



**Southern Cross  
University**

**Bachelor of Psychological  
Science with Honours  
Course Handbook 2025  
Faculty of Health**



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Disclaimer: The information in this Handbook provides a guide for students and staff and is correct at the time of publishing. The information in this Handbook is subject to change due to, for example, University policy and external changes. Part-time students should familiarise themselves with the Handbook each year they are enrolled in study.

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## Welcome to the Bachelor of Psychological Science with Honours

On behalf of the psychology team at Southern Cross University, I would like to extend to you a very warm welcome to the Bachelor of Psychological Science with Honours course. Whether you are studying at the Gold Coast campus, or Coffs Harbour campus or you have chosen online study options, you are joining an engaged community of staff and students who are committed to the science of psychology.

Southern Cross University is a progressive, young, and ambitious university that values integrity, collegiality, and belonging. The subtropical, coastal campuses at the Gold Coast and at Coffs Harbour provide a wonderful backdrop for your pathway through psychology honours.

Psychology honours is a fourth year of study in psychology. It is, at present, the minimum educational requirement to apply for probationary registration as a psychologist in Australia and is required training for entry into postgraduate professional and research programmes.

The Bachelor of Psychological Science with Honours course at Southern Cross University is accredited by the Australian Psychology Accreditation Council (APAC), and we place great importance on ethical conduct, assuring public safety, cultural responsiveness, and the scientist-practitioner model.

We are proud that the discipline of psychology at Southern Cross University is embedded within the Faculty of Health. This enriches the context in which we study and work, and acknowledges the importance of interdisciplinary collaboration consistent with the National Practice Standards for the Mental Health Workforce.

In addition to completing advanced coursework units in psychology, psychology honours students also complete thesis units, which require students to conduct original, empirical research in psychology under supervision. The thesis units, as well as the coursework units, are considerably more challenging than undergraduate studies and require students to demonstrate foundational competencies already acquired in psychology as well as successful achievement of pre-professional competencies.

To be successful with the research thesis, and the honours year in general, students need to manage their time effectively and work consistently. Conducting psychology research is challenging, but it is also an enormous privilege and can be an enormous joy. I wish you the very best for the thesis and the entire Bachelor of Psychological Science with Honours course.

Dr Eric Brymer  
Course Coordinator  
[eric.brymer@scu.edu.au](mailto:eric.brymer@scu.edu.au)

## Entry Requirements

Applicants shall *normally* have satisfied the requirements prescribed in Rule 2 of the University's Rules Relating to Awards; and

- a) must have completed an APAC accredited AQF Level 7 degree, including the 3-year sequence in psychology stipulated in the APAC Rules and Standards (2019), with a GPA not less than 5.0 across the degree, or
- b) must have completed an APAC accredited postgraduate qualification (e.g. Graduate Diploma in Psychology) providing the APAC 3-year psychology sequence for holders of an AQF Level 7 degree, with a GPA of not less than 5.0 (a credit average).

These qualifications must have been completed within the last 10 years unless approved by the Course Coordinator. In addition, applicants must have satisfied the University's minimum English language proficiency requirement for admission.

Selection into this degree is highly competitive as the number of applicants generally exceeds the places available. Offers will be determined by order of academic merit and are subject to available supervisory resources.

Applicants with international qualifications need to have their international qualifications assessed by the Australian Psychological Society (APS) for entry to this APAC-accredited course. Further, international applicants should note that demonstration of competency in English language is required for initial registration as a psychologist with the Australian Health Practitioner Regulation Agency (AHPRA).

## Advanced Standing

Although students can apply for advanced standing to have prior studies in psychology honours recognised, Psychology Honours Thesis I and Psychology Honours Thesis II are not eligible for advanced standing. Further, students should be aware that this is a one-year APAC-accredited degree that requires the demonstration of specific pre-professional competencies and the calculation of a final honours mark to award Class of Honours. As such, it is rare that advanced standing is approved by the Honours Course Coordinator.

## Course Duration

For the award of Bachelor of Psychological Science with Honours, the course must be completed in 1 year of full-time study or 2 years of part-time study (excluding approved periods of leave of absence). Please note that honours students require the approval of the Honours Course Coordinator before any leave of absence may be taken.

Students who wish to enrol in the Bachelor of Psychological Science with Honours part time must seek approval from the Honours Course Coordinator. Approval is also required from the Honours Course Coordinator if students wish to convert their programme of study during the course from full time to part time, or vice-versa.

Related to this, the honours research project must be completed within a single academic year. Specifically, the research project must be completed while enrolled in Psychology Honours Thesis 1 and Psychology Honours Thesis 2. Further, Psychology Honours Thesis 1 and Psychology Honours Thesis 2 must be taken consecutively without interruption.

## Course Location

The Bachelor of Psychological Science with Honours course is internal and is offered at the Gold Coast, and Coffs Harbour and Online campuses. Regardless of where a student is enrolled, all students are welcomed into the Southern Cross University psychology community. All students benefit from knowledge of staff from all campuses, where possible. In addition, there are likely to be a number of opportunities to interact with students at other campuses, which might include online meetings and online collaborative software such as Zoom.

## Purpose of Course

The course provides students with the opportunity to demonstrate basic knowledge and skills in the professional practice of psychology as well as the independent conduct and evaluation of research. The course is based around the *scientist-practitioner model* which indicates that professional psychologists should have research and professional. Emphasis should be placed on the successful integration of science and practice, where the relationship between the two variables is carefully considered.

To meet APAC requirements, students must demonstrate that they have achieved the *foundational competencies* of psychology. For example, students need to be able to demonstrate:

- a broad, in-depth knowledge of the discipline (e.g., knowledge of research methods and statistics for psychology, social psychology, learning and memory, motivation and emotion etc.)
- apply this knowledge in a scientific manner,
- work in teams and demonstrate good interpersonal skills,
- demonstrate an understanding of ethics as it applies to psychology,
- be culturally responsive,
- communicate effectively in written and oral forms,
- critique theory, and
- be self-directed in their learning.

