School of Psychology

Program Handbook

Master of Psychology Program

2017

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Introduction

Welcome to postgraduate study in the Master of Psychology program at The University of Queensland! Congratulations on being selected for this program. This Program Handbook has been designed to assist postgraduate students in understanding the requirements of our program. It is designed to provide students with information about:

- Objectives and goals guiding the program and course structure;
- Support and resources provided by the School of Psychology;
- Staff members teaching in the Master of Psychology program;
- Important administrative and supplementary information;
- Expectations of you as a student training to be a psychologist (in the field of Counselling Psychology, Health Psychology, Sport and Exercise Psychology or Clinical Neuropsychology).

What is Psychology as we see it in this program?

The basic goal in psychology is to use psychological principles and theories to overcome problems in areas, such as mental health, education, health, relationships, life transitions, and law. The staff and professionals involved in the Master of Psychology program are passionate about using psychological theory and research findings to solve real-world problems. The program has four specialty streams:

- Counselling Psychology
- Health Psychology
- Sport and Exercise Psychology
- Clinical Neuropsychology

Counselling Psychologists

Counselling psychologists use a diverse range of therapeutic methods, each of which places a strong emphasis on the quality of the relationship between the client and the psychologist. Counselling psychologists help individuals, families, and groups in areas related to personal wellbeing, interpersonal relationships, work, recreation, and health. They are trained to assist people who are experiencing both acute and chronic life crises.

Health Psychologists

Health psychologists are specialists in health behaviour change. Health psychology investigates the links between psychological and social factors, and physical health to improve health and prevent illness. Health psychologists practise in two main areas - health promotion and clinical health psychology. Health promotion involves the prevention of illness and the promotion of health-related behaviours. Clinical health psychology involves

the application of psychological principles to the assessment and treatment of illness, and to rehabilitation.

Sport and Exercise Psychologists

Sport and Exercise psychologists are interested in how participation in sport, exercise, and physical activity may enhance personal development and wellbeing throughout the lifespan, as well as how psychological factors can influence participation, performance, and wellbeing. In practice sport psychologists apply specialised knowledge to understand and then positively influence behaviour in sport, exercise, and performance settings. They work across a wide range of settings from assisting individuals with reduced performance due to emotional difficulties through to team settings assisting sporting organisations with cognitive and behavioural strategies for recovery. Such psychologists find employment in public- and private-sector organisations, consultancy firms, private practices, universities, and not-for-profit community organisations.

Clinical Neuropsychologists

Clinical neuropsychologists provide assessments and treatment recommendations for people experiencing difficulties with memory, learning, attention, language, reading, problem-solving, decision-making or other aspects of behaviour and thinking abilities. Neuropsychologists also provide treatment that may employ cognitive, educational, behavioural or psychosocial methods.
(APS: http://www.psychology.org.au/public/clinicalneuro/)

General Facilities and Support

Computing Facilities

Shared desks and computer facilities for all Postgraduate Coursework Students in the School of Psychology are located in Rooms S202 and S228. The Postgraduate Printer and Photocopier room is located in S207. These rooms are accessible via a swipe card system and access is granted automatically each semester, however, if you don't have access please contact pgenq@psy.uq.edu.au or (07) 3365 4919. For further information about computing facilities, contact ITS (IT Services) on help@its.uq.edu.au.

Psychology Resource Centre

The Psychology Resource Centre stores the psychological test library (Room 24A-206), which has over 300 psychological tests and associated user manuals. For further information about accessing and borrowing testing materials, contact Ms Danico Jones on psyresource@psy.uq.edu.au.

UQ Library & Contact your Research Information Service Librarian

The University Library also offers free workshops, from sessions on using the catalogue and databases, to more advanced classes on citation searching, using Endnote, alerting services, and more. Please check out the Training Sessions page at the following web-link: https://www.library.uq.edu.au/training/

The Library offers a wealth of resources, in print and online, to support your study and research. Currently the collection provides approximately 2 million volumes, 85,000 journals, 900 databases, 500,000 ebooks, and 30,000 DVDs. Come on a Library tour at the start of semester, or view the virtual tour at: https://www.library.uq.edu.au/help/online-tutorials

Generous borrowing privileges are provided for all students and staff. If you need access to a book or article not held in UQ Library, you can request it through the Library's Document Delivery Service, and it will be obtained for you from another Library. Use the online request form at: https://web.library.uq.edu.au/borrowing-requesting/request-document-delivery
During semester, the Social Sciences and Humanities Library (which houses most Psychology publications) is open 7 days per week, and the Biological Sciences Library is open 24/7, providing computer access and study space.

The University Library's Multimedia Service http://www.library.uq.edu.au/tals/mm/ provides audio and visual resources, including over 30,000 DVDs and videos, for borrowing and online. To book materials for teaching purposes, ring x64318 or email: avsbook@library.uq.edu.au Bookings can be made up to 6 months in advance. Requests from the National Film Library require at least 10 working days' notice. All UQ Library audio visual material is listed in the Library catalogue.

Many videos are now available through the Library website in digital form, and can be viewed from anywhere by UQ staff and students. Digital videos can also be linked to Blackboard courses. Collections of online videos relevant to Psychology include *Counselling and Therapy in Video I and II*, and the Australian database *TVNews*. TV programmes recorded off-air by the Library can also be made available in digital form for teaching purposes.

The Library provides a wide range of support for both coursework and research students. Information especially for researchers can be found at:
https://www.library.uq.edu.au/research-support

Postgraduate students are welcome to make an appointment to meet individually with a librarian from the Research Information Service, to look at Library resources and techniques relevant to your topic area. Contact Miranda Newell on m.newell@library.uq.edu.au.

Master of Psychology Program Staff

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Outline of the UQ Master of Psychology program

The Master of Psychology Program (MPsych) is a postgraduate program of the School of Psychology that prepares students to become registered psychologists in Australia through the Australian Health Practitioners Regulation Agency (AHPRA). It also offers a path toward specialist endorsement in one of four areas:

- Counselling Psychology
- Health Psychology
- Sport and Exercise Psychology
- Clinical Neuropsychology

The objective of the Master of Psychology program is to provide ways for individuals to pursue professional careers in psychology via postgraduate education. The program recognises that people who choose to study psychology may be interested in a number of specialty areas. The program provides specialist training in four fields: counselling psychology, health psychology, sport and exercise psychology, and clinical neuropsychology.

The Master of Psychology program aims to produce high-quality psychologists with strong research abilities, who are capable of putting their skills into practice in a variety of settings, including public and private sector organisations, universities, private practices, and not-for-profit community organisations. The program combines academic learning, a research orientation to problem solving, and practical experience.

