of these tests can be copied without having to purchase them. Students should check with the Test Librarian (Wanda Prokopiak) as to whether suitable tests for their research project are available. Candidates must, therefore, ensure with their supervisor that any necessary equipment or test either:

- (a) does exist (and is not being used by other people) or
- (b) can be manufactured, modified, purchased or copied within the financial and time constraints.

Office Administration

Students requiring University envelopes or Reply Paid envelopes for their thesis research must complete a request form available from the General Office. Permission to photocopy thesis questionnaires or tests must also be obtained by completing this form. You must obtain your supervisor's signature on this form in both cases.

Computing Facility

For assistance with computers please contact the ITS Helpdesk on 8303 3000. There will be a phone available in the computing labs on level 2 for this purpose.

Recoding and Digital Equipment

Borrowing of timers, microphones, tape recorders and tapes, laptop computer, data projector, video tapes, video cameras see Lynda Klopp

RESEARCH PARTICIPATION BY PSYCHOLOGY I STUDENTS

Further information will be distributed at the second Research Seminar on Thursday March 8.

ETHICAL PROCEDURES AND VIABILITY OF THE RESEARCH PROPOSAL

All projects require approval from either the human or the animal ethics committees (and, occasionally, from both). Relevant procedures for human experimentation will be outlined by Dr. Paul Delfabbro during an early session of the Research Seminar series. It is important to note that obtaining approval does take time, and that separate approval is usually required from any outside agencies involved in the project. This can impose a considerable delay. Therefore when projects are to be conducted in outside agencies it is of the utmost importance to ascertain the ethics requirements of these agencies as soon as possible together with the dates of their ethics committee meetings, so that submissions can be made in good time. Otherwise projects will be drastically delayed. Advice **must** be sought from your supervisor regarding the above.

It is also important to allow for difficulty in gaining cooperation, and ethical approval, from outside agencies, such as hospitals and schools, and the essential informed consent from the participants in any Honours study. (Procedural guidelines for gaining access to students for research projects in Education Department Schools are available from the School's General Office). Arrangements to implement such studies can take a long time, and the priorities of the authorities in such places may not include the completion of Honours projects.

The use of animals in projects also requires ethical approval, whether this use be in the School or elsewhere: even observational studies at the Zoo need the approval of both the University and the Zoo. Studies involving both humans and animals need approval of both human and animal ethics committees. Again, advice will be provided by the supervisor. Students should therefore discuss clearance with their supervisors, and must draft relevant applications, as a matter of urgent priority. The School Ethics Committee is authorised to pass on to the supervisor any comments by its members on the viability and manageability of the project, including consideration of appropriate access to subjects, sufficient time for data collection and for data analysis, although the ultimate responsibility for evaluating the project will lie with the supervisor and the student. However, it is **not** the role of the School Ethics committee to veto or demand changes to research proposals for anything other than ethical considerations. **Ethics proposals and any correspondence about them should be placed in Dr. Paul Delfabbro's pigeon hole in the foyer of the Psychology School Office.**

SCHOOL OF PSYCHOLOGY ETHICS PROFORMA APPLICATION

This form can be downloaded by following the Research links on the School web page located at <http://www.adelaide.edu.au/psychology/students/resource/handbooksforms.html>

POLICE CLEARANCE

All students who want to undertake research or placements in schools must have a police clearance. The schools and school sectors have a duty of care for their students and the responsibility for assessing material obtained from the National Police Crimtac database lies with them. The National Police Certificate (NPC) applies to all schools and sectors and is valid across the sectors for more than one year. There is no need for a student to obtain individual clearances for each school.

The collaborative committee comprising the Universities and school sectors has agreed on the following set of procedures:

1. Download the PDF file – Application for National Police Certificate from the SA police website http://www.sapolice.sa.gov.au/sapol/services/information_requests/national_police_checks.jsp. The link 'National Police Certificate application form' will download the PDF application form.
2. Fill in those parts of the form relevant to you – you should tick the student box in the "Reason for Request" section. NB you will need either a passport, birth certificate, or citizenship certificate as well as your driver's licence or student ID for identification. Under 'Despatch Options' on the second page you must tick the 'Mail to Other Person / Organisation' box, and, in that section, fill in the 'School of Psychology, The University of Adelaide, Adelaide SA 5005. Attention The School Administrator.

3. You must go to the Police Station with your ID and application form. Note that the fee is \$38.25 for full-time student ID card holders and \$53.00 for others.

The standard timeframe to process an NPC is between 10 – 15 working days. Students must undertake this process prior to putting in ethics applications or commencing placements.

WRITING UP YOUR THESIS

TIMING

IT CANNOT BE URGED STRONGLY ENOUGH THAT IT IS PRUDENT TO KEEP AN EYE ON THE CALENDAR. Honours candidates are responsible for their own time management, which requires planning and organisation and conscientious attention to keep up with current work. Important dates are listed on the last page of this booklet. Note, in particular, the due date for submission of the thesis. FOR THE THESIS IT WOULD BE VERY SENSIBLE TO SET FOR ONESELF AN ABSOLUTE FINAL DATE AT LEAST TWO WEEKS BEFORE THIS DATE. Some theses are submitted with imperfections, simply because there was not enough time left to spend in careful time-consuming attention to the innumerable small details that go into the completion of these products. In addition, of course, where supervisors are responsible for a number of candidates, they cannot be expected to read and provide considered comment on thesis drafts of all their candidates simultaneously and at the last minute. The way around this is for the student to ensure that their supervisor will be able to read the final draft well before the submission date.

One important constraint on time organisation is the mid-year break. Candidates undertaking projects in which University students are to be invited to participate should note that the mid-year break (which includes undergraduate examinations) runs from 16 June – 22 July. Students should also be aware that many supervisors attend conferences at this time, and should arrange their work to allow for this. Check with your supervisor about whether they will be absent, and about arrangements for supervision during their absence.

TIME FRAME FOR THESIS PREPARATION, FORMAT AND SUBMISSION

The following time frame has been proposed as a guide to Honours students and supervisors.

School Ethics Committee approval should be secured by the end of the Semester 1 break. That is, establishing the research design, identifying availability of questionnaires / test materials and obtaining ethics approval should be completed by Friday 27 April. To accomplish this, the submission to the Ethics Committee would need to be at least 2 weeks earlier, that is, by **Friday 13 April**. It should be noted that many applications require revision before final approval is given. During the planning stage, the supervisor has a responsibility to check viability considerations, including access, and estimations of time to be invested by the student during data collection and analysis. Students should be advised that as a rule of thumb they allow between 50-100 hours for data collection; but under circumstances where data collection will be labour-intensive (e.g. scoring; itemising video records) the supervisor and the student must take that into account.

N.B. Please remember, too, that where test materials are to be used, it is best to employ locally available ones where possible. Ordering from overseas can cause long delays - and unnecessary frustration and anxiety!!

Students should complete data collection during Semester 1. It will prove difficult to complete the thesis on time if this is not achieved.

Students should have submitted the final full draft to supervisors for comment at least 3 weeks before the final submission date.

The final thesis can be submitted 1.5 or double-spaced and printed double-sided.

SPECIFIED WORD LENGTHS

Those who have come through the undergraduate years in Psychology in this School will know that we take word-length specifications for various assessment products seriously. Given the size of the Honours class, and the time it takes to mark products conscientiously, it is as well to note that in Honours Psychology, too, adherence to the specified word-length is taken seriously. THESES THAT EXCEED 12,000 WORDS WILL BE IDENTIFIED BY THE SUPERVISOR BEFORE SUBMISSION AND WILL BE RETURNED TO THE STUDENT TO BE REDUCED TO THE STATED LENGTH.

RESEARCH THESIS REQUIREMENT

The School offers opportunity for both quantitative and qualitative research without bias and across a wide range of topics. **Our concern is that the methodology and report should be appropriate for the nature of the research.** Given that quantitative and qualitative research have different conventions, the following should be read with care:

The Australian Psychological Society Course Accreditation Guidelines for Fourth Year courses (June 2010) stipulates a research project with the following requirements:

- 4.1.11 *The research project must include an individual research question, individual intensive empirical literature review, individual data analysis, individual reporting of results and discussion, but may involve shared data collection. The research project should be structured so that students participate in all of the steps involved in research including the formulation of research questions, the design of the study including selection of appropriate methodology, the collection and analysis of data to test the research question, the interpretation of the findings and the writing up of the report.*

The research question being pursued should be psychological in nature.

- 4.1.12 *The research question being pursued must address issues specifically relevant to the field of psychology.*
- 4.1.13 *The research project may be supervised either solely or jointly, but in all cases at least one supervisor must be a member of the academic staff from the Psychology AOU.*
- 4.1.14 *The research project should be written up, adhering to APA format, and presented as a report for assessment. The report should include a substantial literature review and may take the final form of a traditional thesis, or a literature review accompanied by a report of the research presented in the format of a peer-reviewed scientific journal article.*
- 4.1.15 *The total length of the text of the written research report should be between 9000 and 15000 words. Data collected for the research project must be available for inspection by APAC on request.*

* AOU stands for Academic Organisational Unit: in other words, the School of Psychology.

COPYRIGHT

Copyright rules for the University of Adelaide are governed by a licence administered by Copyright Agency Limited (CAL) and contained in Part VB of the Act that allows multiple copying.

Some of the rules that apply are as follows:

- Books, manuals etc
10% or one chapter (whichever is the greater)
- Periodical Publications (newspaper, magazine, journal, etc)
One article per issue; or more if they relate to the same subject matter

A digital amendment came into effect on 4 March 2001. This allows copying of originals to either hardcopy or digital. The limits are similar to those described above.

Psychological Test material – questionnaires/record forms CANNOT be copied if they carry current copyright ownership. The only time this does not apply is when:

- the questionnaire is in the public domain
- questionnaires are no longer in print

- if the research participants are visually or intellectually impaired, so that the questionnaire has to be altered.

When compiling your thesis any questionnaires used for your research can be added to the appendices (in original form if copyright applies). For further information you can visit the University of Adelaide Copyright site at: <http://www.adelaide.edu.au/copyright/>

SUBMITTING YOUR THESIS

Due Date For The Thesis: Tuesday 2 October 2012, before 4.00pm

PENALTIES FOR LATE SUBMISSION OF ASSIGNMENTS

There will be a grace period of four working days from the due date for theses, to allow for unexpected problems, similar to that applying for undergraduate work in levels 1-3. This means that all theses **MUST** be submitted by 4.00pm on Friday, 5 October, 2012 **AT THE LATEST**. Any request for extensions **MUST** be submitted **BEFORE** the commencement of the grace period; late requests (i.e., those received after 4pm on Tuesday 2 October, 2012) will **NOT** be considered. After the end of the grace period, the penalty of 1% of marks per working day will be applied.

In accordance with general University policy, the Examiners' and the School Committees have resolved that there should be a penalty for late submission of the Thesis in the absence of an accepted reason. The penalty rate has been set at 1% per working day. This can accumulate to one complete grade (10%) over a 2-week (10 working days) period. To be clear about the implications of this, a product that earned, say, a score of 75% would be reduced to 65% if its submission was delayed for 10 working days, meaning that it would be graded down from Second Class Honours Division A to Second Class Honours Division B, unless prior approval for the late submission had been sought from the Program Coordinator and granted by the School.

The Committees are aware of the seriousness of such a procedure. However, they are also concerned about fairness. It is not intended to penalise those candidates whose progress has been interrupted by factors beyond their control. Requests for extensions are considered by a Committee especially convened for this purpose.

