



THE UNIVERSITY OF  
MELBOURNE

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**MASTERS OF APPLIED POSITIVE PSYCHOLOGY**

**EDUC90790:**

**Research Project in Positive Psychology**

**Subject Guide**

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## Subject Coordinator

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## Welcome!

Welcome back to the MAPP program and to your final subject. The subject is designed to equip you with skills for understanding and using research methods and to guide you through developing and presenting your capstone.

Throughout the MAPP program, you have been introduced to some of the methods employed in positive psychology research. In this subject, we will elaborate on these methods and introduce you to others. A primary goal is to equip you to be critical, informed, statistically sophisticated consumers of the research literature. You will learn about different methodological and statistical approaches, including both quantitative and qualitative approaches, with consideration of when different approaches are best. You will learn about transferring research insights into practical applications, and communicating research findings to different audiences. Throughout the term, you will develop your capstone project. The knowledge and skills that you learn in this course will be useful regardless of the direction you ultimately take with your project and beyond.

I will do my very best to make this a highly satisfying learning experience for all involved, irrespective of your previous experience with research, methods, and statistics. I hope that you will find this subject interactive, stimulating, and practical, and rewarding on both a professional and personal level.

## **SUBJECT INFORMATION**

### ***Subject Overview***

The capstone project draws on theory, knowledge, and skills gained throughout the Master of Applied Positive Psychology program. In this subject, students will design an intervention or study, grounded on the science of positive psychology, within a context of their choice. Students will be expected to critically review relevant literature, document planning decisions, and consider methods for evaluating intervention/study outcomes. The project will culminate with students presenting the project in a poster presentation and journal style paper.

### ***Learning Objectives***

On completion of this subject, students should be able to:

- Design a research-based project with sound methodology
- Formulate feasible project questions
- Integrate theoretical and empirical knowledge into applied contexts
- Understand study design, including quantitative and qualitative methodologies
- Understand how data are collected, analysed, and interpreted
- Demonstrate an understanding of ethical issues in positive psychology research and application
- Identify and discuss the practical implications of the capstone project
- Present capstone in written and verbal formats

### ***Generic Skills***

- Understand the significance of basing practice on research evidence
- Be skilled communicators who can effectively articulate and justify relationships between theory, research, and application
- Demonstrate a capacity to communicate research results clearly, comprehensively, and persuasively to a range of audiences
- Apply critical thinking skills
- Demonstrate planning and time management skills
- Be independent of mind, responsible, resilient, and self-regulating

### ***LMS Subject Home Page***

The LMS (Learning Management System) is your gateway for the subject materials, and we will use it extensively. On the LMS, you will find readings, lecture slides, eLearning materials, and other subject-related documents. There is a discussion board available where you can post questions and comments. It is also where you will submit your assignments. It is important to **check the LMS Blackboard site devoted to this subject on a regular basis.**

### ***Email***

You should already have your University email account set up. All communications should come from your University email account. The University policy is to only communicate with students via the student email address, and as such, all communications will be sent there. Please do not use personal email address such as hotmail or yahoo, or even departmental email addresses, as these usually end up in the University's spam filter and I may never receive your queries and questions. Your University email address also provides security and prevents dummy addresses from being used.

In many cases, students elect to automatically forward their university email addresses to an everyday account. Instructions on how to do this are available on the LMS.

### ***Subject Related Inquiries***

If you have any **administration queries** please contact the Melbourne Graduate School of Education Student Centre at 234 Queensbury Street, Level 1 or by phone at 9035 5511.

If you have **subject specific queries**, please contact Peggy Kern

Email: [Peggy.Kern@unimelb.edu.au](mailto:Peggy.Kern@unimelb.edu.au)

Phone: (3) 8344 3402

## SUBJECT STRUCTURE

The program will consist of a combination of teaching intensive blocks, distance learning sessions, and intensive work on assignments. Attendance at all classes is obligatory. Failure to attend 80% of classes will normally result in failure of the subject.

