# School of Psychology
# Honours 2023

**Jason Tangen**
Honours Coordinator

**Sarah Kirkland**
Honours Administrator

**Natasha Matthews**
PSYC4221 WRAP
Program Coordinator

**Philip Grove**
Deputy Head
Teaching & Learning

- Why do Honours?
- Two streams
- Work and Research in Applied Psychology
- Entry requirements, enrolment and application procedure

# Why do honours?

‣ If you are interested in research, an Honours degree will make you eligible to apply for a PhD level program.

‣ If you'd like to become a practicing psychologist, then you need a 4 year accredited sequence.

- At the end of this program you will have met the qualification requirements for provisional registration as a psychologist.

- You can either seek supervised practice to achieve full registration or complete a relevant Masters/Doctorate level program.

# Why do honours at UQ?

‣ Ranked 32nd best Psychology School/Dept in the world in the 2022 QS World University rankings.

‣ UQ School of Psychology is one of the strongest research departments in Australia.

‣ We are active researchers who cover a broad and diverse range of areas.

‣ We offer one of the few 4th year programs in the country with a work-integrated learning component.

‣ UQ provides excellent opportunities for postgraduate research and professional training (PhD, professional doctorate, and masters).

# Why do honours at UQ?

- 4th Year/Honours year builds on the APAC accredited three-year sequence to:

  - provide an integrated and comprehensive education in psychology.

  - introduce applied aspects of psychology.

  - permit advanced study in a range of fields in psychology.

  - provide experience and training in aspects of advanced research.

- The program aims to foster the transition from the undergraduate program to the areas of postgraduate specialisation, but does not, however, include training in an area of specialisation itself.

⚠️

Honours is extremely intensive and requires a large commitment.

# Two Streams

**Research Stream**

**Work-integrated Stream**

# Research Stream

| PSYC4050 | Psychological Research Methodology IV | 2 units | Core |
|---|---|---|---|
| PSYC4071 | Individual Research Thesis | 8 units | Core |
| PSYC4091 | Team Supervised Thesis | 6 units | Core |
| PSYC4121 | The Scientist-Practitioner Model | 2 units | Core |
| PSYC4221 | Work and research in applied psychology | 2 units | Core. Team Thesis Students Only |
| PSYC4### | Elective | 2 units | Elective |
| PSYC4### | Seminar | 2 units | Elective |

# Work-integrated Stream

| PSYC4050 | Psychological Research Methodology IV | 2 units | Core |
|----------|--------------------------------------|---------|------|
| PSYC4071 | Individual Research Thesis | 8 units | Core |
| PSYC4091 | Team Supervised Thesis | 6 units | Core |
| PSYC4121 | The Scientist-Practitioner Model | 2 units | Core |
| PSYC4221 | Work and research in applied psychology | 2 units | Core. Team Thesis Students Only |
| PSYC4### | Elective | 2 units | Elective |
| PSYC4### | Seminar | 2 units | Elective |

**PSYC4050**     Psychological Research Methodology IV     2 units     Core

Brendan Zietsch

PSYC4071     8 units     Core

PSYC4091     6 units     Core

PSYC4121     The Scientist-Practitioner Model     2 units     Core

PSYC4221     Work and research in applied psychology     2 units     Core. Team Thesis Students Only

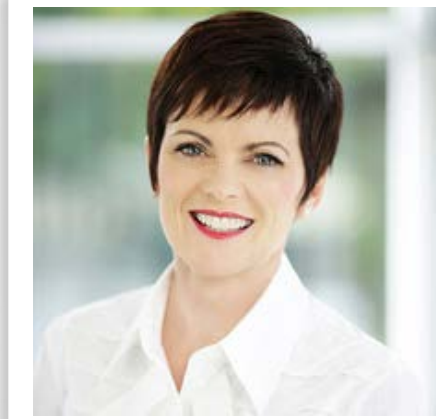PSYC4###     Elective     2 units     Elective

PSYC4###     Seminar     2 units     Elective

| | | | |
|---|---|---|---|
| PSYC4050 | Psychological Research Methodology IV | 2 units | Core |
| PSYC4071 | Individual Research Thesis | 8 units | Core |
| PSYC4091 | Team Supervised Thesis | 6 units | Core |
| **PSYC4121** | **The Scientist-Practitioner Model** | **2 units** | **Core** |
| PSYC4221 | ...ed psychology | 2 units | Core. Team Thesis Students Only |
| PSYC4### | Elective | 2 units | Elective |
| PSYC4### | Seminar | 2 units | Elective |



Theresa Scott

| PSYC4050 | Psychological Research Methodology IV | 2 units | Core |
| PSYC4071 | Individual Research Thesis | 8 units | Core |
| PSYC4091 | Team Supervised Thesis | 6 units | Core |
| PSYC4121 | The Scientist-Practitioner Model | 2 units | Core |
| **PSYC4221** | **Work and research in applied psychology** | **2 units** | **Core.** Team Thesis Students Only |
| PSYC4### | | 2 units | Elective |
| PSYC4### | Seminar | 2 units | Elective |