Theses handed in by the due date will be marked and the marks made available to Student Records before the end of the year. Theses handed in after the due date, for whatever reason, will not be marked until all other marking commitments have been met. The likely effect of this may be that late theses will not be marked until early in the following year. In this case a candidate's result will not be available until the marking can be completed. It should be pointed out that this could result in a candidate's date of graduation being later than if their thesis had been handed in on time. Although the School makes every effort to complete marking on time, with almost a thousand students to deal with, meeting deadlines is essential at all levels to allow sufficient time for marking. Naturally, where exceptionally unfortunate circumstances force a student to be late in handing in their thesis, the staff will make every effort to assist that student before others less seriously affected.

EXTENSIONS

Extensions will be granted only in extreme circumstances, and the student and supervisor will be required to submit a substantial case, including supporting documentation, for the extension to a panel of academic staff.

HONOURS THESIS EXTENSIONS IN THE EVENT OF SUPERVISOR ABSENCE

RATIONALE

It is understood that Academic Staff will, from time to time, be absent from the School for reasons such as conference leave, special leave, illness or other outside responsibilities. At times, periods of staff absence result in disruption to the supervision of honours theses.

The following policy is designed to assist students, supervisors, the Honours co-ordinator and extension committee to make a fair decision about whether a supervisor absence constitutes grounds for an extension of time for submission of the Honours Thesis.

When reading this document, please bear in mind that current School policy is that extensions are granted only in extreme circumstances. A Grace Period of four working days is already in place to assist students to deal with typical last minute problems such as a brief personal illness, computing, printing or word processing problems and minor delays in the production of the thesis. Further delays can jeopardize the student's chance of graduating with the Honours class in December.

GENERAL EXPECTATIONS

- It is the responsibility of the **supervisor** to alert the student as soon as possible to times of planned absence.
- It is the responsibility of the **student** to notify the supervisor in writing if he or she would like a back up supervisor, to whom urgent questions could be referred in the supervisor's absence.
- It is the responsibility of the **supervisor** to arrange back up for those students who request it and to notify the student in writing when this has been done.
- A student whose supervisor has been absent, but for whom back up supervision arrangements are in place, **will not** be eligible to apply for an extension of time due to supervisor absence.
- The length of time for any extensions granted as a result of supervisor absence will be determined on a case by case basis and will be at the discretion of the Honours co-ordinator and other Thesis Extension Committee members.

SPECIFIC CIRCUMSTANCES

- Supervisor absence for any reason in Semester 1 will not constitute grounds for an extension unless:
 - The supervisor was absent for more than one month **and**
 - No back up supervision was available **and**
 - It can be demonstrated that the student's progress was affected substantially as a result of the supervisor's absence.
- Planned supervisor absence in Semester 2 may constitute grounds for an extension only if:
 - The supervisor was absent for more than 2 weeks **and**
 - No back-up supervision was available **and**
 - It can be demonstrated that the student's progress was affected substantially as a result of the supervisor's absence.
- Unplanned supervisor absence or absence at very short notice in the final month before theses are due to be submitted may constitute grounds for an extension if:
 - The supervisor was absent for more than 1 week **and**
 - No back-up supervision was available **and**
 - It can be demonstrated that the timing of the supervisor's absence has had a critical impact on the student's ability to complete the thesis on time.

THESIS FORMAT FOR SUBMISSION

The thesis should be submitted in double-sided or 1.5 spaced print and carefully proofread. Theses marred by imperfections, such as poor spelling, poor expression or unclear presentation may earn less in the assessment than they would if they were more carefully presented.

For format and layout, the *Publication Manual of the American Psychological Association* (5th edition) provides one set of guidelines to which students should generally adhere. When referencing, APA conventions must be adhered to. A

penalty of up to 5% applies for incorrect formatting. Copies of the APA Manual are available in the Barr Smith Library and a copy is also held in the School Office for your perusal.

APART FROM THE REFERENCE LIST, TABLES, GRAPHS AND APPENDICES, THE THESIS MUST BE NO MORE THAN 12,000 WORDS from the first word of the introduction to the last word of the discussion. The word count includes footnotes, but not headings, subheadings or the title and abstract. Any quotes used in the text to illustrate an idea or which form part of the general narrative of the text DO count in the Word Count. However, an exception is made for quotes which are set apart and indented in qualitative theses because these, in effect, are equivalent to the data tables which appear in quantitative theses. Thus, any blocked or tabled extracts from textual materials – interviews, documents, or naturalistic materials - are excluded when calculating the length of the thesis. Typically, this will only apply to extracts in the Analysis & Results sections. Similarly, for some animal psychology projects, detailed necessary descriptions are not counted as part of the text. In this case, it is suggested that non-countable material be presented in boxed format but within the text.

Students should check with their supervisors that their thesis complies with the rules. **THE NUMBER OF WORDS SHOULD BE INDICATED ON THE FIRST PAGE OF THE THESIS.** A CD containing that part of the thesis relevant to the word count must also be submitted so that a check can be made on the word length. Again note that theses exceeding this limit will be returned to the candidate to be reduced to the required length. No new material may be added and the original of the thesis must be resubmitted with the deleted words indicated. No extra time will be allowed after the due date for these changes.

With regard to quantitative analyses, care should always be taken to provide sufficient information (in Appendices) to allow computer programs and data analyses to be checked especially when more specialised or complicated analyses have been undertaken. On some occasions, you might also provide tables of means and summary tables in the analysis of variance, and so on, if you believe that this information might help to clarify material in the body of the thesis. However, it should be recognised that Appendices are NOT formally part of the thesis and so it should be possible to interpret all results WITHOUT having to refer to Appendices.

It may be helpful to submit computer programs as appendices to the thesis. However, frequently the quality of printing is very poor and the reproductions of the printouts illegible. Students should ensure when they submit such material that:

- (a) any printout submitted is necessary to understand analyses in the thesis;
- (b) copies of such printouts, attached as appendices, must be equally clear in all copies of the thesis. If the original does not provide clear photocopies, then multiple copies of the original must be printed out, or the program can be transcribed;
- (c) it is essential that a Table be provided in some convenient place to understand what abbreviated variable names used in the program mean. Tables in the Results section of a thesis that provide values for variables identified only by these abbreviated codes, without indicating what they stand for, are not helpful to an examiner.

Examples of past Honours theses are lodged in the Barr Smith Library, and an index of past theses and abstracts may be inspected in the School Office (Room 409, Hughes Building). You are strongly advised to examine a number of theses from past years to clarify School expectations about layout, and so on. The School will meet the cost of copying and binding additional copies required by its various policies. (It will provide sufficient copies for the examining process; in addition, copies will be prepared for any external supervisors who have assisted in guiding projects, and for external agencies where copies of theses may have been offered in recognition of material assistance in facilitating respective studies.) Supervisors each retain a copy, and one copy is passed on, eventually, to the Special Collections Section of the Barr Smith Library. If you want a bound copy for yourself, we suggest that you take your thesis to the Image and Copying Centre on level 1 of the Hughes Building, where the cost will be less than \$4 for copying and binding.

It may be as well to refer again to the Statement on Plagiarism: remember that the use of any other person's words must be acknowledged by quotation marks, and the reference, including the page number, must be given. (Relevant conventions for direct quotation in various formats are given in the APA Publication Manual as mentioned earlier.) Note, too, that pagination in the thesis should run consistently throughout, including the references and appendices.

SCHOOL POLICY IS THAT CANDIDATES CAN EXPECT THEIR SUPERVISORS TO COMMENT ONCE ON A FULL DRAFT OF THE THESIS, EXCLUDING THE DISCUSSION SECTION. The nature and manner of commenting is at the discretion of the supervisor but might, for example, involve the consideration of the various sections as these are written, or a comment in detail on the complete thesis. It is emphasised, however, that this will only be met if the thesis is presented in sufficient time for the final, full draft to be submitted for such reading well before the due date.

THESIS READING BY SUPERVISORS (2011 Policy Statement)

What does 'comment' and read mean?

The term 'once' and 'comment' mean that at least one supervisor gives all of the thesis (apart from the Discussion) a thorough read. The supervisor provides comments, makes corrections, tracks changes/ empties the red pen, and provides content-related feedback on what is missing or incorrect in the draft. Some of this may include advice on the presentation of analyses, interpretation of findings in the Results section and recommendations for further analyses. The student then goes away and produces a more polished draft.

Once the final draft has been compiled, the supervisor then reads the draft just to see that it complies with APA formatting and signs the form. The supervisor no longer provides any substantive feedback or 'comment', but may note the odd typo or misspelling and indicate to the student a couple of general areas where they might want to strengthen. This is rather like the 'proofing' comments provided by editors of journals in the final stages and it is quite different from the process of critical review undertaken by reviewers.

For the Discussion, ONLY this final proofing process is undertaken. The Discussion is NOT formally reviewed 'commented on' and critiqued like the rest of the thesis.

Multiple Supervisors

In situations involving multiple supervisors, we recommend that one supervisor undertake the detailed read and 'comment' process, whereas the other just undertakes the final 'proofing' check. Such a system will mean that the students with multiple supervisors get more or less the same level of feedback as students with single supervisors.

Structural Advice

Some first drafts may not even at the stage of being 'read' and 'commented on' when they are first received by supervisors. The structure is all wrong and the content is a long way off what is required. In these situations, the supervisor will ask the student to revise the thesis a number of ways before the formal reading process can commence. Students will be asked to go away, to revise the thesis and then submit it for reading. Some students may choose to get each bit of the thesis read in stages. In a sense, the School tries to follow the process used by academic journals. A paper will not even be read by reviewers if it fails to be presented in a form which is 'suitable for review'.

HONOURS THESIS SUBMISSION PROCESS

Towards the end of the year there will be a session to inform you what you will need to do just prior to and at the time of submitting your thesis. You will be given a brown envelope, which will form your Survival Kit for Thesis submission. This will contain the following:

THESIS CHECKLIST COVERSHEET: (PINK FORM)

This form is your coversheet which must be submitted with your thesis. If it is not completed your thesis will not be accepted by the general office. It will be available from the General Office and Dr. Paul Delfabbro around the time of thesis submission.

All students will need to see

- Lynda Klopp to return equipment
- Wanda Prokopiak to return Psychological Tests.

To speed up the process of submitting your thesis on the due day please attend to these matters before October 2. All must sign your form, even if you have already returned equipment and tests.

Returning of School property and payment of outstanding photocopying money: This can be done at this time and does not have to wait for October.

- Money for photocopying must be paid to the General office by the time you collect your Thesis examiners report.

Make a time to see your **supervisor** before October 2, he/she will check your formatting and word count. Remember that your Thesis and Abstract must be the correct length, Thesis 12,000 words and Abstract not more than 500 words. Do not leave it to the last minute and make sure that you know what is included in, and excluded from, the word count.

Ensure that you and your supervisor sign the form; this form is a declaration that your thesis meets all requirements.

Supervisor Absent Week of October 1

If your supervisor is not in the School the week of October 1, (remember that October 1 is a public holiday), try to see them the week before.

However, the General Office will be aware of who is away, and we will accept your thesis, if it complies in all other aspects. It will be date stamped and your supervisor will be asked to sign once he/she returns.

HONOURS THESIS COPYING REQUEST (YELLOW FORM):

This form must also be submitted with your thesis; it tells us how many copies we need of your thesis for marking and distribution to those organisations that assisted you. The names on this form will remain confidential. The School has undertaken to have your thesis copied and bound at no extra cost to you. We will also send out the copies to the organisations you name on this form, and therefore we need the postal address for each of the organisations.

Your Own Copy

If you want a bound copy for yourself, then we suggest that you take your thesis to the Image and Copying Centre on level I of the Hughes Building.

CHECKLIST

This is a reminder of tasks that need to be completed prior to submitting your thesis for examination.

What to hand up:

- Thesis
- Coversheet completed and signed off
- Thesis copying request

Put all of these in the envelope and hand it in to the General Office by the due date. Do not seal the envelope, but put your name on the front.

What then:

We will tick your name off on a checklist and write the date of submission next to your name.