### *Face-to-Face Sessions*

The **teaching intensive classes** will involve face-to-face teaching at the University. There will be 3 blocks of 2-day teaching intensives (Friday and Saturday). These will be interactive periods, with lectures and activities centred on providing you with the skills and tools you need to successfully complete your capstone project.

<b>Intensive 1:</b>	<b>Friday &amp; Saturday</b>	<b>24 &amp; 25 July 2015</b>
<b>Intensive 2:</b>	<b>Friday &amp; Saturday</b>	<b>4 &amp; 5 September 2015</b>
<b>Intensive 3:</b>	<b>Friday &amp; Saturday</b>	<b>23 &amp; 24 October 2015</b>

All MAPP classes will **commence at 9am and finish at 4.30pm**. Special events or social activities may also be scheduled by and for MAPP students. Although I encourage you to participate in such events, these are optional. Most classes will be held in the Frank Tate room, Level 9, Melbourne Graduate School of Education, 100 Leicester St., University of Melbourne, Carlton. However, please check the LMS before each intensive for last minute changes that may occur.

Readings supporting the material covered in each intensive are noted below. You can read these before or after the sessions, but please take time to engage with the material. They will help you understand the material from class, inform your capstone work, and add to your knowledge as a professional.

### **Intensive 1**

The first intensive will provide an introduction to research methodologies and help you begin to plan your capstone. We'll consider the scientific method as the foundation for positive psychology scholarship, and think about the role of theory in guiding our thinking and strategies. We'll look at the research process from start to finish, including generating research ideas, choosing ideas to follow, asking good questions, and developing hypotheses, collecting data, and making conclusions. We'll examine different types of research designs, and discuss what makes studies more or less valid. The session will include some structured project work time. However, there is only so much we can do in the limited time. For longer conversations on your project, it is best to schedule a time outside of class to talk with me.

### **Readings for Intensive 1**

- Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences (5th ed.)*. Belmont, CA: Wadsworth. Chapters 1-5.
- Seligman, M. E. P. (no date). *Good scientific writing: Avoiding the worst blunders*. Unpublished manuscript, University of Pennsylvania.

### **Intensive 2**

The second intensive will focus on different types of research designs. On Friday, we'll consider qualitative methods, including advantages and disadvantages of qualitative approaches, and how information can be coded, processed, and reported. On Saturday, we will focus on quantitative methods, including experimental and correlational approaches. We'll touch on mixed methods approaches, which combine elements of qualitative and quantitative approaches. The session will help you think about what designs are appropriate for different questions, and what design might be best for your project.

### **Readings for Intensive 2**

- Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist*, *61*, 27-41.
- DiMatteo, R. (2006). *Some notes on focus groups*. Unpublished manuscript, University of California, Riverside.
- Gravetter, F. J., & Forzano, L. B. (2016). *Research methods for the behavioral sciences (5<sup>th</sup> ed.)*. Belmont, CA: Wadsworth. Chapters 6-10, 12
- Johnson & Christensen Chapter 14: *Qualitative research lecture notes*.
- Johnson & Christensen Chapter 16: *Mixed research lecture notes*.
- King, L. A. (2004). Measures and meanings: The use of qualitative data in social and personality psychology. In *The Sage handbook of methods in social psychology*. Thousand Oaks, CA, US: Sage Publications
- Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data. *University of Wisconsin-Extension Program Development & Evaluation*.
- Trochim & Land (1982). Designing designs for research. *The Researcher*, *1*, 1-6. Retrieved from <http://www.socialresearchmethods.net/kb/desdes.php>

### **Intensive 3**

This last intensive will bring together the different concepts discussed throughout the semester, illustrating how projects come together from start to finish. We'll consider the role data play in the research process, and key points you should take away from the class to be well-informed leaders in the positive psychology space. You will present your project to your classmates and others from the Melbourne Graduate School, and you will have a

chance to talk with current graduate students about their experiences in research. We'll also spend some time reflecting on your journey and thinking about where your MAPP experiences can take you in the future.

