SCHOOL OF PSYCHOLOGY AND SPEECH PATHOLOGY

Higher Degree by Research (HDR)
2011 Information Booklet

INFORMATION FOR PROSPECTIVE STUDENTS
Foreword

The School of Psychology and Speech Pathology currently provides four postgraduate research courses, Master of Philosophy (MPhil), Doctor of Philosophy (PhD), Doctor of Philosophy in Clinical Psychology (PhD-Clinical) and Doctor of Philosophy in Counselling Psychology (PhD – Counselling). Currently, the School’s Director of Graduate Studies is Associate Professor Clare Rees and she is the contact person for each of these programmes. This booklet is primarily designed to provide general information about the research components of these programs within the School of Psychology and Speech Pathology. It should be read in conjunction with the information contained on the University Website which will be referred to throughout this booklet:

University website:


The information contained in this document is also available on the School website:

School website:

http://psych.curtin.edu.au
1. GETTING STARTED

Information on Application for Admission to Postgraduate Studies can be found at the following website:


Please note that if you are applying for the PhD (Clinical) or PhD (Counselling) there are additional admission procedures. Please contact the Coordinator of the relevant program (Clinical or Counselling) for this information.

*Forms for Postgraduate Studies*

As you progress through your postgraduate studies you will require many forms throughout the various stages of your program. These are available on the University website, at:


These can be downloaded to a PC or Mac for completion. Forms are often updated and it is much safer to download the most recent ones than to rely on ones that may have been printed off some time ago.

The forms that you may need include:

- Admission to MPhil and PhD Programs
- Request for Extension of Time to Submit Candidacy Application
- Application for Candidacy and Conversion - Higher Degree by Research
- Ethics forms from the Human Research Ethics Committee (HREC)
- Application for Variation to Candidacy Details - Nomination of Examiners
- Application for Leave of Absence and Enrolment Amendment
- Application for Conference Support - Doctoral Students

*Selection of Potential Postgraduate Students by the School*

In addition to the University application form, the School of Psychology and Speech Pathology requires applicants to submit examples of their previous research endeavours, together with academic references and a written account of their skills, objectives and motivations for undertaking the PhD programme. The application also requires a brief description of the proposed research (maximum of two pages). Applicants are required to approach suitable staff members prior to submitting their application to determine if they are willing to be on the supervision team. The School’s Director of Graduate Studies can provide information on who may be appropriate for a particular topic. Further information is provided on the School’s website (http://psych.curtin.edu.au/).
The application will be reviewed by the School’s Director of Graduate Studies and other staff members considered appropriate for the applicant and their proposed area of study. Consideration of whether an appropriate supervisory panel can be provided, and whether facilities necessary for research in the area signalled by the applicant can be made available, will affect the selection of suitable postgraduate students.

The Federal government funds postgraduate research places at each University on a complex formula with penalties for students who fail to complete and rewards for students whose completion is “timely”. The anticipated time for an MPhil is two years and for a PhD is three years. It is four years for the PhD (Clinical or Counselling) as these require substantial coursework. The potential of the student to complete the thesis and the potential of the project to be done in the minimum time are considered when determining the suitability of a student to the program.

**Selection for the PhD in Clinical or Counselling Psychology**

The four year PhD programs in Clinical and Counselling Psychology provide students with advanced professional training in counselling or clinical psychology plus the opportunity to carry out a specialised research program at PhD level. This course prepares students for careers in professional practice, research, and the academic field.

Prospective students need to apply for admission to these programs in the year prior to commencing the program. The closing date for applications is generally the 31st October but it is advisable to check this date. In both cases, the minimum requirement for admission is an Honours degree (IIA) or equivalent. For students who have enrolled in the MPsych course and wish to transfer to the PhD course, a high standard of performance in MPsych units will also be required for entry into the programme.

Further information on these programs is available in the handbooks provided on the website: [http://psych.curtin.edu.au](http://psych.curtin.edu.au)

**Postgraduate Scholarships**

Full-time students enrolled in the PhD program who have first class Honours or the equivalent are eligible to apply for a Commonwealth Research Award (Australian Postgraduate Award; APA) or a Curtin University Postgraduate Scholarship (CUPS) for the three year period of doctoral study. The ‘equivalent’ of first class honours may be considered as one or more of the following: students who have achieved candidacy, published papers in refereed journals or demonstrated in other ways progress towards the PhD. Applications close on the 31st October, and students can apply at any time throughout their PhD. Further information is available at the following web site: [http://scholarships.curtin.edu.au/postgraduate/index.cfm](http://scholarships.curtin.edu.au/postgraduate/index.cfm). The School also has several top-up scholarships for students who are awarded an APA or CUPS scholarship.