Our program trains students in the use of the scientist-practitioner model in their professional work. Within this model, theory, research, and practice are combined to develop professional skills in a range of areas. A critical mind and the ability to evaluate evidence are vital to the effective practice of counselling, health, sport psychology and clinical neuropsychology.

A number of shared foundations and approaches within the Master of Psychology allow four different areas to not only sit comfortably together, but to complement each other and innovate through embracing the richness of both our commonality and diversity.

What are these shared foundations and approaches within the Master of Psychology?

- **The MPsych is a professional practice program in which it is 'Psychologist First – Specialty Second'**
  The MPsych takes as its first priority to develop competent and respectful professionals who are able to practice effectively as psychologists. Hence all students in the program develop foundational knowledge and competencies in all areas of practice as required for a psychologist. These include interpersonal skills, ethical practice, a scientist-practitioner approach, and evidence-based psychological assessment and intervention. The Master of

Psychology program then allows each area of Psychology to develop its specialist knowledge and skills within varied specialist courses and placements.

- **Respecting and upholding of the diversity of the Psychology profession**
  The MPsych recognizes and upholds that the profession of psychology embraces many different areas of expertise and caters for many different people in a variety of settings and at various levels of care. No one specialty area of psychology can adequately address all needs. As such, the diversity in the psychology profession has evolved. The Master of Psychology program celebrates this diversity, recognizing that competition between the specialties or dominance of one approach does not offer to the community the richness that psychology as a profession can bring.

- **Integrative Approaches in Theory, Practice and Research**
  Evidence points to the fact that many different theories and interventions are effective in the support of the wellbeing of individuals, groups and communities. Complex problems require a broad consideration of a person's experience which is best served by adopting an integrative approach to theory, practice and research. Rather than just using a number of different approaches, the Master of Psychology program seeks to consider how analysis and synthesis of different approaches can best meet the diverse needs of individuals

- **Holistic**
  The Master of Psychology program emphasises a holistic approach to the needs of people for whom we care. The program encourages consideration of the interactions of many different aspects of a person's life within their difficulties and hence encourages consideration of varied approaches to care.

- **Person-driven and responsive**
  The identification of the needs and provision of care are centrally located within the person of the client, group or community. Ascertaining these needs from the perspective of the client, and designing collaborative approaches to care are central to the approach of the Master of Psychology program. The approach is dynamic, being responsive to the changing needs of the client.

- **Interprofessional respect and building of interprofessional relationships**
  In recognizing that the well-being of each individual is influenced by many factors (biological, psychological, social, spiritual), the Master of Psychology program encourages the emerging practitioner to understand the work of, respect fully, and work cooperatively and innovatively with, different professionals in various disciplines and sectors such as welfare, health, education and justice.

- **Importance of self-reflection and self-awareness**
  Within the Master of Psychology program the evidence for the important role of the person of the psychologist as well as reflection in the practice of effective care is recognized. As a result, self-awareness, reflection on practice, and ongoing personal development are actively encouraged.

- **Strengths-based approach**
  While the Master of Psychology program recognizes and trains practitioners in the knowledge, assessment and intervention with psychopathology, it also recognizes the importance of the use of client and community strengths to care for mental health concerns.

- **Expertise in treatment but with a strong emphasis also on prevention, promotion and early intervention**
  The Master of Psychology program recognises that health and wellbeing evolves across the lifespan and is commonly related to pressures within a person's past and present life. Further, it is understood that many difficulties people face may not constitute a mental illness and that people may or may not seek assistance at many stages in the development of a problem. The Master of Psychology program values approaches to care that emphasise promotion, prevention, and early intervention, as well as treatment.

- **Evidence-based practice embracing all three elements of EBP: Empirically supported treatments (ESTs), clinical wisdom and contextualisation of the client**
  EBP has been defined as the integration of best research evidence with clinical expertise and patient values to facilitate clinical decision making (DiCenso, Guyatt & Cliska, 2005, p.4). As such, EBP values the integration of empirically supported treatments, the development of clinical skills in real life settings, and a recognition of the vital role of the contextualisation of the needs of the client in any effective care. The Master of Psychology program seeks to develop knowledge and skills within the emerging practitioner that will enhance the offering of EBP within individual practice and the broader community. **(Reference: DiCenso, A., Guyatt, G., & Cliska, D. (2005). Introduction: Evidence-based nursing. In A. DiCenso, G Guyatt, & D. Cliska,(Eds.) Evidence-based nursing: a guide to clinical practice (pp. 3-19). St Louis: Elsevier Mosby) Core Professional**

Competencies for Psychologists

The learning experiences offered in the Master of Psychology program (through coursework, research, and placements) are designed to provide opportunities for students to develop the eight core professional competencies necessary for general registration as a psychologist in Australia. These eight competencies are:

1. Knowledge of the Discipline

2. Psychological Assessment and Measurement
3. Intervention Strategies
4. Research and Evaluation
5. Communication and Interpersonal Relationships
6. Ethical, Legal, and Professional Matters
7. Working within a Cross-Cultural Context
8. Practice across the Lifespan

Extensive information about these competencies is provided in the Master of Psychology Placement Handbook.

Fitness to Practise

The University of Queensland (UQ) through the Master of Psychology program has a responsibility to our professional organizations and more importantly, to the people in the community for whom we care, to ensure that our graduates have skills, behaviours and attitudes that equip them to work responsibly, competently and respectfully as psychologists within Australia. As such we are charged with the responsibility to ensure that students are **fit to practise.**

The **PPL 3.30.14 Fitness to Practise Policy and Procedures** are designed primarily as protection for all from practice that may be harmful to clients, colleagues, co-workers and/or the student alike.

What does it mean to be 'Fit to Practise'?

A student needs to show that he or she is able to meet the standards that are expected of a person who is fit to work as a psychologist. The University of QLD policy states that the policy and procedures has been developed to: *Guide the management of cases where a student undertaking a program that has a practical placement component has exhibited behaviour that has given cause for concern as to their Fitness to Practise in that program.* (Section 1.4 Policy)

Being fit to practise is considered in terms of a range of factors that according to the policy include:
a) Engaging *in conduct outside the bounds of that considered acceptable or worthy of the membership of the profession (**conduct**)*; and/or
Demonstrating *performance that is not consistent with the profession's established standards (**performance**);* and/or
b) Exhibiting *disregard for, or are unable to meet, the rules, regulations or standards for practising as a member of the profession or for undertaking professional practise with a professional practise provider (**compliance**);* and/or

c)   Displaying *a disability or health condition that impairs their capacity to practise as required by the profession (**disability or health**)*. (Section 4.3 Policy)

Who can report Fitness to Practise concerns?

There may be a number of sources who may report concerns about a student's fitness to practise. These are known as stakeholders, both internal and external. They may include, but are not necessarily limited to: placement supervisors, university placement officers, academic staff, professional staff, clients via a supervisor, or other students via university staff.