### **Readings for Teaching Intensive 3**

- Carifio, J., & Perla, R. (2008). Resolving the 50-year debate around using and misusing Likert scales. *Medical Education*, 42, 1150-1152.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.
- Friedman, T. L. (2010, November). Too good to check. *The New York Times*.
- Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences (5th ed.)*. Belmont, CA: Wadsworth. Chapters 15 & 16
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., ..., Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56, 128-165.
- Wainer, H. (1984). How to display data badly. *The American Statistician*, 38, 137-147.

### ***Statistics E-Learning Sessions***

As the time we spend together in the intensives is limited, **E-learning** sessions will provide you with additional skills in the basic statistical techniques used in positive psychology. The modules are designed to give you tools that will help you be a savvy consumer of the literature. During the sessions, I will introduce you conceptually to different terms and statistical techniques that you will encounter as you work on your capstone and as you move beyond the MAPP program.

In the past, these have been fortnightly hour long sessions that were conducted through a virtual classroom. I am trying something new this semester, in which I am creating a series of 40 pre-recorded mini sessions that cover the core topics of a basic graduate level stats course. The links to the online recorded sessions will be posted on LMS. You can watch these at your convenience throughout the semester (as they become available).

The first part of the term will focus on descriptive statistics. We will consider how data is described and variables are related together, including numerically describing data, visually representing data, and correlational research. We will then focus on inferential statistics, where we use what we know about a sample to infer about the larger population, using the concept of probability. I will touch on important techniques, with the focus on a conceptual understanding and giving you enough literacy so that you can understand articles that you read (i.e., so that the strange symbols in the results section aren't scary).

As I have found that statistics is best learned by doing, I have included six optional assignments. I encourage you to do them, either by yourself or with others, as it will help you understand the material, but it is up to you. I find with statistics courses that my learning is directly related to how much effort I give to the assignments; the assignments are designed to help you learn, but I leave it up to you how much effort you give to them.



Throughout the term, talk to me if you are confused or have any questions. Or if you need a greater challenge, let me know that as well. There are no dumb questions. If you are scared of statistics, don't worry. I am confident that all of you can and will succeed.

### E-Learning Schedule

Below is an overview of the sessions and topics that will be covered through the e-learning series. Links to the sessions, readings, and assignments will be available on the LMS.

Lecture	Topic
1	Introduction
2	Describing data: frequencies
3	Describing data: central tendency
4	Describing data: range
5	Describing data: variability
6	Describing data: graphing data
7	Describing data: software part 1
8	Describing data: software part 2
9	Describing data: Z scores
10	Describing data: summary
11	Correlation: conceptual foundation
12	Correlation: calculations
13	Correlation: using Excel and SPSS
14	Regression: conceptual foundation
15	Regression: calculations
16	Regression: using Excel and SPSS
17	Inferential statistics: introduction
18	Basic concepts of probability
19	Theoretical distributions
20	Sampling and sampling distributions
21	Null hypothesis testing
22	Hypothesis testing: one sample designs
23	Hypothesis testing: two sample designs
24	Hypothesis testing: dependent sample designs
25	Hypothesis testing: Excel and SPSS
26	Confidence intervals
27	Effect size
28	Analysis of variance: conceptual foundation
29	Analysis of variance: one-way classification part 1
30	Analysis of variance: one-way classification part 2
31	Analysis of variance: factorial design part 1
32	Analysis of variance: factorial design part 2
33	Analysis of variance: repeated measures part 1
34	Analysis of variance: repeated measures part 2
35	Analysis of variance: SPSS
36	Chi square test of independence
37	Other nonparametric tests
38	Overview of advanced stats
39	Choosing tests
40	Summary & wrap up

## Optional Statistics Readings and Assignments

Optional Assignment	Related Sessions	Recommended Reading
#1 Descriptive statistics	1-10	Field chapter 1, Trochim, 2006
#2 Correlation	11-13	Field chapter 6
#3 Regression	14-16	Field chapter 7
#4 t-tests	22-27	Field chapter 9
#5 ANOVA	28-35	Field chapter 10
#6 Chi square	36	None

## SUBJECT MATERIALS

### Required Text

Gravetter, F. J., & Forzano, L. B. (2015). *Research methods for the behavioral sciences (5th ed.)*. Belmont, CA: Wadsworth.