At the honours level, students also need to demonstrate successful achievement of *pre-professional competencies*. This includes:

- interview and counselling skills, such as active listening, cultural responsiveness and empathic responding;
- knowledge of ethics in applied psychology;
- knowledge of basic assessment strategies and psychometric theory;
- understanding of the implementation and interpretation of widely-used standardised psychological tests;
- knowledge of how psychology interventions can be applied in different settings;
- skills in the conduct of psychology research.

## Assuring Public Safety

All psychology students and staff are held to high levels of ethical and professional conduct. All students who enter the Bachelor of Psychological Science with Honours must be familiar with the [APS Code of Ethics](#), which was adopted for the profession in 2010 by the Psychology Board of Australia. The APS Code of Ethics is freely available online and will be used in teaching in the honours

year. Students should also be aware of the [National Practice Standards for the Mental Health Workforce](#).

Students must be familiar with the [University's Student Rights and Responsibilities Charter](#), including the expectation that others will be treated ethically, with respect and dignity, and to be sensitive to cultures other than their own. Students must help create and maintain a supportive and encouraging learning environment. Not doing so might incur penalties.

In order to meet the ethical requirements of psychology, all honours students must ensure academic integrity in all elements of their studies. They must be aware of the Student Academic and Non-Academic Misconduct Rules and at all times demonstrate 'netiquette' (i.e., socially acceptable behaviours when using the internet, online spaces or in digital situations) as outlined by the University. The academic framework can be found here: <https://www.scu.edu.au/about/academic-portfolio-office-apo/academic-integrity-framework/>. All new to SCU students must complete the academic integrity module, which is found on your Blackboard site.

Conducting research under supervision is a major component of honours. Students must conduct research in line with the procedures detailed by the University's Human Research Ethics Committee, the [National Statement on Ethical Conduct in Human Research](#), and the [Australian Code for the Responsible Conduct of Research](#). **All honours students must also complete the research integrity training which can be found in the 'Research @ Southern Cross University' folder in your Blackboard site. This can be found [here](#).**

## Course Progression

Below is the course progression for the full-time course and part-time course. In 2023 the Psychology honours course adopted the SCU model of 6 terms, starting term 1 and dual term 2. Term 1 and dual term 2 start at the same time. The dual terms are allocated for the thesis units. The days and milestones for the SCU model can be found here <https://www.scu.edu.au/current-students/student-administration/key-dates--teaching-calendar/>

All students, including full-time and part-time students, must enrol in Psychology Honours Thesis I and Psychology Honours Thesis II consecutively, without exception. To be clear, Psychology Honours Thesis I and Psychology Honours Thesis II are continuing units and must be completed in the same academic year. The thesis units are double weighted.

Any variation to the below course progression needs to be approved by the Honours Course Coordinator. As such, part-time students cannot enrol in more than 24 credit points in any given session without permission from the Honours Course Coordinator.

Support with enrolment and other administrative matters should be addressed to [health.enquiry@scu.edu.au](mailto:health.enquiry@scu.edu.au). More general enquiries can be addressed to [enquiry@scu.edu.au](mailto:enquiry@scu.edu.au).

## Full-Time Course Progression

Unit Name	Unit Code	Credit Points
Term 1 -2 and Dual term 2		
Psychology Seminars	PSYC4001	12



Advanced Psychological Data Analysis	STAT4002	12
Psychology Honours Thesis I	PSYC4003	24
Term 3-4 and Dual term 3		
Advanced Topics in Professional Psychology	PSYC4002	12
Psychological Assessment and Intervention Across Settings: Practice, Research and Evaluation	PSYC4005	12
Psychology Honours Thesis II	PSYC4004	24

### Part-Time Course Progression

First Year	Unit Code	Credit Points
Term 1 and 2		
Psychology Seminars	PSYC4001	12
Advanced Psychological Data Analysis	STAT4002	12
Term 3 and 4		
Advanced Topics in Professional Psychology	PSYC4002	12
Psychological Assessment and Intervention Across Settings: Practice, Research and Evaluation	PSYC4005	12

Second Year	Unit Code	Credit Points
Dual-Term 2		
Psychology Honours Thesis I	PSYC4003	24
Dual Term 3		
Psychology Honours Thesis II	PSYC4004	24

### Unit Details

#### Psychology Seminars (PSYC4001) - Graded

This unit Acquaints students with key historical, philosophical, social and cultural aspects of psychology in relation to the current state of the discipline. Skills related to critical thinking and the dissemination of complex scientific subject matter to a broad audience will also be extended. This unit relies on peer-to-peer learning and students engaging in reflective practice.

#### Advanced Psychological Data Analysis (STAT4002) - Graded

This unit focuses on developing a conceptual understanding of psychometric test construction and current and emerging forms of inferential testing. Reviews research methodology and data analysis concepts at an advanced level with a view to being incorporated into a research project.

Psychometric test construction and traditional and modern approaches to inferential testing are discussed and performed.

### Advanced Topics in Professional Psychology (PSYC4002) - Graded

This unit introduces students to advanced concepts and skills related to professional roles in psychology in both the clinical and research domains, as well as those that may apply in a wide range of employment settings. The content will foster critical thinking, ethical interpersonal behaviour, personal reflection and interviewing skills. This unit employs a combination of problem-based learning and teacher-directed activities. Students are provided training in pre-professional skills and receive feedback on their performance and their ability to critique their own work. Introductory training in motivational interviewing, cultural responsiveness and exposure to Indigenous Knowledge regarding psychosocial factors affecting wellness is provided.