Copies of your thesis will be made and distributed to your examiners and the organisation(s) that you nominate on your yellow form.

ASSESSMENT OF THESES

Each thesis is marked by two independent examiners who are selected by a combination of factors including: availability, suitability, and by staff members indicating their first six choices to mark after reading abstracts prepared by the students. The Program Coordinator then submits a list of examiners to the Program Coordinators Subcommittee. Every effort is made to ensure markers are given their first choice to mark, though this will not always be possible. The examiners will independently submit written reports and marks to the Program Coordinator.

N.B. Candidates may submit objections to the appointment of a potential examiner if they believe that they could be disadvantaged by that person as an examiner. This should only be done after discussion with the

supervisor and any such objections should be submitted in writing to the Program Coordinator. It is important to note that this procedure does **not** afford the candidate an automatic "veto"; the responsibility for the appointment of examiners ultimately rests with the School Committee.

GRADING YOUR THESIS

First Class Honours

Band 1 (90+)

This is an outstanding thesis that shows clear evidence of original and independent thought. The writing is clear and concise, the presentation is of a high standard, and there are no shortcomings. It demonstrates excellence in the conceptualisation of the project, and unquestionable competence in its execution. There is a clear theoretical framework, an understanding of the literature leading to the derivation of hypotheses, the use of rigorous or innovative methodology, and a mastery of statistical or qualitative analytical methods. There is a capacity to discuss the results in an analytic manner and skilful treatment of any unexpected or inconsistent results, a recognition of any limitations in the methodology, and an integration of the findings with the theoretical framework in the introduction. The level of original, critical and creative thinking, and its sophistication make it clearly the best work that can be expected in an Honours year.

Band 2 (85 – 90)

The thesis is similar to the above, but with some trivial weaknesses. Errors of understanding or analysis are non-existent or trivial. It has the same qualities of imagination, command of the problem, and competence of execution, but with less originality of thought. Limitations of design or procedures are recognised by the student and remedies are suggested. There is a clear grasp of the problem and its issues, and competence in the execution of the project. The thesis is characterised by clarity of exposition, critical insight, and analytical thought of a substantial level of conceptual complexity. There will be evidence of originality in the conceptualisation of issues and/or the interpretation of the results. The writing is clear and concise, although there may be some minor weakness in presentation.

Band 3 (80 – 84)

The thesis is generally excellent, presents a clear argument, and is well written. The sections fit together to form a coherent, well-argued whole. The analyses are appropriate, well carried out and well interpreted. There is less evidence of originality of thought than shown by the higher gradings. Some parts of the thesis are excellent, and any shortcomings are minor.

Second Class Honours Level A – 2A (70 – 79)

Theses towards the higher end provide evidence of competence in handling the research project, but there is less evidence of originality or independent thought, and a less inspired grasp of the issues or methods. There is sound, thorough, and clear treatment of all aspects of the problem, and no serious flaws in knowledge, comprehension, or application. The thesis is generally sound and well written, with well-structured arguments leading to a development of the hypotheses, appropriate methodology and analysis, and an accurate interpretation of the results.

Theses towards the lower end demonstrate competence in handling the research project, and there is adequate treatment of all phases from identification of the problem to the interpretation of the results. There may be minor errors in understanding the issues, in the data analysis, or in the interpretation of the results. The writing is generally competent, but there may be a tendency to fail to grasp the full implications of the argument or the results.

Second Class Honours Level B – 2B (60 – 69)

The thesis meets the basic requirements for the conduct and reporting of psychological research, although there may be clear inadequacies in the handling of one or more phases of the project, or in understanding of the rationale and implications for the project. There may be critical misconceptions, inconsistencies, or omissions in one or more areas, or poor organization, or misinterpretation of results, or inability to recognize the limitations of the methodology. These misconceptions are such that they do not affect the basic thrust of the thesis or its conceptual impact.

Third Class Honours – 3 (50 – 59)

The thesis does not demonstrate evidence that the student has developed levels of proficiency in the program objectives. The thesis contains a number of misconceptions, inconsistencies, omissions, or unrecognized deficiencies in methodology, or a misinterpretation of the analysis and lack of integration with the theoretical framework. The

literature review may be simplistic or limited. It may be written in such a way that it is very difficult for the marker to ascertain the nature or significance of the problem or project.

Honours not awarded

The thesis cannot be considered as a serious attempt to complete the basic requirements of a fourth year thesis. Evidence may be lacking that there was a suitable project, that it was conducted adequately, or that an appropriate literature review was undertaken. There may be major problems in conceptualisation or execution, or in ability to present arguments coherently and with clarity.

SUBSEQUENT PUBLICATION OF RESEARCH

The School supports publications based on the research projects of Honours and Masters by coursework students by making a cash award of \$500.00 for a paper published in a peer reviewed journal where the School and University's by-line appears. A time limit of 3 years beyond the examination of the thesis will normally apply, but an extension can be considered. Written application for an award, including editorial proof of acceptance and supervisor's endorsement, should be made to the Convenor of the School's Research Committee. The normal expectation is that publication will involve the supervisor as co-author but that the student will be the first author, reflecting the more substantial contribution to the process. However, there may sometimes be reasons why it is not possible for the student to be first author but where, nonetheless, the student's contribution is substantial (e.g. 40-50% of the work involved). This determination can be made in consultation with the supervisor and, where this is the case, the supervisor should clarify these circumstances when writing to endorse the application. Further enquiries about the award scheme should be directed to the School Manager.

Academic Honesty & Assessment Obligations Policy

OVERVIEW

This policy sets out the obligations of coursework students when undertaking assessment tasks, including examinations, particularly the obligation of academic honesty.

The policy supports the following Graduate Attribute in the University's students: "An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities".

SCOPE

This policy applies to all students who are enrolled in a University of Adelaide course or courses which can or do form part of a University of Adelaide coursework program.

Students enrolled in courses at other institutions are covered by the equivalent policies of their enrolling institution, even if the teaching and/or marking is provided by the University of Adelaide.

The University's approach to assessment and the principles and procedures which must be followed by academic staff when setting and marking assessment are contained in the University's Assessment for Coursework Programs Policy.

Academic dishonesty in higher degree by research programs is dealt with under the Responsible Conduct of Research Policy.

PRINCIPLES

- a. Assessment is an aid to learning and involves obligations on the part of students to make it effective.
- b. Academic honesty is an essential component of teaching, learning and research and is fundamental to the very nature of universities.
- c. Academic writing is evidence-based, and the ideas and work of others must be acknowledged and not claimed or presented as one's own, either deliberately or unintentionally.

1. GENERAL ASSESSMENT RESPONSIBILITIES

Responsibility: Each individual student

Assessment has maximum effect when:

- a. you prepare and plan adequately for assessment tasks: the Course Profile for each course you are enrolled in will include details of all assessment tasks and their weighting. You should plan ahead to ensure you meet all assessment deadlines.

- b. you obtain early advice and assistance if you know that disabilities or unexpected circumstances have the potential to affect your ability to meet assignment deadlines or examination requirements: see the Course Profile and [Alternative Arrangements/Supps Policy under development] for more information.
- c. you familiarise yourself with course objectives, assessment standards, mark and grade schemes and grade descriptors: course objectives and assessment standards are contained in the Course Profile for each course you are enrolled in.
- d. you learn and apply the scholarly academic conventions for evidence-based, academic writing associated with the disciplines you are studying, including appropriate citing and referencing. Assistance is provided through Faculty and School handbooks, course reading materials and from University websites, including at the Centre for Professional Learning and Development.

2. ACADEMIC HONESTY

Responsibility: Each individual student

All academic dishonesty is unacceptable. You must not submit for assessment any examination or piece of work that has been completed dishonestly, including through any of the means described below.

Work includes words, music, computer code, data, calculations, artistic and architectural works, photographs, film, video, digital or electronic media designs or ideas.

2.1 Examples of academic dishonesty in assessments other than examinations

For assessments other than examinations, examples of academic dishonesty include, but are not limited to, the following:

a. Plagiarism, which includes:

- i. presenting work that is not your own in any format, without appropriate attribution or reference to the original source
- ii. paraphrasing or copying work that is not your own, without due acknowledgement by way of reference to the original work
- iii. adopting the ideas of others, or the structure of an existing analysis, without due acknowledgement by way of reference to the original source.

The work of others may be submitted only when use of the work is appropriate and duly acknowledged.

b. Collusion, which includes:

- i. inappropriately assisting other students in the production of an assessment task
- ii. accepting inappropriate assistance in the production of an assessment task
- iii. submitting work which is the same or substantially similar as another student's piece of work for the same assessment task.

Work created with the assistance of others may be submitted only when the Course Coordinator has given prior permission for joint or collaborative work to be submitted, as specified in the Course Profile.

c. Cheating, which includes:

- i. submitting any fabricated or falsified data or results of laboratory, field or other work as if they were genuine
- ii. submitting a piece of work with the intention of deceiving the assessor about your contribution to the work
- iii. submitting a piece of work written or answered for you by another person or which you have copied from another person
- iv. submitting the same or substantially similar or substantially the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes
- v. falsely indicating that you have been present at an activity where attendance is required
- vi. completing an assessment task outside the conditions specified for that task.

2.2 Examples of academic dishonesty in examinations

For examinations, examples of academic dishonesty include, but are not limited to, the following (and include attempting to do any of the following):

- i. Cheating in any form
- ii. Doing anything to gain an unfair or illicit academic advantage in an examination
- iii. Sitting any examination on behalf of another student
- iv. Permitting another person to sit an examination on your behalf
- v. Reading, copying from or otherwise using another student's work in an examination
- vi. Knowingly allowing another student to read, copy from or otherwise use your work in an examination

- vii. Possessing, referring to, or having access to any material or device containing information directly or indirectly related to the subject matter under examination, other than that explicitly approved by the Course Coordinator; or bringing to the examination any materials in breach of clause 4.3.c.
- viii. Communicating in any way with any other student or person inside or outside the examination venue, other than an examination supervisor
- ix. Assisting any other student in an examination, either directly or indirectly
- x. Accepting assistance from any person other than an examination supervisor, either directly or indirectly
- xi. Acting in breach of clause 4.3.d.

2.3 Allegations and penalties for academic dishonesty

2.3.1 All allegations of academic dishonesty will be dealt with (and penalised where substantiated) in accordance with the Academic Dishonesty Procedures. A summary of the penalties which may be applied under these procedures is as follows:

- a. If a case of academic dishonesty is determined to be the result of genuine misunderstanding, the penalty may be:
 - i. a deduction of up to 10% of marks for inappropriate referencing or unfair academic benefit (if the work has been marked), or
 - ii. a mark or re-mark of the work as it stands, taking into account the inappropriate referencing and/or unfair academic benefit, or
 - iii. a requirement that the student re-write with appropriate referencing and re-submit the work, or (if the assessment task was an examination) to sit a supplementary examination.

The student will also:

- i. receive a written warning that subsequent breaches will not be treated as the result of a misunderstanding, AND
 - ii. have the warning recorded in the Faculty Academic Dishonesty Register maintained by each Faculty's Associate Dean (Learning and Teaching) or equivalent, AND
 - iii. be directed to appropriate education resources to improve their academic skills, such as referral to the Centre for Learning and Professional Development.
- b. Where it is determined that there is no misunderstanding, the penalty for the first formal breach is:
 - i. a mark of zero for the assessment task, AND
 - ii. a record in the Central University Academic Dishonesty Register.