External scholarships are also available from granting bodies such as: Healthway, NHMRC and the Rotary Foundation. For information on these, students should contact the University’s R&D Office, or visit the appropriate organisation’s website. If further information is required, this can be obtained from the Manager of ReCAP. Note that you cannot apply for an NHMRC Scholarship until after completion of a fourth year course, except in the case of Indigenous students.
2. THESIS COMMITTEE

**Thesis Chairperson/ Director of Graduate Studies**
The position of Director of Graduate Studies (DGS) is currently held by Associate Professor Clare Rees. If the DGS is unavailable for any reason, the Deputy, currently Dr Neville Hennessey, should be contacted. In the School of Psychology and Speech Pathology, the thesis chairperson for each student will be the DGS, unless the DGS is also the student’s supervisor. In these cases, the deputy DGS shall be the thesis Chairperson.

The DGS’s primary responsibilities within the School are as follows:

1. to attend the Faculty Graduate Studies Committee (FGSC) meetings - this is where candidacy is approved at the Faculty level.
2. to organise the candidacy meetings within the School and supervise the subsequent preparation of the application to the FGSC
3. to act as a mediator between the supervisor and student if any conflict occurs
4. to provide advice and support to students, particularly those who do not appear to be on track
5. to assist with identifying suitable internal readers within the school for the final thesis and to work with the student and supervisor(s) to answer issues raised by external examiners
6. to recommend outstanding students for the Chancellor’s commendation
7. Reviews all students Annual Progress Reports
8. Recommends changes of supervisory panel, changes in thesis title, submission of candidacy, submission of thesis and confirms changes to thesis are satisfactory if required

**Supervisor**
It is usually the student’s responsibility to choose the supervisors. However, if the student is unsure, the DGS may assist in making recommendations based on the research topic of interest. The University publishes a number of documents which relate to HDR students, including guidelines for members of an HDR thesis committee. These guidelines list the responsibilities of the chairperson, supervisor, co-supervisors/s and associate supervisor/s and can be found here: [http://research.curtin.edu.au/graduate/guidelines/tcm.cfm](http://research.curtin.edu.au/graduate/guidelines/tcm.cfm)

**Supervisor and Co-supervisor/s**
The primary supervisor must be a member of the academic staff and registered as a Level 1 supervisor. A list of academic staff within the School of Psychology, and their major research interests can be found in Appendix A. Adjunct staff members and external supervisors can be associate supervisors.

**Meetings**
Supervisor, co-supervisor/s and student agree a meeting schedule and expectations for review of written material. Different models of working between supervisor and co-supervisor are possible (e.g., one supervisor meets with student one week, the other the other week; one supervisor meets student weekly, the other supervisor meets once per month for a longer meeting; supervisors meet jointly with the student fortnightly). Both supervisors should ensure that they are sufficiently familiar with the student’s project that they can provide adequate supervision in the event that one supervisor is absent (e.g., holiday or study leave).

Usually both supervisors will remain on the thesis panel for the duration of the enrolment to provide continuity of supervision. One of the supervisors should usually be available to meet with the student once per week if the student requests. Supervisory meetings are likely to be held weekly up to candidacy, with substantial input from supervisors into review of draft candidacy documents.
Candidacy
The supervisor should ensure that one member of the supervisory team has appropriate expertise in the analysis methods the student will use. If neither supervisor has this specific knowledge, then an associate supervisor should be appointed to the team to provide specific advice on the design and analysis during candidacy and at appropriate intervals during the remainder of the thesis.

Both supervisor and co-supervisor/s are expected to receive, read and provide input into (at least) two complete drafts of the School candidacy document. If substantial changes are required to the document, both (all) supervisors should read and approve the revised document. If minor changes are required one supervisor is likely to check the Faculty document. The primary supervisor checks and submits HREC application for project with themselves as principal investigator, student and the co-supervisors as associate investigators. All named investigators should read and provide comment if necessary to HREC application. Supervisor maintains record of HREC approval.

