# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>1. Getting Started</td>
<td>4</td>
</tr>
<tr>
<td>2. Thesis Committee</td>
<td>5</td>
</tr>
<tr>
<td>3. Publications and Thesis by Publication for Doctoral Students</td>
<td>7</td>
</tr>
<tr>
<td>4. Candidacy</td>
<td>8</td>
</tr>
<tr>
<td>5. Resources</td>
<td>11</td>
</tr>
<tr>
<td>6. Annual Progress Reports</td>
<td>12</td>
</tr>
<tr>
<td>7. Research Seminars</td>
<td>13</td>
</tr>
<tr>
<td>8. Submitting Your Thesis</td>
<td>13</td>
</tr>
<tr>
<td>Appendix</td>
<td>17</td>
</tr>
</tbody>
</table>
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). Both the MPhil and PhD programs are research only degrees and can be undertaken in the area of Psychology or Human Communication Science. The PhD–Clinical and PhD–Counselling degrees involve coursework as well as research. Currently, the School’s Director of Research Training is Dr Neville Hennessey and he is the School contact person for each of these programs. 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 and Graduate Research School (GRS) website, which will be referred to throughout this booklet:

University website:

http://research.curtin.edu.au/

Graduate Research School website

http://research.curtin.edu.au/postgraduate-research/

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: http://research.curtin.edu.au/postgraduate-research/future-research-students/

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 (see also Courses link on the School's web page).

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 GRS website.

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
- Application for Candidacy / Conversion of Candidacy
- Request for Extension of Time to Submit Candidacy Application
- Ethics forms from the Human Research Ethics Committee (HREC)
- Application for Variation to Candidacy Details
- Application for Leave of Absence
- Enrolment/Change of Enrolment (for HDR students)
- Application for Conference Support - Doctoral Students
- Request for Extension of Time to Submit Thesis
- Copyright and Release of Thesis for Examination

Selection of Potential Postgraduate Students by the School
In addition to the University application form, 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 Research Training can assist with information on who may be appropriate for a particular topic. Further information is provided on the School’s website (http://psych.curtin.edu.au/) as well as Curtin’s Register of Supervisors where registered supervisors for the School are listed (http://www.curtin.edu.au/research/futurestudents/register/registerhealth.cfm). See also Appendix.

Each application will be reviewed by the School’s Director of Research Training 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 completion time for an MPhil is two years (full-time enrolled). For a PhD the completion time is three years (full-time), with a maximum of four years. The completion time is four years for the PhD (Clinical or Counselling) because these degrees require substantial coursework. The potential of the student to complete the thesis and the potential of the project to be done in the anticipated completion time are considered when determining the suitability of an applicant.

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 clinical or counselling 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 professional PhD programs in the year prior to commencing the program. The closing date for applications is generally the third Wednesday in September each year, 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 MPsyh course and wish to transfer to the PhD course, a high standard of performance in MPsyh units will also be required for entry into the program.

Further information on these programs is available in the handbooks provided on the website: http://healthsciences.curtin.edu.au/teaching/psych_courses.cfm

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 each year for funding starting the following year. Further information is available at the following web site: http://scholarships.curtin.edu.au/postgraduate/index.cfm.

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 Office of Research and Development (ORD), or visit the appropriate organisation’s website.

2. Thesis Committee

The thesis committee consists of the Chairperson and at least two supervisors. The University publishes a number of documents that 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/postgraduate-research/hdr-staff/thesis-committee-members/

Thesis Chairperson/Director of Research Training
The position of Director of Research Training (DRT) in the School is currently held by Dr Neville Hennessey. In the School of Psychology and Speech Pathology, the thesis chairperson for each student will be the DRT, unless the DRT is also the student’s supervisor. In these cases, the School's Director of Research and Development shall be the thesis Chairperson.

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

- to attend and represent the School at the Faculty Research Training Committee (FRTC) meetings
- to chair the candidacy meetings within the School and supervise the subsequent preparation of the application to the FRTC
- to act as a mediator between the supervisor and student if any conflict occurs
- to provide advice and support to students, particularly those who do not appear to be on track
- 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
- to recommend outstanding students for the Chancellor’s commendation
- review all student Annual Progress Reports
• recommend changes of supervisory panel, changes in thesis title, submission of candidacy, submission of thesis and confirms changes to thesis are satisfactory if required

Supervisors
It is usually the student’s responsibility to choose the supervisors. However, if the student is unsure, the DRT may assist in making recommendations based on the research topic of interest. 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 Speech Pathology, and their research interests, can be found in the Appendix (see also the Curtin Register of Supervisors). Staff registered as a Level 2 supervisor can be either a co-supervisor or associate supervisor. Adjunct staff members can be co-supervisors or associate supervisors, and external supervisors can be associate supervisors. Both primary and co-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., long service leave 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 on a regular basis (e.g., once per week if the student requests, see below).