If it is determined that there are extenuating circumstances, the decision-maker may permit the student:

- i. to re-submit the task, or (if the assessment task was an examination) to sit an additional examination and may also
 - ii. limit the mark for the re-submitted assignment or resat examination to no more than 50% of the maximum possible mark for the assessment task.
- c. The penalty for a second formal breach is:
 - i. a mark of zero for the assessment task, AND
 - ii. a Fail for the course, AND
 - iii. a further record in the Central University Academic Dishonesty Register.

d. The penalty for any subsequent formal breach is

- i. a mark of zero for the assessment task, AND
- ii. a Fail for the course

AND the matter may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) for further action in accord with the Rules for Student Conduct. This may result in a penalty of suspension or expulsion from the University and/or a fine.

2.3.2 Where the student's alleged behaviour is of a kind that prejudices the interests of other students or the integrity of the assessment scheme itself, the breach may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) for action in accord with the Rules for Student Conduct. This may result in a penalty of suspension or expulsion from the University and/or a fine, in addition to a mark of zero and/or a Fail for the course.

3. ADDITIONAL OBLIGATIONS FOR SUBMISSION OF ASSIGNMENTS

Responsibility: Each individual student

- a. You must include the completed assessment cover sheet, in the format specified for your course, that certifies that the work is your own and that all cited works have been acknowledged.

- b. You must submit your assessment task in accord with the specified deadline, format and lodgement instructions, except as provided in the [Alternative Arrangements/Supps Policy under development]
- c. Penalties for late or incorrect submission, or for inaccurately stating the word count of the submitted assignment, may be applied as specified in the relevant Course Profile.
- d. Deliberate attempts to deceive about lodgement times or word count will result in a penalty of a mark of zero for the assignment.

4. ADDITIONAL OBLIGATIONS FOR EXAMINATIONS

Responsibility: Each individual student

4.1 Examination timetable

- a. You must be available during the Examination Periods listed in the Academic Year Dates each year.
- b. You are responsible for ascertaining the times and venues of examinations in courses in which you are enrolled. These are available from Access Adelaide. You will not be notified directly of the examination timetable.
- c. You are not entitled to sit an examination at another time, nor to resit an examination, nor to any other concession, when:
 - i. an examination conflicts with another commitment, or
 - ii. you fail to attend an examination through misreading the timetable or accepting incorrect information on the timetable from another person, or
 - iii. you are prevented from using a calculator or electronic device not approved by the Course Coordinator, or you misuse such a device, or the device fails to work
 except as provided in the [Alternative Arrangements/Supps Policy under development].

Note: Examinations are only held in overseas locations for students undertaking offshore courses, except as provided in the [Alternative Arrangements/Supps Policy under development].

4.2 Consideration for others

Be considerate of others at all times. Avoid behaviours which may disturb other candidates. If, in the opinion of an examination supervisor, you are causing a disturbance, you may be required to leave the examination venue permanently, and you must leave.

4.3 Examination materials

Only bring to an examination those items which you need to undertake the examination.

a. Materials required

You must bring to each examination:

- i. your current student ID card or other photo identification, and
- ii. reasonable supplies of required writing implements, erasers etc.

b. Materials permitted

You may bring to each examination:

- i. a small purse or wallet, including keys, money, ID/credit cards
- ii. one clear bottle of clear water, up to 1-litre in size (water is available at the exam venue)
- iii. a bag, provided it is kept closed and stored under your allocated desk for the duration of the examination. Bags are subject to inspection at any time before or during the exam.
- iv. any materials specified by the Course Coordinator, as set out in the rubric of the examination paper
- v. any materials permitted specifically for you under the Reasonable Adjustments to Teaching and Assessment for Students with a Disability Policy.

c. Materials not permitted

You must not bring into the examination venue any material which enables, or has the potential to enable, you or others to cheat or to gain an unfair academic advantage. Examples of materials which are not permitted include but are not limited to:

- i. writing or other paper
- ii. mobile telephones or other communication devices, unless they are switched off (being in silent mode is not acceptable) and placed on floor or in bag on floor under your desk.
- iii. dictionaries, unless specifically permitted by the Course Coordinator, and then only in accord with the Course Coordinator's precise specifications

- iv. textbooks, notes, reference materials, and printed or written matter of any kind, unless specifically permitted by the Course Coordinator, and then only in accordance with the Course Coordinator's precise specifications
- v. electronic devices, unless specifically permitted by the Course Coordinator, and then only in accord with the Course Coordinator's precise specifications. Such devices must be self-powered, and operate quietly.
- vi. any drinks other than clear water in a clear container.

d. Materials not to be removed

You must not remove from the examination venue any materials issued for use in the examination, or any copies of such materials. All such materials remain the property of the University, whether the materials were actually used or not. This includes scripts, answer books, question papers, and drawing and scribble paper.

e. Compliance

- i. An announcement is made at the beginning of each examination about unauthorised materials. Provided you do so immediately, you may surrender such materials without penalty.
- ii. Examination supervisors have authority to check for unauthorised materials, and you must comply with any request to present materials for inspection.
- iii. If you bring unauthorised material into the examination:
 - the examination supervisor may confiscate the material; and
 - the examination supervisor may report you for a breach of this policy.

Note: Students with laptops for approved purposes will be seated at the rear of the examination venue to avoid disturbing other students.

4.4 General conduct in examination venue

a. Entering the examination venue

Only enter the examination venue when authorised to do so by an examination supervisor. This is usually 10 minutes before the scheduled examination start time.

Only students eligible to sit the examination and authorised staff members are permitted to enter the examination venue.

b. Displaying your ID

Display your student ID card or other photo ID on the top right hand corner of your desk.

- i. If you do not have photo ID, a supervisor will attempt to verify your identity. This may involve taking a digital photo of you at the exam venue.
- ii. If University examinations staff cannot verify your identity online at the venue, they will inform you, and you must provide photographic ID at the Examinations Office within 2 business days of the examination.
- iii. Your exam results will be withheld until your ID is verified.

c. Entering or leaving after the examination starts

- i. Except with the consent of an examination supervisor, you are not permitted to:
 - leave the examination venue within the first 40 minutes of the start, nor
 - enter the examination venue more than 40 minutes after the start, nor
 - leave the examination venue temporarily for any reason. If you leave temporarily you must be accompanied by an examination supervisor or security officer. If you leave unaccompanied, the examination supervisor has absolute discretion to refuse to re-admit you to the venue.
- ii. Once the 10-minute warning before the end of the examination is given, you must remain seated until an examination supervisor has collected your examination scripts and an examination supervisor announces that you may leave.

d. Reading time

Do not start writing in your examination book until the end of the 10-minute standard reading time is announced by an examination supervisor. Writing on scribble paper, if provided, is permitted.

Note: Some examinations have a longer permitted reading time but, unless specifically stated in the rubric of the examination paper, students may begin writing after 10 minutes. The end of longer reading times is not announced to avoid disturbing other students.

All reading time is added to the stated time allowed for students to complete the set questions and tasks. For example, an examination paper of 2 hours' duration with the standard reading time of 10 minutes will last for a total of 2 hours and 10 minutes; a paper of 3 hours' duration with a stated reading time of 30 minutes will last a total of 3 hours and 30 minutes.

e. Communication

If you need to communicate with an examination supervisor, raise your hand and wait for attention.

f. Supervisors' instructions

You must obey the instructions of any examination supervisor during the examination.

4.5 Examination interruptions

a. Power failure

If there is a power failure, stop writing when the examination supervisor advises you and await further advice. If the power failure is expected to last 30 minutes or less, you will be advised to remain seated and resume the examination when power is restored. The examination time will be extended by the length of the power failure. If the power failure is expected to last more than 30 minutes, the examination scripts will be collected and the examination terminated. You must leave the venue with your personal belongings.

b. Threats to safety

If there is any threat to physical safety and security, such as an explosion or fire, the examination will be terminated and all students and staff required to evacuate the examination venue. You must take only your personal belongings, and leave all examination materials on your desk. These will be collected by examination supervisors once an appropriate authority has declared the venue safe.

c. Assessment if an examination is terminated

The relevant Head of School will decide how assessment is to occur if the examination is terminated, and notify you by University email within 2 business days of the terminated examination.

The options include (but are not limited to):

- i. assessment on the basis of the incomplete examination and other previous assessment, or
- ii. another examination, or
- iii. an alternative examination task in addition to or instead of the incomplete terminated examination.

1.6 Breaches of section 4

In addition to the actions which may be taken by examination supervisors under section 4, an allegation of a breach of section 4 may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) who in turn may refer the allegation for action under the Academic Dishonesty Procedures or the Rules for Student Conduct or both.

5. RESULTS

- a. Course results are released online at Access Adelaide. Results are not released by telephone or email. You are responsible for checking your own results.
- b. Information about the circumstances in which supplementary assessment may be granted is in the Alternative/Supplementary Assessment Policy.
- c. Only one official, final result is provided for each course, whether or not a supplementary assessment was necessary to achieve the result. Academic transcripts do not record supplementary assessments.

6. ASSESSMENT GRIEVANCES

Responsibility: each student

If you are dissatisfied with the mark awarded for a particular assessment task or with the final grade awarded for a course or with any penalties applied under this policy, refer to the Student Grievance Resolution Process.

DEFINITIONS

Electronic devices include, but are not limited to, laptop, tablet or handheld computers or readers, calculators, diaries, organisers, portable data storage devices (e.g. disks or memory sticks), mp3 and portable media players, voice recorders, cameras, camera pens, ebook readers, and electronic dictionaries.

Examination supervisor is a person designated by the Examinations Officer or a Head of School to formally supervise students sitting examinations.

University Guidelines For Secure Passwords

Password Best Practice

It is essential for passwords to be kept both secure and confidential. Passwords must follow the rules in the Accounts and Access Procedures which are explained on the [password rules web site](#) (most online systems will only allow you to choose passwords that satisfy these rules).

Choosing a secure password

When choosing a password, consider the following principles;

9. Select a password that is easy for you to remember, but not for others to guess.
10. Consider using the initials of a song or phrase that you can easily remember, but others are unlikely to guess.
11. Do not use your login name or user name in any form (reversed, capitalised, doubled, etc).
12. Do not use your first, middle or last name in any form.
13. Do not use any nicknames you may have.
14. Do not select obvious passwords, such as the name of a close relative, friend or pet.
15. Do not use other information easily obtained about you. This includes your birth date, license plate numbers, telephone numbers, the brand of your car, the name of the street you live on, etc.
16. Do not use a word contained in English or foreign language dictionaries, spelling lists or other lists of words.

Keeping your password confidential

To keep your password confidential and protect your account from unauthorised use;

7. Never disclose your password to someone else, including your manager or supervisor.
8. Do not write your password down unless it is absolutely necessary. (If you must write it down, store it in a private and physically secure location separate from your account name.)
9. If you receive a document that displays the password for your account, change your password as soon as possible or keep the document in a private and physically secure place.
10. If you are about to type your password and someone is near you, take care that they cannot see what you type.
11. If you suspect someone else has used your account, change your password immediately and report the details to the Technology Service Desk as soon as possible.
12. If you suspect that the security of your password has been compromised, change it immediately.

SUPERVISION FOR RESEARCH PROJECTS

HONOURS SUPERVISORS AVAILABLE IN 2012

ACADEMIC MEMBERS OF STAFF

Prof Martha Augoustinos

Room 521 Hughes Building; telephone: 8313 4627; email: martha.augoustinos@adelaide.edu.au

I am happy to discuss thesis supervision in the following areas of social psychology:

- Political discourse, rhetoric, and persuasion
- discursive studies of racism
- national identity and nationalism
- social categorisation, stereotyping and prejudice

Dr Irina Baetu

Room 514 Hughes Building; telephone: 8313 6102; email: irina.baetu@adelaide.edu.au

I study associative learning, namely how people learn to associate stimuli, such that subsequent presentation of one of the stimuli will bring to mind other stimuli with which it had been paired. Our brain is particularly well equipped to detect this kind of regularities in our environment, which is a very adaptive ability: It allows us to predict future outcomes and plan our actions.