Post-candidacy
Post-candidacy, supervisory meetings are likely to be less frequent, but student should have supervisory contact at least once per month up to thesis write-up stage. Whilst recognising that students should be writing sections of their thesis throughout the period of enrolment, as students approach the final six months of their enrolment supervisors are likely to need to provide more input. Both supervisors should receive, read and provide input into at least two drafts of each chapter and at least one complete draft before submission to the internal reader. If substantial changes are required by the internal reader, both supervisors are expected to review the changes before final thesis submission, if changes are minor, one supervisor may review that the changes have been made.

Examination
Supervisors should discuss possible examiners, and approach the examiner to check their availability and willingness to act as an examiner and advise the thesis chair of the recommended examiners. They need to submit these to the postgraduate coordinator on the Variation to Candidacy form.

If only minor/typographical changes are required by the examiners, one supervisor may review these changes, the statement addressing the changes and submit the report to the thesis chair. If substantive issues are raised by the examiners, both supervisors should meet with the student to discuss how to approach the issues. If changes may be made to the satisfaction of the thesis chair, then both supervisors should read and approve the students statement addressing the issues.

If the thesis is required to be re-submitted, both supervisors should meet to agree how the student should proceed. Both supervisors should also receive, read and provide input into the revised thesis and the statement addressing the examiners comments.

Publications
Both supervisors are expected to have provided input into the conception, design, analysis and write-up of the thesis and should receive appropriate acknowledgement. Both supervisors would therefore be expected to be included as authors on any papers arising from the thesis.
Associate Supervisor
The associate supervisor’s role is to provide specific advice in an area of expertise (e.g., advice on a specific technique, advice on working with a particular population, specialist methodological/statistical advice). The associate supervisor is likely to provide either less frequent input throughout the thesis than that provided by a supervisor or co-supervisor, or frequent input over a limited period of the thesis (e.g., one meeting a month throughout enrolment, or weekly meetings for two months pre-candidacy and two months during data analysis).

The associate supervisor should receive, read and provide input on a draft of the School candidacy document and at least one full draft of the final thesis. One member of the supervisory team should have specific knowledge of the analysis methods to be used by the student. This person may be one of the main supervisors if he or she has knowledge of the substantive area of the thesis. If neither supervisor has this specific expertise, then an associate supervisor with this knowledge should be appointed to the panel. The analysis advisor should read and provide advice on the methodology and proposed analysis before candidacy. [Note: if a student’s project changes post-candidacy and this changes the nature of the design/analysis, a change in associate supervisor may be appropriate]

The input of the associate supervisor will vary depending on why they have been included and so may or may not need to be included as an author on publications arising from the thesis. The student should liaise with the supervisor to ensure that all people who should be included as authors are included, and no one who should not be included is included.

Expectations of HDR Students Regarding Supervision

Students are entitled to 1.5 hours of supervisory input per week averaged over a thesis enrolment. This includes all time provided by the supervisory team including supervision meetings, review of written material, or other supervisor activities associated with the thesis. Students are expected to discuss the supervisory input with the supervisory team at the start of their enrolment and annually at APR time.

Students should provide at least two drafts of the candidacy document to all supervisors. Students should liaise with the supervisors to identify an appropriate time to provide the drafts such that supervisors are able to read and provide input as required.

Students should maintain contact with the supervisors throughout the enrolment. Whilst weekly contact is likely to be needed pre-candidacy and during the thesis write-up, less frequent meetings may be appropriate during data collection and analysis. Students should ensure that at least monthly contact is maintained with the supervisors.

Students should provide at least two drafts of each chapter of the thesis to both supervisors with sufficient time to allow the supervisor to read and provide input. Students should give both supervisors and the associate supervisors at least one draft of the full thesis before submission to the internal reader.
Problems and complaints

If you have any problems or complaints, you should direct these to your supervisor. If your supervisor is unavailable or inappropriate to deal with your issues, you should see either an associate supervisor or the DGS. Almost all issues can be sorted out at this level. Often, conflicts arise as a result of misunderstandings between students and staff and the use of “in-house” means of conflict resolution allows all people to maintain dignity. The quicker these conflicts are addressed, the easier they are to resolve. Postgraduate students are entitled to seek advice and support outside the School and University. However, the School asks that students recognise the Australian Psychological Society’s Code of Professional Conduct by initially attempting to resolve issues with those directly involved in the first instance.

Changing supervisors - students can apply to change supervisor, co-supervisors or associate supervisors by stating the reason for the change on the appropriate form (Application for Variation to Candidacy Details/Nomination of Examiners). The title of the thesis can be changed the same way.
NOTE: Simply writing in changes on your Annual Progress Report is NOT formal notification.