- Available from the University Co-Op,  
<http://www.coop.com.au/bookshop/action/DataSubjSelect>
- A few reserve copies are available from the University Library

### Recommended Journal Articles and Chapters

To gain current knowledge and to supplement the textbook material, a number of journal articles and chapters are recommended. Readings are available on LMS. Additional optional readings may be referred to throughout the semester and posted on LMS, so please check the site regularly.

- Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist*, *61*, 27-41.
- Carifio, J., & Perla, R. (2008). Resolving the 50-year debate around using and misusing Likert scales. *Medical Education*, *42*, 1150-1152.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*, 155-159.
- DiMatteo, R. (2006). *Some notes on focus groups*. Unpublished manuscript, University of California, Riverside.
- Field, A. (2009). *Discovering Statistics Using SPSS, 3<sup>rd</sup> Edition*. London: Sage Publications. Chapters 1, 2, 6, 9, 10
- Friedman, T. L. (2010, November). Too good to check. *The New York Times*.
- Johnson & Christensen Chapter 14: *Qualitative research lecture notes*.
- Johnson & Christensen Chapter 16: *Mixed research lecture notes*.

- King, L. A. (2004). Measures and meanings: The use of qualitative data in social and personality psychology. In *The Sage handbook of methods in social psychology*. Thousand Oaks, CA, US: Sage Publications
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., ..., Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, *56*, 128-165.
- Seligman, M. E. P. (no date). *Good scientific writing: Avoiding the worst blunders*. Unpublished manuscript, University of Pennsylvania.
- Taylor-Powell, E., & Renner, M. (2003). Analyzing qualitative data. *University of Wisconsin-Extension Program Development & Evaluation*.
- Trochim & Land (1982). Designing designs for research. *The Researcher*, *1*, 1-6. Retrieved from <http://www.socialresearchmethods.net/kb/desdes.php>
- Trochim, W. M. K. (2006). *Descriptive statistics* [web blog]. Retrieved from <http://www.socialresearchmethods.net/kb/statdesc.php>
- Wainer, H. (1984). How to display data badly. *The American Statistician*, *38*, 137-147.

### **APA Style Resources**

Assignments need to follow APA style. To help you, a handout is available on the LMS that summarizes the key APA elements along with several templates for creating APA style documents. If you would like to learn more about APA or will continue on to a PhD program, consider buying one of the following books (**these books are optional**):

- American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6<sup>th</sup> ed. Washington, DC: APA.
- American Psychological Association (2009). *Concise Rules of APA Style*, 6<sup>th</sup> edition. Washington, DC: APA.
- American Psychological Association (2012). *APA Style Guide to Electronic References*, 6<sup>th</sup> Edition. Available from <http://www.apa.org/pubs/books/4210512.aspx>

## ASSESSMENT

### Assessment Overview

<u>Assessment Task</u>	<u>Length</u>	<u>Due Date</u>	<u>%</u>
Preliminary report	3000 words	13 Sept	30
Poster/slide describing project		22 Oct	10
In class presentation	3-5 minutes	23-24 Oct	10
Final journal style paper	5000-7000 words	22 Oct	50

### Assessment Details

The main focus for this subject is your Capstone. Several options for the capstone are noted below. Additional options may be possible; talk to me if you are concerned about whether your ideas fit within the project guidelines. In choosing your topic and scope, you must strike a balance between ambition and what is doable, considering your context and available resources. The ideal project will be one that reflects and integrates what you have learned in the MAPP program and advances the application of positive psychology. As such, it should contain heavy doses of science (properly cited) and insightful ideas for application.

