

SCHOOL OF PSYCHOLOGY

POSTGRADUATE BY RESEARCH

INFORMATION HANDBOOK

2012



Postgraduate Coordinator:

Professor Ted Nettelbeck

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Welcome to higher degree research (HDR) in the School of Psychology. Our web-site address is www.adelaide.edu.au/psychology. We are confident that you will enjoy this exciting stage of your career development. If, at any time, you encounter problems or feel concerns about your research that are less appropriately addressed by your supervisors, please do not hesitate to contact me. My room number is 416 (Hughes Building). I can also be contacted by phone, by e-mail, as described on the next page, or by a note in my School pigeonhole. My pigeonhole is located, with those of other staff, in the foyer, to the left of the counter to the School Office.

These notes should be read in conjunction with the Academic Program Rules for the relevant degree in the *University of Adelaide Postgraduate Calendar*. They should also be read in conjunction with the *Research Student Handbook 2012* issued at enrolment by the Adelaide Graduate Centre of the University of Adelaide.

If there is anything in this Handbook that is unclear, ambiguous, or incorrect, please let me know as soon as possible. Similarly, if there is any information that you think might usefully be included, I would appreciate hearing about it.

Ted Nettelbeck, Postgraduate Coordinator

POSTGRADUATE COORDINATOR

The Research Education and Development Committee (REDC) has determined that every School that has higher degree research (HDR) students must appoint a Postgraduate Coordinator.

Under the direction of the Head of School, the responsibilities of the Postgraduate Coordinator include the following:

1. To oversee HDR work of the School, including work relating to the PhDs of those students enrolled in degree programs that include Masters course work* and specifically to:
 - meet each candidate at the beginning of his/her candidature;
 - interview each candidate as part of the major review and annual reviews of progress, and to report on this progress. The main point of this monitoring is to try to ensure that each student progresses satisfactorily through candidature to achieve a timely completion within the 3-4 years (full-time equivalent) allowed.
 - help resolve problems that may arise between a candidate and a supervisor;
 - receive complaints and suggestions regarding HDR matters in the School, and recommend action as appropriate;
 - generally assist HDR students with the administration of their candidature.
 - Manage all budgetary matters relevant to the HDR program.
2. To ensure that HDR students are aware of the responsibilities of the Postgraduate Coordinator.
3. To organise the School Structured Program for the induction of new HDR students.
4. To organise the election of a Postgraduate Student Representative, who will be a member of the School's Research Committee and the School Committee.

The Postgraduate Coordinator is:

Professor Ted Nettelbeck,
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Room 416, Hughes Building,
The University of Adelaide,
South Australia 5005

Telephone 8303 3764 (Personal Office)
 8303 5693 (Psychology School Office)
Fax: 8303 3770
Email theodore.nettelbeck@adelaide.edu.au
Enquiries The School Manager
 Carola Sanders Room 417

*For students in combined programs PhD/MPsych(Clinical), PhD/MPsych(Health) and PhD/MPsych(O&HF) coordination is managed by Professor Nettelbeck where matters relate to the PhD degree.

For matters relating to coursework consult the relevant Master program coordinators.

STRUCTURED PROGRAM

The University requires that each full-time HDR candidate completes a structured program of activities within the first six months of candidature, as specified by the School in which the candidate is enrolled. The Faculty of Health Sciences has developed policies that determine minimum requirements for all School programs but there are not Faculty-wide common activities. Our Structured Program meets all requirements and was cited as an example of “best practice” by a Review of postgraduate matters, carried out by the University during 2001. The program includes attending a Core seminar program; the presentation of a detailed research proposal within that seminar program; ongoing participation in the School’s research activities by attending sessions scheduled within one or more of the School’s Research Groups; and the completion of any other courses or training that may be deemed necessary. Upon completion of the structured program, candidates are required to submit an Outline of Proposed Research to the Adelaide Graduate Centre (AGC).

Although it is the candidate’s responsibility to ensure that his/her language skills are adequate, supervisors are expected to assess the candidate’s proficiency in English Language within the first semester of candidature. Where help sought is directly related to thesis writing, an enquiry should be directed to the Adelaide Graduate Centre but help with basic language proficiency is also available from Writing Centre, now located within the School of Education
(http://www.adelaide.edu.au/clpd/academicLearningSupport_2012.doc).