3. CANDIDACY

For general information on candidacy, refer to University guidelines:


Application for candidacy must be made:
- MPhil - within three months of initial enrolment for full-time students and six months for part-time students
- PhD - within six months of initial enrolment for full-time students and 12 months for part-time students.

If significant delays in achieving candidacy are anticipated, the student is advised to discuss this with the DGS in consultation with their supervisor(s). If necessary the University form for delaying candidacy can be completed. You may want to consult the Faculty Graduate Studies Officer, Dean Newman (x 7652). If there is only a short delay in Candidacy, Dean will probably suggest there is no need to complete the form.

Students must apply for candidacy at both the School and Faculty levels. Candidacy at the School level must be approved before it is submitted at the Faculty level.
Requirements for Candidacy at the School level

Once accepted into the course, the students’ first objective will be to produce a document consisting of:

1. **Abstract**: provide a half page explanation of the research in plain English.
2. **Objectives**: provide a clearly defined statement of the objectives of the research.
3. **Background**: provide the background to the proposed research program including a review of the literature that covers theoretical perspectives and previous research within the field you propose to study.
4. **Significance**: describe the significance of the proposed research program.
5. **Research Method**: include the rationale, hypotheses, methodology and analyses to be adopted in the research program.
6. **Ethical Issues**: provide a clear statement that demonstrates consideration of all ethical issues which may arise and the manner in which they will be addressed. Refer to the NHMRC *National Statement on Ethical Conduct in Research Involving Humans*, available at the following website: [http://www.nhmrc.gov.au/publications/synopses/e72syn.htm](http://www.nhmrc.gov.au/publications/synopses/e72syn.htm)
7. **Facilities and Resources**: provide details of the facilities and resources required to complete the research. This includes a comprehensive **year by year budget**. Please note: the Head of School will not sign off on an application which has a large budget accompanied by the comment that external funding will be sought. In some cases, the budget is large because the project is part of an externally funded grant to the supervisor. In this case it is vital to spell out what questions are the intellectual property of the student and which were part of the supervisor’s grant.
8. **Time Line**: include the period from the beginning of the research to submission of the thesis.
9. **References**

This document must be in APA format (see APA publications manual). It should be no more than 35 double spaced pages for PhD students, and 25 pages for MPhil students, excluding references. Sections 4 to 8 above should take up a larger proportion of the document than sections 1 to 3. Once completed this document needs to be submitted to the School (Ms Suzanne Gibson) for circulation and review by the academic staff. If there are any problems the staff member will make recommendations on how these problems can be addressed. Once the staffs are satisfied with the proposal, then the student can organise their candidacy presentation.

Presentations occur in the Psychology and Speech Board Room (329) on the third Wednesday of each month at 12 noon. Students should contact Suzanne Gibson to book a candidacy presentation date. Occasionally other times are available. The candidacy document must be given to Suzanne Gibson for distribution AT LEAST two weeks prior to the candidacy presentation. If this does not occur, the presentation will be rescheduled for a later date.

All staff and postgraduate students are invited to attend the candidacy presentations. These should take no longer than an hour. Students are given approximately 30 minutes to present their research rationale and methodology, followed by 30 minutes of question time. The student should not review the literature during this presentation as it is assumed that staff will have read the candidacy document. However, the research rationale should include models/theories/previous research that is essential for understanding the proposed study. Staff are encouraged not to ask questions throughout the presentation but to wait until students have completed their presentation. At the end of the presentation, the graduate studies committee, supervisor(s) and interested staff have a brief meeting to discuss ways that the project can be enhanced. This constructive feedback is then provided to the student via the supervisor(s). Please note: The aim of this presentation is to help the student towards a project that is achievable in the time and budget, and that will have little difficulties at the examination stage.
Requirements for Candidacy at the Faculty Level

Faculty candidacy is sought following approval of the project presented to the School of Psychology and Speech Pathology at the candidacy meeting. The initial candidacy document needs to be reduced by about half (10 pages for PhD / 5 pages for MPhil + references/ single spaced) for presentation at the Faculty level. Details of the requirements by the Faculty and application forms are given at the following website:


Once submitted, the applications are reviewed at the next FGSC meeting. Candidacy documents need to be submitted 10 days prior to the scheduled meeting in order that the document can be reviewed by FGSC members and comments sent to the student for consideration prior to the meeting. The student may be asked to clarify parts of the proposal by email which facilitates approval of the final candidacy document at the FGSC meeting.