I am particularly interested in discovering plausible mechanisms by which the brain can discover and represent relationships between events. To do so, I use associative and connectionist models that are inspired by some characteristics of the nervous system. I use these models to simulate how learning occurs not only in humans, but also in animals (during classical conditioning, for instance) and to generate novel, testable, predictions. My experiments are often designed to test the predictions of one or more theories of learning.

Participants usually observe a series of pairings of various visual stimuli and the variable of interest is how much (or little) they learn about the relationships between the stimuli depending on the contingencies they had observed.

A/Prof Nick Burns

Room 512 Hughes Building; telephone: 8313 3965; email: nicholas.burns@adelaide.edu.au

My laboratory undertakes research in differential psychology. Particular interests are models of intelligence and personality, especially computerised assessment of these constructs but any project involving assessment of individual differences is of interest. Recent Honours projects have included studies on: validating a computerised test of fluid ability for children; measuring inspection time in very young children; auditory inspection time in children and adults; aggression and parental attachment in adolescents; and a study of perfectionistic self-presentation amongst adolescents. I am happy to discuss any student research proposal broadly consistent with these interests.

Ms Yvonne Clark (not available in 2012)

Dr Matthew Davies

Room 522 Hughes Building; telephone: 8313 5259; email: m.davies@adelaide.edu.au

I have a strong interest in the 'third-wave' cognitive-behaviour therapies, such as Acceptance and Commitment Therapy and Mindfulness-Based Cognitive Therapy. As a practicing psychologist, I have a broad interest in adult psychological disorders such as anxiety and depression. I am interested in research aimed at better understanding the cognitive-behavioural factors that underlie and maintain these disorders.

My research interests are in the area of clinical and positive psychology, and include:

- Acceptance and Commitment Therapy
- Mindfulness-Based Cognitive Therapy
- Adult psychological disorders
- Positive psychology and subjective wellbeing

A/Prof Paul Delfabbro

Room 506 Hughes Building; telephone: 8313 4936; email: paul.delfabbro@adelaide.edu.au

My principal research interest is in the area of human learning and behaviour. I would be particularly interested in supervising projects relating to:

- The application of learning principles to human or animal behaviour.
- The psychology of gambling.
- Technology-based addictions and other cyber-behaviour.
- Risk-taking, risk perception and its correlates.
- Clinical symptomology and decision-making

I can also assist in the supervision of projects concerning the effects of child protection and placement services upon children's psychosocial well-being (but only if you work in this area and have access to young people in this situation).

Dr Linley Denson

Room 516 Hughes Building; telephone: 8313 4128; email: linley.denson@adelaide.edu.au

Research Interests include:

- Baby boomers' & older people's health, cognition and lifestyle choices
- Intergenerational family care
- Psycho-oncology, self-compassion & mindfulness
- Health outcomes and health service usage
- Mixed methods research

Dr Diana Dorstyn

Days: Mondays, Tuesdays, Thursdays, Fridays; Room 819 Hughes Building; email: diana.dorstyn@adelaide.edu.au

Clinical Lecturer, School of Psychology, University of Adelaide & Registered Clinical Psychologist, Hampstead Rehabilitation Centre

My research interest is in the area of rehabilitation psychology. Potential research topics include:

- Examining the psychosocial impact of acquired physical disability (e.g. severe burn injury, spinal cord injury, amputation) on the individual/family
- Maintaining team processes and functioning in rehabilitation
- Role of the psychologist in health care (including acute and primary care)
- Evaluation of psychometric measures used with medical patients
- Evaluating the efficacy/effectiveness of psychological interventions (eg. cognitive behaviour therapy vs. ACT) in rehabilitation

Dr Matt Dry

Room 513 Hughes Building; telephone: 8313 3856; email: matthew.dry@adelaide.edu.au

Broadly speaking, my research interests are in the areas of cognition and visual perception. I am currently involved in a joint project between Psychology and Pharmacology investigating the short-term effects of drugs such as Methadone on cognitive functioning. Other research I am involved with focuses upon 1) the way that we represent concepts and categories in memory, 2) the perception of structure in visual stimuli, and 3) the way that we make generalizations from current information to future situations.

I would be particularly interested in any projects investigating performance on optimization problems such as the travelling salesman problem and minimum spanning trees. These problems make for nice, easy to run experiments and would be highly suitable for an honours-level project.

Here are some papers. The Journal of Problem solving is available online, and would give you an idea of the kind of optimization problems I am interested in

- Dry, M. J., Lee, M. D., Vickers, D., & Hughes, P. (2006). Human performance on visually presented travelling salesperson problems with varying numbers of nodes. *Journal of Problem Solving*, 1, 20-32.
- Dry, M. J. (2008). Using relational structure to detect symmetry: a Voronoi tessellation based model of symmetry perception. *Acta Psychologica*, 128,75-90.
- Dry, M. J., Navarro, D. J., Preiss, K., & Lee, M. D. (2009). The perceptual organization of point constellations. In N. A. Taatgen & H. van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 1151-1156). Austin, TX: Cognitive Science Society.
- Navarro, D.J, Lee, M. D., Dry, M.J, & Schultz, B. (2008). Extending and testing the Bayesian theory of generalization. In B. C. Love, K. McRae, & V.M. Sloutsky (Eds.), *Proceedings of the 30th annual conference of the Cognitive Science Society* (pp. 1746-1751). Austin TX: Cognitive Science Society.
- Dry, M. J. & Storms, G. (2009). Similar, but not the same: A comparison of the utility of directly-rated and feature-based similarity measures for generating spatial models of conceptual data. *Behaviour Research Methods*, 41, 889-900.
- Vanpaemel, W., Verbeemen, T., Dry, M. J., Storms, G., & Verguts, T. (2010). Geometric and featural representations in semantic concepts. *Memory & Cognition*, 38, 962-968
- Dry, M. J. & Storms, G. (2010). Features of graded category structure: generalizing the family resemblance and polymorphous concept models. *Acta Psychologica*, 133, 244-255.
- Dry, M.J., Kogo, N., Putzeys, T., & Wagemans, J. (2010) Image descriptions in early and mid-level vision: What kind of model is this and what kind of models do we really need? *British Journal of Psychology*, 101, 27-32.

Prof John Dunn

Room 414 Hughes Building; telephone 8313 5738; email john.c.dunn@adelaide.edu.au

My broad research interests are in the areas of cognitive psychology, human memory, applied decision-making, cognitive modelling, mathematical psychology, methodological issues in neuropsychology and human experimental psychology.

Current specific interests:

- State-trace analysis. This is a methodology that can be used to draw inferences about the number and nature of mental processes that underlie a set of psychological tasks or measures and is especially useful in distinguishing "single-process" from "multiple-process" accounts of phenomena. Currently, I am applying it to the remember-know paradigm, the process-dissociation procedures used in recognition memory, and some theories of categorization but it is also relevant to any other area of psychology in which this issue is important.
- Speech-pause cycles. This involves analyses of the duration of speech and pauses in verbal discourse and how the parameters of their distributions are affected by a variety of variables including brain damage following stroke.
- Memory and language. Past research has focused on repetition priming (implicit memory), while current research has focused on semantic representations of thematic material using Latent Semantic Analysis (LSA). I am using this to investigate memory in real-world settings (eye-witness testimony) and to assess memory dysfunction in older adults suffering from mild cognitive impairment.
- Applied cognitive psychology. This interest has involved a range of different studies of dealing with applied questions. These include, distributed decision making by fire fighters, human computer interaction, and memory disorder following brain damage.

Dr Lisa Kettler (not available in 2012)

Dr. Neil Kirby

Room 708 Hughes Building; telephone: 8313 5739; email: neil.kirby@adelaide.edu.au

My research interests include:

- Disability research including the assessment of support needs and quality of life of people with disabilities and their families, evaluation of quality of life for people with disabilities in institutions and in the community, and the assessment, training and behaviour management of adaptive behaviours.

- Organisational research including topics such as job satisfaction, job commitment, organizational culture and person – job fit as related to full time work, part-time work and casual work.
- Information processing research; in particular, using Inspection time and responding time paradigms to investigate the slower performance of the intellectually disabled, the elderly, children, adults with head injuries and those with psychiatric disabilities.

A/Prof Amanda LeCouteur

Room 510 Hughes Building; telephone: 8313 5557; email: amanda.lecouteur@adelaide.edu.au

Amanda LeCouteur has offered to discuss projects in the general areas of Conversation Analysis and Discursive Psychology. Such studies involve examination of talk and interaction in natural settings and typically focus on the fine detail of social interaction and the functions served by psychological descriptions; what such descriptions *accomplish* in social interactions, and how they achieve *accountability* for the speaker. Recent research has involved exploration of interaction in professional coaching boxes, analysis of the on-field talk and gesture of players, and interactions between patients and doctors during medical interviews.

Prof Jane Mathias

Room 524 Hughes Building; telephone: 8313 5266; email: jane.mathias@adelaide.edu.au

I am happy to discuss research projects that fall into the broad area of clinical neuropsychology, which is an area of psychology that examines the cognitive, emotional and behavioural changes associated with different types of brain damage and brain dysfunction.

While research in this area often involves work with patient groups who are known to have, or are suspected of having, some form of brain damage, it may also involve an examination of the cognitive effects of a variety of different medical problems and treatments that may compromise cognitive/brain functioning (e.g. diabetes, cardiac surgery, drug abuse etc.).

It is difficult to complete a project that relies on clinical samples in an Honours year. I therefore encourage students to undertake quantitative meta-analytic studies of the clinical neuropsychological literature. Meta-analytic studies can be completed in areas where access to patient groups is limited and time constraints prevent hands-on clinical research. They are also preferable to small under-powered studies and make an extremely useful contribution to the research literature. They are, therefore, highly suited to honours projects.

Dr Anna Ma-Wyatt

Room 511 Hughes Building; telephone: 8313 5660; email: anna.mawyatt@adelaide.edu.au

My research focuses on visual perception, and how we use vision to interact with the world. I want to understand how people track the location of objects over time and how eye and hand movements made to these locations impact on perception. I use behavioural paradigms to measure visual performance, eye and hand movements. I am happy to supervise projects within these areas, or in related areas. Recent projects include:

- How visual information about target location constrains eye-hand coordination in normally sighted observers and patients with visual field loss
- The deployment of visual attention when making rapid hand movements
- Eye movement strategies of experts and novices when performing a face matching task
- Motion perception in natural images

Dr Jane Mortimer

Room 519 Hughes Building; telephone: 8313 3101; email: jane.mortimer@gmail.com or jane.mortimer@adelaide.edu.au

My research aims to explore the effect of psychological interventions on health, well being and survival. Currently, I am examining a psychological intervention which has been associated with reduced oxidative stress and healing in a pilot study and examining its validity and reliability in a range of populations such as students, cancer patients, and other medical and clinical populations. This endeavour examines the area of Mind Body Healing experiences from a scientific basis.

Dr Daniel Navarro

Room 509 Hughes Building; telephone: 8313 5265; email: daniel.navarro@adelaide.edu.au

My research focuses on uncovering the mathematical laws that underpin human cognition, with particular emphasis on how people learn new concepts, how we perceive things to be similar to or different from one another, and how we make decisions in a complicated environment. Due to the nature of my research position, I am unlikely to take more than 1-2 honours students in 2012. Because the work is technical in nature, I have a strong preference for students with a background in mathematics or computer science, and who are interested in studying human cognition from a formal perspective. If that description sounds interesting to you, please feel free to send me an email to discuss possible projects.

Prof Ted Nettelbeck

Room 416 Hughes Building; telephone: 8313 3764; email: theodore.nettelbeck@adelaide.edu.au

I am willing to consider any project suggested by a student; and I can suggest possible research topics that may be of interest. My particular interests are the application and development of measures of timed performance. Most commonly this research has involved inspection time or reaction times, to study individual differences in basic information processing among adults and/or children; either (a) in relation to performance on tests of mental ability; (b) in association with intellectual disability; (c) in relation to childhood development or (d) to ageing.