The Structured Program in the School of Psychology has two components:

- The *Core Component*, which involves all incoming students; and,
- The *Development Component*, which individual students may be required to take, to prepare them for their research.

THE CORE COMPONENT

This comprises all aspects relating to the development of a successful research proposal, which are common to all students. Rather than devolving the responsibility for these aspects to individual supervisors, the School has developed a seminar program, which ensures that all HDR students are systematically introduced to the elements of the Core. These elements include:

- Induction into the School, including governance structures, research resources and academic and social activities, School procedures for obtaining equipment and materials, sharing of School resources, computers systems and operation etc;
- Introduction to the requirements and expectations about progress for successful HDR research at the University, including formal administrative structures and procedures, the Annual and Major Reviews, time to completion, advice to examiners, and School policies, including Occupational Health and Safety requirements and ethics approval procedures;
- Issues to be considered in the identification of a research topic and the structure, content and presentation of a research proposal, including feasibility, the budget and resource requirements, access to Psychology I students as participants in research, if required, the timetable, the University’s intellectual property policy, stylistic and citation considerations and the role of the literature review;
- University facilities to aid research, including library resources and animal facilities and access to additional skills training relevant to the PhD degree;
- The presentation of draft research proposals, including consideration of the Concise Outline;
- Exposure to research methodologies and technologies and the critical analytic skills required in the discipline;

- Exposure to the research programs of staff of the School;
- Techniques for effective seminar presentation and participation;
- Skills needed to prepare a grant application and to write and publish research papers and theses in the discipline.
- Participation in the School's research-related activities.

The Core Component to the Structured Program consists of three aspects, to be completed in the first six months of candidature.

1. Attending all sessions in a Postgraduate Seminar Program, planned in advance at the beginning of the year, to run weekly throughout Seminar I. For 2012 these will be held from 1-2pm each Wednesday in room 526 Hughes building.
2. Presenting the thesis proposal within the Postgraduate Seminar Program.
3. Attendance at scheduled presentations within the School's various research seminar programs. The School's research groups are Brain & Cognition, convened by Dr Anna Ma-Wyatt, Health, Disability & Lifestyle Development Research, convened by Professor Helen Winefield, and Social & Organisational Research, convened by Professor Martha Augoustinos. Further information about these three research groups is available from the School's webpage. You should discuss with your principal supervisor which group or groups you should consider supporting.

THE POSTGRADUATE SEMINAR PROGRAM (ROOM 526, 1-2PM, EACH WEDNESDAY THROUGHOUT SEMESTER 1)

An important aim of this program is to ensure that new students are properly inducted into the School. Components to this program are a series of presentations by the Postgraduate Coordinator and guest speakers about School resources, student-supervisor relationships, developing a research proposal, presentation skills, thesis writing, managing a research project, preparing a grant application, and so on, and a number of presentations by students that range from preliminary research plans, to accounts of ongoing research and successfully completed projects. Seminars aimed at enabling students to share problem issues and perspectives (e.g. topics on ethics, statistics, flow-chart management techniques, etc.) are included as appropriate. The program is scheduled throughout Semester I, and you will be provided with a timetable. Attendance is compulsory during the first year of the student's HDR candidature. If someone cannot attend, an apology should be registered with the Coordinator. Supervisors generally attend if their student is presenting; and all staff are welcome at all sessions. Beyond the initial year of candidature, it is expected that continuing HDR students will present their research at a Postgraduate Conference Day, at a seminar within one of the School's research groups, and at an annual Postgraduate Research Conference sponsored by the Faculty of Health Sciences.

THE THESIS PROPOSAL

All HDR students must present this, preferably within the first 3-6 months of candidature, although part-time students and students enrolled in the "combined" programs may be granted additional time. The proposal will therefore be based on preliminary work. Nonetheless, it should present a topic, supported by a body of relevant knowledge, derive a theoretical framework, formulate and justify a research question, outline a possible process, and so on. The aim here is to provide an opportunity for feedback from a variety of sources about early thoughts and plans.