NOTE: there are very clear deadlines for the FGSC meeting agenda to close. Not getting your application in on time may result in it being held over for another month. The deadlines for the next meeting will be discussed with you after your School candidacy presentation.

Ethics Approval

Ethical clearance must be obtained from the University's Human Research Ethics Committee (HREC), preferably at the same time or immediately after the proposal has been submitted to the Faculty for candidacy, as NO research can be initiated until the project has received HREC approval. The forms are available at the following website:


NOTE: HREC forms must be signed off by the Head of School. Please allow at least 3 days for the Head of School to read this document. Do not submit it for signing the same day that it is due to the HREC office.

4. RESEARCH SEMINARS

The Denis Glencross Memorial Student Conference

PhD students are required to make two presentations throughout the period of their studies at the Denis Glencross Memorial Student Conference, which is usually held in July. The first presentation is to be made once candidacy has been awarded and is of 10 minutes duration. The second presentation will be in the final months of study and will be of 20 minutes duration. Masters students are required to make one 20 minute presentation towards the end of their studies.

The Mark Liveris Health Sciences Research Student Seminar

This seminar is held by the Faculty of Health Sciences at the end of the each year. Students are encouraged to make an oral presentation if they are within 8 months of thesis completion, or present a poster if they are in the earlier stages of their research.
School of Psychology and Speech Pathology Research Seminars

Postgraduate students are also encouraged to attend the research seminars presented within the School of Psychology and Speech Pathology. These are presented periodically during teaching weeks at 12.00 noon on Wednesdays in 401:329, the Psychology boardroom. Students will be notified of these via email. Dr Melissa Davis is the current coordinator of the research seminars. The seminars an excellent opportunity to be a part of the research culture within the school and the university.

5. RESOURCES

Essential facilities

University guidelines on essential facilities are available at the following website:

http://research.curtin.edu.au/graduate/forms.cfm#essential

From 2011, PhD Higher Degree by Research (HDR) students will be situated in the Faculty of Health Sciences Student HDR Hub. This state-of-the-art research facility provides all PhD and Masters by Research students with desk space, computing and other essential facilities. The Hub is located within Technology Park, at Sarich Way. The University has invested 2.5 million dollars into creating this dedicated facility for HDR students. Students will be provided with access to a computer, which has appropriate software packages and internet facilities. Full-time students are provided with their own space with desk and chair (part-time students may be required to share space).

Each student has their own school email address. Please ensure that this address is added to the PhD mail list, as information on candidacy, research seminars, grants and scholarships are posted on this mail list. Students can self subscribe to the HDR list by visiting:


Building Access: Provision is made for postgraduate students to work after hours. Access forms are available from the office.

Test Library: Psychological tests are available at the test library (room 114).
Research Funds

Support for consumables and fieldwork: $500/year is allocated to each student to cover within-School costs of photocopying, Document delivery, telephones, faxes, general printing and stationery, and computer/technical assistance. In addition, PhD students have a maximum of $1,500/year for 4 years (total of $6,000) and MPhil students, $1500/year for 2 years (total of $3,000) for research related costs. This should be taken into account when determining the project’s budget. A copy of the budget, once approved at candidacy, is given to Maureen Bell in the office, who is responsible for managing the PhD funds. These funds will be approved for essential consumables including:

- test materials
- printing of questionnaires
- travel expenses when long distances are to be covered
- short courses needed for the project
- special software not provided by the University site licences
- thesis binding (when not covered by scholarships)
- books essential for the research project
- professional subscriptions essential for the project
- remote access if essential for the project
- conference support (up to $1500)

Funding can only be requested once candidacy has been achieved, and should be requested via the Consumables and Fieldwork Expense Application found at the following web-site which is then forwarded to Maureen Bell:

A student’s annual allowance can be rolled over from one year to the next, but students cannot make advance claims on a future year’s allowance.

Research Performance Index (RPI) Funds: Students are entitled to RPI funds. These are accrued through research activities such as publications and conference presentations, and are based on the previous year’s activities. [Further information can be obtained from the School’s Director of Research].

Other Grants/Scholarships: Relevant grants and scholarships are usually broadcast through email. Further information can be obtained from the Divisional office, or from the Office of Research and Development website:
But be aware that grants are often fiercely competitive. Grant-writing can be very time-consuming and it is only worth applying for those where there is some reasonable opportunity of success. But even PhD students need to position themselves to apply for grants as their career develops and the University runs seminars on this, usually later in the year, just before the major grant application schemes are announced.
**Curtin University Completion Scholarships**

The Curtin University Completion Scholarship scheme is designed to provide financial assistance to Doctoral candidates during the final six months of their thesis enrolment. Scholarships are valued at $6,000 over 4 months, during which time the student must complete and submit their thesis. Scholarships are available to students with less than 4 and more than 2 months remaining before they have consumed 5 years full-time equivalent study. Providing the thesis is submitted within the six-month period, an additional $1,000 bonus will be paid to recipients on submission of thesis.

