



## Welcome

Dear honours student,

Congratulations on being enrolled as an honours student in the School of Community Health at Charles Sturt University.

We aim to provide you with opportunities to realise your maximum scholarly potential and we hope you find your course to be stimulating and a time of personal growth.

This handbook is designed to provide information about administrative and academic aspects of the honours courses in the School of Community Health. Individual subject outlines are available for the honours subjects HLT333 and HLT441.

Charles Sturt University seeks to achieve its mission in the areas of research and postgraduate study by producing high quality research of regional significance and international distinction. As an honours student we hope you will contribute to the realisation of that mission.

Along with the discipline honours representatives and course coordinators, I wish you all the best in your studies.

A handwritten signature in black ink, appearing to read 'Caroline Robinson', with a horizontal line extending to the right.

Caroline Robinson  
School Honours Coordinator

February 2009

**Disclaimer**

The information and advice contained here should be accurate at the time of printing. However, because this booklet is intended to apply for two years after its initial production and some changes over that two year period are inevitable, students should note updated material that will be provided in subject outlines and subject forum postings.

# Contents

---

---

## **BACKGROUND INFORMATION**

<i>General administrative information</i> .....	5
<i>An honours degree in the School of Community Health, CSU</i> .....	6
<i>Aims and objectives of the course</i> .....	6
<i>Benefits of doing an honours course</i> .....	7
<i>Entry into the course</i> .....	8
<i>Scholarship award for honours and grants</i> .....	8
<i>Commencement and completion of the course</i> .....	9
<i>Withdrawal from honours</i> .....	9
<i>Structure of the honours courses</i> .....	9
<i>HLT333</i> .....	10
<i>HLT441</i> .....	10
<i>Structure of the occupational therapy course</i> .....	10
<i>Structure of the physiotherapy course</i> .....	11
<i>Structure of the podiatry course</i> .....	11
<i>Structure of the speech pathology course</i> .....	12
<i>Integration with clinical placements</i> .....	12
<i>Timeline</i> .....	13

## **SUPERVISION**

<i>Allocation of supervisors</i> .....	14
<i>Working with your supervisor(s)</i> .....	14
<i>Responsibilities of honours supervisors</i> .....	14
<i>Roles of a principal supervisor</i> .....	15
<i>Roles of a co-supervisor</i> .....	16
<i>Changing your topic, supervisor(s), or enrolment status</i> .....	16

## **BEING AN HONOURS STUDENT**

<i>Workload</i> .....	16
<i>Responsibilities of an honours student</i> .....	17
<i>Code of conduct for research</i> .....	18
<i>Research presentations</i> .....	18

## **RESOURCES**

<i>Recommended books, articles, web sites, and bibliographic databases</i> .....	18
<i>The research room</i> .....	22
<i>Other school resources / facilities</i> .....	23

## **THE DISSERTATION**

<i>General nature of dissertations</i> .....	23
<i>Ethics approval</i> .....	24
<i>Preparing and presenting the dissertation</i> .....	25
<i>Style</i> .....	25
<i>Paper size</i> .....	25
<i>Typing and format</i> .....	26
<i>Non-print material</i> .....	26
<i>Contents</i> .....	26
<i>Drafts of the dissertation</i> .....	28
<i>Due date for submission</i> .....	29
<i>Extensions and late submission</i> .....	29
<i>Submission of copies for examination</i> .....	29
<i>Assessment of the dissertation</i> .....	30
<i>Classes of honours</i> .....	30
<i>Additional assessment</i> .....	31
<i>Feedback to students</i> .....	31
<i>Final copies of the dissertation</i> .....	31

<i>Publications and presentations arising from the research .....</i>	<i>33</i>
---	-----------

**MISCELLANEOUS**

<i>Complaints / grievance procedures .....</i>	<i>33</i>
<i>Quality assurance .....</i>	<i>34</i>
<i>Responsibilities at the end of the course .....</i>	<i>34</i>

**APPENDICES**

<i>Appendix I Personal confirmation at commencement of honours course .....</i>	<i>35</i>
<i>Appendix II Agreement regarding authorship of publications and presentations .....</i>	<i>36</i>
<i>Appendix III Template of data report for school honours coordinator .....</i>	<i>37</i>
<i>Appendix IV Statements regarding nature of the copy of the dissertation, and disclaimers.....</i>	<i>38</i>
<i>Appendix V Examples of dissertation pages.....</i>	<i>40</i>
<i>Appendix VI Certificates of authorship and agreements concerning use of the dissertation.....</i>	<i>42</i>
<i>Appendix VII Dissertation marking schedule .....</i>	<i>44</i>
<i>Appendix VIII Statement regarding readiness of dissertation for assessment .....</i>	<i>48</i>
<i>Appendix IX Final ethics report form for School of Community Health Ethics Committee .....</i>	<i>49</i>

# BACKGROUND INFORMATION

## General administrative information

### School Honours Coordinator

Caroline Robinson      Ph: 6051 6972      email: [corobinson@csu.edu.au](mailto:corobinson@csu.edu.au)

### Discipline Honours Representatives

#### Occupational therapy

Therese Schmid      Ph: 6051 6969      email: [tschmid@csu.edu.au](mailto:tschmid@csu.edu.au)

#### Physiotherapy

Dr Megan Smith      Ph: 6051 6738      email: [mesmith@csu.edu.au](mailto:mesmith@csu.edu.au)

#### Podiatry

Caroline Robinson      Ph 6051 6972      email: [corobinson@csu.edu.au](mailto:corobinson@csu.edu.au)

#### Speech pathology

Dr Linda Wilson      Ph: 6051 6722      email: [liwilson@csu.edu.au](mailto:liwilson@csu.edu.au)

#### Biomedical Sciences

Dr Jillian Dunphy      Ph: 6051 6837      email: [jidunphy@csu.edu.au](mailto:jidunphy@csu.edu.au)

#### Head of School

Dr Julia Coyle      Ph: 6015 6737      [jcoyle@csu.edu.au](mailto:jcoyle@csu.edu.au)

#### School Secretary

Ms Andree Pender      Ph: 6051 6820      [apender@csu.edu.au](mailto:apender@csu.edu.au)

#### Technical / IT support

Ms Cheryl Kolbe      Ph: 6051 6995      [ckolbe@csu.edu.au](mailto:ckolbe@csu.edu.au)

*School Office:*      Ph: (02) 6051 6820;      Fax: (02) 6051 6772

*School office location:*      The Cedar, Olive Street

*School postal address:*      PO Box 789, ALBURY NSW 2640

## An honours degree in the School of Community Health, CSU

Within the School of Community Health there are currently four separate honours courses. These are:

<b>4505OT</b>	BHlthSc(OT)(Hons)	Bachelor of Health Science (Occupational Therapy) (Honours)
<b>4505BP</b>	BPhysio(Hons)	Bachelor of Physiotherapy (Honours)
<b>4509PO</b>	BHlthSc(Podiatry)(Hons)	Bachelor of Health Science (Podiatry) (Honours)
<b>4505SP</b>	BHlthSc(SpeechPath) (Hons)	Bachelor of Health Science (Speech Pathology) (Honours)

In many respects these courses are similar, so throughout this booklet the words *course* and *courses* will be used interchangeably. Because of the similarities among the courses, there is an overall honours coordinator in the school; however, because of the differences between the courses, each discipline also has its own discipline honours representative.

### Aims and objectives of the course

There are a wide variety of honours courses provided by a broad range of institutions and disciplines, throughout Australia. Honours in the School of Community Health is described as an 'embedded honours' ie. students undertake honours whilst enrolled as an undergraduate student. This means that as an honours student, you are required to complete honours subjects and honours research, in tandem with your other subjects required for your undergraduate degree.

The School of Community Health honours course prepares graduates who will be critical consumers of research and able to design, conduct, and write up a research project. Not everyone who undertakes honours plans to work as a researcher, but by studying honours you will develop as a practitioner-researcher and be well placed to contribute to the professional knowledge base in the future.

#### The objectives of the honours course are:

- to provide a high quality research training for allied health students;
- to facilitate the development of allied health students as practitioner-researchers;
- to develop student's awareness of their personal and professional learning, through reflection on practice;
- to facilitate students in the planning, development and conduct of research, to advance disciplinary knowledge in the allied health professions;
- to enable students to produce a substantial independent research thesis/project and;
- to produce high quality graduates.

**The primary educational objective of the honours course is research training. The key educational goals are to:**

- provide knowledge and skills relevant to conducting research, especially for entry to higher degree courses;
- develop an advanced level of knowledge in an area of specialisation; and
- further develop verbal and written skills relevant to advanced studies.

**At the completion of the honours course, students should be able to:**

- describe the major research paradigms;
- identify research problems and develop appropriate research questions;
- structure and undertake extensive literature reviews;
- critique research and scholarly literature for the strengths and weaknesses in their conception, design, analysis, and presentation;
- describe major aspects of research processes, including the development of a research question through to designing a study, collecting and analysing data, writing-up, and publishing;
- design and conduct a research project within at least one research paradigm;
- describe the ethical requirements and constraints of human research;
- prepare an ethics approval form;
- analyse data using the methods of at least one research paradigm;
- produce the different genres of presentation and publication of research;
- write for presentation and publication;
- prepare a dissertation;
- present their research project to an audience of peers, and manage questions from the audience;
- use information technology to support research;
- participate as a colleague in research endeavours; and
- pursue higher degree studies by research.

## **Benefits of doing an honours course**

Most universities, including CSU, confer the following degrees: bachelors, honours, masters, and doctorates (PhDs). Honours degrees may be seen as a stepping stone towards postgraduate research. Students who achieve a 1<sup>st</sup> class honours (H1) or upper second (H2a) honours degree would be considered for entry into a PhD or professional doctorate program, without completing a masters degree.

There are many other, more specific, benefits associated with being an honours student. Among these are that:

- you will experience great personal satisfaction in realising your goal;
- your critical thinking and writing skills will be further refined;
- you will be individually mentored for two years;
- you will be well positioned to produce a research publication or conference presentation arising out of your research;
- your curriculum vitae will be enhanced;
- you will be well positioned to progress to a higher degree;
- you will have an opportunity to see whether you might enjoy a research career;

- through the process of writing a research proposal and ethics application, you will gain experience useful for the preparation of research grant or scholarship applications;
- you will be in an advantaged position in the job market, especially for senior or management positions; and
- you will have an expanded job market as you will be able to undertake research, project development, or evaluation work.

## Entry into the course

Honours courses are offered to only those students who have demonstrated high academic achievement, during the first two years of their undergraduate allied health degree. In the School of Community Health at CSU, you are eligible to apply for the honours programme at the end of your second year of study if you have achieved credit (CR) or above in at least 50% of first and second year subjects. In order to be considered for honours, you must complete and submit a prospective student application form, available from Student Administration <http://www.csu.edu.au/forms/admin.pdf>

Completed forms should be submitted to Student Administration at the Albury/Thurgoona campus before the deadline set each year (generally in early November).

Acceptance into the honours programme is dependent on i) the availability of suitable supervisors in your research area; ii) the ability of the professional team to support your research and to provide necessary resources; iii) your academic record. The honours co-ordinator is responsible for collating student applications, liaising with the professional teams and notifying students of the outcome of their application.