Natasha Matthews

# Seminars

# Semester 1

PSYC4881 — Dave Sewell

PSYC4882 — Stefanie Becker

PSYC4883 — Derek Arnold

PSYC4884 — Hannah Filmer

PSYC4885 — Theresa Scott

PSYC4886 — Alan Pegna

# Semester 2

PSYC4881 — Estrella Paterson

PSYC4882 — Barbara Masser

PSYC4883 — Courtney von Hippel

PSYC4884 — Alex Puckett

PSYC4885 — Julie Henry

PSYC4886 — Kristiana Ludlow

# Electives

# Semester 1

PSYC4211

**Alex Haslam**

From Classic to Contemporary Topics in Organisational Psychology

PSYC4982

**Jason Mattingley**

Current Issues in Psychology II

# Semester 2

PSYC4191

**Jo Brown**

Improving Human Performance

# **Research Stream**

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

# 7000-8000 words

# 50%

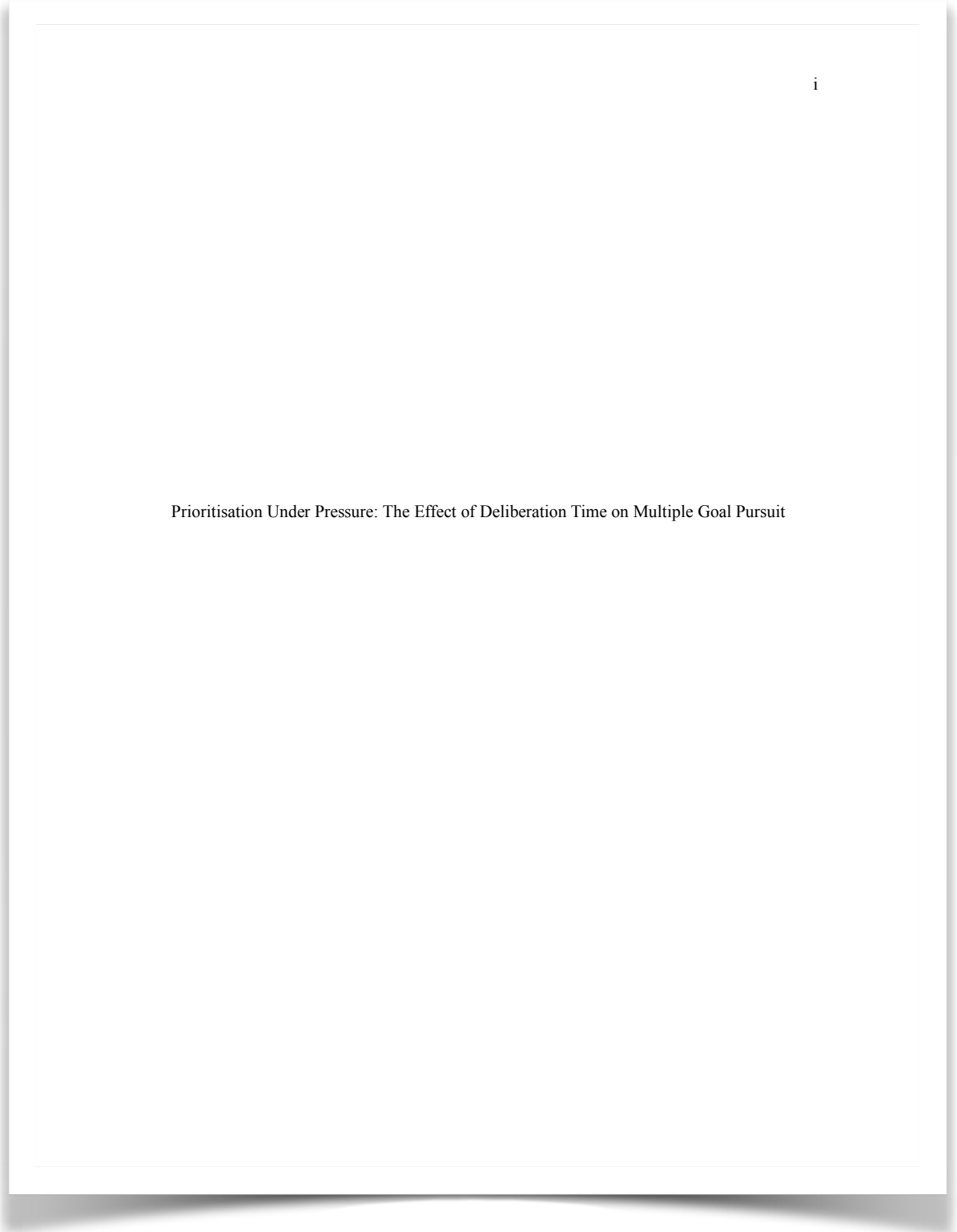**You should therefore spend at least 50% of your time (20 hours a week) working on your thesis project.**

# **Work-integrated Stream**

| PSYC4091 | Team Supervised Thesis | 6 units | Core |

# 5000-6000 words

# **37.5%**

**You should therefore spend at least 37.5% of your time (15 hours a week) working on your thesis project.**

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

Prioritisation Under Pressure: The Effect of Deliberation Time on Multiple Goal Pursuit

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

Prioritisation Under Pressure: The Effect of Deliberation Time on Multiple Goal Pursuit

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

Maximising Our Chances to Detect the Effects of tACS: Investigating the Sensitivity of A