### Psychological Assessment and Intervention Across Settings: Practice, Research and Evaluation (PSYC4005) – Satisfies Requirements

Focuses on basic psychological assessment and intervention across a range of contexts, including clinical practice, education, social, public health, and business settings. Students are encouraged to critically examine the social context in which assessment, intervention and evaluation take place. This will be achieved by analysing and critiquing how research on assessment and intervention is reported and how future practitioners achieve maximum effectiveness through their own oral and written communication. The unit adopts an inquiry-based learning approach drawing on experiential simulated situations to provide students with a sense of real-world experience in preparation for their transition to practice, further education, and working life.

### Psychology Honours Thesis I (PSYC4003) – Continuing Unit

This unit provides students with the opportunity to obtain experience in designing empirical research, under supervision, in a specialised field of psychology. The unit will address topics in advanced research methods and ethics and lead to a research proposal and literature review.

### Psychology Honours Thesis II (PSYC4004) - Graded

This unit provides students with the opportunity to conduct empirical research under supervision in a specialised field of psychology. The unit will culminate in a presentation and submission of the thesis. Grading Categories

The grades awarded are as follows for graded units:

High Distinction (HD)	The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.
Distinction (D)	The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.
Credit (C)	The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching,

	analysing and applying relevant skills and concepts. The student's performance could be described as better than satisfactory or adequate or competent or capable in relation to the learning requirements specified.
Pass (P)	The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory or adequate or competent or capable in relation to the learning requirements specified.
Fail (F)	The student's performance fails to satisfy the learning requirements specified.

The grades are as follows for ungraded units:

Satisfied Requirements (SR)	The student's performance satisfies all of the basic learning requirements specified.
Fail (F)	The student's performance fails to satisfy the learning requirements specified.

Regarding the final thesis grade, the grade for Psychology Honours Thesis I will be Continuing Unit (KU) until both thesis units (Psychology Honours Thesis I and Psychology Honours Thesis II) are successfully completed. Upon completion of the assessment process, an appropriate grade will be entered on the student's record.

## The Honours Research Project

### Overview

The research project is conducted while the student is enrolled in Psychology Honours Thesis I and Psychology Honours Thesis II.

Students are required to plan and execute a research project in psychology with some degree of independence. They must conduct a research project that includes a research question, empirical literature review, data analysis, reporting of results, and discussion.

Research projects will vary, but in all cases students must take part in the key steps involved in the project. Key steps include formulating research questions, analysing data to test the research question(s), and interpreting the findings. Students must independently write the research proposal, literature review and thesis; however, they will receive guidance and feedback from the supervisor.

Psychology Honours Thesis I requires that students submit a research proposal and a literature review. All projects will require a considered appraisal of ethical considerations. Some projects will require an ethics application which should ideally be approved before week 15. All assessments are designed to support students with their research project. Students will receive feedback from their supervisor on **maximum of two drafts** of their literature review. Students are responsible for making sure drafts for feedback are submitted in a timely manner

Psychology Honours Thesis II requires that students present their research to an audience of peers which normally takes place as part of the Southern Cross University Annual Psychology Honours Research Conference and write a thesis. The thesis takes the form of a manuscript consistent with American Psychological Association (APA) 7<sup>th</sup> Edition Publication Manual style and the Journal Article Reporting Standards (JARS). Students will receive feedback from their supervisor on a **maximum of two draft of their thesis except for the discussion** (including the conclusion). Students are responsible for making sure drafts for feedback are submitted in a timely manner

Here is a summary of the assessments (and important milestones) for Psychology Honours Thesis I and Psychology Honours Thesis II:

Psychology Honours Thesis I	Due (Dual Term 2 Dates)
Supervisor-Student Agreement Form submitted	Monday March 17 <sup>th</sup>
<i>Second draft Literature Review to Supervisor for Feedback</i>	<i>Monday May 12<sup>th</sup></i>
Research Proposal submitted	Monday May 5 <sup>th</sup>
Literature review Submitted	Monday May 26 <sup>th</sup>
<i>Evidence of Ethics submission (ideally approved by this date) – Please see table below for ethics submission and training outline</i>	<i>Thursday June 12<sup>th</sup></i>
Psychology Honours Thesis II	Due (Dual Term 3 dates)
Honours Conference	Thursday and Friday September 25 <sup>th</sup> and 26 <sup>th</sup>
<i>Second draft Thesis to Supervisor for Feedback</i>	<i>Thursday October 2<sup>nd</sup></i>
Thesis Submission for Examination	Thursday October 16 <sup>th</sup> *
<i>Submit Thesis to the Library with additional acknowledgments, ethics, etc.</i>	Friday October 24 <sup>th</sup>

**\*Thesis I and Psychology Honours Thesis II, respectively** - The weighted sum of marks for these two assessment pieces provides the overall mark for the research project. For students enrolled in these units in 2024, Satisfactory completion of PSYC4003 is worth 10% and the thesis is worth 90% of the overall mark for the research project (i.e., the overall mark for PSYC4003 and PSYC4004).

### Thesis Examples

Bachelor of Psychological Science with Honours theses from previous years can be found online through the Southern Cross University library website which can be found here: [website link for honours thesis examples](#).

Students should note that the requirements for the thesis for their respective year can vary from previous years. Students need to ensure that they meet the requirements set out in Psychology Honours Thesis I and II when they are enrolled in these units.

### Types of Psychology Projects

All projects must be *empirical*. That is, students are required to collect primary data or make appropriate use of secondary data for their thesis. As an example, primary data might be completed online or hard-copy questionnaires, whereas secondary data might be an SPSS dataset previously collected containing raw data and scale scores. As another example, primary data might be interview audio recordings, whereas secondary data might be Nvivo interview transcripts from interviews previously undertaken. The project must report on original research rather than reporting on the synthesis of research already performed.

All projects must be in the *discipline of psychology*. The project could be in any area of psychology and thus could be pure or applied in nature.