## Scholarship award for honours and grants

The Faculty of Science offers a small number of honours scholarships each year. The scholarship for a full-time student is worth \$3000/year payable in two instalments of \$1500. The eligibility criteria for an honours scholarship are:

- students must be enrolled in an honours course at CSU;
- students must be enrolled as a part-time or full-time student, and;
- students must have maintained a grade point average (GPA) of 5 or above in their undergraduate or honours course.

Scholarship application form <http://www.csu.edu.au/study/honours/docs/Honours-Scholarship-Application-form.pdf>

CSU Honours Scholarship guidelines <http://www.csu.edu.au/study/honours/docs/Honours-Scholarship-Guidelines.pdf>

Note: You can apply for an honours scholarship prior to the start of either your 3<sup>rd</sup> year or your 4<sup>th</sup> year of honours study.

## Grants

Be alert for grants you can apply for to assist in your honours course. For example, the School of Community Health is sometimes able to offer small grants to cover additional expenses such as travel for data collection. Professional organisations such as Speech

Pathology Australia and the Australian Podiatry Association, offer small research grants to student members. Rural Health Scholarships are available to students in the final two years of their course.

Additionally, your supervisor may be able to apply for a Faculty of Science Honours Project Operating Grant, or a faculty or university seed grant.

## **Commencement and completion of the course**

As an honours student you will normally commence study on the first teaching day at the start of your 3<sup>rd</sup> year and complete honours study with the submission of your dissertation at the end of the following year (generally early November).

## **Withdrawal from honours**

If at any time you feel that you are not coping with the honours course, you should discuss your options *at the earliest possible stage* with your supervisor(s) and then with the appropriate discipline honours representative. If necessary it is possible to amend your enrolment so that you move back into the pass degree course from honours. Depending on the stage of your studies you will normally be able to transfer credit from your honours study, to avoid the need to undertake any additional subjects. You should be very aware of administrative dates for courses (eg. HECS census-dates). Late withdrawal from the honours programme, unless approved by the head of school for documented and appropriate reasons, can be problematic. Provided you have met all of the other requirements, you will graduate with the usual bachelor degree.

NOTE: Students must pass all honours subjects in their discipline in order to remain in the honours course. Failure of an honours subject will invoke Exclusion Regulation 2.6 of the university.

## **Structure of the honours courses**

There are two types of honours degree offered at CSU:

“**End-on**” – where students complete a three year pass degree, *then* complete their honours course within the fourth year.

“**Embedded**” – where students undertake their honours course within the third and fourth years of their course, while also completing subjects from the pass degree.

The School of Community Health honours courses are *embedded* honours degrees.

The course structures for honours students in the School of Community Health are essentially identical to the course structures for pass degree students except that one of the subjects in each session of third and fourth years is replaced by an honours subject. In third year honours you enrol in the 16-point subject, HLT333 Community Health Honours Research Preparation, which spans both sessions of third year. In fourth year you enrol in the 16-point subject HLT441 Community Health Honours Project / Dissertation, which spans the two sessions of that year.

These two subjects are described immediately below, then the specific course structure for each discipline is outlined.

### **HLT333 Community Health Honours Research Preparation**

This subject develops your understanding of the research process. Over this year of study and through targeted lectures, tutorials, seminars and workshops, you will progress from the identification of a research problem and development of a literature review, to seeking ethics approval and finally to conducting your research project. During this period of learning you will formulate your research question, consider the appropriate methodology for your study, establish your research design and defend your methods of data analysis.

### **HLT441 Community Health Honours Project / Dissertation.**

In this subject you will undertake the collection and analysis of data for your research project. The preparation of your dissertation comprises the bulk of the work for HLT441 and there are no formal class sessions scheduled. The final grade for honours is solely dependent on the mark awarded for your dissertation.

The specific structure of each of the four honours courses is described below.

### **Structure of the occupational therapy course**

For occupational therapy, the honours course structure is identical to that of the pass degree course with the following exceptions: In Sessions 5 and 6 the honours subject HLT333 replaces the fourth complementary elective and OTY320 Research and Evaluation 1, while in Sessions 7 and 8 the honours subject HLT441 replaces two 8-point research subjects (OTY420 Research and Evaluation 2 and OTY430 Research and Evaluation 3 respectively).

	<i>Session 5</i>	<b><u>Year 3</u></b>	<i>Session 6</i>
<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (commence)	<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (complete)
OTY300	Occupational Reasoning and Enabling Strategies (16 points)	OTY303	Occupation and Technology
OCC301	Occupation: Experiences and Opportunities	OTY312	Occupational Environments
		OCC302	Occupation: Time and Narrative
		<b><u>Year 4</u></b>	
	<i>Session 7</i>		<i>Session 8</i>
<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (commence)	<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (complete)
OTY414	Management Issues for Practice	OTY413	Contemporary Practice Issues
OTY402	Occupation and Community Development	OTY415	Self-directed Studies in Occupational Therapy
OTY401	Occupation: Diversity and Risk	OTY411	Integrative Studies

## Structure of the physiotherapy course

For physiotherapy, the honours course structure is identical to that of the pass degree course with the following exceptions: In Sessions 5, 6, and 7 students do not enrol in the elective, ANT160, or HLT422 respectively, and in Session 8 they substitute the 16-point PHS420 with HLT421 Honours Reflective Practitioner (which is an 8-point version of PHS420 specifically adapted for honours students). Honours students will still be required to complete all of their clinical subjects.

		<u>Year 3</u>		
	<i>Session 5</i>		<i>Session 6</i>	
<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (commence)	<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (complete)	
PHS310	Musculoskeletal Physiotherapy 2	PHS321	Child and Family Health in Physiotherapy	
PHS320	Cardiopulmonary Physiotherapy 2	PHS322	Professional Issues in Physiotherapy	
PHS311	Physiotherapy in Rehabilitation 1	PHS410	Physiotherapy in Neurology 2	
		<u>Year 4</u>		
	<i>Session 7</i>		<i>Session 8</i>	
<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (commence)	<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (complete)	
PHS413	Health Promotion in Physiotherapy	HLT421	Honours Reflective Practitioner	
PHS415	Complex Case Management (16 points)	PHS423	Physiotherapy Clinical Practice (16 points)	

## Structure of the podiatry course

For podiatry, the honours course structure is identical to that of the pass degree course with the following exceptions: In Sessions 5 and 6 the honours subject HLT333 replaces an elective subject and PHS223 Electrophysical agents respectively, while in Sessions 7 and 8 the honours subject HLT441 replaces another elective subject and half of the 16 points in POD411 Synthesis in Podiatry respectively. (The other 8 points of POD411 in Session 8 are replaced by transferring PHS223 from Session 6.) Honours students will still be enrolled in and required to complete all of their clinical and theory subjects.

		<u>Year 3</u>		
	<i>Session 5</i>		<i>Session 6</i>	
<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (commence)	<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (complete)	
POD301	Clinical Podiatric Practice 3A	POD311	Clinical Podiatric Practice 3B	
POD302	Podiatric Medicine 2	POD314	Diagnostic Sciences	
POD303	Podiatric Pharmacology	POD313	Podiatric Surgery	
		<u>Year 4</u>		
	<i>Session 7</i>		<i>Session 8</i>	
<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (commence)	<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (complete)	
POD 401	Professional Issues in Podiatry	PHS223	Electrophysical Agents	
POD402	Clinical Podiatric Residency 4A (16 points)	POD412	Clinical Podiatric Residency 4B (16 points)	

## Structure of the speech pathology course

For speech pathology the honours course structure is identical to that for students in the pass degree course, with the following exceptions: The 16-point subject SPH314 that spans Sessions 5 and 6 is replaced by the 16-point HLT333, in Session 6 the complementary elective is replaced by SPH315 (which is a modified clinical subject in place of SPH314), and in Sessions 7 and 8 the two complementary elective subjects are replaced by HLT441.

<u>Year 3</u>		<u>Year 4</u>	
	<i>Session 5</i>		<i>Session 6</i>
<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (commence)	<b>HLT333</b>	<b>Community Health Honours Research Preparation</b> (complete)
SPH301	Introduction to Neurogenic Acquired Communication Disorders	SPH311	Assessment of Voice, Motor Speech and Swallowing Disorders
SPH302	Communication and Lifelong Disability	SPH312	Management of Voice, Motor Speech and Swallowing Disorders
BMS226	Neuroscience	SPH315	Speech Pathology Practice Honours
	<i>Session 7</i>		<i>Session 8</i>
<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (commence)	<b>HLT441</b>	<b>Community Health Honours Project / Dissertation</b> (complete)
SPH401	Professional Issues in Speech Pathology	SPH411	Issues and Synthesis in Speech Pathology
SPH402	Speech Pathology Residency1 (16 points: commence in autumn)	SPH412	Speech Pathology Residency 2 (16 points: complete in spring)

## Integration with clinical placements

You must plan very carefully for clinical placements to ensure adequate time for data collection, data analysis, and final preparation of the dissertation. In particular, you should discuss with your supervisor(s), discipline honours representative, and/or clinical supervisor how / whether out-of-town clinical placements can be structured around honours research.

## Timeline

Use the timeline provided here as a starting point for your honours studies and related activities including interactions with your supervisor(s).

The subject outlines for HLT333 and HLT441 will contain additional and more specific information about assessment requirements, submission dates, and so on.

<b>Year 2 Spring</b>	
Oct/Nov	Submit application for honours. Consider submitting an application for honours scholarship.
<b>Year 3 Autumn</b>	
February	Obtain a key to the honours research room from the school secretary (deposit required).
Throughout session	Determine a mutually agreeable series of appointments with your supervisor so that you can start to discuss the supervisory relationship with that person. It is important to discuss intellectual property issues with your supervisor and to document an agreement. Please refer to the section on 'Authorship' p.33 so that you are aware of the University guidelines relating to this important issue. Appendix II may be used for this purpose. Seek information about your specific topic area and relevant research methodology. Obtain material from books, journal articles, and websites. Narrow down your area of interest to a manageable research question. Practise your writing skills with assignments in HLT333. Submit literature review according to instructions in the HLT333 subject outline.
<i>Inter session break</i>	Continue reading about your topic and methodology.
<b>Year 3 Spring</b>	
Throughout session	Work as an independent learner using knowledge gained from HLT333 and from discussions with your supervisors. Continue accessing literature relevant to your research. Work on the preparation of your ethics application and research proposal. Submit ethics application(s) and research proposal according to instructions in the HLT333 subject outline. Plan your timeline for data collection next year.
<b>Year 4 Autumn</b>	
January	Data collection often starts in January or February of Year 4.
Throughout session	Determine a mutually agreeable series of appointments with your supervisor so that you can maintain good communication throughout the year. Prepare a draft of the introduction, literature review and methods section of your dissertation.
<i>Inter session break</i>	Data collection and analysis should be well under way, if not completed.
Mid August	Begin preparing both components of the data report (refer to HLT441 subject outline).
<b>Year 4 Spring</b>	
September	Submit both components of data report (one to principal supervisor and one to school honours coordinator). Refer to Appendix III for a proforma regarding the report to the school honours coordinator. Keep both components of the data report updated. Method, results, and discussion sections should be written in draft form.
Late September	Complete drafts of most sections should be given to supervisors.
October	Finalise data analysis. Revisions of all sections of the dissertation should be undertaken, and a final draft should be nearing completion. Consult supervisors concerning the need to provide them with another draft of the dissertation.
Late October	Formatting, referencing, proofreading, and editing should be nearly completed.
Early November	Submit three copies of the dissertation for examination
End of spring session	Submit the form to close your ethics application (refer to Appendix IX). Return research room key (collect deposit) and any resources belonging to the school.
After examination of the dissertation	Make alterations and/or corrections to dissertation as necessary. Arrange for binding of 3 post-examination dissertation copies for submission to the school honours co-ordinator.