What happens if Fitness to Practise concerns are noted with regards to a particular student?

If a Fitness to Practise incident or series of behaviours are reported, it is normally done so in writing.

The concern is directed to the Head of School of Psychology who assigns an Investigating Officer to review the concern, seeking input from all relevant sources and through gaining all relevant documentation. The affected student will be given an opportunity to respond to the Investigating Officer. In the situation of a serious issue, placement may be suspended during the investigation.

Students have the right to have any concerns about them dealt with promptly, to be informed of such proceedings, and to be able to respond to such concerns.

What outcomes may occur with Fitness to Practise concerns?

In terms of investigation and outcomes, Fitness to Practise concerns can be categorised as:
- *Developmental Intervention.* These concerns are considered temporary, one-off or infrequent, minor and able to be remediated short-term. If an issue is deemed to be developmental, the student will be supported with supervision/supportive care/education/training to remediate issues.
- *Level 1.* These are considered frequent, accidental, thoughtless or unintentional, minor and able to be remediated short-term. If a Level 1 concern is determined, various outcomes may occur from no further action taken to a written warning to assessment implications (such as resubmitting an assessment item or resitting a competency examination); or support referrals.
- *Level 2.* These are considered permanent, persistent, repeated or escalating, clear in intent, serious and unlikely to be remediated short-term. If a Level 2 concern is noted, outcomes may involve such measures as imposing conditions on the student, refusal to allow enrolment in further placements, or assessment penalties. (Section 8.2 Procedure)

If a compliant is considered one of misconduct, the case will be investigated in accordance with the *Student integrity and Misconduct Policy and Procedures (PPL3.60.4)* and ceases to be looked at under Fitness for Practise policy.

The University has the right to inform subsequent placement supervisors/organizations of previous Fitness to Practise concerns regarding a student. This would be done as a means of ensuring students who may be struggling in their practice gain any necessary support/supervision to ensure the students remains fit to practice and/or to protect the needs of vulnerable clients and staff of the placement organization.

In some situations the University will have mandatory requirement to disclose concerns that have arisen in Fitness to Practise investigations to the Australian Health Practitioners Regulation Agency (AHPRA).

A Fitness to Practise decision and outcome can be appealed by students within 20 working days of the notice of the outcome.

Full details of the Fitness to practise policy and Procedures can be found at https://ppl.app.uq.edu.au/content/3.30.14-fitness-practise

Professional Recognition

The Master of Psychology (Counselling), Master of Psychology (Health), Master of Psychology (Sport and Exercise) have been accredited by the Australian Psychology Accreditation Council (APAC) as 2-year full-time training programs leading to the completion of six (6) years of training in psychology (*Clinical Neuropsychology stream accreditation is currently being sought and is expected to be confirmed in 2017). Upon completion of the program, students will be eligible to graduate and apply for general registration as a psychologist with the regulatory authority, the Australian Health Practitioners Regulation Agency (AHPRA). Successful completion of the program also enables students to apply to the Psychology Board of Australia through AHPRA to complete the Registrar Program, an additional two (2) years of supervised practice to obtain endorsement in the relevant specialty field (i.e. Counselling Psychology, Health Psychology, Sport & Exercise Psychology or Clinical Neuropsychology).

To ensure that all coursework and placement hours are counted towards full registration, **all Master of Psychology students must have provisional registration upon entry to the program and are required to maintain their registration throughout the program.** It is the responsibility of each student to maintain provisional registration and on the yearly renewal students must email pgenq@psy.uq.edu.au to request confirmation of enrolment to be sent direct to AHPRA on your behalf. Students who do not maintain registration may have their enrolment in the program cancelled as per the Program rules.

Australian Health Practitioner Regulation Agency (AHPRA)

The Psychology Board of Australia (PsyBA)

The Brisbane office of the PsyBA is located at:

      Level 18, 179 Turbot Street
      Brisbane QLD 4000
      Ph: 1300 419 495
      Website: http://www.psychologyboard.gov.au/

Unless they are already fully registered psychologists, Master of Psychology students are not entitled to full APS membership. However, they may join the APS as either Associate Members or Student Subscribers. For more information, please contact the APS on 1800 333 497 or visit: www.psychology.org.au

Australian Psychological Society (APS)

Unless they are already generally registered psychologists, Master of Psychology students are not entitled to full APS membership. However, they may join the APS as either Associate Members or Student Subscribers. For more information, contact the APS on 1800 333 497 or

visit: www.psychology.org.au. Students enrolled in the Master of Psychology (Counselling), Master of Psychology (Health), Master of Psychology (Sport and Exercise) or Master of Psychology (Clinical Neuropsychology) may be eligible for membership with the appropriate APS College. The four relevant colleges are:

APS College of Counselling Psychologists
Main website: http://www.groups.psychology.org.au/ccoun/
QLD contacts: http://www.groups.psychology.org.au/branches/

APS College of Health Psychologists
Main website: http://www.groups.psychology.org.au/chp/
QLD contacts: http://www.groups.psychology.org.au/branches/

APS College of Sport and Exercise Psychologists
Main website: http://www.groups.psychology.org.au/csep/
QLD contacts: http://www.groups.psychology.org.au/branches/

APS College of Clinical Neuropsychologists
Main website: http://groups.psychology.org.au/ccn/
QLD contacts: https://groups.psychology.org.au/cnn/qld/

Each of these colleges aims to:
- Promote and raise the profile of its particular branch of psychology within the broader profession and in the wider community;
- Provide opportunities to increase the knowledge and competencies of its members and affiliates; and
- Improve APS services for its members and affiliates.

Continued APS College membership requires that members undertake continuous professional development (PD) activities. These activities are advertised on the College websites.

Master of Psychology Steering Committee

The Master of Psychology steering committee is made up of UQ staff involved in the program; students enrolled in the program; and professionals who work in the area of counselling psychology, health psychology, sport and exercise psychology and clinical Neuropsychology. The steering committee meets yearly to discuss matters relating to program development. This group monitors developments within industry and the broader community to ensure that the Master of Psychology program produces graduates with the knowledge, skills, and abilities to deal with contemporary and future market demands in the areas of counselling, health, sport and exercise psychology and clinical neuropsychology.