Successful applicants are expected to be enrolled on a full-time basis for the duration of the scholarship term. Selection will be based on thesis progress, likelihood to complete during the tenure of the scholarship, publications and other relevant evidence of academic merit. Applicants who have been or who are currently in receipt of a substantial scholarship (i.e. >$10,000 pa) are ineligible to apply for the completion scholarship.

Applicants are required to complete the Application Form available from the following website and then forward it to their supervisor: [http://research.curtin.edu.au/scholarships/prospective/scholslist/completion.html](http://research.curtin.edu.au/scholarships/prospective/scholslist/completion.html)

The applicant's supervisor is requested to provide a supporting statement confirming his/her belief that the student will be able to complete the thesis and submit it for examination within the tenure of the scholarship. Supervisors should ensure that their comments address the progress of the thesis and other relevant evidence of academic merit.

The Head of School must endorse this application. **Application forms not endorsed by the Head of School will not be accepted.** As the school is expected to pay the scholarship stipend in the first instance (the stipend will be refunded by the Office of Research and Development if the student completes within the tenure of the award), the Head of School is required to endorse each application submitted and agree to the financial arrangements proposed.

**Conference Support**

Doctoral students are encouraged to attend at least one conference throughout their studies. Up to $1500 can be claimed for conference attendance as part of your budget, and in addition the Faculty provides up to $2,000. Students are required to present a paper/poster at the Conference. They must also provide a written report on the conference to the HOS within a month of their return from the Conference. Strategically the best time to go is as your thesis nears completion-you can get feedback from the best brains in your area and can make sure you are up-to-date with the latest and often yet unpublished research findings.

**Other Resources External to School**

Library Support: for details of the support provided by the library, see the following website: [http://lisweb.curtin.edu.au/](http://lisweb.curtin.edu.au/). A new Health Sciences librarian (Ext 7304) has recently been appointed who has a clear duty to provide time to graduate students to help with their research.
Postgraduate Students Reading Room: A Postgraduate Students Reading Room is located on Level 4 of the T.L. Robertson Library (Room 4.12). The room has been established in partnership with the Curtin Postgraduate Students Association (CUPSA) in response to requests from postgraduate students. Facilities available in the room include two computers connected to network printers, tables for students to work in groups, a comfortable lounge area, a photocopier, white boards and a notice board. This is an open access room available to all postgraduate students to meet and work together on coursework or research close to the Library’s collections and services.

Computing courses: The Computing Centre provides training seminars. You should be subscribing (free) to the Curtin enews and the CUPSA news. These will keep you in touch with most of the on-campus courses. There are off-campus courses that may be relevant but often expensive (e.g., in aspects of qualitative analyses or multilevel modelling). Requests for financial support from your PhD funding allocation can be made but will need strong support from the supervisor.

6. PUBLISHING YOUR RESEARCH

Publishing your work

All postgraduate students are encouraged to publish their work, as technical reports that are housed on the School’s Resource Centre and also as published journal articles. Any published papers should be appended to the final thesis. In some cases, the thesis may be submitted as a series of published papers provided this research has not been submitted for another degree.

Authorship of publications is a complex issue. Usually with postgraduate studies, the student would be first author. The Publication Manual of the APA (4th Edition) states:

Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work. Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental design, organising and conducting the statistical analysis, or writing a major portion of the paper. (p. 294)

The supervisor is generally the second author, although this is not always the case. Associate supervisors are not automatically included on the publication, but need to be considered in terms of their contribution to that particular part of the research being considered for publication.
7. SUBMITTING YOUR THESIS

Information on thesis submission and examination is available at the following website:

http://research.curtin.edu.au/graduate/policies.cfm

School Requirements

Once the student and supervisors consider that the thesis is ready to be submitted for examination, it must then be forwarded to the DGS for internal review by a staff member of the School of Psychology and Speech Pathology who is not the student's Supervisor or Associate Supervisor. This is not an examination in the formal sense but more a means of letting someone who has not been involved with the project do quality control to decide if it is ready to go out for examination. Do the arguments flow properly, are the tables where they were supposed to be, are all the appendices there etc? The internal examiner is allowed 4 weeks for this work and will advise whether the thesis should be forwarded for external examination in its current form, or whether it needs to be revised. In the latter case, recommendations on how the thesis should be changed are provided. If these are substantial, then the internal supervisor must be satisfied with the changes before the thesis can be submitted for external examination. The internal examination can be quite a lot of work and so its scheduling needs to be planned carefully—not much point in doing it in the middle of exam marking in November or during a break in January. Yet we regard it as vital—the less the external examiners have to be worried about logistical problems, the more they can focus on your achievements and not on minor issues like spelling!