# **SUPERVISION**

## **Allocation of supervisors**

Once you have been accepted into the honours programme, your professional staff group will decide on the most appropriate supervisory team to support your research. You will be assigned a principal supervisor and at least one co-supervisor and in most cases, these people will be academic staff members in the School of Community Health.

Note. Reference to a student's supervisor in this handbook means the principal supervisor where there is more than one supervisor.

Some students will be involved in research that involves supervisors and/or disciplines outside the School of Community Health. Under those circumstances, after consultation with the student, supervisor, and discipline honours representative, the Faculty Dean and Head of School may approve one or more co-supervisors who are external to the school. These co-supervisors may be internal or external to the faculty or university. Where appropriate, co-supervision by qualified non-academics, for example from industry, is encouraged.

## **Working with your supervisor(s)**

Throughout your honours candidature you should meet regularly with your supervisor(s). Depending on your specific needs at any stage, you should negotiate the timing and regularity of supervisory meetings. Initially you will need plenty of support to enable you to explore your research problem and to refine an appropriate research question. As you progress through honours and gain more confidence in research, you will be able to work more independently. However it is very important to maintain good communication with your supervisors at all times to avoid any misunderstandings. It is also vital that supervisors are provided with drafts of written work, with adequate time to make comments and provide feedback. You will be able to develop your writing skills more effectively, if you utilise your supervisor's support and expertise.

You need to negotiate with your supervisor appropriate timelines for each aspect of the research. Working collaboratively, you and your supervisors are responsible for initiating and holding frequent and adequate discussions about progress of the research.

Supervisors vary greatly in their style and method of supervision, just as research students vary widely in their particular needs and expectations. Consequently it is impossible to have hard and fast rules with respect to how to conduct the supervisory process. Every effort should be made to ensure that the relationship between you and your supervisor is intellectually fruitful, constructive, focussed, responsive to individual needs, reliable, and free of personal conflict. The central task of all those associated with the supervision of research students is to help and assist students to realise their maximum scholarly potential. If at any stage and for any reason you experience difficulties with your supervisor(s), please firstly discuss these issues with them and if necessary, advise the school honours co-ordinator.

## **Responsibilities of honours supervisors**

Honours supervisors should:

- assist the student in the preparation of a research / study program;

- advise the student of any sources of funding or support that may benefit his/her research, and to apply, or assist in the application, for such support via the CSU Centre for Research and Graduate Training;
- suggest ways that the student can make the most effective use of time;
- maintain close and regular contact with the student and establish, at the beginning, the basis on which contact will be made;
- require written or other work from the student on a pre-arranged and agreed schedule so that progress can be assessed at regular intervals;
- monitor carefully the performance of the student relative to the standard required for the degree, and ensure that inadequate progress or work below the standard generally expected is brought to the student's attention
- help with developing solutions to problems as they are identified;
- use any regular reporting procedures established by the faculty as the minimum means by which any difficulties and problems discussed with the student are noted;
- ensure the availability of all equipment and other resources required by the student to complete the research program successfully;
- advise the student of the aims, scope, and procedures to be adopted in the research project;
- ensure that the student is aware of the standards of conduct required by the university and community in all areas of research and scholarship, and ensure that the student is not expected to partake in any conduct during the course of his/her studies or research that will diminish the good name of the university in any way;
- ensure the student is aware of the best methods of reviewing relevant literature for the research project;
- ensure that all the necessary licenses and permissions required to conduct the proposed research are obtained and maintained by the student (or, where appropriate, by the supervisor or co-supervisor) prior to the commencement of the work (this includes, if appropriate, authorisation from the CSU Ethics in Human Research Committee or Animal Care and Ethics Committee);
- ensure that the student is actively engaged in the research and study components of the honours course and that the student's progress is satisfactory;
- advise the student about the aims, scope, and presentation of her/his honours dissertation and any other publications likely to arise from the research; and
- comment critically on drafts of the research proposal, ethics application, data report, and dissertation before they are submitted.

## **Roles of a principal supervisor**

A principal supervisor should:

- assume primary responsibility for the oversight and progress of the candidate;
- be the point of contact through which the university exercises control of the candidature and through which it accepts its primary duty of care;
- invite students to attend school seminars as well as any other relevant seminars;
- propose examiners to the school honours coordinator for approval by the head of school at least two months before the student is due to submit the dissertation for examination;
- obtain and retain a data report from the student indicating the nature of the data, where they are located, and when / how the data are to be disposed of;

- certify that the dissertation or project is properly presented, conforms to the regulations and is, therefore, prima facie ready for examination;
- ensure the student meets commitments made regarding storage of data;
- observe the above commitments beyond completion of the project; and
- destroy data on the student's behalf according to any commitments made.

## **Roles of a co-supervisor**

The role of the co-supervisor will vary from student to student. In general, however, a co-supervisor should:

- provide supplementary advice,
- facilitate access to additional resources and skills, and
- assume the role of principal supervisor in the absence of the principal supervisor.

## **Changing your topic, supervisor(s), or enrolment status**

Considering the amount of work you invest in developing your research area during the first semester, it becomes increasingly more difficult to change your research topic as you progress through 3<sup>rd</sup> year. If it seems likely that you will need to change your research topic, it is advisable to organise this before the start of the second semester in year 3.

You should feel free to discuss any problems or prospective changes regarding your supervision and/or study arrangements, or enrolment status with your principal supervisor in the first instance but also with the discipline honours representative, the school honours coordinator, the course coordinator, or head of school as appropriate.

# **BEING AN HONOURS STUDENT**

## **Workload**

Obtaining a good honours degree can be very hard work. Your time management must be excellent to balance the requirements for honours with the work you need to do for your other subjects. You also need to make time for family and social commitments as well as for paid employment. Stress management is an important area for attention to ensure that you maintain good physical and mental health. Workload will vary across the year but you must take care to ensure that you work consistently on your honours research. Leaving your research work until the last minute will create additional stress and will impact on all areas of your study.

If you experience any difficulties with your studies you should discuss these at the earliest opportunity with your supervisor(s) and should access the university's students support services as necessary. In this way you can ensure that the valuable hours you invest in your study and research are maximally effective, with as little time as possible being wasted on misdirected work.

## **Responsibilities of an honours student**

Although the supervisors have a responsibility to advise you on aspects of your research, you are responsible for the details of your work. You should aim to develop independence of thought and a mature critical faculty, while consulting closely with your supervisors.

You should be sure to submit all necessary assignments and your final dissertation on time. The four main reasons why students fail to submit their work on time, or not at all, are;

- a slow start,
- perfectionism,
- distraction from the main theme, and
- inadequate data collection resulting from inadequate planning.

The standards to which you are expected to conform should become clear early in the honours course. As you progress through honours and gain more confidence in research, you will be able to work more independently. The need for direction and supervision will possibly change several times during the progress of your research. Therefore, regular honest communication between students and supervisors is essential at all times, to ensure that needs and expectations are met by all parties.

### **As an honours student you are expected to:**

- engage actively in the research and study components of your honours course and to progress satisfactorily;
- complete all coursework components of your degree;
- maintain close and regular contact with your supervisor(s);
- discuss with your supervisor(s), at an early stage of your candidature, the possibilities regarding authorship associated with publication of your research (refer to p.33 and to Appendix II for a suggested document regarding this);
- respond to feedback given to you by your supervisor;
- familiarise yourself with the university's academic regulations, which are detailed in the undergraduate student handbook;
- work with your supervisor(s) to prepare a research/study program;
- work with your supervisor(s) to identify equipment and other resources required to complete the research program successfully;
- abide by the standards of conduct required by the university and community in all areas of research and scholarship, and not to partake in any conduct during the course of your studies or research that will diminish the good name of the university in any way;
- ensure that all the necessary licenses and permissions required to conduct the proposed research are obtained and maintained prior to the commencement of the work (this includes the School of Community Health Research and Ethics Committee and, if appropriate, authorisation from the CSU Human Research and Ethics Committee or Animal Care and Ethics Committee);
- present written or other work to your supervisor(s) on a pre-arranged and agreed schedule so that progress can be assessed at regular intervals;
- discuss difficulties and problems with your supervisor(s);
- ensure that the dissertation is properly presented, conforms to appropriate regulations, and is therefore, *prima facie*, worthy of examination;

- present a draft of the completed dissertation to your supervisor(s) before it is submitted for examination; and
- submit your dissertation on time.

### **Code of conduct for research**

On 3 October 2007 Academic Senate approved that the CSU Code of Conduct for Research be replaced by Part A: Principles and Practices to Encourage Responsible Research Conduct in the Australian Code for the Responsible Conduct of Research issued by the National Health and Medical Research Councils, the Australian Research Council and Universities Australia and published at: <http://www.nhmrc.gov.au/publications/synopses/r39syn.htm>

### **Research presentations**

It is an expectation that you will present your research on at least one occasion during your honours programme. Research presentations may be organised within the School of Community Health, or may be initiated by the Faculty of Science. Presenting your research in progress to your peers and to academic staff, enables you to become more confident in articulating and defending your work. Feedback on your research is invaluable in helping you to further develop and refine your work. Practising your oral presentation skills is also excellent preparation for future conference presentations to disseminate your research outcomes.

## **RESOURCES**

### **Recommended books, articles, web sites, and bibliographic databases**

#### **Recommended texts**

- American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington DC: Author.
- McLeod, S., & McAllister, L. (Eds.). (2002). *Getting started on research*. Melbourne: Speech Pathology Australia.
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches*. (2<sup>nd</sup> ed.). Boston: Pearson.
- Portney, L. G., & Watkins, M. P. (2000). *Foundations of clinical research: Applications to practice*. (2nd ed.). Upper Saddle River, NJ: Prentice-Hall Health.

#### **General research texts**

- DePoy, E., & Gitlin, L. N. (2000). *Introduction to research: Understanding and applying multiple strategies*. (2nd ed). St Louis: Mosby.
- Hegde, M. N. (1987). *Clinical research in communicative disorders: Principles and strategies*. Boston, MA: College Hill.
- Hicks, C. M. (1999). *Research methods for clinical therapists: Applied project design and analysis*. (3rd ed.). Edinburgh: Churchill Livingstone.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Minichiello, V., Sullivan, G., Greenwood, K., & Axford, R. (Eds.). (1999). *Handbook for research methods in health sciences*. Frenchs Forest, NSW: Addison Wesley.