Program of study for Master of Psychology

Recommended Sequence of Study: Counselling stream

	Course code	Course name	Units	Length
Semester 1	PSYC7801	Interpersonal Skills in Counselling 1	2	
	PSYC7803	Foundations of Psychological Intervention	2	
	PSYC7112	Assessment in Psychological Practice	2	
	PSYC7805	Counselling and Mental Health	2	
	PSYC7810	Applied Psychology Placement A*	2	May extend beyond standard semester
		Semester units	**10**	
Semester 2	PSYC7231	Ethical Practice and Research Approaches	2	
	PSYC7806	Counselling Children and Young People	2	
	COUN7006	Interpersonal Skills and Processes in Counselling Among Diverse Groups	2	
	PSYC7850	Counselling Placement B*	2	May extend beyond standard semester
		Semester units	**8**	
Semester 3	PSYC7811	Master of Psychology Dissertation	6	Year-long
	PSYCXX	PSYC Elective#	2	
	PSYC7820	Applied Psychology Placement C*	2	May extend beyond standard semester
		Semester units	**7**	
Semester 4PSYC	PSYC7811	Master of Psychology Dissertation B	3	Year-long
	PSYC7860	Counselling Placement D*	2	May extend beyond standard semester
	PSYCXXXX	PSYC Elective#	2	
		Semester units	**7**	

#There are 6 Counselling stream electives available. The semester on offer can change and should be confirmed in the year that you enrol: You can choose one #2unit course from: PSYC7804 Relationship Counselling, PSYC7807 Understanding & Caring for Those Affected by Loss, , COUN7019 Counselling for Crisis and Violence and another #2unit course from:PSYC8291 Applied Gerontology, PSYC7808 Counselling for Health & Capacity Challenges, PSYC7261 Addiction Science and Practice. . #Students may enrol in the counselling elective during Semester 3 or 4, depending on course availability.

Recommended Sequence of Study: Health stream

	Course code	Course name	Units	Length
Semester 1	PSYC7801	Interpersonal Skills in Counselling 1	2	
	PSYC7803	Foundations of Psychological Intervention	2	
	PSYC7112	Assessment in Psychological Practice	2	
	PSYC7805	Counselling and Mental Health	2	
	PSYC7810	Applied Psychology Placement A*	2	May extend beyond standard semester
		Semester units	**10**	
Semester 2	PSYC7231	Ethical Practice and Research Approaches	2	
	PSYC8017	Public Health Psychology	2	
	PSYC 7808	Counselling for Health and Capacity Challenges	2	
	PSYC7840	Health Promotion Placement D*	2	May extend beyond standard semester
		Semester units	**8**	
Semester 3	PSYC7811	Master of Psychology Dissertation A	3	Year-long
	PSYC8111	Advanced Clinical Health Psychology	2	
	PSYC7820	Applied Psychology Placement C*	2	May extend beyond standard semester
		Semester units	**7**	
Semester 4	PSYC7811	Master of Psychology Dissertation B	3	Year-long
	PSYC7830	Clinical Health Placement B*	2	May extend beyond standard semester
	PUBHXXXX or PSYCXXXX	PUBH or PSYC Elective#	2	
		Semester units	**7**	

There are 3 Health stream PSYCXXXX or PUBHXXX electives available. The semester on offer can change and should be confirmed in the year that you enrol: You can choose one from; PUBH7035 Health Promotion Planning, PUBH7036 Health Promotion Implementation and Evaluation, PSYC7261 Addiction Science and Practice.

Recommended Sequence of Study: Sport and Exercise stream

	Course code	Course name	Units	Length
Semester 1	PSYC7801	Interpersonal Skills in Counselling 1	2	
	PSYC7803	Foundations of Psychological Intervention	2	
	PSYC7775	Introduction to Applied Practice in Sport & Exercise Psychology	2	
	PSYC7112	Assessment in Psychological Practice	2	
	PSYC7810	Applied Psychology Placement A*	2	May extend beyond standard semester
		Semester units	**10**	
Semester 2	PSYC7231	Ethical Practice and Research Approaches	2	
	PSYC7725	Psychological Skills Training Techniques in Sport A	2	
	PSYC7745	Sport Psychology Placement B*	2	May extend beyond standard semester
		Semester units	**6**	
Semester 3	PSYC7811	Master of Psychology Dissertation A	3	Year-long
	PSYC7805	Counselling and Mental Health	2	
	PHYL6000	Sports Science (Anatomy, Biomechanics, Physiology)	2	
	PSYC7820	Applied Psychology Placement C*	2	May extend beyond standard semester
		Semester units	**9**	
Semester 4	PSYC7811	Master of Psychology Dissertation B	3	Year-long
	PSYC7755	Sport Psychology Placement D*	2	May extend beyond standard semester
	PSYCXXXX PUBHXXX	PUBH or PSYC Elective#	2	
		Semester units	**7**	

There are 5 Sport and Exercise stream PSYCXXXX or PUBHXXX electives available. The semester on offer can change and should be confirmed in the year that you enrol: You can choose one from; PUBH7035 Health Promotion Planning, PUBH7036 Health Promotion Implementation and Evaluation, PSYC7261 Addiction Science and Practice, PSYC7594 Motivating and Leading in the Workplace, PSYC7808 Counselling for Health & Capacity Challenges.

Recommended Sequence of Study: Clinical Neuropsychology stream

	Course code	Course name	Units	Length
Semester 1	PSYC7801	Interpersonal Skills in Counselling 1	2	
	PSYC7803	Foundations of Psychological Intervention	2	
	PSYC7112	Assessment in Psychological Practice	2	
	PSYC8161	Neuroanatomy for Neuropsychologists	2	
	PSYC7810	Applied Psychology Placement A*	2	May extend beyond standard semester
		Semester units	**10**	
Semester 2	PSYC7231	Ethical Practice and Research Approaches	2	
	PSYC8291	Applied Gerontology	2	
	PSYC7820	Applied Psychology Placement C*	2	May extend beyond standard semester
		Semester units	**6**	
Semester 3	PSYC7811	Master of Psychology Dissertation A	3	Year-long
	PSYC7805	Counselling and Mental Health	2	
	PSYC8171	Diagnosis and Management of Neuropsychological Disorders	2	
	PSYC8320	Internship 1	2	May extend beyond standard semester
		Semester units	**9**	
Semester 4	PSYC7811	Master of Psychology Dissertation B	3	Year-long
	PSYC8181	Cognitive Neuroscience of Clinical Neuropsychology	2	
	PSYC8330	Externship 2	2	May extend beyond standard semester
		Semester units	**7**	

Important notes for students in all four streams:

- Part-time commencing students must enrol in coursework only in their first year and all placement courses will commence in their second year of enrolment unless approved by the Program Director.
- The order of placements is largely interchangeable. Some students will do a "general" placement and others will do a "specialty" placement in first semester.
- Both specialty placements have to be in the appropriate specialty area.

- One or both of the general placements need to be in other areas, but students can have ONE extra specialty placement to count as a general placement.
- Placements in Semester 1, 2017 will usually commence in April, following the completion of PSYC7803.
- A full list of courses, semester of offering and program rules are available at the following web-link: http://www.uq.edu.au/study/program.html?acad_prog=5666

Requirements of the Program

University Guidelines

It is a program requirement that students take no more than 2 years full-time (or 4 years part-time) to complete the Master of Psychology program.