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.

At the time of examination supervisors should discuss possible examiners, and approach prospective examiners 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 Director of Research Training on the Nomination of Examiners form. It is important that examiners are independent of the student and all supervisors associated with the thesis to avoid any conflict of interest (e.g., there has been no recent research collaboration or co-authorship on research articles with an examiner). All minor and major conflict of interest must be declared on the Nomination of Examiners form (completed by the supervisor).

Expectations Regarding Supervision
Students can expect around 1.5 hours of supervisory input per week averaged over the student’s full-time equivalent enrolment. This includes all time provided by the supervisory team in supervision meetings, review of written material, or other supervisor activities associated with the thesis. Students should discuss the supervisory input with the supervisory team at the start of their enrolment and annually at the Annual Progress Report (APR) time (see below). Supervisor, co-supervisor/s and student should agree on 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). Supervisory meetings are likely to be held more frequently (e.g., weekly) up to candidacy, with input from supervisors into reviewing drafts of the candidacy documents. Post candidacy, more frequent meetings at the time of analysing data and writing up results are also expected. 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). In general, students should maintain contact with the supervisors throughout the enrolment.

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. If substantial changes are required to the document after School review of the candidacy, both (all) supervisors should read and approve the revised document. If minor changes are required only one supervisor need check the document prior to submission to the Faculty.
Students should provide at least two drafts of each chapter of the thesis to all supervisors with sufficient time to allow each 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. 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.

Problems and complaints
If you have any problems or complaints, you should direct these to your supervisor in the first instance. If your supervisor is unavailable or not the appropriate person to deal with your issues, you should see either a co or associate supervisor or the Chair of your thesis committee, followed by (if not also the chair) the DRT. Almost all issues can be sorted out at one of these levels within the School. 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, such as the Faculty Director of Research Training. 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). 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. Publications and Thesis by Publication for Doctoral Students

The School of Psychology and Speech Pathology encourages PhD students to complete their thesis by publication if this is appropriate for the research. This option should be discussed with supervisors early in enrolment and planned at the time of candidacy. The thesis by publication model requires students during their candidature to write up their research into, normally, a small number of papers and to submit these papers to appropriate peer reviewed journals for publication. The manuscripts submitted for publication, although co-authored with supervisors, are to be written mostly by the student. It is expected that these papers will be either published or in press towards the end of the student’s enrolment. The thesis that is submitted for publication is therefore a series of published/in press papers preceded by an Exegesis (Introduction and Overview) and Literature Review, and accompanying appendices. Curtin University guidelines for Thesis by Publication can be accessed from here:

http://research.curtin.edu.au/guides/hdrguidelines/thesisprep.cfm

The alternative PhD thesis is the conventional typescript thesis comprising a series of chapters in the student’s own writing that detail the body of (typically) unpublished doctoral research (see below for further information). While PhD students writing a typescript thesis normally submit some work during their candidacy for publication, and are encouraged to do so, there is no requirement to have the publication in print or in press prior to submitting the thesis for examination. Where a student has published one or two papers prior to completing their thesis, these papers can be included in the thesis in the form of a hybrid thesis. However, the text of the published work should be integrated into the typescript thesis and this may involve some adjusted of the text by the student in order to maintain continuity and avoid redundancy or unnecessary repetition. The final published version of each paper (in pdf) should also be included as an appendix in the thesis. See the above link for more information on preparation of the typescript thesis for examination.

There are benefits for students who complete a thesis by publication. Students develop important skills in writing for publication from the early stages of their candidature. There are significant advantages in terms of employability from having a track record of multiple publications at the time of applying for academic or other research positions. In a research context, an enhanced track record can increase chances of success when
applying for research grants. Having one or more publications arising from doctoral research also provides advantages to those who intend to follow a clinical career. Therefore, even students who undertake a PhD following the traditional model of a typescript thesis are encouraged to publish their research either during their enrolment or as soon as possible after their thesis has been examined.