The methodology must be appropriate for the research question(s). Qualitative, quantitative, mixed and multi-method designs are acceptable. Decisions about methodology should involve both students and supervisors and ensure that the supervisor is able and willing to provide the necessary support and training to the student. In all cases, the project should provide the opportunity for a student's thesis to meet the marking criteria and do so within the word limit of the thesis.

All projects must be realistic in the *time frame*, which is two consecutive Dual Term units, PSYC4003 and PSYC4004 at Southern Cross University. Projects should indeed convey further knowledge and be original, but overly ambitious projects that cannot be conducted in two academic sessions are not suitable for honours.

Students should discuss with their supervisor the *feasibility* of the proposed project and consider the resources available. Students should avoid projects that collect data from vulnerable populations unless the supervisor already has ethics approval for the project *and* the data can be collected in the time frame. It is of most importance that students have sufficient time to analyse their data with integrity and also to carefully write and edit their thesis.

All projects should be an *independent (i.e., individual)* research project in the sense that each student project addresses a research question or set of research questions that are independent of other projects, including projects undertaken by other current and past psychology honours students and higher degree research (HDR) students supervised by the same supervisor. As such, it is possible that one or more students can work on a larger project supervised by the same supervisor. However, it is necessary that the student projects *do not use the same set of variables* as other student projects. There might be some limited overlap in the data set used as some Honours projects might build upon other projects conducted by the supervisor, other staff, other honours or HDR students, but it is essential that each psychology honours project is an individual research project and students acknowledge the contribution made by others to the research project. If required, this acknowledgement of contribution, including contributions to recruitment, ethics clearance, and data collection, needs to be formally stated in the Acknowledgements section of the thesis (not part of the word count or marking criteria) or in the body of the thesis (e.g., in the Procedure section).

**Scoping review, Systematic review and meta-analysis:** In 2025, SCU are opening up potential projects to include scoping reviews, systematic reviews and meta-analysis. These should only be undertaken if the project is contained enough to be undertaken within the scope and timeframe of an Honours degree. While there are many online programs that support systematic reviews, SCU has a license to use Covidence. Please see SCU library for more details: <https://libguides.scu.edu.au/systematicstylereviews#s-lg-box-22408477>

- **Scoping review:** *Of all the systematic reviews available as student projects this is likely to be the best option.* A scoping review aims to assess the scope of literature in a particular field or research area, identifying gaps in the literature and potential areas for future research. It is typically broader in scope and less focused than a systematic review, and is often the first step toward undertaking a full systematic review.
- **Systematic review:** Systematic reviews are more challenging and should only be conducted if you are confident that the review can be undertaken within the honours timeline. A systematic-style review follows a similar process to systematic reviews, but they may include fewer databases, use less stringent inclusion and exclusion criteria, and have a less detailed protocol. The purpose of a systematic-style review is to provide a broad overview of the available literature on a topic rather than to provide a definitive answer to a specific research question.
- **Meta-analysis:** Meta-analysis is a statistical technique that combines the results of different studies to obtain a pooled or summary estimate of data, has become an integral part of evidence-

based decision-making processes. This tool is being increasingly used in medical and nonmedical disciplines as it is able to quantitatively synthesize a large and often complex or sometimes conflicting body of literature.

### Choice of Topic

Students need to conduct individual research in psychology with some degree of independence. In some cases, a supervisor will ask the student to read the supervisor's published research and propose an area for investigation that builds on this programme of research. In other cases, a supervisor will have already identified an area of research the student's research project should build on. The choice of topic should be negotiated between the student and supervisor.

It is worth noting that there is great variability in research topics undertaken at the honours level, all of which demand different methods. For example, some methods require hour-long testing of individual participants and others require recruiting a large sample of people to complete an online survey. What matters is that the project is feasible and can be completed in the time frame and that the student demonstrates they can do research under supervision.

### Supervisor Allocations

By the start of Dual term 1 psychology honours students should have already submitted the online supervisor nomination form, which asked students to rank supervisors in order of preference. Students will submit their nominations for the year they are enrolled in Psychology Honours Thesis I and Psychology Honours Thesis II. Thus, for part-time students, this will be in their second year of study. Students do not need to nominate supervisors based on campuses, but you should consider if you would prefer to be based on the same campus as your supervisor, and also consider what research resources are available at each campus. Students need to be prepared to work with any supervisor and remember that what matters in psychology honours is that the student demonstrates their research skills and knowledge.

### Student-Supervisor Agreement

Students will be provided with a student-supervisor agreement form (on BlackBoard), which needs to be completed in supervision and submitted through Blackboard in Week 3, at the latest. This agreement form will specify how often and when the supervisor and student will meet. As a rough guideline, students and supervisors may meet for an hour on a weekly basis during the session; frequency is dependent on the stage of the project. For example, students may not meet with their supervisor very often during data collection, but quite often during the preparation of the research proposal. Nominal student supervision time equates to approximately 404 hours which can include meetings, reading, providing feedback, attending the conference and so forth. The student-supervisor agreement will also detail proposed authorship arrangements for research outputs other than the thesis (e.g., journal articles). Authorship arrangements for such research outputs must be clear, transparent, and in line with the University's policies and procedures (see below).

### Supervisor Feedback

The supervisor offers guidance and feedback in the process of supervision. The supervisor also reads and provides feedback on two full drafts of the literature review and two drafts of the thesis (**except for the discussion & conclusion which is the student's own independent work**). The discussion should include an overall conclusion as part of the discussion section. The student is normally required to provide the supervisor with the draft *at least two weeks before the due date*. This allows the supervisor time to read the draft and provide feedback and for the student to address the

comments made by the supervisor. It is in the student's interest to submit the most final and polished version of the literature review and thesis to the supervisor for feedback. The type of feedback that can be provided on an underdeveloped and unedited piece of work is more limited. It is not the responsibility of the supervisor to edit the work. This is the responsibility of the student.