Full-time students generally enrol in **eight units** per semester.
Part-time students generally enrol in **four units** per semester.

Students can only change their enrolment status (e.g., interrupt studies, switch from full-time to part-time status or vice versa, or extend enrolment), in exceptional circumstances and with the approval of the Program Director. Unauthorised interruption of studies may result in termination of the student's program of study.

Students must enrol in PSYC7811 (Master of Psychology Dissertation) at the beginning of their second year if full-time, or the beginning of their third year if part-time. PSYC7811 must be completed in one academic year for both full-time and part-time students (i.e., enrolment in two consecutive semesters).

Students are required to comply with university policies and rules regarding satisfactory academic progression in the program. Rules and policies are available at:

https://my.uq.edu.au/

Coursework Attendance Requirements

As stated above, for Master of Psychology students, compliance with the supervised practice program includes attendance at coursework lectures, tutorials, and workshops. Students are expected to attend a minimum of 10 classes out of 13 weeks, with some courses requiring 100% attendance. Absences beyond this can only be granted for medical or counselling certified reasons, or for exceptional circumstances, at the discretion of the course coordinator. If you cannot attend class in a particular week, it is expected that you inform your lecturer as far in advance as possible.

Thus repeated failure to attend class without appropriate notification and documentation may result in students having to complete an additional period of supervised practice or further coursework on completion of their degree to satisfy registration requirements.

Credit for Previous Courses Undertaken

Where appropriate, students can apply for credit for courses. Credit will only be granted for courses undertaken in other APAC-accredited postgraduate programs in psychology, or associated and relevant programs. Courses undertaken overseas or non-accredited courses may be eligible; such applications will be dealt with on a case-by-case basis. Even if course exemptions *are* granted, students may still be required to attend classes or to complete part of the formal assessment for a course. To apply for credit, students should approach the Program Director in the first instance.

Master of Psychology Placement Program

The placement component of the Master of Psychology program forms one part of an integrated program to assist progress towards full registration as a psychologist in Australia. Students undertake placements in various settings to gain knowledge, skills, and abilities in these settings. The placement experience is designed to develop skills in working with a variety of client groups, across a range of professional competency areas.

Requirements are determined by:
- The APAC
- The PsyBA and AHPRA
- The APS
- The APS College of Counselling Psychologists
- The APS College of Health Psychologists
- The APS College of Sport and Exercise Psychologists
- The APS College of Clinical Neuropsychologists

Students are required to complete at least 1000 hours of supervised and documented placement experience during their program of postgraduate study, which includes at least 133 hours of supervision. For specific information about the placements, please refer to the Master of Psychology Placement Handbook.

Assessment requirements for professional placements include:
- Enrolment in the appropriate course and registration of placements with responsible staff;
- Development of a supervision agreement between the placement organisation, the student, and the student's placement manager about the goals and formal learning objectives for the placement;

- Regular meetings with a designated, approved supervisor; and
- Submission of formal performance appraisals, written reports related to the placement, associated practice and supervision logs, and mid and end point-reviews.

Master of Psychology students who have had all competencies signed off and have successfully completed the program are eligible to apply for general registration with the Psychology Board of Australia.

A student who commences, but does not successfully complete a placement through academic withdrawal (W) or receiving a fail grade (X or N), must apply for approval to the Associate Dean (Academic) Faculty of Health and Behavioural Sciences to reenrol in that placement in a following semester. You must discuss your program of enrolment with the Program Director and Placement Manager/s prior to requesting approval from the Associate Dean. Please refer to the program rules for full information on enrolment and placement requirements.

Master of Psychology Thesis Information

Important Stages for Thesis Progress and Submission

When	What
Year 1, Semester 2	**Work out your topic and find a supervisor. The Program Director can advise you. For most students this will occur in conjunction with the development of a research proposal that occurs within the course PSYC7231** *Ethical Practice and Research Approaches*
Year 2, Semester 1	**Ethical Clearance for your Research Project** You need to obtain ethical clearance before you engage in any activity associated with collecting data or information from other people (see section on ethical clearance).
	Thesis Introduction and Method Section – Good Draft Submit a completed draft of your thesis introduction and method section to your supervisor by the end of Semester 1. If there are special circumstances making it impossible to have both sections completed, inform the Program Director before the beginning of Semester 2. It is your responsibility to discuss any problems with your supervisor well in advance of the deadline. Normally, pressure of work early in Semester 2 will not be considered adequate reasons for failing to meet the deadline.
Year 2, Semester 2	**Thesis Submission** Two copies of the thesis along with the required paperwork should be submitted to the Postgraduate Administrator at Level 3 Reception, McElwain Building, **by the due date. Please see PSYC7811 Master of Psychology Dissertation Electronic Course Profile for due dates and requirements.** Students will also need to submit an electronic copy via Turnitin on Blackboard.

Please note: Part-time students would follow the same sequence of events, however, would commence seeking a supervisor and work out a topic in Year 2, Semester 2.

Overview of Master of Psychology Thesis

The thesis is worth six (6) units in total, spread equally over two semesters. Students should enrol in the thesis in the first and second semesters of their second year of the program, if full-time, and in the first and second semesters of their third year if part-time.

The thesis comprises a 5,000 to 10,000 word document that conforms to the usual reporting structure in psychology (i.e., abstract, introduction, method, results, discussion, references, etc.). The thesis should be in APA format, double-spaced and printed double-sided.

The dissertation must be finalised and grades uploaded in accordance with semester deadlines, thereby reducing the time available to students in which to conduct and write up their research project. Please see PSYC7811 Master of Psychology Dissertation Electronic Course Profile for due date. Two soft-bound copies of the thesis along with the required paperwork should be submitted to the Postgraduate Administrator. Students will also need to submit an electronic copy via Turnitin on Blackboard. The thesis is marked by two internal markers in the School of Psychology; it will be marked on a seven point scale outlined in the Electronic Course profile.

Suitable and Unsuitable Projects

The Master's research project should address an area of relevance to the chosen stream in the Master of Psychology, and must have as its central focus the scientific analysis of a problem. The project must be designed so that you are required to undertake all the steps involved in conducting an empirical investigation or enquiry, including:
- review of the relevant scientific literature;
- the formulation of a research question or questions;
- the design of an appropriate rigorous scientific method for investigating the question;
- the collection and analysis of data; and
- the interpretation of findings and the preparation of a report.