Regression-Based Statistical Approach Under Various Experimental Scenarios

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

To Help or to Harm? An Investigation of Affirmative Action, Stereotype Threat and

Women's Communication

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

The effectiveness of refutation for addressing misconceptions:

A systematic review and meta-analysis

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|
| PSYC4091 | Team Supervised Thesis | 6 units | Core |

Trends and Associates of Non-Medical Prescription Opioid Use in Australia

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|----------|------------------------|---------|------|

Mechanisms of Mindfulness Meditation and Loving-Kindness Meditation

for Pain Management

# Research Stream and Work-integrated Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|---|---|---|---|

| PSYC4091 | Team Supervised Thesis | 6 units | Core |
|---|---|---|---|

The Role of Alpha and Gamma Brain Oscillations in Integrated Perceptual Decision-Making

## Research Stream

| PSYC4071 | Individual Research Thesis | 8 units | Core |
|----------|---------------------------|---------|------|

Start thinking about who you'd like to work with now!

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Study    Research    Partners and community    About

Search

**School of Psychology**

Home    About ⌄    Study ⌄    Current students ⌄    Research ⌄    Connect ⌄    Our people    Contact us

# Our people

## Academic

### Professor Virginia Slaughter

Head of School
School of Psychology

### Professor Derek Arnold

Professor
School of Psychology
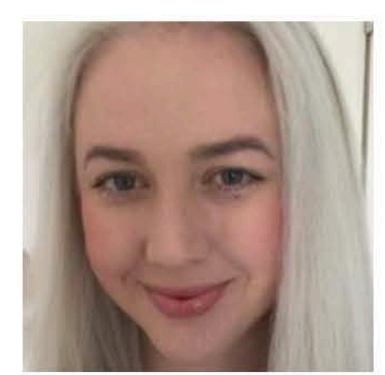
### Associate Professor Fiona Barlow

Associate Professor
School of Psychology

### Associate Professor Stefanie Becker

Associate Professor
School of Psychology

Academic

Professional

Research

Emeritus

Executive

Titled Health Professional

Adjunct, Affiliate and Honorary Staff

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Study   Research   Partners and community   About

Search

**School of Psychology**

Home   About ⌄   Study ⌄   Current students ⌄   Research ⌄   Connect ⌄   Our people   Contact us

# Professor Virginia Slaughter

Head of School
School of Psychology

📞 +61 7 336 56220
✉️ vps@psy.uq.edu.au
📍 McElwain Building (24A)
    Level 3, Room 335

View researcher profile

## Researcher biography

Virginia Slaughter is Professor of Psychology at the University of Queensland, Australia, where she founded the Early Cognitive Development Centre. Her research focuses on social and cognitive development in infants and young children, with particular emphasis on social behaviour in infancy, theory-of-mind development and the acquisition of peer interaction skills. She is a Fellow of the Academy of the Social Sciences in Australia and a Fellow of the Association for Psychological Science.

## Publications

Books (2)

Book Chapters (14)

Journal Articles (114)

Conference Papers (13)

Conference Item (1)

## Books

Lillienfeld, Scott O., Lynn, Steven J., Namy, Laura L., Woolf, Nancy K., Jamieson, Graham, Slaughter, V. and Haslam,Nick (2011).
**Psychology: From inquiry to understanding**. Frenchs Forest, N.S.W., Australia: Pearson Australia.

Slaughter, Virginia and Repacholi, Betty (2003).
**Individual differences in theory of mind: Implications for typical and atypical development**. Psychology Press. doi: 10.4324/9780203488508

## Book Chapters

Peterson, Candida C. and Slaughter, Virginia (2017).
**Culture and the sequence of developmental milestones toward theory of mind mastery**. Theory of mind development in context. (pp. 25-40) Abingdon, Oxfordshire, United Kingdom: Routledge. doi: 10.4324/9781315749181-10

Gopnik, Alison, Slaughter, Virginia and Meltzoff, Andrew (2014).

# A meta-analytic review on the social–emotional intelligence correlates of the six bullying roles: Bullies, followers, victims, bully-victims, defenders, and outsiders

0  5

## Links

| Link (will open in a new window) | Description |
|---|---|
| https://doi.org/10.1037/bul0000364 | Full text from publisher |

## Additional information

| | |
|---|---|
| Author(s) | Imuta, Kana, Song, Sumin, Henry, Julie D., Ruffman, Ted, Peterson, Candida, and Slaughter, Virginia |
| Title | A meta-analytic review on the social–emotional intelligence correlates of the six bullying roles: Bullies, followers, victims, bully-victims, defenders, and outsiders |
| Abstract | Bullying is one of the most common peer-relational problems experienced by children and adolescents worldwide. One reason bullying is so widespread is that it is a dynamic, group process that involves multiple roles—namely, bullies, followers, victims, bully-victims, defenders, and outsiders. Given the profoundly negative impact of exposure to bullying on well-being across development, researchers have sought to identify the social–emotional intelligence profiles of the different bullying roles to develop effective interventions. The present meta-analysis integrated findings from 128 studies involving 187,454 children and adolescents between 3 and 18 years of age to investigate how four interrelated but distinct facets of social–emotional intelligence—affective empathy, cognitive empathy, affective theory of mind (ToM), and cognitive ToM—relate to different bullying roles. Significant associations were found for bullies, followers, and defenders, but not for being the victim, bully-victim, or outsider. For bullies and followers, we found negative relations with both affective and cognitive empathy (rs = −.11 to −.22), but no relation with either type of ToM. For defending, we found positive relations with all four facets of social–emotional intelligence (rs =.18–.32). These findings suggest that a successful antibullying program may entail a combination of motivating children and adolescents with bullying tendencies to care about others' feelings, and empowering their classmates to become strong perspective-takers who can stand up for those in need of help. |
| Journal name | Psychological Bulletin (ERA 2023, 2018, 2015, 2012, 2010 Journal(s) Listed) Check publisher's open access policy |
| ISSN | 1939-1455<br>0033-2909 |