### Authorship of Research Output(s) Other Than the Thesis

While psychology honours students author their thesis, the attribution of authorship of research outputs other than the thesis (e.g., journal articles) need to be fair and honest and in line with the Research Authorship and Publications Policy (and Procedures);

<https://policies.scu.edu.au/document/view-current.php?id=327> .

Being an author on a research output, such as a journal article, means the person has made a significant intellectual or scholarly contribution to the research and has agreed to be listed as an author.

Authorship agreements should be discussed at the start of a research project and put in place prior to the commencement of writing up the research output. The corresponding author (typically the psychology honours supervisor) should obtain and store records of written authorship agreement.

The authorship agreement should continue to be discussed as the research project evolves, and of course, will involve all necessary collaborators. It should also be amended as needed. Authors must justify the order of authors listed in research outputs in accordance with norms in psychology.

In accordance with the Publication Manual of the American Psychological Association (APA 7<sup>th</sup> Edition), the order of authorship might need to be reassessed in particular with supervisor-student collaborations when, for example, additional analyses are required beyond the scope of a student's level of training for the research output to be submitted to a reputable journal or when the level of the student's contribution exceeds what was anticipated originally.

All authors must approve the research output prior to submitting it for publication as well as approving the final version of the research output. *This highlights the importance of psychology honours students to provide their supervisor with their contact details for when they have completed honours.* This way, in the case the student has met the requirements for authorship, they can approve the research output for submission.

For supervisor-originated projects (which the APA refers to as faculty-originated projects), the relative contribution made by supervisor and student to the specific research output should inform the order of authorship.

### Working With Your Supervisor

The role of a supervisor is to provide guidance in the work and progress of a student undertaking independent research. Students will have regular access to supervisors for advice on the larger scale planning of the research project, the day-to-day execution of research, and the final composition of the research proposal, literature review and thesis. The nature of the supervisory relationship will vary according to supervisor and student, but some minimum expectations and general guidelines are given here.

### Expectations of the Student

The student can be expected to:

- demonstrate foundational competencies in psychology from the very beginning of supervision;

- participate in key steps involved in the research process including formulating the research question(s), designing the study, writing the research proposal, analysing the data, interpreting the research findings, and writing the thesis;
- initiate and observe agreed meeting times; supervisors are not expected to meet or respond to emails and so on outside of normal working hours in their location. Also, supervisors will endeavor to accommodate student's preferred meeting times, but due to other commitments, they might have limited available options.
- produce a draft of the literature review and thesis at least two weeks before the due date, allowing adequate time for the supervisor to provide feedback; and
- attempt to address research problems for themselves in the first instance, referring their suggested solutions to the supervisor for assistance and advice.

### Expectations of the Supervisor

The supervisor can be expected to:

- assist the student to refine the research project through discussion and by directing the student to relevant theory and research. The supervisor will work with the student to help conceptualise the project, rather than devising the project for the student;
- provide advice on the appropriateness of the scope of the project for honours, to ensure that the project is likely to be completed successfully in the time available;
- assist in the preparation of an ethics application and any other approvals required; and
- assist in the planning for the timely completion of the project and thesis.

### Problems Arising in Supervision

If the student-supervisor agreement is breached or other problems arise in supervision, these should be dealt with in the first instance by discussion between the supervisor and student. If the matter cannot be resolved satisfactorily, please seek advice from the Psychology Honours Course Coordinator.

### Progress with the Research Project

In the case the supervisor is dissatisfied with the student's progress with the honours research project, the supervisor will discuss this with the student. Following this, if the matter is not resolved and progress improves, the supervisor will consult the Psychology Honours Course Coordinator. The Psychology Honours Course Coordinator will then consult the Psychology Honours Advisory Committee and, if deemed appropriate, recommend to the Faculty Board that the student's enrolment in the thesis be discontinued consistent with Rule 5:

<https://policies.scu.edu.au/document/view-current.php?id=135&version=1>

### Ethics Approval

**A detailed ethics outline for ethics workshops and application dates will be provided on the unit Blackboard site.**

It is the student's and the supervisor's responsibility to ensure that the research project is conducted in accordance with the National Statement on Ethical Conduct in Human Research (2023) and the University's human research ethics requirements. <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023>



It is a requirement for Psychology Honours Thesis I that research projects have ethics approval and that evidence of ethics status is provided by the student to the Psychology Honours Thesis I unit assessor by the Thursday of Week 15. Conducting research that has not received necessary ethics approval may result in a potential Breach of the Australian Code for the Responsible Conduct of Research, 2018 <https://policies.scu.edu.au/document/view-current.php?id=272>

Some honours research projects will require a new ethics application to be submitted to the Human Research Ethics Committee while others will require a change of protocol to be submitted to the Human Research Ethics Committee to add an honours student researcher to an existing project. Supervisors are ultimately responsible for these decisions.

In other cases, de-identified open data from a research consortium might be analysed to address an original research question. Whatever the case, projects conducted with or about people, or their data (or tissue) need to adhere to ethical conduct in human research and comply with relevant laws, regulations, and institutional policies. As such, all necessary approvals must be obtained and appropriate evidence provided to the Honours Course Coordinator as a requirement for Psychology Honours Thesis I. If the student or supervisor has a query about the ethical requirements for their project, they can consult the University's ethics office: [human.ethics@scu.edu.au](mailto:human.ethics@scu.edu.au)

Southern Cross University has two main processes of ethical review, which depend on the level of risk the research carries to participants: 1) low risk review (or minimisation duplication); and 2) full review. Psychology honours projects should be suitable for low risk ethical review. A project that is not low risk is not suitable for psychology honours unless the supervisor has already obtained ethics approval for the project. A projects that requires an additional external ethical clearance is not suitable for a psychology honours project

### Statistical Analyses

Students in the Bachelor of Psychological Science with Honours have foundational competencies in research methods and statistics, which they are required to demonstrate. Further, students undertake STAT4002 (Analysis of Multivariate Behavioural Data) in the first session of the degree. As such, students have adequate training in statistics and are required, with the guidance of their supervisor, to select the statistical analyses appropriate to address the research question(s) and/or hypotheses of the project. Students must perform the analyses for their research project by themselves, and as such, research projects that require advanced statistical analyses that are beyond the expected skill of an honours student (e.g., Rasch modelling or latent growth curve modelling) should not be conducted. Please note that staff that teach into STAT4002 are not available as statistics consultants.