University Requirements

This section is taken from the University’s graduate studies website. If upon reading this information you have any queries regarding thesis examination procedures, please contact the Thesis Examinations Officer, Office of Research and Development by phone (08) 9266 2111, or by email at: J.Rogers@curtin.edu.au.

Examiners

It is the responsibility of the School to nominate examiners using the Nomination of Examiners form. Following approval by the DGS, this form must also be approved by the Faculty Graduate Studies Committee, after which it will be provided to the Thesis Examinations Officer (TEO). This should be done before you submit your thesis. Please check with your Supervisor to see if examiners have been appointed.

Forms Required for Submission

Your Supervisor must approve the release of your thesis before it can be submitted for examination. There are two forms, which you must submit with your thesis: Release of Thesis form, signed by you and your Supervisor, and the Copyright Release Form, signed by yourself. These forms are available from the Office of Research and Development, and may also be downloaded from the web at:

http://research.curtin.edu.au/graduate/forms.html#Examination
**Title Page**
Before having your thesis bound for examination you are required to have the title page of your thesis checked and approved by the Office of Research and Development. A template of a title page, showing preferred style, format and layout is available at the web address given above. You can fax your completed title page to the Thesis Examinations Officer on 9266 3793. The TEO will need to notify you if any amendments are required so please include your Student ID Number, your return fax number and a phone number on which you can be reached on that day. When the TEO has stamped and signed the approved page it will be faxed back to you, and also faxed to the Bindery to be used as a reference page when you request temporary binding.

**Declaration page**
The page immediately following your title page must contain the declaration as follows: ‘This thesis contains no material which has been accepted for the award of any other degree or diploma in any university. To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made’. *(See HDR Regulations: Section 11(d) (iii)).* A template of the Declaration page may be found at the address given above. Your signature and the date of signing should be entered and a Declaration page bound into each thesis copy.

**Binding**
Once your title page has been approved, you need to arrange binding. Details of this are available at: [http://research.curtin.edu.au/graduate/hdrguidelines/thesissub.cfm#binding](http://research.curtin.edu.au/graduate/hdrguidelines/thesissub.cfm#binding)

**Submission of your Thesis**
Please submit your thesis to the Thesis Examinations Officer, Office of Research and Development, Chancellory Building (#100), Level 1 West.

You will need to submit the following items:

- three copies of the temporary bound thesis;
- copy of your receipt for temporary and permanent binding (or cost centre details if cost centre used);
- completed Copyright Release Form
- completed Release of Thesis for Examination Form

Once your thesis has been fully submitted to the Office of Research and Development, the submission date will be recorded on the University's student records system. You will no longer incur a financial liability for your degree program after the submission date.

**Time-frame for Examination of your Thesis**
Once you have submitted your thesis to the Office of Research and Development and the Thesis Examinations Officer has received the approved Nomination of Examiners form - the thesis is sent out for examination. Your thesis will be examined by two examiners. Examiners are requested to notify this office of the date of their receipt of the thesis and to complete their examination within six weeks of receiving the thesis. The Office of Research and Development will follow up any examination reports that may be outstanding by the due date. The Office of Research and Development retains the ‘spare’ copy of the thesis during the examination.

When the examiners’ reports have both been received the thesis copies together with the examiners’ reports will be sent to the Chairperson of your Thesis Committee. The Chairperson is responsible for providing copies of the examiners’ reports to your Thesis Committee and advising you of the Committee’s directions for any required amendments.
Corrections to Thesis
If you are required to undertake any corrections to the thesis, including typographical errors, you must provide a statement to your Supervisor and Chairperson that addresses the examiners’ comments and confirms that amendments have been carried out. Once your Supervisor and Chairperson are satisfied that you have completed all necessary amendments, the Chairperson will initiate the paperwork to enable you to graduate (except where you have been instructed to resubmit your thesis - see next section).