# Work-integrated Stream

| PSYC4091 | Team Supervised Thesis | 6 units | Core |

| |
|---|
| Derek Arnold |
| Eric Vanman |
| Kana Imuta |
| Brendan Zietsch |
| James Kirby |
| Alina Morawska |
| Virginia Slaughter |

Each team will be assigned ~20 students and a tutor.

You'll be asked to nominate your preferred stream by **9 December**.

**Research Stream**          OR          **Work-integrated Stream**
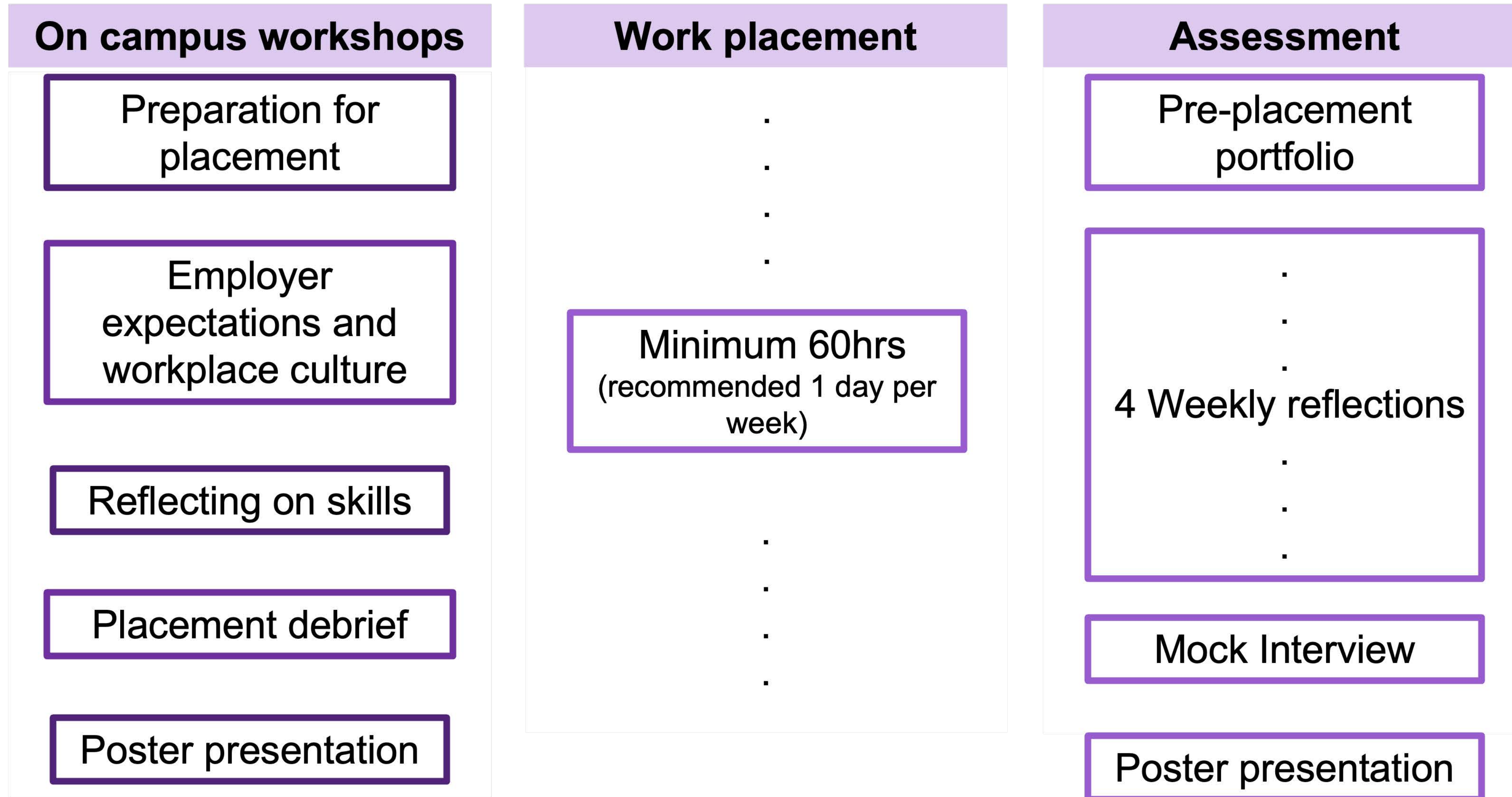
# WRAP

## Work and Research in Applied Psychology

Course Coordinator:

Semester 1: Dr Natasha Matthews
Semester 2: Dr Nik Steffens

# Course aims

*This course has been designed to provide fourth year students with the opportunity to gain an understanding of the **practical applications** of their psychology degree to employment. The course will include a **work integrated learning** component requiring students to undertake work experience placement within an organisation arranged by the School.*

# Overview of course structure

| On campus workshops | Work placement | Assessment |
|---|---|---|
| Preparation for placement | . . . . | Pre-placement portfolio |
| Employer expectations and workplace culture | Minimum 60hrs (recommended 1 day per week) | . . . . 4 Weekly reflections . . . |
| Reflecting on skills | . . . . | |
| Placement debrief | | Mock Interview |
| Poster presentation | | Poster presentation |

- Compulsory for all work integrated stream students.
- Completed in semester 1 *OR* 2

*"I want to use my degree to help people"*

**Overlapping skill sets: Measure, understand and change behaviour**

# Diverse placement opportunities

Organisational psychology

Clinical psychology/ private practice

Consulting

Queensland Health/ hospital

Non-profit

Community support

Policy/ Government

Education

Behaviour Modification/ Program development

# Placement matching timeline

- **Placement are arranged prior to the start of semester:**

- **2 weeks before**

  - Student receive a list of available placements

- **1 week before**

  - Compulsory placement orientation session

  - Attend compulsory placement interview

  - Students enter placement preferences

- **First week of semester**

  - Students received placement matches

**PLEASE MONITOR YOUR UQ EMAIL TO ENSURE YOU DO NOT MISS THIS INFORMATION PRIOR TO THE START OF SEMESTER**

# Placement readiness requirements



THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Study    Research    Partners and community    About    🔍 Search

**Faculty of Health and Behavioural Sciences**

Home    About ⌄    Study ⌄    Research ⌄    Engage ⌄    Current students ⌄    Our people    Contact

## Prepare for your Psychology placement

Throughout your program, you will have the opportunity to participate in various experiential and placement opportunities.

Before you commence your placement, you will need to submit evidence that you have met the requirements below. Some of these requirements have expiry dates so there will be times when you will need to renew a requirement.

It is **your responsibility** to ensure that you meet these requirements and renew any requirements **before** they expire.

The Placement Ready team is here to help you. It is essential that you read and promptly action the emails we send you so that we can assist you to be placement ready.

Video Tutorial: InPlace Guidance for Students

https://habs.uq.edu.au/prepare-your-psychology-placement

- Before students undertake placement activities a number of health and safety requirements need to be met

- The exact requirements differ depending on your placement type/location

- Completion of these requirements will impact on the placements you are eligible for

- Requirements will be different for students completing the course externally

# Placement readiness requirements

**Mandatory Requirements**

**Year 4**

**Sem 1 2023**

You **MUST** provide evidence of the following prior to your semester of enrolment into the Year 4 Work Integrated Learning course; [PSYC4221 Work and Research in Applied Psychology](#).