- Riegelman, R. K. (2000). *Studying a study and testing a test: How to read the medical evidence*. (4<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Royeen, C. B. (1997). *A research primer in occupational and physical therapy*. Bethesda, MD: American Occupational Therapy Association.
- Schiavetti, N., & Metz, D. E. (1997). *Evaluating research in communicative disorders*. (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Silverman, F. H. (1998). *Research design and evaluation in speech-language pathology and audiology*. (4<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Williamson, K. (2000). *Research methods for students and professionals*. Wagga Wagga: Centre for Information Studies, Charles Sturt University.

### ***The research process***

- Hagler, P., McFarlane, L., & McAllister, L. (1997). Directions in clinical education research. In L. McAllister, M. Lincoln, S. McLeod, & D. Maloney (Eds.), *Facilitating learning in clinical settings* (pp. 214-251). Cheltenham, UK: Stanley Thornes.
- Hersh, D., & Braunack-Mayer, A. (2000). Uninformed about informed consent? Ethical issues and informed consent in aphasia research. In C. Lind (Ed.), *Proceedings of the 2000 Speech Pathology Australia National Conference* (pp. 126-132). Melbourne: Speech Pathology Australia.
- Siegel, G. (1987). The limits of science in communication disorders. *Journal of Speech and Hearing Disorders*, 52, 306-230.

### ***Research design***

- Baum, H. M., Logemann, J., & Lilienfeld, D. (1998). Clinical trials and their application to communication sciences and disorders. *Journal of Medical Speech-Language Pathology*, 6, 55-64.
- Howard, D. (1986). Beyond randomised controlled trials: The case for effective case studies of the effects of treatment in aphasia. *British Journal of Disorders of Communication*, 21, 89 - 102.

### ***Qualitative research***

- Aylwin, S. (1988). In search of qualities: Invited comment on Eastwood's 'Qualitative research'. *British Journal of Disorders of Communication*, 23, pp. 185-187.
- Eastwood, J. (1988). Qualitative research: An additional methodology for speech pathology? *British Journal of Disorders of Communication*, 23, 171-184.
- Grbich, C. (1999). *Qualitative research in health: An introduction*. St Leonards, NSW: Allen & Unwin.
- Higgs, C., & McAllister L. (2001). Being a methodological space cadet. In D. Horsfall & H. Armstrong (Eds.) *Critical moments in qualitative research*. (pp. 31-43). Oxford: Butterworth Heinemann.
- Llewellyn, G. (1996). Reporting qualitative research. *Australian Occupational Therapy Journal*, 43, 178-184.
- Marshall, C., & Rossman, G. B. (1995). *Designing qualitative research*. (2nd ed.). Thousand Oaks: Sage.
- McAllister, L. (1998). What constitutes good qualitative research writing in theses and papers? In J. Higgs (Ed.) *Writing qualitative research*. (pp. 217-232). Sydney: Hampden Press.
- Morse, J. M., & Field, P. A. (1995). *Qualitative research methods for health professionals*. (2nd ed.). London: Sage.

- Rice, P. L., & Ezzy, D. (1999). *Qualitative research methods: A health focus*. Oxford: Oxford University Press.
- Scully, R. M., & Shepard, K. F. (1983). Clinical teaching in physical therapy: An ethnographic study. *Physical Therapy*, 63, 349-358.

### ***Quantitative research in the clinical setting***

- Crystal, D. (1987). Meeting the need for case studies. *Child Language Teaching and Therapy*, 3, 305-310.
- Meline, T., & Schmitt, J. F. (1997). Case studies for evaluating statistical significance in group designs. *American Journal of Speech-Language Pathology*, 6, 33-41.
- Olswang, L. B., & Bain, B. (1994). Data collection: Monitoring children's treatment progress. *Journal of the American Speech Language and Hearing Association*, September, 55-66.

### ***Scholarly reading***

- Hart, D. L., Poston, W. R., & Perry, J. F. (1980). Critically reading a research article. *The Journal of Orthopaedic and Sports Physical Therapy*, 2, 72-76.
- National Health and Medical Research Council (NHMRC). (2000). *How to review the evidence: Systematic identification and review of the scientific literature*. Canberra: Commonwealth of Australia.

### ***Scholarly writing***

- American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington DC: Author.
- Brown, R. F., Rogers, D. J., & Pressland, A. J. (1994). Create a clear focus: The "big picture" about writing better research articles. *American Entomologist*, 40, 144-145.
- Culatta, R. A. (1984). Why articles don't get published in *Asha*. *Asha*, March, 25-27.
- Woodward-Kron, R., Thompson, E., & Meek, J. (no date). *Academic writing: A language based approach. An interactive CD-ROM to teach academic writing* (Version PC version 1.1). Sydney: DELTA Education, Macquarie University.

### ***Writing a dissertation***

- Becker, H. S., & Richards, P. (1986). *Writing for social scientists: How to start and finish your thesis, book or article*. Chicago: Chicago University Press.
- Berry, R. (1994). *The research project: How to write it*. (3rd ed.). London: Routledge.
- Howard, K., & Sharp, J. (1983). *The management of a student research project*. Hants, UK: Gower.
- Webster, F., Pepper, D., & Jenkins, A. (2000). Assessing the undergraduate dissertation. *Assessment and Evaluation in Higher Education*, 25, 71-80.

### **Useful Internet Sites**

- Additional information on honours study at Charles Sturt University can be found at <http://www.csu.edu.au/study/honours/>

- Trent Research and Development Support Unit. This site has links to all of the following topics and is aimed at those starting a research project for the first time.  
[http://www.trentdsu.org.uk/resources\\_resource.html](http://www.trentdsu.org.uk/resources_resource.html)
  - Ethical Considerations in Research
  - Experimental Design
  - Introduction to Evaluating Health Services
  - Health Economic Evaluation
  - Introduction to Qualitative Research
  - Introduction to the Research Process
  - How to Search and Critically Evaluate Research Literature
  - Managing References
  - Presenting & Disseminating Research
  - Qualitative Data Analysis
  - Sampling
  - Surveys & Questionnaires
  - Using Interviews in a Research Project
  - Practical Statistics Using SPSS
  - Using Statistics in Research
- Writing a research thesis: Monash University  
<http://www.education.monash.edu.au/students/current/study-resources/thesiswriting.html>
- Association for Qualitative Research - has a subscribers' online journal  
[www.latrobe.edu.au/www/aqr](http://www.latrobe.edu.au/www/aqr)
- Dissertation abstracts – Digital dissertations: <http://proquest.umi.com/login>
- National Health and Medical Research Council: <http://www.nhmrc.gov.au/>
- Australian Research Council: <http://www.arc.gov.au/>
- Australasian Data and Story Library (Oz Data) – has been called the statistics site of the century! It contains simple explanations and reference material on most statistical topics:  
<http://www.statsci.org/data/index.html>
- Ethical approval for human research  
For research involving humans, CSU is conforming to the national guidelines developed by the National Health and Medical Research Council. These are set out in the publication 'National statement on ethical conduct in human research 2007'.  
<http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>
- The Charles Sturt University Ethics in Human Research Committee (which meets monthly) has developed specific procedures for ethics approval:  
<http://www.csu.edu.au/research/committees/>

## **Recommended Bibliographic Management Software**

EndNote is the software supported by CSU and if you are not already using this software, you are strongly recommended to become familiar with it. Once mastered, EndNote is invaluable for organising literature and organising references for your written work.

Queries about EndNote and training courses should be directed to staff in the library. A workshop on using bibliographic management software will be organised early in third year.

## **The research room**

A research study room (Boldrewood 103) has been set up for the use of all research students within the School of Community Health.

This room provides you with a venue where you can interact with other research students. Students enrolled in higher degrees in the School of Community Health may also use this room.

This room has been equipped with two computers and a scanner. This hardware has been networked in order to give you access to the CSU home page and Internet resources. Hardware has also been connected to the computer laboratory printers in Adams. You will be billed for your use of the Internet according to the standard CSU tariffs. Contact Cheryl Kolbe (phone 16995; [ckolbe@csu.edu.au](mailto:ckolbe@csu.edu.au)) for any problems with IT.

The research room also has comfortable seating, a refrigerator, and a kettle. You will need to bring supplies eg. cups, spoons, milk, tea, cleaning cloths, etc. Three banks of lockers have been set up in the room. These lockers should be ideal for storing documents and texts, and can be secured using a small padlock. You can choose the locker that you wish to use.

To gain access to the research room, you need to enter Boldrewood through the front door and the room is on your right. Note that several staff members have offices in Boldrewood, so please respect their work environment. The research room should be kept locked.

### **Student responsibilities regarding the research room**

- Respect the need for quiet when other students are studying.
- Respect the needs of staff in the same area.
- Use the printer only for honours-related work. The printer should not be used for such things as material in non-honours subjects or personal printing. Furthermore, because the printer is shared with staff in Boldrewood, only very small amounts of printing should be done between 9 a.m. and 5 p.m. Larger amounts of printing should occur outside those times.
- Do NOT lend your key to anybody else. This room has been set up solely for use by research students.
- Ensure that the room remains clean and tidy.
- Log off and turn computers off when you finish.
- Ensure that all lights and heaters are turned off when the room is left empty.
- Ensure that all windows are shut, blinds closed, and doors locked when the room is left empty.

- Be aware of your personal safety if working after hours (tell security) and know the emergency plans for exiting the building if necessary.

We hope that you enjoy using this facility.

## **Other school resources / facilities**

Students should discuss with their supervisors how they can best use the resources and facilities offered by the school. Students are advised to consult with the school honours coordinator regarding the facilities and resources of the school, including:

- office facilities with key access
- one photocopying card
- internal telephone access
- limited access for *small* printing jobs
- computer/scanner facilities
- mail
- out-of-hours access to honours room
- inter-library loans

The School of Community Health will normally provide each honours student with a \$10.00 photocopy card to assist with costs at the start of their research. Students also may be given increased Internet access hours via their CSU account.

# **THE DISSERTATION**

## **General nature of dissertations**

### **What is an honours dissertation?**

A dissertation or thesis consists of an argument or a series of arguments combined with the description and discussion of research you have undertaken. In the case of a PhD and an Ed D, and to a lesser extent, a Masters (research) thesis, the research is expected to make a significant contribution to the chosen field. This does not mean to revolutionise the field (though some PhDs may). Minor theses (eg, for coursework Masters programs or Honours theses) may also contribute to the knowledge in the field, though the main requirement is that they provide evidence of an understanding of the field.

An honours dissertation documents research conducted during the honours candidature. The research should be original and rigorous, resulting in a well-written document that contributes substantially to the current knowledge in the field of study and/or critically reviews a substantial component of a field of knowledge. The dissertation should be prepared under the mentorship of the research supervisor(s).

The university holds a number of publications that should be read by all commencing research students, including *codes of practice for maintaining academic standards in higher degrees, guidelines on fraud and serious misconduct in research, and other documents*. Many of these publications refer to guidelines set by the Australian Vice-Chancellors' Committee, which were followed in producing this booklet.

While these sources of general advice and assistance are very valuable to research students, it should be remembered that honours students are effectively specialising in a narrow area of research. Thus, specialist academic advice will often be required in attempting to understand

research concepts, construct hypotheses, write research proposals, and review literature. Research students should obtain this type of specialist advice from their supervisors.