THE SCHOOL OF PSYCHOLOGY'S POSTGRADUATE STUDENT CONFERENCE

All HDR students during the second year of candidature and beyond are expected to present a 20-30 minute seminar (including question time) at the annual Postgraduate Student Conference. These presentations form part of the Annual Review process beyond first year. The justification for participation in this program is that it disseminates information about ongoing research more widely, and provides valuable experience in making a public presentation.

SCHOOL RESEARCH CENTRES

Brain & Cognition Group

Convenor: Dr Anna Ma-Wyatt

The Brain and Cognition Research Group is concerned with basic and applied research in human cognition and its neural substrate. It draws upon the fields of cognitive psychology, differential psychology, perception, and neuropsychology. Research projects currently being undertaken are concerned with human decision making, categorization, models of memory and language processes, speech fluency, eyewitness testimony, perceptual-motor function, and the assessment of cognitive changes related to ageing, dementia, brain damage, life events, lead exposure, premature births and hormone replacement therapy.

Academic staff affiliated with the Brain and Cognition Research Group include, Irina Baetu, Nick Burns, Linley Denson, Matthew Dry, John Dunn, Neil Kirby, Jane Mathias, Anna Ma-Wyatt, Ted Nettelbeck, Dan Navarro, Amy Perfors, Carolyn Semmler, and Lyn Ward. In addition, over 20 HDR students work on projects connected to this Group.

Health, Disability & Lifespan Development (HDLD) Research Group

Convenor: Prof Helen Winefield

This research group seeks to provide a focus for research in health psychology, disability and rehabilitation, health service delivery, and healthy development across the lifespan. Interests focus on human health and wellbeing from birth to old age, the determinants of individual well-being, both physical and psychosocial, how these are affected by age, gender, socioeconomic status and psychological variables, the evaluation of interventions to promote health and wellbeing, and the health policy implications of all these matters.

Research activities specifically address the Australian Government's research priority Promoting and Maintaining Good Health and its priority goals related to a healthy start to life, ageing well ageing productively, and preventive health care. Members of the Group have extensive collaborations with psychology researchers outside our School and with other health professions and disciplines. We have links with managers of existing data-bases, such as the SA Department of Health Population Research and Outcome Studies unit and longitudinal studies such as the North-West Adelaide Health Survey. Some members are authorized users of the Longitudinal Survey of Australian Children database.

Core academic Psychology staff members affiliated with the unit include Nick Burns, Paul Delfabbro, Linley Denson, Kate Fairweather-Schmidt, Lisa Kettler, Neil Kirby, Jane Mathias, Jane Mortimer, Ted Nettelbeck, Rachel Roberts, Aspa Saris, Carolyn Semmler, Deborah Turnbull, Lynn Ward and Helen Winefield (Convenor). Anna Chur-Hansen in the Discipline of Psychiatry, and Shona Crabb in the Discipline of Public Health, also pursue relevant research.

Research funding comes from ARC, NHMRC and other sources, and about 40 Higher Degree by Research students are being supervised by members plus numerous Masters & Honours Psychology students. HDLD aims to instigate and support a framework for new cross-disciplinary research teams. HDLD hosts a series of

lunchtime seminars on whole-person health topics, to inform and support members and to engage interest, participation and meaningful exchange with representatives from government agencies, community organisations and the private sector. These draw 20-40 people from a range of academic and governmental backgrounds. To join the mailing list please contact Juliet Summers (juliet.summers@csiro.au), the group's Publicity Officer (part-time). For more information see the HDLD website: <http://www.adelaide.edu.au/psychology/hld/>

Social & Organisational Research Group

Convenor: Prof Martha Augoustinos

Members of the Social and Organisational Research Group are involved in basic and applied research in social and organisational psychology. This research draws on diverse fields and includes research on the following topics: racism, nationalism, sexuality and social identity, gender, sport psychology, media, public health, discursive psychology, forgiveness, attitudes and attitude change, gambling, foster care, organisational culture and values, person-organisation fit, and organisational and institutional change.

Academic staff affiliated with this group include, Martha Augoustinos (Convenor), Shona Crabb, Paul Delfabbro, Danielle Every, Neil Kirby, Amanda LeCouteur, Damien Riggs, Aspa Sarris, Carolyn Semmler and Peter Strelan. Currently there are over 20 postgraduate students affiliated with the group.