Satisfactory completion of all assessments and attendance at the teaching intensives in compliance with university policy is required to pass this subject. Please follow all directions provided below and in class. All written assignments should be in APA style<sup>1</sup>. **Assignments are due by 11:59 pm AEST on the dates listed.**

### Assignment 1: Preliminary Report

*3000 words (+/- 500 words), due 13 September, worth 30% of total mark*

The first assignment is a preliminary report on your project. The semester will move quickly, and this report will help you put your ideas together and check to make sure you are on the right track before completing the full project.

You should clearly state what your project is, where you are at in the process, and your next steps. Note relevant theories and previous studies you are building on, rationale for the proposed study or intervention, and your research questions or purpose. Include a reflection on the process and any insights you have identified so far. Discuss any challenges identified, and how you intend to deal with these challenges. It should be clear how the project fits within the existing literature, and the value the project adds to the field.

Although a detailed literature review is not yet required, you should include a preliminary set of studies, which should be cited and referenced in APA format. It should be clear that your proposed project is both empirically grounded and practically applicable.

<sup>1</sup> Note that Australian or American spelling is acceptable

**Assessment criteria:**

- **Introduction**
  - High level of thought on topic evident
  - Purpose/ focus of project is clearly defined
  - Makes case for why study/ project is important
  - Project is applicable to the real world
  - Project is innovative and/or adds value to the field
  - Arguments are empirically grounded
  - Articles are relevant to project
  - Discusses and integrates articles, not simply parroting others
- **Overview of approach**
  - Outlines ideas for the study/ intervention/ program (high level summary)
  - Clear justification for chosen process
  - Identifies target participants (general characteristics)
  - Includes ideas for evaluation
  - Project seems feasible
- **Discussion & reflection**
  - Includes some indication of what might come from this
  - Indicates how project connects to bigger picture
  - Insightful reflection on the process
  - Discusses challenges and ways to address challenges
  - Next steps move forward are clear
- **Technical aspects**
  - Follows directions (formatting, relatively within word limit)
  - APA style is used correctly throughout
  - Writing is logical, clear, and concise

**Assignment 2: Project Presentation**

*PDF of presentation, due 22 October, 3-5 minutes, to be presented in class 23-24 October, worth 20% of total mark*

A core requirement of the capstone subject is to be able to present your work clearly and concisely. At the last intensive, you will give a 3 to 5 minute presentation on your project. This is your chance to show off your hard work to your classmates and other staff and students from MGSE. To support your presentation, you should create either a poster or a PowerPoint presentation with up to 5 slides. The slides/poster should provide a clear rationale for the project, summarize the methods and expected results or describe the program/ intervention, and discuss the application and implications of the project. A pdf copy should be submitted on the LMS by Thursday, 22 October. At the final intensive, you should be able to clearly and succinctly present your project **in less than 5 minutes**, using the slides/ poster as a visual aid. The presentation should be carefully rehearsed to fit within the allotted time.

**Assessment criteria**

- **Poster/ slides:**
  - Background and purpose of project clearly articulated
  - Process/ approach is clear
  - Includes appropriate conclusions or key take away points
  - Information is well structured
  - Visually appealing and easy to read from a distance

- **Presentation**
  - Presents a clear, easy to follow description of the project
  - Walks the listener through the slide/poster in a logical manner
  - Fully presents information in less than 5 minutes
  - Abstract thought on project evident
  - Able to address questions or comments

### **Assignment 3: Final Capstone Paper**

*5000-7000 words, due 22 October, worth 50% of total mark*

Your final assignment is your capstone. The project should be written in journal article format. You have several options, as noted below, which involve designing a research study or intervention. If you actually conduct a research study, you must receive ethics approval from the University of Melbourne PRIOR to collecting any data. This can take 2 or 3 months to obtain so it is unlikely you will be able to do this in the limited timeframe available.