### **Thesis or dissertation?**

CSU distinguishes between a thesis and a dissertation. A thesis is a written document resulting from research that comprises more than fifty percent of a study program and is, hence, the principal basis of assessment for that award. If fifty percent or less of a study program is based on research, the resultant document is referred to as a dissertation. However, as different honours courses within the university have different research requirements, the university officially refers to all honours research documents as dissertations irrespective of the research or assessment components they represent. The term dissertation is therefore used throughout this booklet to refer to your final submission.

### **General requirements**

Dissertations must comply with the following requirements:

- they must address the topic approved by the school honours coordinator;
- they must comply with the rules for the presentation of dissertations approved by Academic Senate;
- they must comply with any limits imposed by the faculty regulations and/or relevant school rules;
- they must be written in English except where the nature of the investigation requires the dissertation or parts of its text to be written in another language;
- they must exhibit a satisfactory standard of expression and presentation;
- they must consist of an account of the student's own work but, in special cases, work done conjointly with other persons may be accepted provided the discipline honours representative is satisfied about the extent of the student's contribution to the joint work;
- the investigation or other work on which the dissertation is based must not have been completed by the student prior to admission to the honours course; and
- the project on which they are based must not have been previously submitted for another degree or similar award.

### **How long should a dissertation be?**

CSU's guidelines indicate that honours dissertations should be no longer than 7,000 words. However, there is general agreement in the School of Community Health that qualitatively-based dissertations could be as long as 10,000 words if necessary. Such word limits do not include references and appendices and there is always the requirement that good writing be succinct. The research documented within the dissertation should be publishable in an international peer-reviewed journal.

### **Ethics approval**

Research projects require approval from either the School of Community Health Human Research Ethics Committee or the University Human Research Ethics Committee. Research proposals deemed to be 'low risk' are dealt with at a school level, whilst those studies with more complex ethical issues are considered by the University committee. In addition to these ethical committees, it may be necessary for you to submit an application to an external ethics committee eg. at a local hospital or government department, if your planned research is

dependent on participants from outside the university. The university ethics application form and the minimal risk check list, can be found at <http://www.csu.edu.au/research/committees/> The ethics application requires information similar to your research proposal. You will normally undertake the preparation of your research proposal and ethics application, during the latter part of HLT333 in spring of 3<sup>rd</sup> year. Both the school and university ethics committees meet on a monthly basis (excluding January). Working closely with your supervisors in the preparation of your ethics submission, will reduce the risk of it being returned for corrections and resubmission.

**ETHICS APPROVAL IS MANDATORY PRIOR TO COMMENCING DATA COLLECTION.**

## **Preparing and presenting the dissertation**

Preparing an honours dissertation can be a daunting task, and the examiners will use a number of criteria when marking the dissertation. Thus it is important for you to present a dissertation that reports a piece of original, rigorous research that is clearly written and presented in a clear, logical format.

The university has set rules for the presentation of dissertations. In addition, the school has developed its own set of supplementary rules that should be followed by all students unless expressly advised otherwise by the school honours coordinator.

As a general guide to writing essays and dissertations, you should refer to various CSU publications and other publications available from the library. The university's learning skills advisers can provide several other guides on an array of subjects relating to research, study, and writing, and can provide individual assistance and advice when requested. The school has adopted the American Psychological Association (APA) standard referencing style, which is widely used in health science journals. Information regarding the APA referencing style can be found in the APA manual.

<http://www.csu.edu.au/division/studserv/learning/referencing/index.htm>

### **Style**

The writing style in an honours dissertation should be simple and direct and should be appropriate for your discipline and research paradigm. Students are sometimes advised that a dissertation should be written in the past tense, the passive voice, and the third person. However, other styles are permissible. For example, the present tense is appropriate in some parts of the discussion section of a dissertation about quantitative research; the active voice is usually preferable *except* for parts of the method section of quantitative research; and the first person is likely to be appropriate in parts of dissertations that report qualitative research. Working closely with your supervisors from the start will avoid any potential disagreement about writing styles and general presentation.

Note, in particular, that there are various styles in qualitative research, so you should use a style of writing that will be both professionally acceptable (ie. equivalent to that in peer reviewed journals) and reflect the nature of the work undertaken (eg. case-study reflection).

All work should be edited to a high standard before submission for examination.

### **Paper size**

Dissertations are to be typed on International Standard Organisation (ISO) A4 size white bond paper. If diagrams, maps, tables, and similar presentations do not fit readily on this sheet size, ISO B4 size may be used. B4 size pages are to be folded and bound so as to open out at the top and the right.

### **Typing and format**

You are responsible for all expenses associated with typing, printing, and binding of your dissertation. School secretaries cannot do any typing for research students. Typing may be on either one or both sides of each sheet (with some qualifications outlined in the Contents section below) and you should probably consult your supervisors concerning which is the more appropriate choice. Note that any bound copies of dissertations should have a sufficient number of pages to produce a spine that can accommodate lettering 3 to 4 mm in height.

The following minimal margins are to be observed:

left, or right gutter if double sided:	4 cm
top and bottom	2 cm
right, or flip side if double sided:	2 cm

Typing is to be spaced at either 1.5 or double with the exception that quotations, footnotes, the reference list, and bibliography (if included) should be single spaced (CSU Academic Regulation H: 4.2). Recommended font sizes are 11 (Arial) or 12 (Times Roman) for most text, but may be smaller if necessary in order to fit tables, figures, etc. onto the space available.

### **Non-print material**

Non-print material (eg. sound or video recording, computer software, photographs, etc.) that relate to a dissertation should not normally account for more than ten percent of the content of material submitted for examination. If you wish to submit substantially more non-print material, specific approval is required from the sub-dean who deals with research in the faculty. Non-print material accompanying a dissertation must be appropriately packaged within the binding of the dissertation, or in a separate container. Students should seek advice from their supervisor in all such cases.

### **Contents**

The information in the following table is provided by way of a guideline. It is particularly applicable for dissertations that can assume the format of conventional journal articles. Under some circumstances different formats are permissible. However, some information below refers to mandatory contents of a dissertation, namely the statement regarding a particular version of the dissertation and disclaimer; the certificate of authorship and agreement concerning use of the dissertation; a statement regarding ethics approval(s); and references.

Contents	Description
<b>Title page</b>	<p>The first page (<i>numbered i</i>) must contain the full title of the dissertation, the student's name, any prior qualifications held by the student, and identification of the dissertation as being submitted to Charles Sturt University on a certain month and year for one of the following degrees:</p> <p>Bachelor of Health Science (Occupational Therapy) (Honours)            Bachelor of Physiotherapy (Honours)            Bachelor of Health Science (Podiatry) (Honours)            Bachelor of Health Science (Speech Pathology) (Honours)            Refer to Appendix V for an example.</p>
<b>Statement regarding the particular version of the dissertation, and disclaimer</b>	<p>All copies of the dissertation must carry an appropriate statement on Page <i>ii</i> indicating the nature of that copy and an appropriate disclaimer. Refer to Appendix IV. Two versions of this statement exist, and whichever one is used must be signed by the student.</p> <p>Each of the three copies of the dissertation prepared for examination must include the statement shown on first page of Appendix IV. All non-examinable (or non-examined) copies of the dissertation that are <i>identical</i> to the copies sent for examination must include the same statement. If students submit a copy for the library prior to examination, that statement should probably also be used.</p> <p>All non-examinable (or non-examined) copies of the dissertation that are different from the copies sent for examination must include the statement on the second page of Appendix IV. This would include the copy for the library if it is different from the one submitted for examination, for example because the student effected improvements.</p> <p>The templates for these statements will be available on the HLT441 subject forum, and should be completed electronically by the student, with appropriate alterations and insertions as indicated on the form.</p>
<b>Table of contents</b>	<p>All major sections and subheadings are listed with their initial page numbers. <i>This table should comprise, or start on, page iii.</i>            Refer to Appendix V.</p>
<b>Certificate of authorship and agreement concerning use of the dissertation</b>	<p>The dissertation must include a statement by the student certifying the original authorship of the dissertation and how the dissertation may be used. <i>This should be on page iv if there is only one contents page, or on a higher-numbered page if the contents extend beyond one page.</i> All copies of the dissertation produced for examination should carry one version of these statements, and all non-examinable copies should carry a slightly different version. Refer to Appendix VI. The templates for these statements will be available on the HLT441 subject forum, and should be completed electronically by the student, with appropriate alterations and insertions as indicated on the form.</p>
<b>Acknowledgments</b>	<p>Where appropriate, brief acknowledgments of assistance and advice received should be included. These acknowledgments should recognise any people who have provided guidance and support in any way (including research participants) as well as any sources of assistance for equipment, funds, scholarships etc.</p>
<b>List of tables</b>	<p>The list of tables should list the table numbers and exact legends with the page number on which they appear.            Refer to Appendix V.</p>
<b>List of figures</b>	<p>The list of figures should list the figure numbers and exact legends with the page number on which they appear. This page, if it exists, has a similar format to the list of tables.</p>

<b>Miscellaneous</b>	Optional sections may be included here, such as a glossary or a list of publications and presentations associated with the research.
<b>Statement regarding ethics approval(s)</b>	A statement should be made concerning all ethics approvals that were granted for the research. Refer to Appendix V.
<b>Abstract</b>	The abstract should not exceed 350 words. Normally an abstract indicates the general aims and objectives of the research, presents any hypotheses to be tested, briefly describes the overall methodology, and lists the main results and/or conclusions of the work.

*Up to this point pages should be numbered using lower case Roman numerals at the flip side of the header. Subsequent pages should use Arabic numbers in the same location. If pages are printed double-sided all pages that start a new section should be right-facing. If pages are printed double sided, all right-facing pages should be identified with odd numbers and all left-facing pages should have even numbers. All sections from the introduction through to, but not including, the references may run on in the text (i.e., they do not require a new page). However, the reference list, a bibliography (if included), and all appendices should start on a new page.*

<b>Introduction</b>	The title of the dissertation should appear at the top of this section, then there should <i>not</i> be an immediate subtitle such as “Introduction”. The material that follows normally places the research in context with other work in the area, provides the background or history of the project and a critical appraisal of relevant literature and research, identifies specific problems that need to be addressed, and outlines the aims and objectives of the research. The introduction might also provide information about why a certain line of research or methodology was pursued.
<b>Other text</b>	This may comprise discrete sections e.g., separate methods, results, and discussion sections. However, this may differ especially if a qualitative study is presented. Students should seek advice from their supervisors about the most appropriate method of presenting the results / conclusions of their research. The American Psychological Association publication manual is also useful.
<b>References</b>	A list of all literature cited in the text should be included as a reference list. However, a supervisor may advise a student to include a bibliography, listing sources of information referenced during the research but not specifically cited in the text, under a separate heading. The format used for references and bibliographies should follow the American Psychological Association guidelines.
<b>Appendices</b>	Appendices are normally used only for larger documents or large tables etc. The letter of approval or other correspondence from the ethics committee might appear as an appendix. Details about presentations and publications arising from the research might also appear in an appendix. Appendices are usually identified by upper case Roman numerals.