The group has the use of a multifunction media-editing laboratory in Room 306. The media-editing suite is a dedicated laboratory space for conducting video/ audio recorded interviews (individual and focus groups), and data transcription and analysis.

The *Discourse and Social Psychology* (DASP) group – a specialist subgroup within the main group - meets on a fortnightly basis to discuss staff and student research. DASP is regularly visited by internationally recognised experts in the field. These have included, Professor Jonathan Potter and Dr Alexa Hepburn (Loughborough University, UK), Professor Ian Lubek (Guelph University, Canada) and Dr Robin Wooffitt (University of York, UK).

THE DIRECTED STUDIES COMPONENT

If required this will be developed in conjunction with the candidate's supervisors, to strengthen weaknesses in the candidate's academic background where appropriate.

SUBMISSION OF REPORT AND OUTLINE OF PROPOSED RESEARCH

The Report must be completed by the Postgraduate Coordinator before submission by the student to the Adelaide Graduate Centre upon completion of the Structured Program. At the same time, the student is also required to submit an outline of the proposed research on the prescribed form to the Adelaide Graduate Centre.

ANNUAL AND MAJOR REVIEWS OF PROGRESS

All HDR students (including those on intermission or any form of leave) are required by the University to undergo a Major Review, currently at the end of 12 months of candidature, followed thereafter by an Annual Review of Progress during September-October of each year of candidature. The University posts the relevant materials to each student's semester address. (Note that it is very important, if you change your

address, to notify both the General Office of the School of Psychology **AND** Graduate Studies). It is the student's responsibility to ensure that this process is completed by the deadline permitted.

The Major Review is the point at which candidature is reviewed to determine the shift from the initial provisional status which applies from the date of enrolment, to confirmed status.

The purposes of the annual review are to evaluate progress during the review period and to set achievement goals for the next 12 months. Satisfactory progress in terms of the allowable timeline is the main focus. This School's policy requires that HDR students make a presentation within the School during both the second and third years of (full-time) candidature. These presentations may be at the Postgraduate Student Conference, the Faculty of Health Sciences or within one of the school'; but there is a strong expectation that one presentation will be made before the end of candidature within the School Research Seminar Program.

The Annual Review is linked with renewal of scholarships and with re-enrolment for the following year, and fairly hefty fines attach to late returns; and failing to address these will lead very quickly to candidature lapsing.

POSTGRADUATE REPRESENTATIVE

The Postgraduate Representative on the Research Committee, Student-Staff Consultative committee and the School Committee is elected by all HDR students still candidates at the beginning of the year. His/her basic function is to represent graduate interests at school committee discussions; s/he is also invited to join working parties whenever it is relevant to the postgraduate group.

ETHICS APPROVAL FOR HUMAN AND ANIMAL RESEARCH

All projects require approval from either the human or the animal ethics committees (and, occasionally, from both). It is important to note that obtaining approval does take time, and that separate approval is frequently 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 may 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 research 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 research projects in good time.

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. 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 participants, 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 A/Prof Paul Delfabbro's pigeon hole in the foyer of the Psychology School Office.

The Ethics Proforma Application for the School Of Psychology can be downloaded by following the Research links on the School web page located at <https://www.adelaide.edu.au/psychology/students/resource/>

The University adheres to the Australian Code for Responsible Conduct of Research. As part of this code and as articulated by the NHMRC/AVCC Statement and Guidelines on Research Practice, research data must be appropriately stored for periods of time from 5 to 15 years. Consistent with this, our School asks that HDR students confirm their willingness to provide the principal supervisor with a copy of their data, for long term storage. This can be done by arrangement with the principal supervisor but should be in place by the time that the thesis is submitted for examination. If a student submits data on digital media, an explanation file should be included on the data disk. Specifically, variable names labels should be self-explanatory and sufficient to enable an independent user to analyse the data.