Students completing an MPhil will write a conventional typescript thesis but they are also encouraged to publish their research either during or after completing their degree.

**Reporting on Progress in Publication**
All research undertaken by HDR students in collaboration with their supervisors should potentially be publishable and lead to future publication. Therefore, regardless of whether a student is planning to complete a conventional typescript thesis or a thesis by publication, all HDR students are required to identify planned/potential publications arising from their research at the time of candidacy and to report on progress towards publication outputs on an annual basis with their supervisor during the Annual Progress Report meeting. See below for details.

**Authorship**
Authorship of publications is a complex issue. Usually with postgraduate studies, the student would be first author. The Publication Manual of the APA (6th 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)

Both supervisors are expected to have provided input into the conception, design, analysis, interpretation and guidance in the write-up of the thesis, and should, therefore, receive appropriate acknowledgement and be included as authors on the papers arising from the thesis. The supervisors are generally the second or third authors, although this is not always the case. Associate supervisors may or may not be included as authors depending their contribution to that particular part of the research being considered for publication. The Curtin guidelines on authorship and information on the importance of entering into authorship agreements can be accessed here: [http://research.curtin.edu.au/postgraduate-research/current-research-students/student-policies-and-procedures/](http://research.curtin.edu.au/postgraduate-research/current-research-students/student-policies-and-procedures/)

4. **Candidacy**
For general information on candidacy, refer to University guidelines: [http://research.curtin.edu.au/postgraduate-research/current-research-students/](http://research.curtin.edu.au/postgraduate-research/current-research-students/)

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 (e.g., extending beyond 1 month of the due date), the student is advised to discuss this with the DRT in consultation with their supervisors. The University form requesting an extension to the candidacy due date should be completed. Please seek advise from the Graduate Research School Current Students Office if you are not sure. All students who are overdue in their candidacy are monitored on a monthly basis by the DRT and the Faculty Research Training Committee. Failing to obtain candidacy can be a reason for termination of enrolment of HDR students.
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.

Proposal Requirements for Candidacy at the School Level
Once accepted into the course, the students’ first objective will be to produce a research proposal consisting of:

1. **Title page**: Include student name, name and role of supervisors and the date of the candidacy presentation.
2. **Abstract**: provide a half page or less explanation of the research in plain English.
3. **Objectives**: provide a clearly defined statement of the research problem and objectives of the research.
4. **Background**: provide the background to the proposed research program including a critical review of the literature that covers theoretical perspectives and previous research within the field you propose to study. Introduce and justify your study research question, aims and hypotheses, and methodological approach in the context of relevant literature.
5. **Significance**: describe the significance of the proposed research program. In what way will your research provide an original contribution to knowledge?
6. **Research Method**: include information on the research design, participants and their recruitment, as well as the materials, assessments, procedures, and planned data analyses to be adopted in the research program. The subsections within the Research Method should be consistent with the recommendations of the APA Manual (6th edition) regarding the method section of a journal article.
7. **Statement of Thesis Format and Proposed Publications**: include a statement on the intended format of the thesis (thesis by publication or typescript) with justification, as well as a list of proposed publications to arise from the research. The publication list should include authors, title, the target journal and impact factor of the target journal. Please note, that a timeline for the journal publications (e.g., when manuscripts will be submitted) should also be prepared.
8. **Ethical Issues**: provide a clear statement that demonstrates consideration of all ethical issues that 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
9. **Facilities and Resources**: provide details of the facilities and resources required to complete the research. This should be a comprehensive year-by-year budget. As part of the budget table indicate total costs and the source of funding to cover those costs (e.g., HDR consumables allowance, other external sources, if relevant). Please note, the Head of School will not sign off on an application that has a large budget accompanied by the comment that external funding will be sought. The project needs to be viable with funding (or an alternative backup plan in place) before the project can be approved. 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.
11. **Time Line**: include the period from the beginning of the research to submission of the thesis. A Gantt chart or similar is an effective way of presenting your timeline.

References

The proposal must be in APA format (see APA 6th edition publications manual). It should be no more than 20 double spaced pages for PhD students, and 10 double spaced pages for MPhil students, excluding facilities and resources, references, timeline and budget. Please use Times New Roman 12 point font (minimum is 11 point font). Once completed to the satisfaction of the student and supervisors, then the student can organise their candidacy presentation.