## Drafts of the dissertation

Whilst you are strongly encouraged to prepare drafts for parts of the dissertation (particularly the literature review, methods, results, references, and acknowledgments) as your research proceeds, much of the writing will necessarily occur toward the end of the course. Soon after the beginning of the last session of the course (ie. spring session in 4<sup>th</sup> year), you should

provide your supervisors with a proposed structure for your dissertation (eg. a table of contents with brief explanations of what each section will contain). This will give your supervisors the opportunity to advise you about the overall structure and content of the dissertation and will enable you to prepare a timetable to follow during the dissertation writing.

You should then present your supervisor(s) with drafts of sections of the dissertation as you write them. Supervisors will return these drafts to you as soon as possible and will offer suggestions, criticisms and advice, as appropriate. Regular review of drafts by supervisors will ensure that your dissertation is progressing as planned. Presenting a supervisor with a draft of the complete dissertation close to submission date, with little prior collaboration, is to be avoided at all costs.

In case of loss, you should retain a copy of each draft. It is suggested that each draft be labelled in the header or footer with something like *Draft V1, V2, V3...* to avoid confusion.

Some supervisors may also want to make final comments on a complete draft of the dissertation. In such cases, you should submit what you regard as the penultimate draft of the complete dissertation to your supervisor(s) for comment *well before* the final date of submission to allow sufficient time for feedback, editing, printing and binding.

## **Due date for submission**

The due date for submission of the dissertation is indicated in the HLT441 subject outline. It is likely to be the last day of teaching for the year.

## **Extensions and late submissions**

Extensions to submission will be considered only under exceptional circumstances in line with University policy, following discussion with your supervisor(s), discipline head, and subject coordinator for HLT441. The school honours coordinator should be kept informed of these discussions. If a request for an extension involves a grade pending (GP) application, that application must be made on the standard form obtainable from Student Administration.

Late submissions with no negotiated extension will incur a penalty of 1% per working day or part thereof (ie. 5% per full week).

## **Submission of copies for examination**

Although you are enrolled in the research dissertation subject (HLT441) for two sessions (ie. all of fourth year), no grade will be awarded until the dissertation is submitted and examined. All copies of the dissertation must include the required statements / certificates among their initial pages, signed where necessary.

The dissertations should be accompanied by a statement from your principal supervisor indicating the dissertation's readiness for examination. Refer to Appendix VIII. A template for that statement will be available on the HLT441 forum. You should complete part of it

before giving it to your principal supervisor for subsequent return, so that it can be submitted with the dissertation copies.

You are required to submit three copies of your dissertation to the school honours coordinator by the date specified in the HLT441 subject outline. These copies should be spiral bound (either plastic or metal) with card and acetate covers. Two of these copies go to the examiners for marking. The third copy is kept in case of loss during postage or if the need for a third examiner/arbitration arises.

At the time you submit these three copies of your dissertation for examination, you must also submit one electronic copy to your principal supervisor.

## Assessment of the dissertation

- Two examiners will be appointed for each honours dissertation. One of the examiners must be external to the School of Community Health.
- Examiners will be selected on the grounds of their academic and research expertise in the area of the dissertation.
- Examiners will be appointed by the head of school on the advice of the school honours coordinator and each student's principal supervisor.
- Supervisors may not examine dissertations for which they have provided supervision.
- Examiners will be provided with detailed criteria on which to assess the dissertation.
- Examiners will be asked to submit a written report and a score for the dissertation based on guidelines provided by the school.
- The written report may state whether the dissertation indicates the student's capacity for independent research as well as a qualitative statement about the expected level of honours that the examiner considers appropriate for the dissertation. If the marks provided by the examiners differ by 10 or fewer percentage points, they will be averaged to assign the appropriate letter grade.
- Apart from situations described in the next dot point, if the initial marks differ by more than 15 marks the dissertation will be sent to a third examiner, or to an arbitrator. Either the two closest (or possibly the same) marks will be averaged to determine the level of honours, or the appointed arbitrator will examine the evidence to determine the appropriate grade. This policy has been approved by the CSU Quality Assurance Officer.
- If the initial two examiners' marks are discrepant by more than 10 marks but both marks result in the dissertation being awarded a fail or a first class honours, the student will be awarded a fail or first class honours respectively.
- If the initial two examiners' marks are discrepant by more than 10 marks, but the lower mark exceeds 77 and *both* examiners recommend awarding first class honours, the student will be awarded first class honours.

## Classes of honours

The university has a policy of awarding different classes of honours. The marks determining level of honours in the School of Community Health are:

- Hons 1 (Class 1) 80 -100%
- Hons 2a (Class 2, Division 1) 70-79.9%

- Hons 2b (Class 2, Division 2) 60-69.9%
- Hons 3 (Class 3) 50-59.9%
- Fail 0-49.9%

The level of award is determined solely by the mark awarded for the dissertation.

### **Additional Assessment (AA) or Additional Examination (AE)**

Please note that the Faculty of Science has implemented a new policy about AA and AE grades from 2009. In this subject, AA and AE grades will NOT be offered.

### **Feedback to students**

All three copies of the dissertation will be returned to you on completion of the examination process.

You will receive any comments made by the examiners in the form of written reports and annotations on the examined copies of the dissertation. Specific marks or grades recommended by the examiners are normally made in confidence, so will not be made available to you. Please note that initial recommendations made regarding the mark awarded for your dissertation may be altered, as a result of decisions by the university's assessment committees.

Any delay in receiving feedback can be disconcerting for you, particularly if some of the examiners' comments are negative. However, please be aware that even good dissertations are likely to attract *some* negative comments.

### **Final copies of the dissertation**

In order to complete the requirements for your honours degree you must submit **three bound volumes** of your dissertation. You are asked to have **one volume printed on acid-free paper and hard bound for the Library collection**, but the other two volumes may be either spiral bound or hard bound. You must include the two front pages that identify that you are submitting it to the library collection and that your supervisor has signed-you-off as having completed the requirements for Honours. These forms are in the Honours handbook at <http://www.csu.edu.au/faculty/science/cmhealth/research/honours/index.html>

For instructions on printing and binding, please refer to the Academic manual available online at [http://www.csu.edu.au/acad\\_sec/academic-manual/hcontm.htm](http://www.csu.edu.au/acad_sec/academic-manual/hcontm.htm) Section H is the relevant section and you need to follow the guidelines for 'Dissertations'. The boxed text on the following page is an extract from these guidelines.

These three bound copies should be submitted to the school honours co-ordinator.

**Information abstracted from Section H of the CSU academic manual (Sub-sections 4.2.4.2.1, 4.2.4.2.1.2, and 4.2.4.2.2) concerning binding of dissertations**

[Honours] dissertations . . . are to be full bound in dark green cloth or buckram. The dark green is to be similar to Pantone colour 3435c.

Lettering is in gold block letters, 3-4 mm in height, 10 letters per 2 cm in a sans-serif typeface. Where the thickness of the thesis or other examinable print work is sufficient, lettering should be horizontal, across the spine with the top line of the title lettering 22 cm above the base of the spine, the author's name 10 cm, and the award and year 10 cm. The award name should be abbreviated to CSU requirements (as set out in Section L15.2 of the Academic Manual, available on the Web). Lettering on the front cover is not required. If the thesis or other examinable print work has to be published in more than one book, each book is regarded as a volume. Each volume should be numbered 14 cm above the base of the spine. Where the width of the spine does not permit horizontal lettering, lettering should be applied in the direction top to bottom, starting 2 cm from the top, in the same type size as horizontal lettering. A space of 2 cm should be placed between title and award, and 1 cm between author and title.

Prior to preparing the final copies of your dissertation, you must decide whether or not to make alterations to your dissertation in light of the suggestions or corrections indicated by the examiners. Your supervisors may provide some advice concerning this. The decision to make any changes and the extent of those changes, should be influenced by knowledge that one copy of the dissertation must be submitted to the university library for general access. You may want to consider making at least some changes / improvements based on feedback from examiners. Furthermore, some changes might be worth making because copies provided for the supervisor(s) and the discipline honours representative could have broader exposure than just those people.

**NOTE: as part of the ethical approval for your project, all raw data should be kept at the school with your supervisor. Your supervisor should have a copy of the Technical report that contains most data but any other data has to stay with the supervisor. You may arrange with them the format for retaining the data.**

## **Publications and presentations arising from the research**

Research doesn't finish with the end of honours and you are strongly encouraged to consider how best to disseminate the findings of your research. When you have completed honours and have graduated, you are encouraged to continue to work with your supervisors to prepare a research publication, or to present your work at a professional conference. In general, good research should result in at least one publication so that other researchers are aware of the theoretical perspectives, methods, results and conclusions of the study. Presenting your research at a conference or getting a research paper published is not only good for your morale and your CV, but also aids your career prospects and is important to the school and university. Honours students who produce high quality work may be involved in publications with their supervisor(s) and / or with other research workers. This may occur during the honours course or after you have graduated. It is therefore very important that you keep careful, dated records of your original research notes, even you have completed your degree.

At the beginning of your course, you will have met with your supervisors to discuss arrangements regarding authorship of publications and presentations. It is very important that you have previously discussed issues of authorship with your supervisors, to avoid any misunderstandings at a later date. This link will take you to the CSU 'Authorship of Research Publications' and there is a specific section for 'Research Students and Research Assistants'.

<http://www.csu.edu.au/research/policy/authorship.htm>

(Refer to Appendix II for a suggested format concerning authorship agreements.)

## **MISCELLANEOUS**

### **Complaints / grievance procedures**

Any complaints you may have should, in the first instance, be addressed to your supervisor and then to the discipline honours representative or school honours coordinator.

If you are not satisfied with the decision or decisions of the above people, you may appeal to the head of school. Appeals must be in writing and be lodged with the head of school within 21 days of the date of notification of the decision. The purpose of any consultation that arises from that is to examine options for the resolution of the complaint and to provide you with appropriate assistance and guidance.

If a complaint, problem or concern cannot be resolved to your satisfaction, you may wish to lodge a grievance. The university defines a grievance as 'a complaint arising from a situation in which a person considers that he or she has been wronged because of an act, decision, or omission that the person regards as unjust, wrongful, or discriminatory and that is within the control of the university'. Once a grievance has been reported in writing it becomes formal and requires specific action to be taken within a defined period to resolve the issues of concern. The written grievance must be lodged with the university's ombudsman who is responsible for implementing the

university's grievance resolution policy. CSU's complaints policy and procedure can be found at <http://www.csu.edu.au/division/plandev/ombudsman/>

## **Quality assurance**

In an effort to enhance desirable attributes, and/or identify and rectify deficiencies of the honours course, honours students and supervisors are requested to make their concerns and opinions known to the school honours coordinator, the head of school, or the relevant sub-dean in the faculty, preferably in writing.

## **Responsibilities at the end of the course**

- Hand in your key to the school secretary and reclaim the deposit.
- Copy the title and abstract of your dissertation and insert it into the final ethics form that will be available from the HLT441 subject forum (see Appendix IX). This will close your ethics file. You will have to do something similar for any other ethics committee that approved your research. Send the document electronically to the school honours coordinator who will forward it to a representative of the school's ethics committee and extract the title and abstract for inclusion on the school's honours website.
- Give the school's honours coordinator the address to which you would like the marked copies of your dissertation sent if that address is different from your home address on the university's administrative system.