RESEARCH PARTICIPATION BY PSYCHOLOGY I & II STUDENTS

The Research Participation Pool (RPP) is designed to provide educational benefits for first and second year students, namely, exposure to and experience with different aspects of research and research methods. The most tangible benefit arising from research participation is that students receive appropriate feedback from researchers about a study's aims, procedures, and outcomes, thereby enabling students to reflect on their experiences and better appreciate how research is conducted. The RPP also provides researchers with access to participants for their studies. It should be noted, however, that researchers should not take the RPP for granted. Although students participate in the pool for course credit, such participation is not compulsory. Thus, accessing the RPP does not guarantee required numbers of participants. Researchers should therefore consider whether it is sufficient to rely on the RPP as their only source of participants.

Guidelines for researchers who wish to access the Research Participation Pool (RPP)

1. Researchers should note that the **only** way students can receive course credit for participation is by booking a place in a study **online** at Research Participation which is online at www.adelaide.edu.au/psychology and located under "Quick Links". Please note that, before going online, it is necessary to contact Lynda Klopp (room 418 Hughes; lynda.klopp@adelaide.edu.au) in order to provide her with your student number, which is necessary for access to the system. Lynda will provide an instruction sheet, which covers guidelines about how to use the Research Participation system. Therefore researchers can only accept students into their studies who have first booked online.
2. Students who use the RPP get course credit for participating. Thus, researchers cannot offer any incentives (including lotteries or payment) for participation. Researchers may pay participants if they are recruited **outside** of the RPP. If such participants are first or second year Psychology students they cannot also receive course credit. In the latter case, researchers should make this clear to students to avoid any misunderstandings.
3. In addition to Research Participation, studies may be advertised on posters and on MyUni (through the General Office). As a last resort, studies may be advertised in lectures and tutorials but only at the discretion of the Course Coordinators.
4. For ethical and educational reasons, researchers **must** provide appropriate debriefing and feedback to participants, including a 1-2 page summary of the aims, procedures, expected (or actual) outcomes of the study, and practical applications. This may be provided to individual participants immediately after participation, or once the study has been completed overall. Regardless, feedback should be handed or emailed to participants as soon as possible.

POLICE CLEARANCE

All students who want to undertake research in the schools or various vulnerable groups must have a police check. The schools/vulnerable group sectors have a duty of care 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 sector.

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

Download the PDF file – Application for National Police Certificate from the SA police website – http://www.police.sa.gov.au/sapol/services/information_requests/police_checks.jsp. You need to fill out Police check application form PD267

1. Fill in those parts of the form relevant to you –
Purpose of check – *Uni Adel, Psychology, working with* (put in group you will be working with, eg children, elderly etc)
Category – tick *Working with Children/Vulnerable Groups*
Check Type – tick *Individual*
2. .NB you will need to present a passport, birth certificate, or citizenship certificate as well as your driver's license or student ID for identification.
3. You must go to the Police Station with your ID and application form. Note there is a fee to lodging this application
4. Further information can be found at the above website under Frequently Asked Questions.

The standard timeframe to process an NPC is between 5 – 15 working days. Students must undertake this process prior to putting in ethics applications.

RESPONSIBILITIES TO THE SCHOOL AND THE UNIVERSITY REGARDING MEDIA COMMENTS

HDR students are sometimes approached by the media following the appearance of a publication or a conference presentation. You are strongly advised to consult the University Media Office and advise the Head of the School or the Postgraduate Coordinator before making any comments.

ACCOMMODATION

The Psychology School provides new full time HDR students with room space, including access to a personal computer, a desk, space in a filing cabinet, and at least part of a bookcase, providing that students indicate an intention to work in the School on a full time basis. If possible, all candidates will be housed, usually in shared accommodation with others, on Level 2 of the Hughes Building. Currently, the use of School space by HDR students is administered by a working party consisting of Ted Nettelbeck, Lynda Klopp and Carola Sanders, to whom specific requests and questions about research space should be addressed.

There are a number of different categories of person to accommodate within the School and, on occasion, this may mean that it is not possible to satisfy individual preferences. Currently, we try to ensure that full-time HDR students share with only one or two other full-time HDR students.

HDR students have unlimited access to the School's "tea" room, the Constance Davey Room (room 505), which has full coffee and tea facilities.

FINANCIAL SUPPORT IN GENERAL

Postgraduate maintenance is managed by the Postgraduate Coordinator in conjunction with your supervisor(s). HDR students do not have an "entitlement" to any particular sum of money but supervisors have been asked to earmark the needs of their research students on an annual basis. The School allocation cannot be determined until budgetary details are passed through Faculty; and this is commonly not achieved until well into the new year.