The project, whether a research study or intervention, should be well grounded in the empirical literature. A core component of your paper should be an extensive review of relevant literature. Articles should not simply be summarized but rather should be carefully integrated into your writing, building a case for why your project matters and why your approach makes sense. You should include an evaluative component. For a research study, this is the method section, describing how the study will be conducted and how data will be analysed to test hypotheses and research questions. For interventions and programs, this is a way for evaluating how well the program works, whether through quantitative or qualitative approaches. You should also include a discussion section that addresses potential barriers and risks, ethical considerations, and implications of the project. It should be clear what your project adds to the existing literature.

#### **Assessment criteria:**

- **General (throughout capstone)**
  - Evidences high level of thought
  - Project adds value to the field
  - Ideas are presented in a coherent and cohesive manner; writing is clear and concise
  - Project is clearly grounded in the empirical literature, with literature well integrated into writing
  - Project is feasible, within a reasonable (and clearly stated) timeframe
  - Follows directions (APA style, word count, expected elements included)
- **Abstract/ Introduction**
  - Abstract provides a clear, concise, and accurate reflection of the project
  - Purpose of the project, research question(s), and/ or hypotheses are clearly defined
  - Makes a case for why study/ project is important
  - Sections or key points logically build a case for the project and the approach
  - Literature is used appropriately to support arguments
- **Method/ Results**
  - Method is clearly explained, such that another person could replicate the process
  - Participants are specified, and are appropriate for the study/ intervention

- Evaluation, including measures & analytic approach, is clearly described and is appropriate
- Discusses expected or actual results
- **Discussion & conclusion**
  - Project is discussed in terms of how it fits into the existing literature and the field generally
  - Discusses implications/ applications
  - Considers barriers, risk, limitations, and ethical considerations
  - Indicates future directions or next step
  - Brings everything together in a clear conclusion

## ***Project Options***

For your Capstone, you have three main options. Additional options may be possible; talk to me if you are concerned about whether your ideas fit within the project guidelines. As time is limited and the semester will go quickly, these projects are specifically designed to be doable within the time period available. Your project should provide a springboard for your future work.

### **Option 1: Research study proposal**

Research studies can take a long time to conduct, especially when you need to get ethics approval. Rather than conducting an entire study, you will propose a study that you can conduct in the future. You should include an introduction with a detailed rationale for the study, clearly built on existing theoretical and empirical literature. You should include your research questions and hypotheses; a detailed methodology, including describing who participants will be, what measures will be used, the procedure to be followed, and data analyses that will be conducted; and the expected results or findings and their practical implications. All survey questions or other materials should be included as appendices.

### **Option 2: Intervention/ program proposal**

For those who are more interested in the application than in research per se, you can develop a proposal for an intervention or program. You should include an introduction with a detailed rationale for the program, clearly built on existing theoretical and empirical literature. You should review related interventions that inform your particular intervention, and provide support for each component that will be included. You should describe who the intervention is meant for, the exact procedure for implementing the intervention, and how you will evaluate whether or not it is effective. All relevant material (e.g., training guides, evaluation questions, scripts) should be included as appendices.

### **Option 3: Secondary analysis using your own existing dataset**

Some of you already have collected data that you would like to analyse. ***If you have permission to use the data for research purposes and have obtained all the necessary ethics clearances***, this option allows you to propose a research question to address. Using an available dataset with variables relevant to your research questions, you can

tailor a research study, analyse and interpret the data. This option follows Option 1, but actually includes data collection, analysis, and interpretation of results.

### ***Assessment Submission***

Written assignments (preliminary report, final paper, PDF of poster) are to be submitted online via LMS (<http://lms.unimelb.edu.au/>), using the TurnItIn system, by the end of the day (11:59 pm, AET) on the date specified.