Resubmission of Thesis for Re-examination
If you are required to revise and resubmit your thesis for re-examination, you will be informed by your School of the requirements for re-submission of the thesis. A completed Re-Release of Thesis form must accompany the revised thesis when it is re-submitted to the TEO. A student who must re-submit his/her thesis is not required to re-enrol. A thesis that is re-submitted for re-examination will normally be sent only to those original examiners who so requested the re-submission. Examiners examining a re-submitted thesis are asked to complete their report within four weeks.

Final Binding
You are required to present a minimum of four loose-leaf copies of the final thesis to the Office of Research and Development for permanent binding (this applies to both Doctoral and Master’s students).

Other Administrative Information
At the end of the examination process, when all requirements have been met (including any amendments to the thesis) you will receive a letter from the Dean, Graduate Studies informing you that you have been approved for the award of the degree. At the same time we will also notify the Graduations Office who will record your details on the graduation list. You do not have to apply to graduate. The Graduations Office will notify you of the final details regarding your graduation and the next available Graduation Ceremony.
APPENDIX A

PRINCIPAL STAFF AND AREAS OF INTEREST

J. Beilby, MSc (Speech Science)

B.J. Bishop, PhD
Community psychology, Environmental psychology and climate change, Social justice issues and oppression, Public and Social Policy, Mutual help and alternative social support, Social Psychology, Philosophical underpinnings of psychology and psychological practice.

M.E. Blosfelds, PhD
Language processing, particularly sentence comprehension and word recognition. Language acquisition, bilingualism, and language disorders.

M. Davis, PhD
Child and adolescent clinical psychology, psychological testing and measurement.

S. Egan, PhD
Perfectionism, adult clinical psychopathology.

J. Foster, PhD
Neuropsychology. Cognitive psychology. Psychopharmacology and Clinical psychology

N. Gasson, PhD
Adult development and ageing (cognition), Parkinson’s disease (depression & anxiety, stigma, quality of life, cognition), Infant motor development (correlates of later development).

J. Grant, PhD
Psychodynamic Psychotherapy, Supervision, Gender and Identity, Groupwork, Sexual Abuse, Psychotherapy process and outcome research.

N. Hennessey, PhD
Cognitive processes in language perception and production. Dyslexia; especially the role of phonological processing in reading disability and reading development. Human performance using reaction time tasks, especially the relationship between perception and action systems. Speech science, including digital signal processing of normal and disordered speech.

R. Kane, PhD
Methodology in applied psychological research; meta-analysis; structural equation modelling; multilevel modelling focusing on the analysis of data from dyads and intact social groups; single-subject designs; multivariate analysis; psychometrics.

S. Leitao, PhD
Speech impairment, phonological processing difficulties, speech-literacy links, dyslexia, spelling development and impairment. Discourse processing. Ethical practice. Focus on assessment and intervention issues.
R. Morrow, PhD
Community and Environmental Psychology (place-identity and place attachment). The psychological and psychophysical processes involved with relocation. Specific areas of interest include the affects of transition and change on social relationships, homesickness (rural, interstate and migrants), employees in fly-in/fly careers.

N. Martin, PhD
Behavioural genetics; on-line identification of developmental disorder.

J. Piek, PhD
Infant motor development, developmental disabilities in children, infant assessment; motor control and motor programming.

C. Pollock, PhD

L. Priddis, PhD
Attachment theory.

C. S. Rees, PhD
Obsessive compulsive disorder, anxiety disorders, psychotherapy outcome, videoconferencing.

C.M. Roberts, PhD
Development disabilities, integration of children with intellectual disabilities, family therapy, child behaviour problems, stress management.

L. Roberts, PhD
Online social interaction; online research methodologies; cybercrime and cyber-victimisation; technoethics; public attitudes to crime and justice.

R. Rooney, PhD
Ethnic Identity and self-esteem, Stigma and mental illness in NESB groups, Post-natal depression, migrant adjustment, ADHD, Children and depression.

K. Runions, PhD
Social Developmental; early and middle childhood behaviour problems; social information processing; teacher-child conflict, peer victimization and classroom social processes; parent-child emotion processes.

L. Steed, PhD

J.A. Thornton, PhD
Professional training and supervision. Individual Psychotherapy, Interpersonal Process and Resistance. Sexual Abuse. EMDR/Trauma, chronic pain.

C. Williams, PhD
Language development and disorders, language and literacy, cross cultural issues, Aboriginal English.