Another task that has been widely used is the Coding/Digit Symbol subtest from the Wechsler scales; and there are issues around that test that could generate an Honours project.

I have frequently supervised projects relating to: (a) intellectual disability, particularly training and educational issues; (b) cognitive abilities; (c) theories of intelligence including emotional intelligence; (d) cognitive ageing; (e) speeded performance; (f) the psychology of music, particularly with respect to talented performance.

I am currently supervising post-graduate research in the areas of: (a) the relevance of laboratory speed measures to an understanding of intelligence; (b) predictive markers for deviation from normal, successful ageing; (c) the effects of snoring on cognitive development during infancy; (d) autism; (e) nutrition and cognition; and (f) support needs for people with disabilities.

Dr Amy Perfors

Room 505 Hughes Building; telephone: 8313 5774; email: amy.perfors@adelaide.edu.au

I'm interested many different questions in language acquisition and cognitive science more generally. My interests in language acquisition centre on the question of what biases people bring to the task of learning language. Although some researchers argue that these biases have to be highly constrained and language-specific, I investigate the hypothesis that they might emerge out of basic constraints due to general cognitive characteristics, including a preference for simplicity, and biases in perception, memory, and attention. I am currently working on projects about how people might learn the referents of words, how they learn about word order in language, how the structure of the world affects the evolution of language, how people learn to hear the sounds of language, and how cognitive load affects the types of linguistic generalisations people make. I am fairly flexibly interested in most aspects of language development, so if you have an idea or a topic, we might be a good match even if I haven't listed it explicitly.

My more general interests in cognitive science are mostly focused on the acquisition and nature of concepts, and how people make decisions about those concepts. As you might expect, the interaction between concept learning and language is something I'm quite fascinated by!

My general approach relies heavily on a combination of computational modelling and human experiments. Although I would eventually like to move toward experiments with children or infants, for the time being most experiments I do are on adults. The computational modelling is largely Bayesian, which means it explores how "ideal learners" update their theories in response to new data.

I'd be interested in working with you if you're interested in any of these questions (or any subset thereof). Bonus points if you have any experience in linguistics, studying language acquisition, Bayesian statistics, maths, or computer programming, but none of those are necessary. Come talk to me if you're not sure!

Dr Michael Proeve

Room 817 Hughes Building; telephone: 8313 8318; email: michael.proeve@adelaide.edu.au

My current research interests are broadly in two areas. My major research interest is in the moral emotion of remorse and its associated emotions of shame, guilt and regret. Remorse is of considerable moral and legal importance but has been afforded little attention in Psychology. I am interested in the relationships of these emotions to clinical and criminological outcomes and in clinical approaches to these emotions. I am also interested in remorse as an interpersonal phenomenon, such as the effect of expressed remorse on judgments about people. Secondly, I am interested in mindfulness interventions in clinical practice, particularly mindfulness-based cognitive therapy. I am interested in applications of mindfulness to various mental health issues and in the relationship of the mindfulness construct to mental health outcomes.

Dr Rachel Roberts

Room 523 Hughes Building; telephone: 8313 5228; email: rachel.roberts@adelaide.edu.au

I am interested in supervising projects related to my research interests which include child and adolescent health psychology including chronic illness, disability and stigma, and child and adolescent neuropsychology. Of particular interest are people with acquired brain injury, and craniofacial, neurological and metabolic conditions. I am also interested in the psychological well-being of siblings of children with disabilities. I have also co-supervised research with David Watts, SA Drug and Alcohol Services, on adolescent and young adult alcohol use and parenting in relation to alcohol.

I would be happy to discuss other topics that fit within these broad areas. Please note that conducting research at honours level with clinical populations can be complex and many of these research areas are more suited to research at postgraduate levels.

Dr Aspa Sarris

Room 718A Hughes Building, telephone: 8313 6144; email: aspa.sarris@adelaide.edu.au

I am willing to discuss the supervision of research projects in the area of organisational psychology. My primary research interests include:

- organisational culture, including the methods for assessing culture and organisational values.
- person-organisation fit in a range of work settings
- factors that affect individual and organisational well-being
- work-life balance
- individual differences (attitudes, values, personality).

Dr Carolyn Semmler (unavailable in 2012)

Dr Peter Strelan

Room 515 Hughes Building; telephone: 8313 5662; email: peter.strelan@adelaide.edu.au

My research interest is predominantly in forgiveness, with a strong emphasis on experimental work in the lab. Thus, you don't have to be especially interested in forgiveness to work with me; I think the projects that I have available will appeal to anyone who finds the intricacies of experimental design interesting.

This year I am making available specific projects for students to work on:

1. Pop psychologists [and Oprah] spread the message that you should forgive for yourself. Is forgiveness necessarily a good thing when one focuses on the self? I have ideas for testing this in a number of different ways, potentially using money as a manipulation technique, so there are probably a couple of projects available here.
2. There is a related project available that takes a non-experimental, survey-type approach to examining people's motives for forgiving, and the impact these motives have for victims' wellbeing, and the wellbeing of their transgressor and the relationship.
3. I am also developing an interest in a completely different area: I call it obfuscation. This is concerned with how organisations and (often but not confined to) people in authority use language with the intention of not actually communicating anything at all. It's a technique usually designed to pacify and muddy the waters (and therefore different from spin). I am interested in how obfuscatory language affects the person who receives it,

specifically in terms of their emotional reaction to being obfuscated. The study I am proposing is a follow-on from studies conducted in 2010 and 2012 by two of my honours students. Again, this should appeal to anyone with a keen interest in experimental design.

Prof Deborah Turnbull

Rm 721 Hughes Building; telephone: 8313 1229; email: deborah.turnbull@adelaide.edu.au

Professor Turnbull's primary disciplinary background is in Public Health Psychology. Her research group examines psychological issues related to chronic conditions like cancer, hepatitis C, obesity and diabetes. She also heads a range of intervention studies into cancer prevention and maternity care. She would welcome students with an interest in applying mixed methods to health psychology questions.

Dr Anthony Venning

Room 819 Hughes Building; telephone: 8313 7038; email: anthony.venning@adelaide.edu.au

I'm interested in the areas of positive psychology, forensic psychology, and the targeting of therapeutic techniques to maximise effectiveness. I would be happy to supervise honours projects in the following areas:

- An examination of an adolescent / young adult population from a positive psychological perspective. A positive psychological perspective is one in which the promotion of an individual's positive strengths, to enable them to reach and sustain mental health, is equally if not more important than the prevention or treatment of mental illness.
- An examination of mental health issues / factors that impact on recidivism in a forensic population.
- Systematic reviews of the literature in the above areas.

Any of these areas would require a firm, early commitment to a project, and good organisational skills, in order for the project to be feasible within the constraints of the Honours year.

Dr Lynn Ward

Room 517 Hughes Building; telephone: 8313 3182, email: lynn.ward@adelaide.edu.au

I am interested in supervising projects in the area of ageing; in particular, I would be pleased to discuss topics related to:

- well-being in older adults;
- age-related change in cognitive abilities;
- exercise and health habits in older adults;
- meta-cognitive awareness in older adults;
- psychosocial development; including social and emotional functioning, and
- any topic of mutual interest that can be negotiated.

ADJUNCT ASSOCIATE PROFESSOR

A/Prof David Panter

Chief Executive, Central Northern Adelaide Health Service, 207-255 Hampstead Road;

telephone: 8222 1414; email: david.panter@health.sa.gov.au

My interests relate to issues of health and health services – in particular I am concerned with behavioural change at both organisational and individual levels; I have experience of leading large scale change in complex organisations and am keen to explore organisational learning processes; at an individual level I am concerned with system, or service design, that enable individuals to better comply with treatment and care regimes, often requiring changes in behaviour, attitudes and beliefs

RESEARCH FELLOWS & EXTERNAL SUPERVISORS

In addition to staff within the School, there are further possible research opportunities that vary from year to year. Sometimes an "internal" supervisor is needed in a joint supervision arrangement: the matter should be discussed with the Honours Coordinator.

A/Prof Peter Baghurst

Director, Public Health Research Unit, Women's and Children's Hospital (3rd floor Norwich Centre, 77 King William Road, North Adelaide); telephone: 8204-6935; email: baghurstp@wch.sa.gov.au

The Public Health Research Unit has been established to collect epidemiological data which will inform women's and children's health policy in South Australia and enhance clinical outcomes within the Women's and Children's Hospital and other community health services. Potential projects are often available in diverse fields addressing both women's and children's health issues. Past projects have involved mental health literacy in school children, measurement of quality of life in children with chronic diseases, studies of emotional and behavioural problems in children, and effects of a screening program for hearing impairment in newborn babies on anxiety in the parents. Students wishing to undertake projects in the Public Health Research Unit should contact Dr Baghurst to discuss other opportunities which may arise.

Dr Matthew Baldock

Centre for Automotive Safety Research, University of Adelaide

Telephone: 8303 5887; Email: matthew@casr.adelaide.edu.au

The Centre for Automotive Safety Research is an independent research group focussing on issues related to road safety. Although it is based in the Faculty of Engineering, Computer and Mathematical Sciences, CASR is a multidisciplinary team, consisting of researchers with backgrounds in engineering, psychology, health and statistics. To get an idea of the sort of work we do, consult our home page (www.casr.adelaide.edu.au).

My research has been concentrated primarily in the road user or human factor aspects of road safety, with a particular focus on older drivers. My PhD thesis was concerned with the self-regulation of the driving behaviour of older drivers (i.e. the extent to which older drivers modify their driving behaviour in accordance with their driving ability). However, I would be interested in supervising suitable projects related to any road user issue: young/novice drivers, speeding, drugs/alcohol, fatigue, driver distraction, motorcyclists et cetera.

Dr Emily Brindal

CSIRO, Food and Nutritional Sciences, Gate 13 Kintore Ave, Adelaide

Email: emily.brindal@csiro.au, Telephone: 8305 0633

My research interests broadly fit into the areas of health and social psychology. I am interested in applied research which investigates how people interact and the way in which social factors such as interpersonal relationships, group size and gender influence eating behaviours. I currently work developing healthy living interventions which aim to help people achieve and maintain positive behaviour change. These interventions are designed using established behavioural theories and public health messages. I also have experience using and developing information technologies (website and mobile phone) and testing how these can be used to collect data and to deliver interventions.

Dr Marcus Butavicius

Senior Human Factors Scientist, Command, Control, Communications and Intelligence Division, DSTO.

Telephone: (08) 8259 6097, email: marcus.butavicius@dsto.defence.gov.au.

I have two main work interests at DSTO and I would be interested in supervising projects in both of them. The first research area investigates how people search for information in very large documents sets and assessing how software tools (such as document visualisation and text analysis) may help them. The second area looks at information security from a human factors perspective. I also have experience in human face recognition and how people interpret the output of security screening devices and would be interested in supervising projects in these areas as well.

Dr Peter Chamberlain

I can be contacted by email: peter.chamberlain@adelaide.edu.au in the first instance. Given that I work out of the metropolitan area, I am not always available at short notice.

I am currently employed as a Clinical Psychology Registrar within Country Health SA, and in terms of suitable research topics, I am open to a broad range of psychological subjects pertinent to clinical practise and adult mental health. Importantly, your proposed research topic must demonstrate clear clinical relevance, and can take a quantitative or qualitative approach. My specific research and clinical interests are suicidality, trauma and personality disorders; any of which would be suitable subjects for research.

I am particularly interested in the theory of self psychology, and how ones sense of self is developed and maintained, and its influence on an individual's vulnerability to psychopathology. My world view is influenced by social constructionism and postmodern philosophy generally. However, I do not expect these particular personal interests to be the subject of research proposals, but include them to facilitate your determination as to my suitability as a supervisor.