The research project most commonly takes the form of:
- a empirical research project of a quantitative and/or qualitative nature

If appropriate to the area of study and topic, and in close consultation with your supervisor and the Program Director, it may be possible for your thesis project to take one of the follow forms:
- a program evaluation study;
- a study based on experimental single case design;
- a systematic analysis
- a critical review and a meta-analysis;
- a critical review and secondary data analyses

The specific topic of a Master's research project will in most cases be reached by negotiation. It may come from the student, the supervisor, and/ or arise from discussion between the two. Some supervisors require the student to have a lot of input into choice of topic, others can suggest topics, and there are numerous varieties of supervisor-student relationships in between. In the end, the School leaves such matters to the good sense of the two people concerned. Please refer to Accreditation Standards 5.3.12 & 5.3.13 for further information: http://www.psychologycouncil.org.au/standards-and-guidelines/

What Is An Appropriate Project?

If you have any concerns about your project, consult your supervisor in the first instance and then the Program Director. You the student should have a dominant role in all phases of the project from design and planning through to data analysis and interpretation. It is against university rules for your project to be reported as a study in the thesis of another student (e.g., a PhD student). Your project should be empirical – that is, you collect data directly from participants, or you collect data by searching and computation in large archival sets of data (e.g., Census data, large collections of health data, or other statistics), or by detailed coding and analysis of behaviour that is public or legitimately available to you (e.g., videotaped conversations). Both qualitative methods and quantitative methods are acceptable. Your project should relate to research and theory in your chosen stream within the Master of Psychology program, and address some research questions, even if it is an exploratory study.

Problematic Projects
- *Data sets previously collected by someone else where there are fairly specific hypotheses and prior decisions about tasks and instruments.*

It is acceptable to use data of this kind as PART of your project, but you need to have **as an additional part of your project** something that you were involved in from the planning stage. For example, you may use data already collected from a clinical sample and get some of your own data, ideally including additional measures and research questions, from a university sample.

- *Computer modelling and simulation work without empirical tests of human participants.*
- *Research work that doesn't constitute a project in the sense of addressing research questions.*

Developing and validating a questionnaire or a data analysis technique or a computer task are not suitable, unless substantive research questions or hypotheses also are addressed through data collection. It must also be clear how this work links to the realm of *applied* psychology. Please see Program Director if you have any questions or queries.

Potentially Risky Projects

Single case studies and mathematical modelling of data are unlikely to be the makings of a highly ranked thesis unless you have considerable skill and luck. Seek advice. For proposed projects requiring access to scarce samples, requiring lengthy ethical review, or requiring construction or purchase of complicated or expensive equipment: Estimate the time needed before the project can be completed, then triple it!

Scope

The scope (size and complexity) of the project obviously plays a role in judgments of the final product. The project must be sufficiently challenging to address the learning objectives of the Master of Psychology program. Scope, however, is only a potential. It only translates into marks when a student capitalizes on that potential. A major pitfall can be that a project is too ambitious in the challenge that it sets.

Supervision of the Master of Psychology Thesis

Students are responsible for seeking out an appropriate thesis supervisor. A supervisor may be sought from the following Schools, whose staff members teach into the Master of Psychology program:

- School of Psychology - http://www.psy.uq.edu.au/
- School of Nursing, Midwifery & Social Work - http://nmsw.uq.edu.au/
- School of Human Movement & Nutrition Sciences - http://www.hms.uq.edu.au/
- School of Public Health - http://www.sph.uq.edu.au/

Students are encouraged to research potential supervisors' areas of interest and think about possible appropriate thesis topics before contacting a potential supervisor. In some cases, supervisors may be unable to supervise a student's thesis due to their other work commitments. It is therefore important to identify a few potential supervisors, in case the first choice of supervisor is not available.

Thesis projects are diverse, and every project is different. There is no one "right" way to proceed. However, here are some basic guidelines that are useful to both students and supervisors. Students have the right to expect help and feedback from their supervisors, and supervisors have the right to expect responsible behaviour and initiative from their students. Everyone has the right to expect that the final thesis represents the student's own work. These guidelines are intended to highlight the commonality in expectations.

Supervision Process

Students can expect to meet regularly with their supervisors; frequency of meetings should be negotiated between students and supervisors. Students should take responsibility for making appointments for meetings, and should not expect the supervisor to contact them for meetings unless this has been explicitly agreed.

Designing the Project

Students can expect guidance on the design of the research project. Whether a supervisor provides a finished design and rationale depends on the research topic and other factors. Students developing an idea of their own can expect help from their supervisors in producing an adequate specification of the research questions as they relate to literature, and a design to test them. However, students cannot reasonably expect this help if they wish to work on a topic outside their supervisor's interests or expertise.

Supervisor's Reading of Drafts

Students can expect their supervisor to read and comment critically on drafts of the introduction, method, results and discussion sections. Feedback should comprise detailed advice regarding structure, content, presentation, expression style, and grammar.

One of the most frequent complaints from students is that they submitted work for feedback and received only a few minor editorial corrections. Please remember that helpful feedback requires "feedforward". Highlight text where you want substantive comment. Ask questions. Make suggestions about alternative organisations, interpretations, and so forth. Make the most of the few opportunities for feedback that you have.

To be fair to all students and gain a clear idea of student abilities rather than the degree of involvement of a particular supervisor, there is considered a reasonable limit on the reading of drafts of thesis sections by supervisors. Supervisors will read no more than two drafts of any section of the thesis.

Supervisor's Contribution to Parts of the Thesis

Theory, Literature, and Hypotheses: Students can expect their supervisor to provide them with a starting point in their literature search, but not to provide them with all the literature they need to review. Students can expect help in focusing the project and developing the theoretical argument, but should expect to include theory, critical assessment of previous research, and/ or hypotheses of their own.

Data Collection

There is an APS requirement that thesis projects represent empirical work and that students be extensively involved in all phases of the project. In the case of larger team projects or pre-existing data sets, students can expect to devise, with the help of their supervisor, research questions or problems that will form the basis of a project appropriate for a Master's Thesis. Supervisors are entitled to have students help them in their own research, but not to have students collect data for them on a project in which the student's role is not specified, or where the student has not had an adequate opportunity to understand the rationale and procedures as they relate to the thesis project.

Where a student uses a pre-existing data set, an appendix must be included that provides full information on the data including the specific project, number of participants, etc. Please refer to Accreditation Standards 5.3.12 & 5.3.13 for further information:

http://www.psychologycouncil.org.au/standards-and-guidelines/

Statistical Analyses

Students are expected to set up and conduct their own analyses (including statistical analyses of quantitative data, and analyses of qualitative data). Analyses should not be done by supervisors, statistical consultants, or research assistants although such individuals can provide guidance that enables students to then conduct their own analyses. Students can expect their supervisors to help with designing the analyses, to review their analyses, to comment critically, and to help them to conduct appropriate analyses, but not to do the analyses.