**APPENDIX I**  
**Personal Confirmation**

*In order to help ensure that the expectations and responsibilities of honours supervisor(s) and students are clearly understood, we request completion of this page. Please take an electronic copy of this form from the HLT333 subject forum, complete it, then submit it to the school honours coordinator by the end of the second week of teaching in third year.*

**SCHOOL OF COMMUNITY HEALTH**

**Personal Confirmation at Commencement of Honours Course**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ (Home) \_\_\_\_\_ (Mob)

Email address: \_\_\_\_\_

Tick appropriate boxes:

- I have read and understood the contents of the School of Community Health honours handbook.
- I understand that I must submit my dissertation and complete the requirements of the honours course on or before the specified date, unless special and formal arrangements have been put in place, or incur a penalty of 1% per working day or part thereof.
- I have contacted my supervisor and discussed my proposed area of research and enrolment details. My proposed area of research is:

\_\_\_\_\_

- I have arranged to contact my supervisor at set times and at regular intervals to discuss my progress.
- I have discussed with my supervisor arrangements regarding authorship of any publications arising from my honours research.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**APPENDIX II**  
**Agreement Regarding Authorship of Publications and Presentations**

*A completed copy of this form, amended by mutual agreement if necessary, might be used by students and supervisors to clarify the nature of authorship arising from dissemination of research findings. This form will be available from the HLT333 and HLT441 subject forums.*

**Agreement Regarding Authorship of Publications and Presentations**

This agreement refers to honours research commencing in *insert year here* conducted about *insert topic of research here*.

**Extract from CSU authorship of research publications**

A research student should be the principal author of publications emerging from a thesis with supervisors where appropriate taking second author status. Second author status is obligatory if the supervisor/s designates the primary variables or makes interpretative contributions or provides the database; is a courtesy if the supervisor/s designates the general area or substantially contributes to design; and is not acceptable if the supervisor only provides encouragement, physical resources, financial support, critiques or editorial contributions (APA Ethics Committee, 1983). In the last case supervisors should be acknowledged in the acknowledgments section. There are some circumstances where the supervisor may be the principal author but where this occurs it must be with the student's written approval. If research supervisors use contracts with their students it would appropriate to include a statement of authorship.

We have discussed and agreed the authorship guidelines.

If I *insert your name* do not indicate any intention to disseminate information about this research, particularly after it has been completed, the supervisor(s) may produce publications and/or presentations and while acknowledging my contribution, may determine whether or not I should appear as the primary author / presenter.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Signature of principal supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**APPENDIX III**  
**Template of Data Report for School Honours Coordinator**

*This form will be available from the HLT441 subject forum.*

**Student's name:**.....

**Title / topic of honours research:**

**Commitments made regarding storage and retention of data:**

*Insert here the original commitments that were made regarding data obtained in your research. These commitments will usually have been made only in ethics application and should be obtained from there for consistency.*

**Changes that have occurred to those commitments since they were initially made:**

*Insert any changes here, or insert the word "None".*

**Forms of data (e.g., questionnaires, audio tapes, electronic SPSS data files) and their locations now and upon completion of your project:**

Nature of data	Current location	Location at end of project
<i>List all forms of data (one per row, and add rows if necessary).</i>	<i>Indicate where those data are currently located.</i>	<i>Indicate where you anticipate those data will be located at the end of your project.</i>

**Commitments made, or arrangements put in place, concerning eventual disposal of data:**

*Insert information here.*

\_\_\_\_\_  
 Signature of student

\_\_\_\_\_  
 Date

**Statement by principal supervisor:**

I am satisfied that all necessary information concerning:

- generation of data for this project;
- subsequent adjustments (computations, recoding, etc.) and analyses that were made to the data; and
- arrangements concerning the final storage and disposal of the data.

is either already available, or will be available, in a data report by the time the student completes his/her honours project. I will retain a copy of that report.

\_\_\_\_\_  
 Signature of principal supervisor

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed name

## APPENDIX IV

### Statements Regarding Nature of the Copy of the Dissertation, and Disclaimer

*After the student has inserted the title of the dissertation electronically and it has been signed by the student, a copy of the form on this page should be included as the second page (page ii) of all copies of the dissertation that are produced for examination or that are the same as the copies submitted for examination. Remove all instructions in red or blue italics. This form will be available from the HLT441 subject forum.*

### Statement Regarding this Version of the Dissertation

This version of the dissertation titled

**Insert title of dissertation (word-processed, centred, bold) here**

is either one of the copies that were sent to examiners for assessment or is identical to those copies. It may therefore contain errors, inconsistencies, and/or weaknesses that were subsequently identified by the examiners and may have resulted in changes to subsequent versions of the dissertation than the one that accompanies this statement.

Furthermore, because of the:

- differing nature of supervisory and advisory processes,
- extent to which others' advice is heeded, and
- need for dissertations to reflect students' abilities rather than supervisory input,

this version of the dissertation should not be regarded as automatically reflecting the skills or advice of others, particularly the supervisors.

---

Signature of student

---

Date

---

Printed name

*The form below should be included as the second page (page ii) of all copies of the dissertation that were altered after examination - including the copy that is given to the library if it contains changes that were made post-examination. (If the copy of the dissertation submitted to the library was the same as that provided for the examiners, the form on the previous page should be used.). Remove all instructions in red or blue italics.*

## **Statement Regarding this Version of the Dissertation**

An earlier version of this dissertation titled

*Insert title of dissertation (word-processed, centred, bold) above here then delete this line.*

was submitted for examination prior to preparation of the version presented here. Errors, inconsistencies, or weaknesses identified in the copies that were examined may have been addressed in the version that accompanies this statement.

However, because of the:

- differing nature of supervisory and advisory processes,
- extent to which others' advice is heeded, and
- need for dissertations to reflect students' abilities rather than supervisory input,

this version of the dissertation should not be regarded as automatically reflecting the skills or advice of others, particularly the supervisors.

---

Signature of student

---

Date

---

Printed name

**APPENDIX V**  
**Examples of Dissertation Pages**

**Example 1 - Sample title page**

i
<b>The Interrelationship Between Quality of Honours Dissertations and Amount of Time Spent Reading Relevant Literature</b>
Ima Student
A dissertation submitted to Charles Sturt University for the degree of <b>Bachelor of Health Science (Speech Pathology) (Honours)</b>
School of Community Health Faculty of Science November 2007

**Example 2 - Sample table of contents**

<b>CONTENTS</b>	iii
Certificate of authorship and agreement concerning use of the dissertation	v
Acknowledgments	vi
List of tables	vii
List of figures	viii
Ethics approval	x
Abstract	xi
Introduction	1
Characteristics of honours students	1
Diligent students	2
High achievers	4
Accessing literature from the library	5
Measurement issues	7
Method	10
Participants	10
Development of instruments	11
Reliability	12
Validity	14
Procedure	17
Results	19
Participant characteristics	19
etc.	

### Example 3 - Sample list of tables

<b>LIST OF TABLES</b>		vii
Table 1	Ratio of male to female honours students at CSU	2
Table 2	Length of time spent reading journal articles	14
etc.		

### Example 4 - Sample statement regarding publications and presentations arising from the research

<b>PUBLICATIONS AND PRESENTATIONS ARISING FROM THIS RESEARCH</b>		xiii
<p>Student, I., &amp; Supervisor, I. (2007). <i>Factors contributing to the quality of honours dissertations</i>. Paper presented at the Speech Pathology Australia National Conference, Adelaide, May 6-12.</p> <p>Supervisor, I., &amp; Student, I. (in press). The relationship between the quality of honours dissertations and the amount of time reading relevant literature. <i>Higher Education Research and Development</i>.</p>		

### Example 5 - Sample statement regarding ethics approval

<b>ETHICS APPROVAL</b>		xii
<p>This research was conducted with the approval of the Charles Sturt University School of Community Health Ethics Committee (reference number 06/12).</p>		

## APPENDIX VI

### Certificates of Authorship and Agreements Concerning Use of the Dissertation

*A completed copy of this form should be inserted immediately after the contents page(s) in each of the three copies of the dissertation submitted for examination. (The corresponding form for non-examinable copies is provided on the next page.) This form will be available from the HLT441 subject forum. Remove all instructions in blue italics.*

#### CERTIFICATE OF AUTHORSHIP AND AGREEMENT CONCERNING USE OF THE DISSERTATION

I certify that I am the author of the dissertation titled *insert title of dissertation here and remove italics* which is submitted to Charles Sturt University for assessment on *insert date (in the format such as 13 November 2009) here and remove italics*.

I certify that this dissertation has not been previously submitted by me or any other person to CSU or another tertiary institution in order to obtain an award from CSU or from another tertiary institution.

Should the award for which this dissertation has been submitted be approved I agree that, if I have not already done so, I will provide at my own cost a bound copy of the dissertation as specified by the university to be lodged in the university library.

*Remove the word OR and the non-applicable option below.*

I consent to the dissertation being made available for circulation and copying for the purposes of study and research in accordance with the normal conditions established by the university.

OR

I have applied to the dean of the faculty to restrict access to the dissertation for a period of \_\_\_\_\_ years (*insert number that would not normally exceed two years, then delete these words in italics*) on the grounds that the dissertation contains matters of a commercial or sensitive nature.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

*A completed copy of this form should be inserted immediately after the contents page(s) in all copies of the dissertation other than those submitted for examination. This form will be available from the HLT441 subject forum. Remove all instructions in blue italics.*

## **CERTIFICATE OF AUTHORSHIP AND AGREEMENT CONCERNING USE OF THE DISSERTATION**

I certify that I am the author of the dissertation titled *insert title of dissertation here but retain italics* which was submitted to Charles Sturt University for assessment on *insert month (in the format such as November 2006) here and remove italics.*

I certify that this dissertation has not been previously submitted by me or any other person to CSU or another tertiary institution in order to obtain an award from CSU or from another tertiary institution.

*Remove the word OR and the non-applicable option below.*

I consent to the dissertation being made available for circulation and copying for the purposes of study and research in accordance with the normal conditions established by the university.

OR

I have applied to the dean of the faculty to restrict access to the dissertation for a period of \_\_\_\_\_ years (*insert number that would not normally exceed two years, then delete these words in italics*) on the grounds that the dissertation contains matters of a commercial or sensitive nature.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**APPENDIX VII**  
**Dissertation Marking Schedule**

**Honours Dissertation Marking Schedule**

**Charles Sturt University School of Community Health**

This marking schedule has been developed to provide guidelines for students and markers about the features of dissertations that are conventionally regarded as desirable. It also aims to increase consistency between markers, enhance validity of the assessment process, and assist with provision of specific feedback to students. The schedule is not intended to be totally prescriptive, particularly when the nature of a student’s research, and the way in which it is reported, justifiably depart from the conventions that are reflected here.