Dr Vanessa Danthiir

Postdoctoral Research Fellow, CSIRO Food and Nutritional Sciences;

Telephone: 8305 0605; email: vanessa.danthiir@csiro.au

My research at CSIRO currently focuses upon investigating how nutrition and lifestyle factors relate to cognitive abilities and mood, including the potential impact of these lifestyle factors on successful ageing. A longitudinal nutritional intervention in older adults has provided the context for this research.

I currently supervise postgraduate students in projects examining relationships between lifetime diet and cognitive abilities and cognitive change in ageing, and nutrition and subjective wellbeing. I am also interested in examining relationships between physical activity and cognitive functioning in older adults.

Other research interests include the factorial structure of cognitive speed, relationships between cognitive speed constructs and other cognitive abilities, and cognitive ageing.

I am happy to discuss projects in any of these or related areas.

Dr Clemence Due

Room 518 Hughes Building; telephone: 8313 8143; email: clemence.due@adelaide.edu.au

Clemence's research interests include:

- Child mental health, particularly developmental disorders
- Refugee and migrants studies, particularly in the areas of mental health and education
- Cross cultural psychology
- Discursive analysis

Clemence Due and Damien Riggs are willing to co-supervise an honours student to undertake a project on the experiences of refugee and migrant students in South Australian primary schools. The project will be mixed methods in nature, and will involve the examination both of quantitative data coming from teacher questionnaires and some open ended questions collected as part of the same data set. The project will explore the experiences of newly arrived students at school, and the perceived effectiveness of the English language classes they attend. The project is particularly interested in the transition students make into mainstream classes, and the similarities and differences in these programs across different schools.

Dr Jaklin Elliott

Social Scientist, The Cancer Council Australia; Level II, 178 North Tce Adelaide 5000

telephone: 8313 3855, email : jaklin.elliott@cancer.org.au

My research focus includes the areas of psycho-oncology (psychosocial issues in cancer treatment and care), language, health, ethics, and medical practice and policy. I am interested in qualitative analyses of these, including content, thematic, frame, and discursive analyses. Specific topics in which I have a current interest are:

- Risk factors and cancer (especially alcohol, exercise, and obesity)
- Perceptions of health funding decisions
- Ethics in the public domain
- Making decisions for other people (i.e., surrogate decision-making - especially for aging, cognitively compromised individuals)
- Euthanasia
- Complementary and Alternative Medicine
- Cancer and Cancer Treatment
- Media representations of all the above (especially the 'new' interactive medias)

I am able to provide topic supervision in any of the above areas, or methodological supervision (if you are planning to use qualitative methods) in other research topics.

Dr Toby Elmhirst

Room 115 Hughes Building

Email: toby.elmhirst@adelaide.edu.au

I am a mathematician... but don't let that put you off! I study systems that change in interesting ways over time. In the past my focus has mainly been on ecology and evolutionary biology, but people change too, and I am interested in developing novel ways of understanding these changes.

For example, a young child may apply the word "dog" to anything furry with four legs. But as she has more experience with four-legged furry things, she will build up a more refined set of categories. How should we think about this category formation?

In the short term, people often have sudden mood swings; the "last straw" that makes someone angry or depressed. Why is that? Why don't moods change slowly, and how can we understand them better?

Essentially, anything that changes over time might, with a bit of imagination, be amenable to mathematical formulation and study. So if you have mathematical leanings and would like to think about incorporating the mathematics of change into your thesis, then come and talk to me.

Dr Kerry Ettridge

Acting Manager Behavioural Research & TCRE, Cancer Council SA

Email: kettridge@cancersa.org.au

My research interests include help-seeking behaviour for mental health problems, including predictors of:

- problem recognition,
- help-seeking intentions,
- attitudes towards help-seeking and
- the use of different sources of informal and formal help.

I am particularly interested in research of this nature among adolescents and young people, but also among people affected by cancer. In addition, I am interested in research into the uptake of healthy behaviours and the cessation of health risk behaviours to prevent cancer. This can include research in the areas of sun protection, bowel cancer screening, diet and physical activity and alcohol consumption.

Dr Kate Fairweather-Schmidt

Room 715 Hughes Building; telephone: 8313 0057; email: kate.fairweather-schmidt@adelaide.edu.au

My interests generally focus on mental health in the community from an epidemiological perspective. I am keen to discuss age and gender differences in the experience of mental health problems (particularly depression and anxiety) and their relationship with factors that function to potentiate/attenuate them. I have also a special interest in suicidality, and similarly, factors that provide people with resilience or place them at increased risk.

Dr Sinéad Golley

Social Psychologist, CSIRO Food & Nutritional Sciences; telephone: 8313 8937; email: Sinead.Golley@csiro.au

Dr Sinéad Golley is a social psychologist who has recently joined CSIRO's, Kintore Ave, National Food Futures Flagship as a Research Projects Officer.

Her expertise lies in the area of applied health psychology, specifically social-cognitive psychology, with specialised understanding of the relationships between how people process information at the automatic and controlled level, in particular the use of heuristic knowledge structures, and subsequent biases in attitudes, attributions and decision making.

Potential research topics include the understanding the drivers of food choice, in particular food avoidance, attitudes towards the use of genetic modification technologies, and individual differences with relevance to health attitudes and behaviours

Dr Scott Hanson-Easey

Room 207 Hughes Building; email: scott.hanson-easey@adelaide.edu.au

My qualitative research interests lie in delineating some of the manifold rhetorical strategies and contents that speakers deploy in providing descriptions and accounts of why some social groups are 'different' and/or problematic. Employing a mix of discursive psychology (Edwards & Potter, 1992; Potter, 1996) and a critical discursive social psychological approach (Edley, 2001; Wetherell & Potter, 1992), my research invokes traditional socio-cognitive theories, such as 'attribution theory' and 'psychological essentialism', and reformulates them as discursive resources for talking. Previous research has investigated how talkback radio interactants have structured their talk about Sudanese-refugees in Adelaide, and how this talk is finessed so as to present as 'not racist'. I am also, more broadly, interested in the discursive construction of 'identity' and gender in everyday talk.

Dr Amanda Hutchinson – unavailable in 2012

Dr Daniel King

Postdoctoral Research Fellow, School of Psychology, The University of Adelaide

Email: daniel.king@adelaide.edu.au

My primary research area is the study of technological addictions, with a specific interest in problematic video game play. In addition, I am interested in the role of new digital technologies in gambling, including both monetary and non-monetary forms of gambling via the Internet, and the potential risks posed by these new avenues for gambling to young people. I am also interested in supervising research that considers the psychosocial impact of social networking sites, such as Facebook.

Research areas: Behavioural / Technological addictions

Adolescent psychology

Dr Mark Mackay BSc(Hons)BEd BComm PhD

Director, Complete the Picture Consulting Pty Ltd

Telephone: 0405063259; email: mark@completethepicture.com.au

Research Interests:

1. Health services research related, particularly relating to organisational, workforce and decision-making aspects of health service provision.
2. The use of novel means of data capture for observational studies (i.e., where the researcher watches and captures data about what they observe).
3. Modelling aspects of health service provision (e.g., to improve decisions about hospital bed use).

Workforce Related

There are a range of possible workforce-related projects that may be of interest to students. These range from smaller projects suited for honours or masters students to more in-depth studies suited for PhD studies. Workforce issues will

present considerable challenges in the coming years and thus, such projects may be of interest to those seeking to work in human resource related fields.

Some of the specific projects include:

1. Validation of the observational investigation process for use in studying allied health or nursing professionals.
2. The use of observational investigation process to undertake workforce research in non-health industries.
3. Application of the observational investigation process methodology to investigate:
 - a. Health worker related issues such as the relationship between busyness and stress.
 - b. The impact of breaks or interruptions on workers, and
 - c. Novel or researcher instigated issues (though clearly being of benefit/relevance to the subject is important).

These projects are likely to suit students who have existing relationships with an organisation where such studies could be undertaken.

Observational Studies Related

Observational studies have been conducted in many areas in the past. The ability to collect data more quickly, more reliably and in greater detail using cheap off the shelf technology now exists. The approach also provides new types of data for analysis compared to observational data captured by "pen and paper". The benefits of such technology have been exploited in recent workforce studies and its use is now being investigated in the areas of drug and alcohol research. The iPad (and other tablets) make such approaches even easier to implement.

The new approach to the collection of observational data has benefits that could be applied in many different areas of research where observational methods can be applied, such as workforce related projects, organisational change/improvement related projects, drug and alcohol studies etc. Research students may also wish to develop their own projects based upon this observational approach.

Decision-making Related

Hospital Bed Modelling, e.g.,

1. Application of the compartmental flow model across many hospitals
2. Consideration of the rate of flow of patients at different times of year for a given range of diseases (e.g., does the winter bed crisis result a decrease in patient length of stay)
3. The ramifications of using different patient length of stay measures on health policy
4. The development of Bayesian belief networks for forecasting patient length of stay.

Dr Marisa Maio Mackay

Director of Complete the Picture Consulting

mobile: 0430 093 307; email: marisa@completethepicture.com.au

My research interests lie in the areas of multiple perspectives, consumer behaviour and innovation specifically within the new technology space. I am experienced in both quantitative and qualitative methods and am happy to talk to any student wishing to discuss a possible project. I am also able to suggest specific project topics that may be suitable and have relevant data available that could be used for projects.

I am particularly interested in supervising projects in the following areas:

- The psychological determinants of consumer behaviour in the mobile phone industry.
- Longitudinal changes in consumer behaviour in the mobile phone industry.
- Predictive models of consumer decision making in relation to breakthrough products (i.e. products which require a change in the mindset and behaviour of the end-user and for which there are no substitutes or reference points for potential end-users to draw on when making decisions).
- Psychologically profiling consumer purchasing behaviours.

Dr Jessica McCormick

Room 716 Hughes Building; telephone: 8313 5884; email: jessica.mccormick@adelaide.edu.au

I would be interested in student projects that examine:

- associations between addiction and trauma;
- protective factors in mental health;
- alterations in conscious awareness that are associated with addiction and other immersive activities

Dr Antonina Mikocka-Walus

Dr Antonina Mikocka-Walus is a registered psychologist practicing in the area of Clinical and Health Psychology.

School of Nursing and Midwifery, University of South Australia

Tel. 08 8302 2468 Email: antonina.mikocka-walus@unisa.edu.au

Her areas of interest include:

- Chronic disease and mental health,
- Psychotherapies to manage anxiety and depression in patients with chronic conditions of the gastrointestinal tract,
- Psychotherapy and antidepressants in pregnancy and post-partum.

Possible topics:

- Cognitive-behavioural therapy booklet to manage anxiety in patients with functional gut disorders,
- Cognitive-behavioural therapy booklet to manage post-natal depression.

Dr Phil Mohr

Research Scientist, CSIRO Food & Nutritional Sciences; telephone: 8313 8935; email: Phil.mohr@csiro.au

I am a social/health psychologist at CSIRO Food & Nutritional Sciences. My interests include:

- The ways people make judgements about health, food, or lifestyle choices.
- Understanding non-rational processes in decision making and willpower.
- Mechanisms for attitude and behaviour change.
- How people process health-related information, and the implications for communication and labelling strategies.
- Methodological issues in public health research.

My recent research includes studies of personal characteristics that predict healthy and unhealthy dietary behaviours; influences on health behaviours of adults, adolescents, and children; the nature and measurement of health responsiveness; and responses to technological innovations in food and health.

I am an experienced supervisor of theses at Honours, Masters, and PhD levels. I am interested in supervising both free-standing Honours projects and projects with the potential to lead to postgraduate research.