### Data Management Plan

The supervisor is responsible for the secure storage of data from the research project. As part of the thesis completion requirements, the student must provide the supervisor with the data from the project.

### Thesis Examination

Each thesis is examined by two examiners. The student's supervisor does not examine the student's thesis. Potential examiners should declare to the Psychology Honours Course Coordinator any conflict of interest that the Psychology Honours Course Coordinator needs to be aware of when allocating theses for examination.

Examiners are asked to provide detailed comments on each section of the thesis and award mark. The final mark awarded to a student's thesis will usually be the average of the marks awarded by the two examiners. In the case there is a discrepancy between marks awarded by the examiners of 10 or more marks, the Psychology Honours Course Coordinator will request a mark by a third examiner. The two closest marks are then averaged.

## Student Grievance Procedure

Students may query assessment results in accordance with Rule 3;  
<https://policies.scu.edu.au/view.current.php?id=00124>

Where a student has a concern about a teaching and learning or supervision matter, they should, in the first instance, have a discussion about the matter with the relevant staff member (e.g., the unit assessor, lecturer, tutor, or supervisor). If the matter of concern is unable to be resolved by a discussion with the staff member, the student should consult the Psychology Honours Course Coordinator, and then the Discipline Chair. The student is also able to take a concern or complaint directly to the Associate Dean Research. The Associate Dean (Research) provides academic leadership to the Faculty of Health in relation to Southern Cross University's and the Faculty's research goals. Additionally, the incumbent is responsible to the Executive Dean for effective research governance, including financial management; staff research skills development; and research student experience and performance. \_\_\_\_\_

While the above procedure is recommended, an informal complaint can be made (either verbally or in writing) to any member of University staff. An informal complaint involves discussion between relevant parties towards an outcome-focused resolution. An informal complaint is not dealt with through the formal process.

Procedures exist for formal complaint, which must be lodged in writing. Any complaint made will be dealt with in a timely and appropriate manner.

## Academic Integrity

The University recognises that students need to build skills to practise [academic integrity](#) successfully. All commencing psychology honours students need to complete the University's Mandatory Academic Integrity Module in their first study session at Southern Cross University. Students must complete this module before they can enrol in future study sessions. Students need to achieve 90% or more in the module's quiz to complete the module. This takes about an hour to complete. **Information about the use of Artificial Intelligence in assessments will be provided as part of each unit.**

## Special Consideration

Special consideration is a request for: extensions of the due date for an assessment task or special consideration in relation to a completed assessment task.

For special consideration to be granted, the grounds for special consideration need to be met. These grounds are outlined in Rule 3, <https://policies.scu.edu.au/view.current.php?id=00140>.

## Late Penalties

In cases where special consideration has not been granted for an assessment task and the assessment task is submitted after the due date and time, a late penalty will apply. The penalty for

assessment tasks, including those in Psychology Honours Thesis I and Psychology Honours Thesis II, is a penalty of 5% of the available marks each day the assessment is late. To be clear, 5% of the maximum marks available for the piece of work will be deducted from the actual mark at one minute after the deadline set by the unit assessor and then a further penalty of 5% of the available mark will be deducted from the actual mark achieved by the student on each subsequent calendar day.

Penalties will be applied until the mark reaches zero

[https://policies.scu.edu.au/view.current.php?id=00255#:~:text=all%20assessments%20tasks%20will%20be,described%20under%20clause%20\(36\)](https://policies.scu.edu.au/view.current.php?id=00255#:~:text=all%20assessments%20tasks%20will%20be,described%20under%20clause%20(36))

## Fitness for Study

As outlined in the Fitness for Study Policy, <https://policies.scu.edu.au/document/view-current.php?id=316>, a student is considered fit to study when they:

- a. are able to function independently and participate in all aspects of the honours course (including the research project); and
- b. have mental or physical needs that do not unduly disrupt or adversely impact the learning, research or work of others in the University community.

A student is considered unfit to study when they:

- a. pose a substantial risk to their own health, safety and wellbeing or that of others;
- b. adversely affect the teaching, learning or experience of other students;
- c. adversely affect the day-to-day activities of the University, its staff, a placement provider, partner institution or work integrated or learning activity; or
- d. require support beyond the services that the University can reasonably be expected to provide either directly or indirectly.

As an accredited APAC degree, we need to assure public safety, which is particularly pertinent to the ethical and professional conduct of the research project. As such, where a staff member has concerns about whether a student is fit to study, they will consider the implementation of Required Leave for the student (and conditions for return will need to be satisfied).

## Final Mark and Class of Honours

The final honours mark is the weighted sum of the marks awarded for each of the graded units in the Bachelor of Psychological Science with Honours degree. Students must be informed of the result for each assessment component contributing to the honours award.

The final honours mark includes the raw marks for PSYC4001 (worth 15%), STAT4002 (worth 15%), PSYC4002 (worth 15%), and the overall mark for PSYC4003 and PSYC4004 (worth 55%).

To complete the honours program, students must pass all units.

In terms of class of honours, the final summated mark is given the equivalent honours class.