Turnitin is online web-based text-matching software that works by comparing electronically submitted papers to billions of pages of content located on the Internet and proprietary databases as well as the work of other students whose papers have also been submitted into the system. When student papers are submitted into Turnitin, sections of the papers that match other sources are highlighted and identified. The student paper with the highlighted matched text forms an Originality Report and is made available to the lecturer concerned.

In accordance with the University of Melbourne's copyright and plagiarism policies, all students are required to certify they adhere to these policies:

"Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct. Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please see the University's policy on Academic Honesty and Plagiarism: <https://academichonesty.unimelb.edu.au> Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in University policy. Proven involvement in plagiarism or collusion may be recorded on my academic file in accordance with Statute 13.1.18."

If you do not agree to the outlined terms and conditions, please contact your Program Coordinator to discuss the matter further.

To acknowledge that your work complies with these policies, you will be required to complete a student declaration on LMS before you proceed with uploading your assignment.

For more information visit <https://academichonesty.unimelb.edu.au/turnitin/>

### ***Extensions***

It is recognised that students face particular problems with their studies and can easily get behind with their work. Sometimes this may happen because of circumstances which are largely beyond your control: materials may be delayed in the post, a bereavement in the family, extensive illness, interstate transfer of workplace, etc.



If such circumstances occur to you, you must apply in writing to the Subject Coordinator **at least 24 hours prior** to the assignment due date. Where appropriate, suitable documentation should be included with your application. An assignment extension will usually not be granted on the basis that students are busy at work.

Late submissions without an approved extension will receive a penalty of 5% off per day after the due date.

If you are granted an extension, the subject coordinator will determine its length after considering all relevant circumstances. Please note that the maximum length of extension is two weeks. If you are seeking an extension of more than two (2) weeks you will need to apply for Special Consideration.

## ***Special Consideration***

Sometimes events outside your control may affect your capacity to perform to the best of your ability in your assessment or even, on some occasions, to attend an examination. Under these circumstances you may apply for what is called “special consideration.”

Special consideration is available if:

- a. the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause or
- b. the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment or
- c. the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

Applications should be made no later than three (3) days after the date for submission of the final component of assessment in the subject. You will need to demonstrate your circumstances, normally by providing a report from a health care or appropriate professional who is able to comment on the circumstances leading to the disadvantage, or with other supporting documentation.

If you are granted a special consideration, you can expect one or more of the following outcomes:

- a. an extension (more than two weeks) to your assignment.
- b. a deferred or alternative assessment or exam.
- c. a late withdrawal of the subject without academic and/or financial penalty.

To apply for special consideration, you must complete the application via the online student portal at <https://my.unimelb.edu.au/> and return the Health Care or Appropriate Professional (HCAP) form, or a Statutory Declaration form to Student Services (refer to Key Contacts).

## ***Final Results***

The final result of each subject will be made available through the Student Portal on the University of Melbourne website. You will be advised through your University of Melbourne email address once results are available.

Go to <https://my.unimelb.edu.au/> and use your University of Melbourne password and username to log in. Once logged in, click on **Student Admin**, and then follow the links to your results.

## ***Grading Structure***

The grading structure used by the University of Melbourne for postgraduate courses is as follows:

<b>Grade</b>	<b>Description</b>	<b>Mark</b>
<b>H1</b>	First Class Honours	80-100
<b>H2A</b>	Second Class Honours Division A	75-79
<b>H2B</b>	Second Class Honours Division B	70-74
<b>H3</b>	Third Class Honours	65-69
<b>P</b>	Pass	50-64
<b>N</b>	Fail	0-49
<b>NH</b>	Not Completed/Fail	
<b>WD</b>	Withdrawn	
<b>CNT</b>	Continuing	
<b>CMP</b>	Completed	
<b>FL</b>	Fail	
<b>NA</b>	Not assessed	
<b>GNS</b>	Grade Not submitted	
<b>WXT</b>	Withheld - Extension	
<b>S</b>	Awarded a special or supplementary examination	
<b>WAF</b>	Withheld - Assessment to be finalised	
<b>MIS</b>	Missing result	
<b>***</b>	Inapplicable or unavailable	

## ADDITIONAL INFORMATION

### *University of Melbourne Policies and Procedures*

It is important that you are aware of some key university's policies and procedures relevant to your study here at the University of Melbourne. Below are the links to the current key policies and procedures of the university that relate to you.