The Candidacy Presentation in the School
Presentations occur in the Psychology and Speech Pathology Boardroom (Room 329) on the third Wednesday of each month at 12 noon. Students should contact the School Student Services Officer psych-office@exchange.curtin.edu.au to book a candidacy presentation date. Occasionally other times are available if a number of students need to present. It is advisable to book your candidacy presentation date as soon as you know you will be ready. The candidacy document must be submitted to the School Student Services Officer for distribution to academic staff for review two weeks prior to the candidacy presentation. If this does not occur, the presentation will be rescheduled for a later date. Staff are requested to feedback any concerns or suggestions relating to the proposed research to the supervisors and student before the date of the candidacy presentation. That way, students will have an opportunity to make adjustments if necessary to the project, and/or consider the comments in time for the presentation.

All staff and postgraduate research students are invited to attend the candidacy presentations. These should take no longer than 55 minutes. Students have up to 30 minutes to present the research rationale and methodology, and this is followed by 25 minutes of question time. The student should not present a comprehensive review of the literature during this presentation because 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 and question time, the staff present, including supervisors, will form an ad hoc School Research Training Committee 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. If substantial changes are required to the document, both (all) supervisors should read and approve the revised document. In some cases, students may be required to resubmit a revised proposal for review at the School level, and this might include a second candidacy presentation. If minor changes are required, one supervisor can check the Faculty document before submission.

Requirements for Candidacy at the Faculty Level
Faculty candidacy is sought following approval of the project and the project's budget presented at the School candidacy presentation. The final proposal should be submitted to Turnitin for text-matching analysis, and the Application for Candidacy form (see the Postgraduate Research website) should be completed and signed (note the form is not required as part of candidacy at the School level). The submission point for Turnitin is on the GRS Blackboard site for HDR students. The candidacy form requires students to verify they have discussed the Turnitin report with their supervisor and considered any implications of that report. A brief report by the student on the outcome of that discussion should be included with the candidacy form along with the first page of the report showing the text-matching percentage. The research integrity training should also be completed before the candidacy form can be submitted. In addition, the candidacy form includes the Budget Proposal, which must be approved and signed off by the School. The proposal is attached to the candidacy application form and should be 10 single spaced pages for PhD (not including references and appendices), or 5 single spaced pages for MPhil, in 12 point Times New Roman font (although 11 point font is also acceptable). See the Postgraduate Research website for details of the requirements for candidacy and application form.

Once submitted, the applications are reviewed at the next FRTC meeting. Candidacy documents need to be submitted at least two weeks prior to the scheduled meeting. As part of the Faculty candidacy review, the student and supervisor may receive reviewer's comments and questions via an email from the Chair of the FRTC in the week of the FRTC meeting. Students are strongly encouraged to be available that week to address those comments, which can facilitate approval of the candidacy document at the FRTC meeting.

NOTE: there are very clear deadlines for submitting candidacy applications to be reviewed by the FRTC. Not getting your application in on time may result in it being held over for another month.

Ethics Approval
Ethical clearance must be obtained from the University’s Human Research Ethics Committee (HREC), after the student has achieved candidacy. **No research can be initiated until the project has received HREC approval.** The ethics form is available at the following website:
http://research.curtin.edu.au/research-integrity-ethics/

For all ethics applications, the primary supervisor checks and submits the HREC application with themselves as principal investigator, and the student and co-supervisors as associate investigators. All named investigators should read and provide comment if necessary to the HREC application. The supervisor will maintain a record of HREC approvals and oversee reporting requirements such as completing the annual report to HREC, as well as the completion report to HREC when data collection is finished.

5. Resources

**Essential facilities**

Links to the University guidelines on essential facilities are available at the Postgraduate Research website. Higher Degree by Research (HDR) students will be situated in the Faculty of Health Sciences Student HDR Hub. This facility provides PhD and MPhil students with desk space, computing and other essential facilities including internet, printing and telephone capability. The Hub is located on Bentley campus. Full-time students can be provided with their own space with desk and chair (part-time students may be required to share space or use the “hot desk” system). For enquiries regarding the Hub, please email: Health Sciences - Research Students <ResearchStudents@health.curtin.edu.au>.