85% and above First Class Honours

≥ 75% and < 85% Second Class Honours, Division 1

≥ 65% and < 75% Second Class Honours, Division 2

≥ 50% and < 65% Third Class Honours

## Australian Psychological Society Prize

Each year, the student who achieves the top overall mark in the Bachelor of Psychological Science with Honours is nominated for the Australian Psychological Society (APS) Prize. The APS Prize provides a 12 months complimentary Associate APS membership to the recipient.

## Psychology Honours Resources

There are resources and staff contacts that are of particular use to students enrolled in the Bachelor of Psychological Science with Honours. These include:

### Psychology Honours Room

At both Coffs Harbour and Gold Coast campuses, we have a dedicated space for psychology honours students, which includes computers and space for laptops. The computers have SPSS installed on them, though there are other on-campus labs with SPSS installed.

At the Gold Coast campus, the psychology honours room is B2.36.

At Coffs Harbour campus, the psychology honours room is M.G.57.

Both of these rooms require swipe card access approval.

### Qualtrics

The University provides staff and students with a login to use Qualtrics for research. It is important that all psychology honours projects are started in the supervisor's account and that the student is added as a collaborator. The login information for Qualtrics can be found here:

<https://spark.scu.edu.au/kb/ts/research/qualtrics/>

### Psychology Test Library

The Faculty of Health has a comprehensive psychology test library including measures of cognitive ability, mood, academic abilities, and personality. Please note that many of these tests require a registered psychologist for their purchase and application and should not be used by those without adequate training or appropriate supervision. A list of tests and questionnaires is available in Appendix C for discussion with your supervisor and possible use in your research. Approval by the Psychology Test Librarian is required to ensure that use of restricted measures are properly supervised by a registered psychologist. Ethical administration, scoring and interpretation, and test security are essential for all measures. Enquiries regarding available tests, approval of use, and any costs for consumables can be directed to Dr Belinda Barton ([belinda.barton@scu.edu.au](mailto:belinda.barton@scu.edu.au)), Psychology Test Librarian. Note that there are also free online measures for use that may be helpful but ethical use may still require psychologist oversight or consultation.

### Psychology Technical Support

There is a technical officer based at the Gold Coast and at the Coffs Harbour campus who can support all psychology supervisors and students with technical elements of their research. This support may include laboratory space, equipment, software, project method design, or data processing. The technical officers support the supervisors with the project at the supervisor's request. **Technical support can be arranged through your supervisor.** At all times supervisors must be aware of the support provided to a student project.

The psychology technical support officers are:

Juan Arrieta

Duncan Blair

Gold Coast Technical Officer  
B.9.26  
Phone: (07) 5589 3159  
Email: [Juan.Arrieta.Terreros@scu.edu.au](mailto:Juan.Arrieta.Terreros@scu.edu.au)

Coffs Harbour Technical Officer  
M.1.55  
Phone: (02) 6659 3064  
Email: [Duncan.Blair@scu.edu.au](mailto:Duncan.Blair@scu.edu.au)

## Southern Cross University Student Resources

### Student Counselling

Professional counsellors are available to students through SCU Student Counselling – either face to face or virtually. The contact details for the University counselling service are available at <https://www.scu.edu.au/current-students/services-and-support/counselling/>

### Academic Skills

The Learning Zone offers advice and assistance to staff and students regarding ways of improving the quality of student learning. Programs of possible interest to honours supervisors and their students are those in the areas of academic reading, writing and research skills. The contact details are available at <https://www.scu.edu.au/current-students/learning-zone/Library>

The library provides a full range of library and audiovisual services, books, journals, CD-ROM databases, on-line information retrieval, access to the internet. The library is able to obtain books held in other libraries by inter-library loan. Each Faculty has a contact librarian. For information and to contact the library please see <https://www.scu.edu.au/library/>

### General Technical Support

Technical support offers assistance with a range of issues including e-mail and network problems. Contact details for technical support are at <https://www.scu.edu.au/technology-services/students--staff-services/>

### Student Equity & Inclusion

Student Equity & Inclusion supports the University's commitment to an inclusive and culturally safe learning environment. Operating under the guiding principles of student centred-ness, integrity, collaboration, empowerment, self-determination and self-advocacy:  
<https://www.scu.edu.au/engage/equity-and-inclusion/>

### Careers and Employability

The Careers and Employability team can help psychology honours students in a number of ways, including with interview preparation, postgraduate applications, and career planning. There are staff who work in particular with psychology students. Please see: <https://www.scu.edu.au/current-students/services-and-support/careers/>

### Student Advocacy Service

As part of the National Student Representation Protocols, a Student Advocacy Service is now available across all campuses and to all students of Southern Cross University; undergraduate, postgraduate, internal, external, international and domestic.

The Student Advocacy Service provides free and confidential advocacy in relation to the academic and procedural rules and regulations of the University. This includes assistance, advice and/or advocacy. <https://www.scu.edu.au/current-students/services-and-support/student-advocacy-service/>

## Appendix: List of Tests in the Psychology Test Library

Below is a list of tests in the Psychology Test Library. Note that this is subject to change and most tests are restricted in use. Tests can be sent via internal mail from Coff's Harbour to the Gold Coast and Lismore campus once they are checked out by the supervisor.