Statistical analyses do not have to be complicated, and students should not conduct analyses that they do not understand. In some cases, students may receive help with data pre-processing and command files for programs they have not learned about previously. When this occurs, it should be acknowledged in the results section. Students can expect guidance from their supervisors in structuring the results section and reporting analyses.

Discussion of Results

In general, students are expected to interpret their results themselves, and to provide the main idea and critique in their discussion. Students can expect their supervisors to comment critically on their interpretations, and to suggest other factors, theories, or empirical work that may bear upon the interpretation of the results, but not to provide specific interpretations.

Problems in the Supervision Process

If problems occur with supervision, or if students have problems that interfere with their thesis work, they should expect in the first instance to discuss these problems with their supervisors and try to negotiate a solution. If deemed necessary, the Program Director should be consulted.

Codes of Professional Conduct and Research Ethics

Student research, like all research in the School, is expected to adhere to UQ's research ethics guidelines. Students have the responsibility to learn and understand these guidelines, as well as to make sure that they meet School deadlines for submitting ethics forms for their projects.

In addition to complying with ethical principles outlined for the conduct of research, students are expected to report their findings fully and accurately as demanded by the traditions of science. Students must conduct their research in a professional manner. For example, they

should be punctual in keeping appointments with participants and others associated with the project, and they should properly represent their student status to these people.

Ethical Clearance for Conducting Research in Psychology
The School of Psychology performs ethical reviews on all student projects. Students must participate in the School ethical review process even if their supervisor already has ethical clearance for the project. Clearance through the School of Psychology ethical review is necessary but may not be sufficient for approval to commence the project. When completing the form, flag any information that raises the possibility of additional ethical review. There are factors that might necessitate review by ethics committees outside the School of Psychology, or application to an external body.

In cases where proposed projects require the involvement or participation of individuals who are recruited or tested in the context of their link with some private or government institution (e.g., hospital, school, or prison) or company (e.g., mining or manufacturing industry, government department or other workplace), ethical clearance and all appropriate permissions must be obtained from the institution or company before the project can commence. Participants who are approached in the public domain (e.g., a shopping mall) or who are recruited through a door-knock or mail-out to their homes are not subject to the same restrictions. Ask one of the Psychology Ethics Officers if you are unsure.

Potential Ethical Issues or Problems
The School of Psychology will require you to submit your research plan to the relevant university ethics body if there is any concern about potential ethical issues or problems. For example, if you were asking teenagers about their drug taking and sexual behaviour, you could expect to be asked to submit your research to the appropriate UQ ethics committee. Be aware that the committee meets approximately monthly, and there will be additional forms to complete. It is wise to anticipate and prepare your submission early. The Psychology Ethics Officers can advise on whether your project may require university clearance.

Working with Children Security Clearance
Laws came into force concerning police security checks for researchers who are testing children and are not registered psychologists. If you are testing children, you will need to ensure that you have a valid and current Blue Card before you can begin to work with children under 18 years of age. A valid Blue Card is a requirement of entry into the Master of Psychology program; therefore, this should not be a problem.

In keeping records of your compliance with procedures, it is best to assume that you will be held to account under the "presumption of guilt": If you are challenged, you will be required to prove your innocence. In this, ignorance ("I assumed the protocol was exempt from having to obtain informed consent") is not an acceptable defence. If you do find yourself in **any** circumstances involving claims of ethical misconduct, stop your research immediately and inform the School.

Any uncleared research could land you and the School of Psychology in deep trouble, and ruin future research opportunities for others. Please pay special attention to the fact that you MUST receive ethical clearance before you can commence data collection. Ethics forms are submitted electronically to the Psychology Resource Centre, 2nd floor, McElwain Psychology Building. Note that it takes up to two weeks to process applications and this time is extended considerably if applications for clearance must be submitted to external ethics bodies. Application forms and guidelines for submission are available under 'Research' on the right hand column at the School website at:
https://www.psy.uq.edu.au/current-students/postgraduate/
The most important point to remember is that if you are in any doubt about any aspect of the ethical clearance procedure, do not proceed.

Writing the Thesis

Students produce a line thesis document of between 5,000 and 10,000 words. This is usually in the format of a lab report, including an introduction, method, results and discussion sections. Other options are possible in consultation with your supervisor and the Program Director. For example a students may have prefer the option of presenting their thesis in the format of a critical review of literature and an article suitable for submission to a peer-reviewed international scientific journal.

In accordance with APA style, the thesis should have sections corresponding to the abstract, Introduction, Method, Results, Discussion, and References. Separate results and discussion sections are recommended. The precise organisation in terms of sections and headings should be tailored to the project, and accommodate the number of experiments, pilot and validation tests, and so on, and the overall nature of the project. Do provide additional (informative) headings within the introduction, method, results, and discussion sections where they assist the reader.

The additional sections for a thesis (e.g., table of contents, statement of originality, list of tables and figures, appendices) are listed in the checklist on page 26. Note that figures and tables should be in the body of the thesis close to the text that refers to them. It is up to you whether the figures and tables are on pages containing text or on sheets separate from the text.

Appendices should contain stimuli, questionnaires, standard instructions, and brief summaries of major statistical analyses. If they are not already in the body of the thesis, it would be appropriate to include ANOVA and MANOVA tables, tables of factor loadings and factor rotations, bi-variate correlations and β weights and associated t-tests for regression.

Make use of the editing facilities in SPSS to remove unnecessary material from tables and to copy and paste them into Word documents (use paste-as-picture). Photocopies are acceptable. Clearly label the analyses and variables (labelling by hand is fine, don't waste time beautifying appendices). It is not normally necessary to include information on assumption checking, post-hoc comparisons, or ancillary analyses. If you have done a similar analysis on many subsets of variables, you shouldn't need to include summaries for all the sets of variables. Typically a marker will check the statistical appendix only if there is something in the results section that requires clarification.

Length Limit for the Thesis

As mentioned above, without tables, figures, the reference list or appendices, the expected length for the Master of Psychology thesis is 5,000 to 10,000 words. The word count should be included on the title page of the thesis. The thesis should be typed in Times New Roman font (or an equally readable font) on A4 paper, double-sided with a minimum of 2cm margins on the top, right and bottom, and 3 cm on the left (for binding; the larger margin varies between left and right when binding double-sided). You are advised to edit your drafts to tighten sentence structure and remove unnecessary words. Also avoid the temptation to 'write to the limit' – if you've said all you need to say in 5,000 words, then stop. **Do not 'pad' your thesis to meet the upper limit – this practice never improves the product.**

Editorial Style

The publication format of the American Psychological Association (6th Edition) is the standard to which the thesis should be written, with some exceptions.