Support for students with current enrolment includes travel to one conference within Australia at least once within their candidature (and perhaps more frequently) to give a paper (or poster demonstration). A subsidy of up to \$900 towards expenses is available in these instances. Similarly, up to \$1300 is available for presentation at an overseas conference. The Faculty of Health Sciences currently has a Postgraduate Travelling Fellowship Scheme, with available funding spread over two rounds each year. These Fellowships are to provide support for presentation by students in the third year of candidature at an international conference and, at the same time, to visit leading laboratories in the relevant field. They are highly competitive and only available to full-time students in their third year of candidature. The School will contribute \$1300 towards the expenses of successful applicants.

There are no specific allowances for any field data collection, etc. Test materials purchased through the School Test Library; reply-paid mailings; occasional items of equipment; stocks of videotape; printing and photocopying contributions relating directly to the student's research program; and inter-library loans (an increasing volume with decreasing holdings in the Barr Smith Library), are debited against the student's project. The last point about inter-library loans is worth emphasizing: there is no policy limiting use of inter-library loans but, because these are debited against the School allocation for postgraduate research, every such instance should be discussed with your supervisors beforehand.

It will be obvious from the foregoing that HDR students are adequately, but not generously, supported by available University operating grants, although some supervisors are able to provide higher levels of support where the HDR student is attached to research that is externally funded. Nonetheless, the research needs of postgraduates will be funded provided they are modestly costed. It is important that anything other than very small expenses should be discussed with the relevant supervisor(s), and have their explicit approval, beforehand.

Please note too that funding to the School to support the HDR program is very dependent on research-related activities, including publications and conference presentations. It is therefore essential that all such work includes the University's byline.

PASSWORDS

The procedure is the same for logging in to any computer in the University using the student number and password that you have selected.

If you have forgotten your password you can get help from the Student Centre

If you wish to change your password please go to the following site

<http://www.adelaide.edu.au/its/accounts/password/>

COMPUTER RESOURCES

It is School policy that every HDR student has access to an office computer connected to the web. Full-time students will be provided with a desk top machine or a laptop, depending on preference. Part-time students have access to computers in the postgraduate laboratory. Consult Carola Sanders about your needs. Access to School computing facilities for HDR students is equivalent to staff access, and so is access to associated professional staff. In general, licensing issues preclude the use of School software on HDR students' private computers at home except Endnote

COMPUTER SUPPORT

For support with computer desktop problems please contact the ITS helpdesk on 33000. You may not have access to a phone in your office but there is a cordless phone available in the computer complex, room 259a. Please make sure you return this phone after use.

OTHER TECHNICAL RESOURCES

The School's website has details about various technical resources and who manages these, including psychometric Test Library, and Audio and Video Library and a wide range of equipment for borrowing includes a digital camera, video, digital note-takers and transcribers, full colour printing, scanners and data-projectors for visual display presentation. For advice on Barr Smith Library matters, the Psychology Subject Librarian is Maureen Bell.

PHOTOCOPYING

HDR students who have been duly enrolled can have access to the student photocopying machine. In order to use the School copier students can use their Student ID for a PIN number. These facilities cannot be used to photocopy research materials that cannot be taken out of the Barr Smith Library (e.g. current journals). Where these are involved, unless the supervisor is prepared to cover the cost, this will be the responsibility of the student.

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/>

TELEPHONE USE

The use of telephones by HDR students is similar to that of staff (i.e., there is no specific restriction, except that STD or ISD calls may be made only on official business connected with research and can only be connected through the University's switchboard). The School is required to pay for phone usage, so please limit local calls to research-related matters.

FAX FACILITIES

Postgraduates have access to the School's fax facility to send and receive material associated with their research. The School's fax number is (08) 8303 3770. Research-related outgoing faxes can be arranged with the staff in the School office. As with all other resources, any large items or excessive use will be considered as a charge against Postgraduate Maintenance. Any such use should be discussed with the relevant supervisor(s) and have their approval beforehand.