### Test Library 1

Test Name	Test Name Abbreviation	Year	Publisher
Test of Everyday Attention for Children	TEA-Ch	1999	Harcourt Assessment
Differential Abilities Scale 2nd Edition	DAS-II	2007	Harcourt Assessment
Delis Kaplan Executive Function System	D.KEFS	2001	Harcourt Assessment
NEPSY II second Edition	NEPSY II 2nd Ed	2007	Harcourt Assessment
Personality assessment Inventory - Copy 1	PAI	1991	PAR
Personality assessment Inventory - Copy 2	PAI	1991	PAR
NEO Personality Inventory -Revised	NEO PI-R	1992	PAR
Minnesota Multiphasic Personality Inventory -2 - Copy 1	MMPI-2	1989	The University of Minnesota Press
Minnesota Multiphasic Personality Inventory -2 - Copy 2	MMPI-2	1989	The University of Minnesota Press
Conners' Rating Scales-revised Copy1	CRS-R	2003	MHS
Conners' Rating Scales-revised Copy 2	CRS-R	2003	MHS

### Test Library 2

Test Name	Test Name Abbreviation	Year	Publisher
Wechsler Individual Achievement Test 2nd Ed - Australian	WIAT-II	2002	Pearson
Wechsler Preschool and Primary Scale of Intelligence 3rd Ed - Australian	WPPSI-III - Aust	2002	Harcourt Assessment
Wechsler Adult Intelligence Scale - 3rd Ed - Aust Adaption Copy1 SCU #113117	WAIS -III	1997	The Psychological Corporation
Wechsler Adult Intelligence Scale - 3rd Ed - Aust Adaption Copy1 SCU #113119	WAIS -III	1997	The Psychological Corporation
Wechsler Adult Intelligence Scale - 3rd Ed - Aust Adaption Copy1 SCU #113116	WAIS -III	1997	The Psychological Corporation
Wechsler Intelligence Scale for Children - 3rd Ed-Aust Adaption Copy 1 SCU #113114	WISC-III	1992	The Psychological Corporation
Wechsler Adult Intelligence Scale - 4rd Ed - Aust Adaption Copy1 SCU #122904	WAIS -IV	2002	Pearson

### Test Library 3

Test Name	Test Name Abbreviation	Year	Publisher
Wechsler Memory Scale 3rd Ed - Copy 1	WMS-III	1997	The Psychological Corporation
Wechsler Memory Scale 3rd Ed - Copy 2	WMS-III	1997	The Psychological Corporation

Clinical Evaluation of Language Fundamentals-4th Ed Australian	CELF-4 Aust	2003	Harcourt Assessment
Doors and People	Doors and People	1994	Thames Valley Test Company
Eysenck Personality Scales	EPS Adult	1991	Hodder and Stoughton
Quality of Life Inventory - Copy 1	QOLI	1994	Pearson
Draw a person	DAP	1988	The Psychological Corporation
National Adult Reading Test - 2nd Ed	NART 2nd Ed	1991	nferNelson
Children's Depression Inventory	CDI	2001	Multi-Health Systems
Mathematics Self-Efficacy Scale		1993	Mind Garden
Kessler Psychological Distress Scale	K10	2006	NTC Australia
Dyadic Adjustment Scale	DAS	2001	Multi-Health Systems
College ADHD Response Evaluation	CARE	2002	Wide Range
Hospital Anxiety and Depression Scale	HADS	1994	nferNelson
General Health Questionnaire	GHQ	1988	nferNelson
Test Anxiety Inventory	TAI	1980	Mind Garden
State-Trait Anxiety Inventory for Adults Form Y	STAI form Y	1983	Mind Garden
Beck Depression Inventory - 2nd Ed- Copy 1	BDI-II	1996	The Psychological Corporation
Beck Depression Inventory - 2nd Ed - Copy 2	BDI-II	1996	The Psychological Corporation
Bender Visual-Motor Gestalt Test - 2nd Ed	Bender-Gestalt II	2003	Riverside Publishing
Beck Scale for Suicide Ideation	BSS	1993	The Psychological Corporation
Beck Hopelessness Scale	BHS	1993	The Psychological Corporation
Beck Anxiety Inventory	BAI	1993	The Psychological Corporation
Wechsler Intelligence Scale for Children - 3rd Ed-Aust Adaption Copy 2 SCU #113115	WISC-III	1992	The Psychological Corporation
Wechsler Intelligence Scale for Children - 3rd Ed-Aust Adaption Copy 3 SCU #113113	WISC-III	1992	The Psychological Corporation

#### Test Library 4

Test Name	Test Name Abbreviation	Year	Publisher
Alcohol use Inventory	AUI	1990	National Computer Systems
Quality of Life Inventory - Copy 2	QOLI	1994	NCS Pearson
Occupational Stress Inventory -Revised Edition	OSI-R	1998	Psychological Assessment Resources
Sixteen Personality Factor Questionnaire	16PF 5th Ed	2002	Institute for Personality and Ability Testing
Wechsler Preschool and primary Scale of Intelligence- Revised	WPPSI-R	1989	The Psychological Corporation

Psychosocial Pain Inventory	PSPI	1995	Psychological Assessment Resources
Multidimensional Health Profile	MHP	1998	Psychological Assessment Resources
Symptom Checklist - 90-R			
State-Trait Anger Expression Inventory - 2 - Copy 1	STAXI-2	1999	Psychological Assessment Resources
State-Trait Anger Expression Inventory - 2- Copy 2	STAXI-2	1999	Psychological Assessment Resources
Wisconsin Card Sorting Test	WCST	1993	Psychological Assessment Resources
Wisconsin Card Sorting Test Computer Version 4	WCST:CV4	2008	Psychological Assessment Resources
Rey Complex Figure Test and Recognition Trial - Copy 1	RCFT	1996	Psychological Assessment Resources
Eating Disorder Inventory -2	EDI2	1991	Psychological Assessment Resources
Rey Complex Figure Test and Recognition Trial - Copy 2	RCFT	1996	Psychological Assessment Resources
Wide Range Achievement Test-Copy 1	WRAT3	1993	Wide Range
Wide Range Achievement Test-Copy 2	WRAT3	1993	Wide Range
Peabody Picture Vocabulary Test 3rd Ed	PPVT-III	1997	AGS
Raven's Progressive Matrices and Vocabulary Scales	RPM /MHV	1995	Oxford Psychologists Press
Ways of Coping Questionnaire -Sampler Set		1988	Mind Garden
Validity Indicator Profile 2nd ED	VIP	2003	NCS Pearson