**Building 401 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:** Please see the Postgraduate Research web page for full details on the system, beginning in 2015, for managing the HDR student consumables allowance. As a brief summary, students will access at the time of candidacy through the Concur financial system their first yearly amount to support consumables and research related costs. For students enrolled in Psychology and Speech Pathology, the amount is up to $2,000 per year (full-time equivalent). The yearly allowance will be available until a student has consumed 4 years of full-time equivalent enrolment for PhD, or 2 years of full-time equivalent enrolment for MPhil. A student will not be able to draw on their allowance after their FEC date has passed. A Budget Proposal detailing the funding sources and consumable items essential for the student's particular research project needs to be completed as a part of the Application for Candidacy form. This should be done in discussion with supervisors, and approved by the School and the FRTC at the time of candidacy. The GRS forwards the approved Budget Proposal to Financial Services after candidacy is approved to set up a Concur account in the name of the student. The student can thereafter be directly reimbursed for costs incurred provided those costs are associated with approved line items. Supervisor approval of the reimbursement is necessary in some cases (e.g., high cost items). Specific questions regarding the Concur system and management of the consumables allowance can be addressed to GRS Current Students. The following are examples of allowed items that students in Psychology and Speech Pathology can include in their budget (please refer to the GRS website for the full list of allowable and not allowable items):

- test materials
- printing of questionnaires
- travel expenses for data collection
- 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
• appropriate participant re-imbursement (e.g., to cover parking fees)
• conference support (only if presenting at the conference and only after the Faculty conference funding is consumed)

Note that it is a requirement for supervisors to review spending against the HDR student's consumables allowance. Although discussions regarding spending may be ongoing across the year, a review of spending will also be undertaken with the supervisor at the time of the Annual Progress Report meeting (see below).

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. There will be scope for changes to a student’s budget post-candidacy, subject to supervisor approval, and details on the process are available through the Postgraduate Research website.

Conference Support
Doctoral students are encouraged to attend at least one conference throughout their studies. The Health Sciences Faculty currently provides up to $2,500 towards funding a Doctoral student attending a National or International conference. Students are required to present a paper or poster at the Conference. They must also provide a written report on the conference to the Chair of the FRTC within a month of their return from the Conference. Strategically, a good time to go is as your thesis nearing 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. However, attending one or more conferences earlier in the research program may also be appropriate, especially for students completing a thesis by publication. The Faculty funding for conference travel must be exhausted before a student can access their HDR consumables allowance for conference travel. Faculty funding can be accessed for reimbursement of travel expenses through the Concur account of each student (these funds will appear separately on Concur to the HDR consumables budget).

Other Resources External to School
Library Support: for details of the support provided by the library, see the following website: http://library.curtin.edu.au/. The Health Sciences librarian can assist postgraduate students with a number of important aspects of their research including help in using databases for searching the literature.

Training courses and workshops: OASIS Official Communication Channel (OCC) is your main source of information on available training seminars for HDR students. All students are urged to log onto their OASIS on a regular basis (e.g., weekly) for official communication from the University, Faculty, School and other parts of the University such as CUPSA. The OCC is the primary mechanism for direct email notification and this includes advertising the many useful seminars, workshops and training opportunities open to HDR students.

6. Annual Progress Reports

All HDR students must formally report on their progress on an annual basis. The primary supervisor of each HDR student also completes a report on progress of the student. Completion of the on-line Annual Progress Report (APR) by the student and supervisor is required during the APR reporting period, which is currently in March of each year. Prior to completing the APR, students should meet with their supervisor to discuss progress, including progress of publications and a review of consumables spending. HDR students should prepare for the progress meeting an up to date list of target publications associated with their research showing progress to date and a timeline for each publication. The APR meeting with the supervisor is intended to assist the student in planning the remaining stages of the research with a view towards timely
completion. This information also provides a basis for students to complete their APR, which requires a written report on progress and a timeline to be submitted.

Submitting an APR is a requirement of the student’s enrolment, even when students are on leave of absence – see http://research.curtin.edu.au/postgraduate-research/current-research-students/annual-progress-reports/. Students will be notified of this requirement each year through the OASIS OCC. Only students whose thesis is under examination or new HDR students who started their enrolment in that year are exempt. Students who were required to but do not complete a report will be placed on Absent Without Leave (AWOL) status. This change in status removes student privileges such as access to the Curtin Library. A letter of explanation, signed support provided by the supervisor, co-signed by the Head of School, and a report on progress and timeline must be submitted to the GRS in order to be taken off AWOL status. All student and supervisor APRs will considered at the School’s Annual HDR Review Board Meeting, which is held after the APR reporting period has closed. The purpose of the meeting is to ratify supervisor recommendations regarding satisfactory progress of the student and to discuss ways of supporting students who may have difficulties that affect their progress.