Dr Candice Oster

Email: candice@kranium.com

Phone: 0413 123 930

My research expertise is in qualitative research, particularly Discourse Analysis and Foucauldian analysis.

Dr Damien Riggs

Email: damien.riggs@adelaide.edu.au or contact@damienriggs.com

Dr Damien Riggs (co-supervising with Prof Martha Augoustinos) is willing to supervise a student interested in a quantitative project exploring the categorisation of dominant and marginal group members in regards to sexuality. The project will focus on how participants remember the names of dominant as opposed to marginal group members as given in a sample vignette. The project will seek to explore the effects of social norms upon the ability of people to remember the names of marginal group members, and the implications of this for social inclusion.

Clemence Due and Damien Riggs are willing to co-supervise an honours student to undertake a project on the experiences of refugee and migrant students in South Australian primary schools. The project will be mixed methods in nature, and will involve the examination both of quantitative data coming from teacher questionnaires and some open ended questions collected as part of the same data set. The project will explore the experiences of newly arrived students at school, and the perceived effectiveness of the English language classes they attend. The project is particularly interested in the transition students make into mainstream classes, and the similarities and differences in these programs across different schools.

Prof Michael Sawyer

Head, Research and Evaluation Unit, Women's and Children's Hospital;

telephone: 8161 7207; email: michael.sawyer@adelaide.edu.au

Professor Michael Sawyer provides supervision for students who wish to focus their research on the mental health of children, adolescents or families. A wide range of opportunities exists for research projects which focus on childhood or adolescent mental health problems, psychological factors relevant to childhood and adolescent illness, and factors influencing the use of health services by children and adolescents. Students who wish to undertake projects in the Research and Evaluation Unit should contact Professor Sawyer to discuss their ideas.

Dr Luke Schneider

The Robinson Institute School of Paediatrics and Reproductive Health The University of Adelaide. Telephone: 8313 1307; email: luke.schneider@adelaide.edu.au

My research area is cerebral lateralisation; that is, the specialisation of the brain's hemispheres for the mediation of particular functions. My research has been concerned with the lateralisation of the domestic dog, although the evidence indicates that lateralisation occurs similarly in many species. The lateralisation of motor function can be investigated by observing the paw a dog preferentially uses on particular tasks, and this biased behaviour can subsequently be compared with other factors to determine whether they are also lateralised. For example, I have previously discovered an association between a dog's paw preference and the level of aggression it displays towards unfamiliar humans. I have also found that the paw preference displayed by racing greyhounds on a food manipulation task influences their behaviour on the racetrack. I am happy to discuss potential projects that are related to cerebral lateralisation in either humans or non-humans.

Dr Lance Storm

Telephone: (08) 8443 5059; email: lance.storm@adelaide.edu.au

Research Areas:

Anomalistic Psychology: (i) interpretations of alleged paranormal phenomena in academia and the wider community, and (ii) critiquing theories that attempt to explain alleged paranormal phenomena;

Analytical (i.e., Jungian) Psychology, including testing theories on archetypes, and comparative studies of psychological types using various Jungian 'type' measures and other personality measures (e.g., Myers-Briggs Personality Inventory, Eysenck's EPQ, Cattell's 16PF, etc.); qualitative aspects of symbols, including numbers and images, and their psychological impact and relevance to various cultures. I have supervised students in the areas of parapsychology, typology, gambling, and symbolic meaning.

Dr Phil Tully

School of Psychology and Discipline of Psychiatry, The University of Adelaide

Psychologist, Heart Failure Self Management, Adelaide Health

Research Fellow, Cardiac Surgery Research Unit, Flinders Medical Centre

Email: phillip.tully@adelaide.edu.au

Research interests are in clinical and health psychology with a particular interest in cardiac illness and heart disease. I am happy to discuss health psychology projects and some cardiac psychology topics might include:

- Impact of Axis-I disorders on cardiac outcomes and survival
- Neuropsychiatric function and quality of life of cardiac patients

- Adherence to daily monitoring of fluid intake and body weight in heart failure
- Efficacy, and drop-out from, psychotherapy in heart failure
- Barriers to participation in cardiac-exercise rehabilitation
- Association between anxiety and depression disorders with heart disease risk
- Systematic reviews and meta-analysis
- Receiver operating characteristics

There is also potential for student contribution to existing projects and datasets (e.g. Patient Health Questionnaire depression data and SF-12 measures of quality of life in cardiac surgery patients). Interested students can contact me to discuss potential projects. Our unit has a strong track record of publications in this area.

Dr Robyn Vast

Telephone: (08) 8313 8832; email: Robyn.Vast@csiro.au

My current research interests include developing and evaluating interventions and programs for health related behaviour change. In particular, I am interested in diet and exercise behaviours, evaluating metacognitive strategies and psychological treatments for obesity (and related chronic diseases), and developing programs to bring about healthy and sustainable lifestyle change within this population.

I am available for supervision of a student project in 2012, possibly in the area of managing food cravings, exercise engagement and maintenance, or automatic and implicit associations for high fat foods. There is also an opportunity for an experimental project investigating the effects of self-control and will power (i.e., restraint from food) on subsequent decision-making. Please come and talk to me, I'm happy to discuss any ideas you may have in these broad areas.

Mr David Watts

Manager, Executive Services, Drug Policy and Population Health, Drug and Alcohol Services South Australia, 161 Greenhill Road, Parkside;

telephone: 8274 3301; email: david.watts@health.sa.gov.au

Drug and Alcohol Services South Australia (DASSA) can offer external supervision for Honours and Masters level students who are undertaking thesis research into drug and alcohol related issues.

DASSA is involved in a broad range of issues relating to drug and alcohol use in society from prevention through to treatment of drug and alcohol dependence. It should be noted that in relation to research on clinical issues or clinical interventions, access to DASSA's clients is strictly limited for ethical reasons.

I am happy to explore or discuss any ideas for research no matter how preliminary or tentative. We can advise on the feasibility of the idea and give the student extra leads in refining the topic. I can recommend the DASSA library as a good place to start searching for ideas. It is open to the general public Monday to Friday, 9am – 5pm.

Dr Matthew Welsh

Research Fellow, Australian School of Petroleum, University of Adelaide. Room 302c, Santos Engineering Building, North Terrace Campus; telephone: 8303 8024; email: matthew.welsh@adelaide.edu.au.

I am employed as a research Psychologist in the Australian School of Petroleum. My research interests lie primarily in the area of decision making as it applies to the petroleum industry – that is, under conditions of risk and uncertainty, where all information may not be available and where costs for gathering data are high. I would be happy to consider supervising pure or applied projects related to the following areas:

- Cognitive Biases – examining the causes and modes of action of unconscious deviations from optimal or rational decision making.
- Motivational Biases – looking at the effect of real and perceived reward and punishment structures on decision outcomes.
- Debiasing – generating and testing mechanisms for reducing or eliminating biases.
- Heuristic Decision Making – testing the ability of simple rules (heuristics) to make fast but accurate decisions in complex and uncertain environments.

- Elicitation – comparing methods of eliciting responses from people, to determine which most accurately capture that person's beliefs about the world.

I also have an interest in expertise and experience as they relate to the above areas of decision making. Particularly in terms of comparisons between expert and novice decision makers' susceptibility to bias and responses to debiasing and elicitation techniques.

Dr Michael White

Chief Advisor OHS Research, SafeWork SA, SA Department of Premier and Cabinet

Work telephone: 8303 9985; Work email: white.michael5@dpc.sa.gov.au; Home telephone: 8276 7081; Home email: mawhite8@bigpond.com

My university-based research has been in the area of visual perception, where my main current focus is on White's Illusion (which can be found on a number of Websites). The discovery of the illusion in 1979 was described in a recent Scientific American article as having 'changed everything in visual science'. That is because the illusion seems to implicate Gestalt processes in the perception of lightness (shade of grey). The illusion is still of considerable interest to vision researchers because it provides a test case for attempted explanations of lightness perception at different 'levels of processing'. Three aspects of the illusion deserve to be further explored: dotted variants; coloured variants; and individual differences in the extent to which people experience such effects.

I also have some interest in visual crowding - in both amblyopic central vision and normal peripheral vision.

I realise that supervisors who do not work full-time at the University can be difficult to contact. I am happy to be contacted at any time at work or at any reasonable time at home, and I will make every attempt to be readily available. (I will be contactable only at home while on long service leave from mid-December 2011 to end April 2012.)

Prof Carlene Wilson

Cancer Prevention, Flinders University and the Cancer Council of South Australia; 202 Greenhill Rd, Eastwood; telephone: 8291 4345 (Cancer Council) or 7221 8473 (Flinders University); Email: cwilson@cancersa.org.au or Carlene.Wilson@flinders.edu.au

I am Cancer Council South Australia Chair of Cancer Prevention (Behavioural Science). My primary area of research focus is the psychological and social determinants of behavioural and food choices that impact upon weight and health. I have a particular interest in risk evaluation in decision-making and the factors that influence perceptions of risk. I am happy to supervise research students (Honours, Masters or PhD) who are interested in working in the broad areas of health psychology or public health communication with a particular focus on cancer.

I am also interested in cognitive and neuropsychological sequelae of cancer diagnosis and treatment.

See also the entry (above) for Prof Deborah Turnbull, who is working with Prof Wilson on a project about consumer issues relevant to large-scale participation in colorectal cancer screening using biological markers. Both Deborah and I are interested in aspects of communication that impact upon uptake and maintenance of cancer screening practices.

Prof Tony Winefield

School of Psychology, Social Work and Social Policy UniSA Magill Campus: telephone: 8302 4052: Email: Anthony.Winefield@unisa.edu.au

I am willing to supervise theses in the areas of youth unemployment, occupational stress, or learned helplessness

Dr Ian Zajac

CSIRO Preventative Health Flagship, Phone: 8313 8817, Email ian.zajac@csiro.au Gate 13 Kintore Ave, Adelaide.

I am a research psychologist at the CSIRO. I have two particular interests and am willing to supervise research projects which broadly fit into these areas.

1) Individual Differences in Cognitive Ability: I am interested in all projects related to cognitive testing as it relates to human intelligence. However, I am particularly interested in the measurement of intelligence using alternate modalities to vision, which has been relied upon almost extensively throughout the history of intelligence testing. My

PhD project involved the development of new Auditory tests of intelligence in order to improve the assessment of IQ constructs. The development of new tests - such as in the auditory modality - can potentially improve the measurement of cognitive abilities in the applied psychology setting, such as in the detection of neurodegenerative disease and learning disorders in children, for example.

2) Decision Making and Health Behaviour: As part of my research at the CSIRO I am interested in the determinants of successful decision making as it relates to health behaviours. In particular, I am interested in different decision making models/styles and whether these styles have traceable parameters which might be able to be exploited to achieve optimal health outcomes. For example, when making a decision regarding a particular health behaviour (such as screening for cancer), individuals must consider a set of attributes in order to arrive at a decision; such as benefits, and risks etc. It would be useful to model these attributes empirically and establish which of these are most important to supporting the desired behaviour in order to develop interventions which capitalise on this information.

DATES TO REMEMBER

27 February	Submission of supervisor preferences to Program Coordinator
5 March	Notice of allocation of supervisors
1 March	Critical Issues and Research Seminars commence
9 April	(highly recommended) deadline for Submission of Ethics proposal
12 April	Due date for submission of Research proposal
16 June – 30 June	First Semester Examinations (University scheduling system)
23 July	Second Semester commences
2 October	THESES DUE
Reminder	In early October check closing date for Australian scholarships applications. The Scholarships Office assumes that you will inform yourself about closing dates and abide by them. <u>NB: Earlier consideration is necessary for overseas scholarship applications</u>
22-26 October	Second Semester Examinations (Internally arranged by the School of Psychology)
Mid November	Honours Examiners' Meeting to consider final results.