- Student rights and responsibilities - <https://policy.unimelb.edu.au/MPF1058>
- Assessment Policy, including the Marking Criteria, Forms of Assessment, Late Submission of Work, Assignment Submission, Extension of time to complete assignments, Release of final results, Special provisions and Appeals - <https://policy.unimelb.edu.au/MPF1199>
- Extensions - <https://policy.unimelb.edu.au/MPF1029>
- Special Consideration - <http://policy.unimelb.edu.au/MPF1030>
- Leave of Absence - <https://policy.unimelb.edu.au/MPF1045>
- Grading Scheme - <https://policy.unimelb.edu.au/MPF1052>
- Academic Honesty and Plagiarism - <http://academichonesty.unimelb.edu.au/>

### *Library Information*

The University of Melbourne holds one of the most significant academic library and archive collections in the southern hemisphere. It is one of the largest collections, providing three million volumes of paper and University Archives with collections of international significance on many areas and extensive online databases. You are entitled to gain access to information resources through a variety of University of Melbourne libraries. For more information on the University of Melbourne libraries, locations and opening hours, visit: [www.lib.unimelb.edu.au/collections/opentime.html](http://www.lib.unimelb.edu.au/collections/opentime.html)

A number of on-line databases, journals and articles are available to students through **Discovery**, the University's search interface. For further information about this search tool, please visit [www.library.unimelb.edu.au/discovery](http://www.library.unimelb.edu.au/discovery). Additional information and strategies for searching and finding information will be provided during the term.

The **easiest way** to access the library, view a summary of your library loans and fines, use saved preferred searches, look at your borrowing history and to access Discovery and the various databases, log in to the **student portal**: <https://my.unimelb.edu.au/>.

### *Academic Skills Unit*

The Academic Skills Unit offers advice and instruction on academic and language skills. They cover a broad range of academic skills, including researching and writing, exam preparation, oral presentations and more. For further information, please visit their website <http://services.unimelb.edu.au/academicskills/> or visit them on campus at 723 Swanston Street, Carlton.

### ***University of Melbourne Graduate Student Association***

The University of Melbourne Graduate Student Association (GSA) is a student representative body for postgraduate students at the University. GSA has over 13,000 members including all Graduate Certificate students. GSA speaks up within the University and the wider community to help postgraduate education research and website.

For further information or advice, please visit their website <http://www.gsa.unimelb.edu.au/>.

### ***Subject Coordinator Biography***



**Dr Peggy Kern** is a senior lecturer at the University of Melbourne's Centre for Positive Psychology within the Melbourne Graduate School of Education. Originally trained in social, personality, and developmental psychology, Peggy received her undergraduate degree from Arizona State University, a masters and PhD in social/personality psychology from the University of California, Riverside, and postdoctoral training from the University of Pennsylvania. She has worked directly with many of the leaders in positive psychology, including Martin Seligman, Angela Duckworth, George Vaillant, Sonja Lyubomirsky, Ryan Niemiec, and Felicia Huppert, among others. She has extensive training in statistics and research methodologies, and co-taught research methods with Angela Duckworth for four years as part of the University of Pennsylvania MAPP program.

Her research examines the question of who flourishes in life (physically, mentally, and socially), why, and what enhances or hinders healthy life trajectories. Her studies include well-being measurement; big data approaches to psychological study; and long data approaches for testing sophisticated theories of psychosocial processes underlying health and wellbeing over time. She has published over 35 peer-reviewed articles, along with numerous chapters.