7. 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 of each year. 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. MPhil 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. Announcements regarding the MLS are usually sent in the second half of each year.

School of Psychology and Speech Pathology Research Seminars
Postgraduate students are also encouraged to attend the research seminars within the School of Psychology and Speech Pathology. These are presented periodically across the year at 12.00 noon on Wednesdays in 401:329, the Psychology boardroom. Students will be notified of these via email. Dr Mark Boyes 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. Note that the APR form each year asks about student participation in research culture. By attending these research seminars and others such as the candidacy presentations and the Dennis Glencross seminar, students will be able to complete this question appropriately.

8. Submitting Your Thesis

Information on thesis submission is available at the following website:
http://research.curtin.edu.au/guides/hdrguidelines/thesissub.cfm

School Requirements
Once the student and supervisors consider that the thesis is ready to be submitted for examination, it must then undergo 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 read the thesis and decide if it is ready to go out for examination. Do the arguments flow properly, does the research appear to be of sufficient scope and originality in contribution, are the tables where they were supposed to be, are all the appendices there, etc.? The internal examiner is requested to complete the review within 1 month, 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 it needs to be planned carefully.

University Requirements
Please read this information in conjunction with the University website (see, e.g., http://research.curtin.edu.au/postgraduate-research/current-research-students/). If you have any additional queries regarding thesis examination procedures, please contact the Thesis Examinations Officer at the GRS (Thesis@curtin.edu.au).

Examiners
It is the responsibility of the student’s Supervisors and School to nominate examiners using the Nomination of Examiners form. Following approval by the DRT, this form must also be approved by the Faculty Research Training Committee, after which it will be provided to the Thesis Examinations Officer (TEO). This must be done before you submit your thesis. Please check with your Supervisor to see if examiners have been appointed. HDR students can discuss possible examiners with their supervisor, but the identity of the nominated examiners is kept from the student unless the examiner agrees for their identity to be known after marking the thesis.

Forms Required for Submission
Your Supervisor must approve the release of your thesis before it can be submitted for examination. You must submit with your thesis the Copyright and Release of Thesis form, signed by you and your Supervisor. These forms are available from the Postgraduate Research web page (see “Student Forms” link).

Title Page Approval
You are required to have the title page of your thesis checked and approved before submission. Please submit your title page in person, by email or by fax (+61 8 9266 3793) to the Thesis Examinations Officer within the GRS for approval. Your title page must be checked to confirm that the title and layout are both correct. Please note that if you wish to change your approved title you must first submit an Application for Variation to Candidacy Details form as described in the section on variation to candidacy.

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 Postgraduate Research Student Forms web site. Your signature and the date of signing should be entered and a Declaration page bound into each thesis copy.

You must also confirm that you have emailed an Abstract, or short summary of your thesis of not more than 75 words, which has been approved by your Supervisor, to the Thesis Examinations Officer for inclusion in the Australian Higher Education Graduation Statement.

Binding
Once your title page has been approved, and depending on whether your examiners have requested a hardcopy or pdf of your thesis to examine, you may need to arrange temporary binding. Details of this are available at the Postgraduate Research web site.

**Submission of your Thesis**
Please submit your thesis to the Thesis Examinations Officer, GRS.

You will need to submit the following items:
- a PDF and relevant number of temporary bound copies of your thesis
- copy of your receipt for temporary and permanent binding (or cost centre details if cost centre used);
- completed *Copyright and Release of Thesis for Examination Form*
- 75 word abstract.

If necessary, you should contact the Thesis Examinations Officer prior to submission of your thesis for up-to-date advice.

Once your thesis has been fully submitted, the submission date will be recorded on the University's student records system. If you are a fee paying HDR student, 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 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 GRS will follow up any examination reports that may be outstanding by the due date. The GRS retains the PDF copy of the thesis during the examination.