The exceptions are:
- Figures and tables should be placed in the body of the thesis, as close as possible to where you are talking about the data contained therein. We have no preference as to whether you have them on pages separate from the text, or run the text around them; a very little table sometimes looks silly all on its own on a separate page, but it depends on the technology you have available to you.
- A short running header is not necessary. Again, this is not required because not all word-processing programs can do it. However, page numbers are mandatory.
- The thesis must be printed back-to-back, in accordance with University policy.

Appendices for your data and computer print-outs can consist of photocopies of the originals. We need enough so that we can check the validity of your results. In organising material in an appendix, use common sense. Cross-references to the appropriate sections in the body of the thesis (tables, figures) will help an examiner in the process of trying to understand something that you may not have stated clearly.

Science, Academic Integrity, and Professional Conduct

Acknowledgement of Sources

In terms of thesis writing, we expect students at Master's level to be familiar with the prohibitions on plagiarism in all its forms. Students must cite all sources used in their thesis. Direct copying must be in the form of quotations, with appropriate referencing. If a source is used without direct quotations, it must be rewritten in the student's own words, still with appropriate referencing. Plagiarism goes beyond simply copying the printed word. It extends to all examples of unacknowledged use of other people's work and ideas. This includes the references and the conceptual organisation used by others in supporting conclusions and drawing implications after argument.

Data Management and Record Keeping

You must be scrupulously honest in the data you report, and in your keeping of records to do with all aspects of data collected and analysed. To protect your own good name, and the collective reputation of the School, you are required to lodge with your supervisor the original or a copy of all your data and records <u>within two weeks after submitting your thesis</u>.

At all times examiners retain the right to request data at every level of data collection and analysis, even when these are not directly included in the body of the thesis or its appendices (e.g., raw data). By all levels of data collection, we mean from participants' individual responses across individual trials, to input files used in statistical analysis, to tables of outputs. This is in keeping with sound ethical considerations in science. All researchers (in this case you and your supervisor) are under an obligation to provide opportunities for scrutiny of all data.

The data reported in appendices must be presented in an orderly manner, at all times facilitating the ability to scrutinise what appears in the main body of the thesis (e.g. statements, tables & figures/graphs). The failure to comply with requirements for complete and unconditional access to data on request will result in an automatic mark of zero (0) for the thesis component of the program. It may also result in a recommendation that disciplinary proceedings be initiated under the rules and regulations of the University.

Be aware that backing up electronic data and programs stored on computers is part of appropriate and proper conduct. It is important to keep both hardcopy and electronic backup copy of your data, your analyses, and drafts of your thesis. Hard drive crashes and other computer-related malfunctions are not accepted as an excuse for failure to comply with data management obligations. In these instances your level of performance in meeting essential program objectives will be deemed unsatisfactory.

It is strongly advised that all students consult the University of Queensland's MyUQ link regarding academic integrity and plagiarism at: https://my.uq.edu.au/information-and-

services/manage-my-program/student-integrity-and-conduct/academic-integrity-and-student-conduct

The Library has also developed a guide on plagiarism. It defines plagiarism and provides links to web resources to assist students in avoiding it – there are also some links to interesting sites on plagiarism and the web. The material is available at the Library's website at: http://www.library.uq.edu.au/training/plagiarism.html

Data and Output from Statistical Analyses

There is no need to include printed copies of output from statistical analyses (e.g., SPSS output) in your thesis. However, you must provide your supervisor with an electronic copy of your data and output from analyses so these may be made available to examiners on request (e.g., for checking accuracy of data and analyses).

Thesis Format Summary Checklist

Component	Included
A page containing the title, author, degree the thesis is submitted for, the date, and word count of the text	
A page certifying (signed) that the thesis is the student's own work	
A page of acknowledgments	
An abstract (keep it short - 1 page maximum)	
Table of Contents	
List of Tables	
List of Figures	
Body of thesis – paginated (APA format)	
Printed double-sided	
References (in APA format)	
Appendices	

Do you have two full soft-bound copies of the thesis outlined above? Have you uploaded an electronic copy?

If any of these criteria have not been met, then try again!

Submitting the Thesis

Time

Leave yourself plenty of time to write and print the thesis. Both activities take longer than you think. As in the management and storing of data, failing to protect yourself against computer malfunction will be judged as unsatisfactory conduct.

Thesis Extensions

Extensions will only be granted in exceptional circumstances on the basis of a written application accompanied by a medical certificate or other evidence supporting the request. The University rules include specific limits for the granting of the extensions (see general award rules on MyUQ) link. Any request for extension must be made to the Program Director on the UQ Request for Extension form to be found at:

https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/applying-extension

Copies

Two soft bound copies of the thesis are to be submitted to the Postgraduate Coursework Administrator, Level 3, Psychology Reception, McElwain Building (24A) by the due date. Please check the PSYC7811 Electronic Course Profile for further information on due dates. Printing Services at the University and external companies provide binding services (e.g., Kwik Kopy, Officeworks). An electronic copy should also be submitted via Turnitin on Blackboard.

Marking the Thesis

Two markers from within the School of Psychology will mark each thesis. Supervisors do not mark their students' thesis. Where possible the markers will be "in-area".

Data and Publication of Student Theses

Master's theses often have the potential to be published in some form. The following guidelines are designed to prevent difficulties and misunderstandings that may arise between students and supervisors in relation to decisions to publish material related to Master's theses.

Unless there is specific agreement to the contrary, a student will own the intellectual property that he or she creates while studying at the University (see 4.10.13 Intellectual Property for Staff, Students and Visitors). As part of the general requirement to retain research data for up to five years (see 4.20.02 Responsible Conduct of Research), students have a responsibility to leave the original or a copy of the data and/ or computer file with their supervisor when they complete their Master's studies.

Master's theses are usually a product of the combined efforts of students and supervisors, and should be dealt with as such. The order of authorship of any publication arising from a Master's thesis is dependent on the relative contribution of student and supervisor (and other contributors to the research) to factors such as:

- conception of the idea for the study;
- development of the design;
- collection of the data;
- analysis of the data;
- conduct of the literature review; and
- drafting and revising the article.

Students and supervisors should discuss early on in the development of the research project what will happen with respect to authorship if the results from the thesis are publishable. Students and supervisors are encouraged to schedule a closure meeting after submission of the thesis to discuss the supervision process, potential for publication, processes and timelines, and authorship. It is a good idea for both parties to document this discussion.

Because this Program Handbook is designed to be useful to our students, it remains a work-in-progress. You are always welcome to provide suggestions for improvement and should feel free to discuss or clarify the information in this handbook with the Program Director.

Additional Information

Program Rules for Master of Psychology
http://www.uq.edu.au/study/program.html?acad_prog=5666

APS Colleges (Counselling, Health, Sport and Exercise)
http://www.groups.psychology.org.au/colleges/join