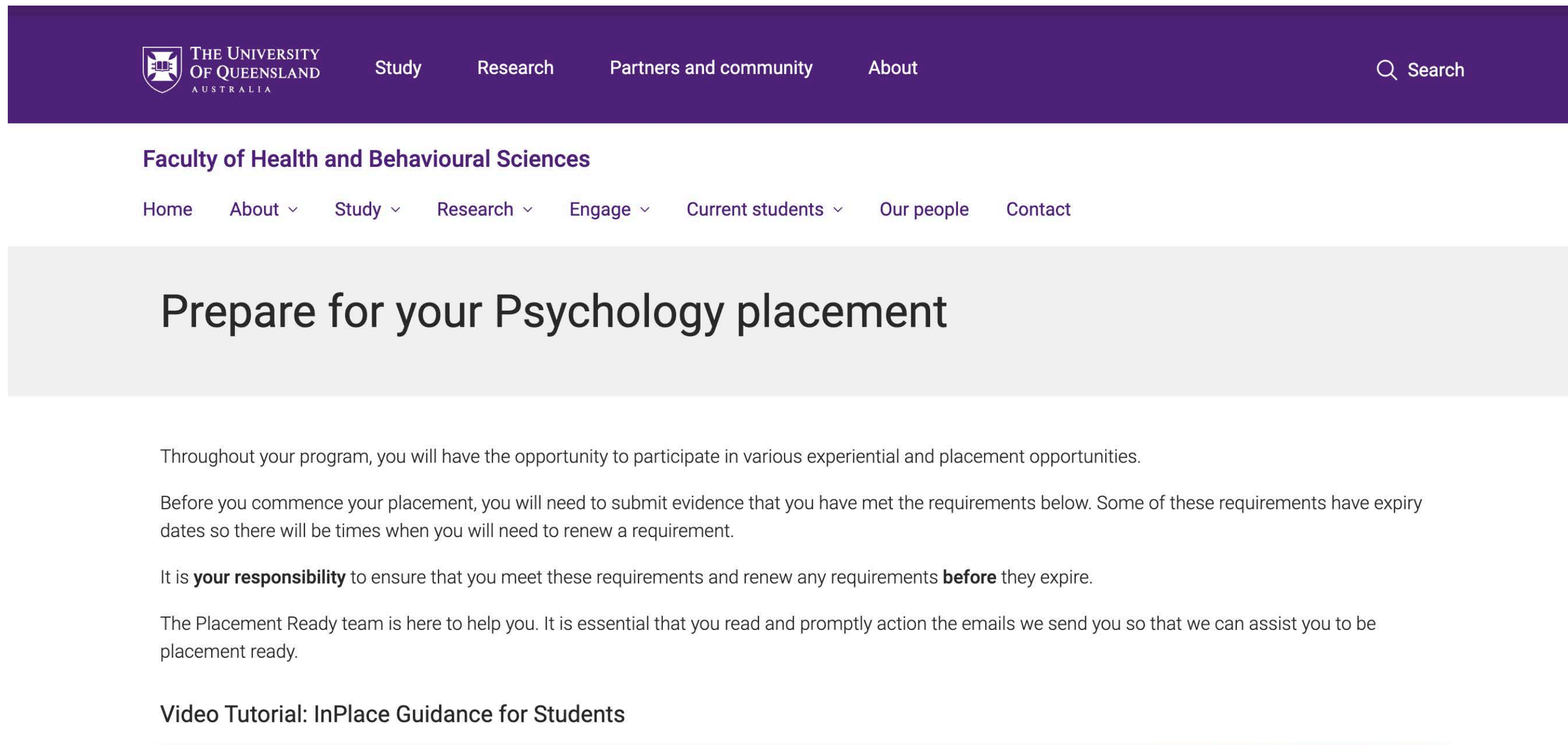| | |
|---|---|
| [Blue Card](#)<br><br>*Blue Cards are valid for 3 years. If your Blue Card is due to expire while you are still enrolled in your program it must be renewed by the due date.* | 16 January 2023 |
| [HaBS Placement Safety Modules](#)<br><br>*There are two modules to complete.* | 16 January 2023 |
| [COVID-19 vaccination](#)<br><br>*This is a **mandatory** requirement for all students enrolled in this program. If you have not previously provided evidence showing that you are fully vaccinated against COVID-19, you must do so by the deadline. It is **strongly recommended** that you also upload evidence of your **COVID-19 Booster Doses** as many providers are requesting this as an additional requirement.* | 16 January 2023 |
| [Disability Worker Screening Clearance (Yellow Card)](#) | 16 January 2023 |
| [National Police Certificate (& Statutory Declaration if applicable)](#)<br><br>*National Police Certificates are valid for 3 years. If your NPC is due to expire while you are still enrolled in your program it should be renewed.* | 16 January 2023 |

# Placement readiness requirements

| Possible Requirements | |
|---|---|
| If you wish to be considered for a placement in a healthcare setting, then you will need to complete the items below. | |
| **Immunisation Record** (Form A) <br><br> *If you have not previously completed this item, you must complete by the deadline. If you have previously completed, follow-up doses or renewals may be required and must be completed by the deadline or before the expiry/recall date.* | 16 January 2023 |
| Flu vaccination | 16 January 2023 |
| Qld Health Orientation Checklist <br><br> *Some iLearn modules require annual renewal. The Qld Health Orientation checklist must be re-submitted with updated completion dates upon renewal of these modules.* | 16 January 2023 |
| Qld Health Student Deed Poll <br><br> *As of 1st July 2022, a new QLD Health Student Deed Poll must be submitted for* **each HHS** *you attend whilst on placement.* | To be completed once your QLD Health placement is confirmed. |
| Qld Health iLearn modules <br><br> *Some modules require annual renewal. If you are undertaking a placement in a Qld Health Facility, the Qld Health Orientation checklist must be re-submitted with updated completion dates upon renewal of these modules.* | 16 January 2023 |
| Qld Health Evidence Record for Allied Health student training <br><br> *Some modules require annual renewal. If you are undertaking a placement in a Qld Health Facility, the Evidence Record of Allied Health Student Training must be re-submitted with updated completion dates upon renewal of these modules.* | 16 January 2023 |

# Placement readiness requirements



## Prepare for your Psychology placement

Throughout your program, you will have the opportunity to participate in various experiential and placement opportunities.

Before you commence your placement, you will need to submit evidence that you have met the requirements below. Some of these requirements have expiry dates so there will be times when you will need to renew a requirement.

It is **your responsibility** to ensure that you meet these requirements and renew any requirements **before** they expire.
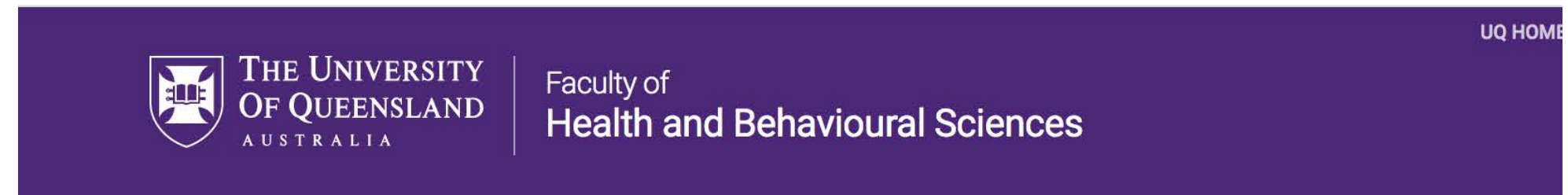
The Placement Ready team is here to help you. It is essential that you read and promptly action the emails we send you so that we can assist you to be placement ready.