STATIONERY

There are no specific restraints on postgraduate access to office materials for research purposes – access is equivalent to staff access, assuming usage consistent with normal day-to-day operations. However, the use of large amounts of any resource will be considered as a charge on Postgraduate Maintenance. It follows that any such use should be discussed beforehand with the relevant supervisors for approval.

POSTAGE

Single mail items (such as letters), associated with a candidate's research, go with staff mail and the School is charged for them by the University. Costs of items of mail for overseas weighing more than 500gm, and bulk (and especially reply-paid) mailings will be debited against Postgraduate Maintenance.

It should be noted that postage can be very expensive – especially when it is reply-paid. HDR students should discuss any such expected costs with their supervisors, and obtain approval, in advance, for the expenditure involved. It should also be noted that some questionnaires have been sold to us ON CONDITION THAT they be not used in surveys by mail. Wanda Prokopiak, who maintains the School Test Library, should always be consulted in such situations.

HOURS

The “formality” is that full-time HDR students are meant to devote “all their time” to the thesis, and complete it within the prescribed time; “half-time” postgraduates are supposed to be able to show that their other responsibilities are not full-time commitments – that they can, in fact, specify half of their working time for their studies. However, nowhere is there any definition of what constitutes a “working week”, so far as postgraduate research is concerned. The main concern is that the work can be completed in time; i.e. within three to three and a half years (the maximum allocation of time supported by a scholarship with 6 months extension) to four years of full-time candidature, or double that if half time. Under the current Research Training Scheme, government funding for HDR places is directly linked to the success rate of the institution; essentially, slow progress not only retards funding, but it also prevents potential postgraduate candidates from gaining entry to allocated HDR places.

AFTER HOURS ACCESS AND RESPONSIBILITIES

HDR students working in the School after hours are expected to ensure that doors are locked and that lights and computers are turned off, after they leave. The swipe card and keys issued to students will allow after hours access.

OCCUPATIONAL HEALTH AND SAFETY

Under the University’s Occupational Health, Safety and Welfare Policy and Procedures, Section 6.7, all students must comply with OHS legislative requirements and OHS related University policies, procedures, rules and instructions. At the beginning of your program you will be required to attend an Occupational Health and Safety induction session, during which procedures and responsibilities within the School will be explained. The School Health and Safety Officer is Ms. Lynda Klopp.

ACCESS TO PROFESSIONAL STAFF

At present, HDR students and staff have similar access to various members of our Professional Staff (although, it should be noted that, within the General Office, items for teaching are given priority over items for research). As with all other resources and facilities, large items that consume substantial amounts of time and/or money should be discussed with supervisors beforehand and have their prior approval. Items costing money (as opposed to time) will be considered as a charge against Postgraduate Maintenance. This includes such items as tests as well as experimental apparatus. The general expectation is that students will assume their own typing responsibilities, using the School’s computing facilities.

TUTORING/DEMONSTRATING/MARKING

School policy encourages the employment of HDR students for tutorial and other forms of teaching and assessment, and provides for relevant training. The School follows the University’s Council guidelines for the appointment of casual teachers and advertises for the availability of casually-paid teaching at relevant times. The availability of part-time tutoring is advertised at the beginning of the year and written applications invited; selection is according to equal opportunity principles set by the University. If you are interested in casual work of this kind, you should speak with Rachel Stevens, who manages the tutorial programs.

STAFF AVAILABILITY FOR SUPERVISION

Current details about staff, including Visiting Research Fellows, available for supervision and their research interests, are available from the School web site.

EXTERNAL SUPERVISION

In addition to staff within the School, there are other possible supervisors from outside the School of Psychology. Candidates choosing topics to be supervised by “external” supervisors will also need to engage the interest of an “internal” supervisor in a joint supervision arrangement; the matter should be discussed with the Postgraduate Coordinator.

JOINT SUPERVISION

It is University policy that all postgraduate students should have panel supervision including at least one co-supervisor, as well as a principal supervisor. You should discuss this matter with your principal supervisor and/or the Postgraduate Coordinator.

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 the Program Coordinator. 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 www.adelaide.edu.au/equity/help/, or from the pamphlet “Making Complaints”, which is available from the School Office.

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’s 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!

email: PsychStudentsAssoc@gmail.com

website: <http://www.adelaide.edu.au/psychology/students/psychos/>