Item	Unsatisfactory (0-49)	Satisfactory (50-59)	Good (60-69)	Very good (70-79)	Excellent (80-100)	Percentage
<b>Scope</b>	Scope of the topic is not appropriate (either too great or too small) for an honours research project.	Scope of the topic is limited but acceptable or is overly ambitious but potentially achievable.	Scope of the topic is reasonably ambitious for an undergraduate honours project.	Scope of the topic is ambitious for an honours project but achievable.	Scope of the topic is highly ambitious for an honours project but achievable.	/100
<b>Title and Abstract</b>	<p>The title was absent or not appropriate.</p> <p>The abstract lacks key information and does not enlighten the reader about the project.</p> <p>The abstract is significantly more or less than 200 words.</p>	<p><b>Continuum:</b></p> <p>The title is confusing or ambiguous with regard to the project.</p> <p>The abstract is approximately 200 words.</p> <p>The abstract contains key information with some unbalanced presentation of sections of the dissertation.</p> <p>The title and/or abstract contain minor irrelevancies.</p>		<p><b>Continuum:</b></p> <p>The title clearly reflects the topic, style, and thrust of the research.</p> <p>The abstract is approximately 200 words long.</p> <p>The abstract contains all of the key information.</p>		/100

	Unsatisfactory (0-49)	Satisfactory (50-59)	Good (60-69)	Very good (70-79)	Excellent (80-100)	Percentage
<b>Introduction/ Literature</b>	<p>The purpose of the project is unclear with poor justification of chosen topic.</p> <p>There is little evidence of relevant and current literature.</p> <p>The review of the literature is fragmented and incoherent.</p> <p>There is little or no critical appraisal of the literature.</p>	<p>The purpose of the project is acceptably justified but not clear.</p> <p>Some justification is provided for the chosen topic.</p> <p>There is evidence of literature having been reviewed, but it is limited or there is over reliance on secondary sources.</p> <p>Critique of existing literature is superficial and not sufficiently related to the chosen topic.</p>	<p>The purpose of the project is clear.</p> <p>Justification for the topic is fully covered but not completely convincing.</p> <p>There is good evidence of literature having been reviewed, but there is some over reliance on standard journals / sources.</p> <p>There is a good attempt to critique existing literature, but the link to this project could be stronger.</p>	<p>The purpose of the project is very clear.</p> <p>There is very clear justification for the chosen topic.</p> <p>The review of the literature is very good and is from a range of sources and journals.</p> <p>There is a developed critique of existing literature and it is clearly linked back to the relevance of the chosen topic.</p>	<p>The purpose of the project is very clear.</p> <p>There is excellent justification of the chosen topic.</p> <p>There is an excellent coverage of relevant literature from a range of sources and journals.</p> <p>There is a highly developed critique of existing literature and it is clearly linked back to the relevance of the chosen topic.</p>	<b>/ 100</b>

	<b>Unsatisfactory (0-49)</b>	<b>Satisfactory (50-59)</b>	<b>Good (60-69)</b>	<b>Very good (70-79)</b>	<b>Excellent (80-100)</b>	<b>Percentage</b>
<b>Method</b>	<p>Choice of method is unclear or not justified.</p> <p>Description of method is unclear and inadequate.</p> <p>Choice of data analysis is inappropriate for the study.</p>	<p>Some justification for choice of method exists but aspects of this may be questioned.</p> <p>Key aspects of method are described, but description may be superficial and/or unclear, or have omissions.</p> <p>Choice of data analysis is justified but some aspects may be questioned.</p>	<p>Method is appropriate, with good justification provided for it.</p> <p>Key aspects of the method are described but with some minor omissions or lack of detail.</p> <p>There is appropriate choice of data analysis with a good justification for that choice.</p>	<p>Method is appropriate, with very clear justification provided.</p> <p>All aspects of method are described well with no obvious omissions.</p> <p>There is appropriate choice of data analysis with a very good justification for that choice.</p>	<p>Method is appropriate, with excellent justification provided.</p> <p>All aspects of the method are described in excellent detail.</p> <p>There is a sophisticated choice of data analysis accompanied by excellent justification for that choice.</p>	/ 100
<b>Results</b>	<p>Presentation of data / results is unclear and inappropriate.</p> <p>Analysis of data is inappropriate or superficial.</p> <p>Analysis contains significant inconsistencies.</p>	<p>Some elements of the data / results are unclear or inappropriate.</p> <p>Analysis of the data is superficial but acceptable.</p> <p>Some of the analysis is inconsistent or inappropriate.</p>	<p>Presentation of the data / results is generally clear.</p> <p>Analysis of the data is appropriate but limited.</p> <p>Analysis contains some minor inconsistencies or inaccuracies.</p>	<p>Presentation of the data / results is very clear.</p> <p>Analysis is appropriate and thorough.</p> <p>Analysis contains no inaccuracies or inconsistencies.</p>	<p>Presentation of the data / results is exceptionally clear.</p> <p>Analysis is appropriate, thorough, and possibly innovative.</p> <p>Analysis contains no inaccuracies or inconsistencies.</p>	/ 100

	<b>Unsatisfactory (0-49)</b>	<b>Satisfactory (50-59)</b>	<b>Good (60-69)</b>	<b>Very good (70-79)</b>	<b>Excellent (80-100)</b>	<b>Percentage</b>
<b>Discussion/ Conclusions</b>	<p>There is unsubstantiated or invalid interpretation of results.</p> <p>There is little or no linking to theory or literature.</p> <p>There is inappropriate or very limited reflection about the study.</p> <p>There is very limited application of results to professional and personal practice and the community / society etc.</p> <p>Limitations of the research are not discussed or are incorrectly outlined.</p> <p>Considerations for further research are not discussed.</p>	<p>Interpretation of results is valid but superficial or not linked well to the study's aims.</p> <p>There is limited reference to theory and literature.</p> <p>There is superficial reflection on the study and issues raised.</p> <p>There is limited application of results to professional and personal practice and the community / society etc</p> <p>Limitations of the study are addressed but are superficial.</p> <p>There is appropriate, but limited, discussion of possibilities for future research.</p>	<p>There is good interpretation of results in relation to the study's aims.</p> <p>There are clear references to theory and literature.</p> <p>There is appropriate reflection about the study and the issues raised.</p> <p>There is good application of results to professional and personal practice and the community / society etc.</p> <p>Limitations of the study are addressed appropriately.</p> <p>There is good discussion of possibilities regarding future research.</p>	<p>There is very good interpretation of results in relation to the study's aims.</p> <p>There are very clear references to theory and literature.</p> <p>There is appropriate reflection about the study and a very good discussion of the issues raised.</p> <p>There is very good application of results to professional and personal practice and the community / society etc.</p> <p>Limitations of the study are well addressed.</p> <p>There is very good discussion of possibilities regarding future research.</p>	<p>There is excellent interpretation of results in relation to the study's aims.</p> <p>There are excellent references to theory and literature.</p> <p>There is appropriate reflection about the study and an excellent discussion of the issues raised.</p> <p>There is excellent application of results to professional and personal practice and the community / society etc.</p> <p>Limitations of the study are very well addressed.</p> <p>There is excellent discussion of possibilities regarding future research.</p>	/100

	Unsatisfactory (0-49)	Satisfactory (50-59)	Good (60-69)	Very good (70-79)	Excellent (80-100)	Percentage
<b>Overall organisation and unity</b>	The dissertation significantly lacks coherence and development.  There is no clear flow of information and ideas from the introduction to the conclusion.	The dissertation lacks elements of coherence and development.  There is a poor linking of ideas throughout the dissertation.	The dissertation is a fairly cohesive piece of writing but with some lack of flow and linking of ideas.	The dissertation is a very good piece of writing with a very high level of coherence and internal consistency.	The dissertation is an exceptional piece of writing that has coherence, originality, and creativity.	/100
<b>Presentation/ Referencing</b>	Formatting is frequently erroneous or inconsistent.  Word count is significantly inappropriate (either too long or too short).  Necessary appendices are not included.  A non-standard or non-approved referencing system was used and/or there are major errors in referencing both in the text and within the reference list.	<b>Continuum:</b> There are some errors and inconsistencies in formatting.  Word count is slightly outside of the approved range.  Appendices are included but their purpose is not always clear or relevant.  A recommended referencing system is used but with a number of errors either in the text or in the reference list.	<b>Continuum:</b> Formatting is consistent, error free, and impressive.  Word count is within the approved range.  Appendices are relevant, appropriate, and clearly presented.  A recommended referencing system is used correctly and consistently throughout the dissertation.  All references cited in the text are included in the reference list,			/100
<b>Skills in written English</b>	There are frequent and major errors regarding language, grammar, and spelling.	<b>Continuum:</b> There are some errors regarding language, grammar, and spelling.		<b>Continuum:</b> Language, grammar, and spelling are correct and appropriate throughout the dissertation.		/ 100

### Acknowledgements

This marking scheme contains some material from marking schemes used in the School of Occupation and Leisure Sciences, The University of Sydney and the School of Health Professions and Rehabilitation Sciences, University of Southampton. The material obtained from those sources is acknowledged and appreciated.



**APPENDIX VIII**  
**Statement Regarding Readiness of Dissertation for Assessment**

*After students have inserted the title of their research, their name, and the award they are seeking electronically, they should send this form electronically to their principal supervisor. The supervisor should then complete the form, sign and date it, then return it to the student to accompany the copies of the dissertation that are submitted for examination. This form will not be sent to the examiners. It will be retained by the school honours coordinator. This form will be available from the HLT411 subject forum.*

**SCHOOL OF COMMUNITY HEALTH**

**STATEMENT REGARDING READINESS OF  
DISSERTATION FOR ASSESSMENT**

To the best of my knowledge, I believe that the dissertation titled  
*title of dissertation should be inserted here by the student, and italics removed*

submitted by

*name of candidate should be inserted here by the student, and italics removed*

for the award of

*name of the award below should be selected by the student, and these instructions removed*

Bachelor of Health Science (Occupational Therapy) (honours)

Bachelor of Physiotherapy (honours)

Bachelor of Health Science (Podiatry) (honours)

Bachelor of Health Science (Speech Pathology) (honours)

is properly presented, conforms to CSU regulations and is, therefore prima facie worthy of examination.

is not as ready for examination as it should be, but I believe it should not be prevented from going forward for examination.

is neither ready for examination, nor should it go forward for examination.

*Supervisor: Please delete the two options above that are not appropriate, and delete all instructions in blue italics before printing, signing, and dating one copy of this form and returning it to the student for submission with the copies of the dissertation that are submitted for examination.*

Additional comments (if required):

\_\_\_\_\_  
Signature of principal supervisor

\_\_\_\_\_  
Date

**APPENDIX IX**

**Final Ethics Report Form for School of Community Health Ethics Committee**

*Upon completion of your project forward this to the school honours coordinator either electronically or as a hard copy. This form will be available from the HLT411 subject forum.*

**School of Community Health Ethics Committee**

**NOTIFICATION OF COMPLETION OF DISSERTATION, ADVERSE EFFECTS, OR CHANGES TO AGREED ETHICS PROTOCOL**

**Date form completed:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Your name:** \_\_\_\_\_

**Principal supervisor's name:** \_\_\_\_\_

**Title of dissertation:**

**Project number given by school ethics committee:**

**Were there any adverse events resulting from your study?      YES      NO**

If <b>YES</b> please explain what occurred, what action was taken, and by whom.
---

**Were there any changes to your protocol?      YES      NO**

If **YES**, give date they were approved by the ethics committee: **Date** \_\_\_\_\_

**Have you submitted your dissertation for examination?      YES      NO**

**Copy your abstract below, (10 font accepted) or write a brief summary of your research.**