Video Tutorial: InPlace Guidance for Students

https://habs.uq.edu.au/prepare-your-psychology-placement

- **The majority of requirements can be completed once you have your honours stream confirmed (you will be contacted once you can commence completing these requirements)**

- However, you will need to *plan in advance* for the immunisation requirements.

# Placement readiness requirements



**The University Of Queensland AUSTRALIA | Faculty of Health and Behavioural Sciences**

UQ HOME

Home    About ⌄    Study ⌄    Research ⌄    Engage ⌄    Current students ⌄    Ou

## Student Immunisation Record

🏠 / Current students / Prepare for your placement

### What is a Student Immunisation Record?

For your own safety and the safety of your clients you are required to demonstrate immunity to vaccine preventable diseases **before you commence your placement**. Students who are not fully immunised put themselves, clients and placement providers at risk through potential contamination or spreading of infection and diseases. You will not be able to attend your placement until your immunisation record has been verified and approved by the UQ Immunisation Record Team.

To demonstrate your immunity, you are required to submit a Student Immunisation Record that has been completed by your registered General Medical Practitioner (GP). The type of record you will need to complete will depend on the program you are enrolled in. See below for further information.

### Do I need an Influenza vaccination?

Your placement provider may require you to have an annual influenza vaccination and you will be notified if you are required to submit evidence of this. However, even if you are not required to do so, it is highly recommended that all students are vaccinated against influenza annually in order to protect yourself and your vulnerable clients. See below for further information.

### Information for Dentistry, Nursing and Midwifery students - Exposure Prone Procedures Statement renewal

If you are an undergraduate Dentistry, Nursing or Midwifery student, you are also required to renew your 'Exposure Prone Procedures Statement' within three years of the submission of your initial Immunisation Record. See below for further information.

- Placements in health care settings (including Queensland Health facilities) require evidence of immunisation:

  - Vaccine preventable diseases (measles, mumps, rubella, whooping cough, chickenpox)

  - Hepatitis B

  - Full course of vaccination can take ~ 3 months

- In order to be eligible for the placements students must have their immunisations up to date

# Placement readiness timeline: Semester 1

| Activity | Date |
|---|---|
| Verify that your immunizations are up to date and complete any outstanding course of immunization | From now |
| Apply for Blue Card, Yellow Card, and National Police Certificate.<br><br>Complete HaBS modules<br><br>Upload immunisation evidence | Once your honours stream is confirmed (mid December) |
| Due date for all compliance evidence to be uploaded | January 16th |

**PLEASE MONITOR YOUR UQ EMAIL TO ENSURE YOU DO NOT MISS THIS INFORMATION PRIOR TO THE START OF SEMESTER**

# Self-sourced placements

- Course staff source a wide variety of placement opportunities and vet these for suitability

- Students can **source their own placements** if they have an interest in a particular area or already are already involved in a relevant role that meet the requirements of a placement for the course.

- The placement must meet the following requirements to be considered:
  - Be relevant to the course and degree
  - No conflict of interest between student and organisation ([https://integrityinvestigations.uq.edu.au/support-and-advice/conflict-interest](https://integrityinvestigations.uq.edu.au/support-and-advice/conflict-interest))
  - Consist of unpaid work
  - Student must be enrolled in the course before commencing placement

- If you would like to self source a placement you must contact the Course Coordinator and Placement Coordinator to discuss no later than **6th January 2023**

# Things to consider when choosing your Honours stream

- Your strengths

- Preference for group/individual thesis work

- Time commitment and flexibility

- Desire to do your research on a particular/specific topic

- Desire regarding depth of project and research skill acquisition

- Contact with supervisor

- Desire to be in a lab group setting

- Timetabling limitations

# Questions?

# Entry requirements, enrolment and application procedure

‣ BPsySc(Hons) students

- All years 1-3 degree requirements completed (#48 units). No online application required.

‣ BA/BSc Students

- Degree complete by the end of Semester 2, 2022. GPA of at least a 5.0 required across second and third year psychology extended major courses. Online applications required by 31 October 2022 (https://psychology.uq.edu.au/study/honours/honours-application-details).

# Entry requirements, enrolment and application procedure

‣ Other options

- If you have completed #48 units of the BPsySc (Hons) then you can withdraw and be awarded the BBehSci.

- You should consider this option if you do not require 4th Year/ Honours in Psychology for your chosen career path.

- Many postgraduate programs DO NOT require a 4-year/ Honours degree for entry (eg: master of audiology, mental health, counselling, speech pathology, business).

# Entry requirements, enrolment and application procedure

‣ If you have changed programs into the Bachelor of Psychological Science (Hons) program, make sure you have applied for credit transfer to your new program.

‣ Feel free to contact Sarah <psychonours@psy.uq.edu.au> and she can check for you.

# GPA

‣ Research vs. Work-integrated stream determined by preference, but GPA may have to be used if one stream is oversubscribed.

‣ Multiply the number of units by the grade achieved for the course. Then add these results together and divide by the sum of units for all the courses.