The examiners’ reports when both have been received 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 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 Thesis Examination Officer. 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**
Please refer to the Postgraduate Research website for latest requirements concerning number of hard bound copies of your thesis. In addition, you are also required to submit a digital copy of the final version of the thesis in a format approved by the University Graduate Studies Committee in accordance with the Guidelines for the Submission of Digital Theses of Higher Degree by Research Students (see section on
Digital Thesis Submission at http://research.curtin.edu.au/postgraduate-research/current-research-students/student-policies-and-procedures/, as well as Rule 10: Degree of Doctor by Research and Rule 11: Degree of Master by Research, Sections 11(k) and 18(b), located on the same web page).

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 University Graduate Studies informing you that you have been approved for the award of the degree. At the same time the Graduations Office will be notified and 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.

Other Completion Processes
As you complete your PhD or MPhil, please take appropriate steps to ensure the ethics requirements regarding storage of data are met. For example, ensure all electronic and hardcopy data are stored in accordance with your Data Management Plan.
Appendix

Academic staff and areas of interest:

R. Anderson, PhD
Health anxiety, obsessive compulsive disorder, body dysmorphic disorder, anxiety disorders, worry and rumination, e-therapies, adult clinical psychopathology

J. Beilby, MSc, PhD

B. Biedermann, PhD
Cognitive neuropsychology of language, effects of bilingualism on cognitive control, (bilingual) aphasia, auditory attention in aphasia and unimpaired speakers, anomia, tip of the tongue states in healthy speakers, psycholinguistic models of spoken language production, ageing language, post-lexical processes of language production.

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. Boyes, PhD
Research interests span the domains of health, developmental, and clinical psychology, with the overarching aim of understanding how both individual difference and social/community variables are related to psychological, social, and educational outcomes across the life-span. Specific interests include individual differences in cognitive and self-regulatory processes (such as appraisal, coping, and emotion regulation) and their potential links with emotional vulnerability.

L. J. Breen, PhD
Community psychology, health psychology, critical psychology, social justice, qualitative methodologies, grief, loss, and bereavement, disability and chronic disease, palliative care, health services research, occupational health, well-being, and self-care, children and families, carers, bridging between research and practice.

F. Baughman, PhD
Developmental psychology and individual differences. The study of the mechanistic causes of variability in cognitive development and intelligence, and their relationship to developmental disorders (e.g., specific language impairment, dyslexia and autism).

N. Chatzisarantis, PhD
Effects of social comparisons of personal autonomy on happiness, psychological well-being and behaviour. Effects of equal and equitable apportionment of autonomy support and freedom on collective happiness. Design and implement interventions that aim to promote healthy lifestyle and health-related behaviours.
M. Claessen, PhD
Mary’s research interests are in the areas of word learning, specific language impairment, discourse skills across the lifespan; verb use and impairment and treatment effectiveness.

N. Cocks, PhD
Acquired communication impairments including aphasia, right hemisphere communication disorder and traumatic brain injury. Gesture comprehension and production. Reading difficulties after stroke and head injury. Dysphagia. Degenerative communication impairments including Parkinson’s Disease, Motor Neurone Disease and dementia.

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

P. Dzidic, PhD
Community psychology, environmental psychology, social psychology, sense of community and place, social change, community participation and empowerment, qualitative methodologies, and research ethics in qualitative methods.

S. Egan, PhD
Perfectionism, eating disorders, obsessive compulsive disorder, CBT with older adults.

J. Foster, PhD

N. Gasson, PhD
Adult development and ageing (cognition, mental health), Parkinson’s disease (depression & anxiety, stigma, quality of life, cognition, motor symptoms), Stigma toward mental illness, Cognitive and Learning Styles, Psychological literacy.

M. S. Hagger, PhD
Martin Hagger supervises research in the areas of health and social psychology. Social psychological topics include motivation, self-control, personality and individual differences, attitudes, and illness perceptions. Health-related behaviours investigated include binge drinking and alcohol intake, exercise and physical activity, dieting and eating behaviours, smoking cessation, medication adherence, and use of banned substances in sport.

T. Hamamura, PhD
Topics in Social Psychology and Cross-Cultural Psychology, especially cultural influences on self, social relations, group processes, and health (pain in particular). Also interested in psychological issues in globalization.

A. Handley, PhD
Perfectionism; intolerance of uncertainty; anxiety disorders; depression; eating disorders; body-dysmorphic disorder; mechanisms of change; the attitudes of psychologists toward evidence-based practice; quantitative research.