GPA = (Units x Grade) + (Units x Grade) / (SUM number of Units)

‣ All years 1-3 courses, including credit and electives, are used in the GPA calculation for BPsySc(Hons). For BA/BSc applicants, only second and third year psychology extended major courses are used.

‣ Grades for repeated attempts at courses will be averaged for the GPA.

# Entry Timeline

‣ BPsySc (Hons) students

- Potentially eligible students (based on number of completed units) will be emailed regarding their intention to progress. Ineligible students will not be contacted.

- Another email will be sent with an offer of progression in early December and you will be asked to nominate preferred stream.

- If you wish to exit with the BBehSci, please let us know and we will advise of the process (psychonours@psy.uq.edu.au).

‣ For BA/BSc Students

- Applicants will be notified of the outcome in early December. You will be asked to nominate preferred stream.

# Communication

‣ Keep the offer letter and attachments!

‣ You must check your student email account regularly during December, January & February.

‣ If you are beginning Honours in 2023, we will be in touch in early 2023 to notify you of:

- 'Meet the Supervisors' session (Jan 2023).

- How to indicate your preferences for supervisors (Research and Team).

- A compulsory orientation session in O-Week.

O-Week starts 13 February 2023

Semester 1 starts 20 February 2023

# Enrolment

‣ University enrolment is via SI-net

- Enrol in the individual courses.

- NOTE: #2 unit seminar courses are not yet finalised for 2023, so there will not be a full list.

‣ Enrolment for your seminar course will take place after you attend the O week 4th year orientation session in Feb 2023.

# Enrolment (2 unit seminars)

‣ Enrolment limit in each is 25 to allow an opportunity for debate and discussion.

- Note that the structure and workload of the seminar courses is similar.

- The aim is to foster critical analysis and debate about theories and issues.

‣ Enrolment will open via SI-net after the Orientation meeting in O-Week February.

‣ When the quota is reached no further enrolments will be permitted.

# Supervisor Preferences

‣ Information and the online preference form will be available in January 2023 (more details will be emailed with offer letters).

‣ We will potentially run a 'meet the supervisor' session in January 2023.

‣ It's important to check your student email account from December – February for offer and supervisor information.

Take the time to read through the projects of multiple supervisors.

# Honours Supervision

‣ Both streams: You will be notified prior to Week 1 of who your supervisor is.

‣ Supervisors are not expected to engage in detailed discussion about thesis projects before Semester 1, but you may contact them to get reading material.

‣ Supervisors will be academics/affiliates in/with the School of Psychology

# What you need to do

‣ Check your email regularly and respond quickly.

‣ Complete online supervisor preference form by the due date in January (details to be sent to student email addresses).

‣ Enrol as directed in your notification email.

‣ Attend 4th year orientation session.

‣ If you decide to withdraw, cancel your enrolment on SI-net AND let the School know.

We will not be informed if you cancel your enrolment.

You'll be asked to nominate your preferred stream by **9 December**.

**Research Stream**

OR

**Work-integrated Stream**

# Questions?

# What if I don't do Honours?

- Doing Honours in Psychology is a very rewarding endeavour.

- But it is not for everyone.
  - Your thesis is not like course work.
  - Less structure, less support from textbooks, lectures, etc.

- The best outcomes arise when students are genuinely curious about the topic they are studying.

- Inertia should not be the thing pushing you into Honors.

- Psychology is a diverse discipline, with an even broader range of practical applications. So, it can be tricky to understand the types of jobs and careers available to graduates.

- What skills do you have already?

  - Statistics and research methods
  - Critical/logical thinking
  - Research/Writing

# Options beyond "Psychologist":

**Can focus on a related helping field**

— counseling, social work, occupational therapy…

— Bachelors degree (3years) offers pathway to other postgraduate programs of study (check program requirements)

— e.g. Master of Social Work

— Master of Business Psychology

**Can focus on a career path outside of psychology**

— what you learn in psychology can be applied to other fields and occupations

o general methodology & statistics skills

o theories and research on particular topics / issues

— Bachelors degree is sufficient in many cases.

# Master of Social Work (School of Nursing, Midwifery and Social Work)

- Graduates of the Master of Social Work Studies work across the public, private and not-for profit sectors.

- Employment opportunities are diverse and graduates may find themselves working in any number of areas, including:

- health services

- family support

- child protection

- community development

- disability services

- mental health

- youth work and youth justice

- drug and alcohol services

- migrant and refugee services

- correctional services

- private practice.

# Options beyond "Psychologist":

Human Resource Management

Work Force Selection and Training

Mediation

Market Research

Advertising

Government Policy & Planning

- Health, Disability Services, Corrections, Education, Department of Families, Australian Bureau of Statistics

Test Development and Evaluation

Residential Care Work

Technology: Product Development and Evaluation

Fund-raising for Non-Profit Organisations

# What to do and when...

- If you are considering exiting with a 3-year psychology degree, your first contact should be with us.
- An email to Sarah Kirkland <psychonours@psy.uq.edu.au> would suffice.

- We schedule a meeting with me to discuss options.

- The faculty do graduation checks at the start of September.
  - Letting us know before that would be good.
- The faculty can accommodate changes up to 1 month prior to graduations.

# Questions?