S. Hardcastle, PhD
Understanding the process of health behaviour change including the design of interventions to promote healthy lifestyles including promoting exercise and healthy eating in sedentary people and those with CVD risk factors; reducing harmful alcohol intake and promoting smoking cessation in the general public. Also, qualitative approaches to understanding behaviour change including auto-photography and photo elicitation methods.
P. Hasking, PhD  
Non-suicidal self-injury, suicide prevention, substance abuse, adolescent wellbeing

N. W. Hennessey, PhD  

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.

A. Lampard, PhD  
Eating disorders; weight and shape control behaviour; evidence-based interventions for healthy lifestyle behaviour; psychological treatments for eating disorders; mechanisms of change and treatment process during psychotherapy.

S. Leitão, PhD  
Broadly my research interests cover the areas of speech, language and literacy, discourse production and processing, working memory, phonology, phonological awareness and phonological representations, word learning and early identification of at-risk children. I am particularly interested in research that informs our understanding of speech and language development and disorders, as well as the domains of reading and spelling. Another main area of research focuses on treatment effectiveness across the lifespan, covering different areas of treatment and population groups. I have a professional and research interest in ethical and professional practice.

O. Lipp, PhD  
Emotion, attention and their interactions; acquisition and extinction of human fear; evaluative learning; processing of facial expressions of emotion; science of learning.

A. Loftus, PhD  

T. G. Mazzucchelli, PhD  
Anxiety and mood disorders, behaviour therapies, disability, family intervention, parent training, self-control / self-regulation, wellbeing.

P.M. McEvoy, PhD  
Development, maintenance and treatment of emotional disorders, anxiety disorders, somatoform disorders, transdiagnostic processes (e.g., repetitive negative thinking, intolerance of uncertainty), mechanisms of change, use of imagery in psychotherapy.

B.A. Mullan, PhD  
Social cognition models in predicting and intervening to improve health, particularly food-related behaviours, physical health and addiction. Improvement of Quality of life for people with diabetes, cancer or stroke.

N. Ntoumanis, PhD  
Motivation research in the areas of health, sport/physical activity, and educational psychology. Examples include lifestyle interventions to promote physical activity in schools and other community settings, self-
control of dietary temptations, optimising motivational environments in schools, sport and fitness settings, doping in sport, and basic research on the regulation of goal strivings.

A. North, PhD
The social psychology of music, and in particular the relationship between musical taste and well-being, the impact of music on consumer behaviour (e.g., retail, digital music purchasing and consumption), and the determinants of musical taste.

M. O'Connor, PhD
Health psychology with a particular interest in psychological aspects of cancer and palliative care – for patients, carers, health professionals, and families, including children; bereavement; psychological aspects of cancer survivorship, including lifestyle factors, and interventions and supports.

S. Pettigrew, PhD
Behaviour change, health promotion, obesity prevention, alcohol consumption, ageing, mental health promotion, social marketing.

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

C. Pollock, PhD

E. Quested, PhD
Social-environmental and motivational processes in sport, exercise and dance relevant to health, well-being and performance; theory-informed interventions to promote adaptive and sustained engagement in sport, exercise and dance; developing theory-informed ‘train the trainer’ methods to optimise motivational climate and other interventions in sport, exercise and dance.

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

L. Roberts, PhD
Teaching and learning in higher education; research supervision; research ethics; psychological literacy; online social interaction; online research methodologies; 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.

L. Sheridan, PhD
Forensic psychology, stalking, harassment, racism, offender profiling, celebrity worship, disadvantaged groups.

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

C. Thøgersen-Ntoumani, PhD
Physical activity interventions during key life transitions (e.g., retirement), employee well-being, productivity and health-related behaviours, the role of the physical environment in the association between physical activity and well-being, body image and health behaviour change.
A. Whitworth, PhD
Research interests are in understanding how both normal and impaired language processing takes place in the brain (relatively wedded to a cognitive neuropsychological approach) with a view to diagnosing and treating language impairment following acquired neurological damage (primarily stroke but also with some degenerative disorders such as PD and dementia). Very enthusiastic re developing and evaluating theoretically sound assessments and interventions in aphasia, and both facilitating and measuring the real life impact of therapy for people with communication impairments. Also interested in service delivery models and working with the clinical community to develop effective services.

M. Wiedig-Allison, PhD
Child developmental psychology/health psychology: parenting (particularly overinvolved/”helicopter” parenting) and how it affects child development; lifestyle choices and associated health consequences in children.

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