



Medicine, Nursing and Health Sciences

2015 Honours Handbook

Immunology and Medical Biology
Central Clinical School



Central Clinical School 2015 Honours Handbook

Table of Contents

WELCOME	3
COURSE OBJECTIVES.....	4
COURSE STRUCTURE	8
COMMUNICATION WITH STUDENTS	8
CONFIDENTIALITY AND SOCIAL MEDIA	8
DEPARTMENTAL/INSTITUTIONAL SEMINAR AND TALKS.....	8
PASTORAL CARE	9
STUDENT SUPPORT.....	9
ORIENTATION PROGRAM.....	11
STUDENT AND SUPERVISOR LIST.....	12
ROLE OF THE SUPERVISOR(S).....	14
CO-SUPERVISION	14
BSc(Hons) & Masters Part 1 COURSE COMPONENTS.....	16
NON-ASSESSED COMPONENTS	16
LITERATURE REVIEW SEMINAR.....	18
ASSESSED COMPONENTS.....	18
EXAMPLE OF A TYPICAL ASSESSMENT SHEET	22
EXAMPLE OF A TYPICAL ASSESSMENT SHEET	23
THE THESIS REPORT.....	24
When to finish your research?.....	24
Thesis structure and content	24
Abstract/Summary	25
Introduction.....	25
Materials and methods	25
Results.....	25
Discussion.....	26
Bibliography.....	26
Appendices.....	26
Role of your supervisor in thesis preparation.....	26
Tips and tricks for thesis preparation	27
Final check of your thesis before submission	27
ASSESSMENT OF HONOURS THESES	29
THESIS DEFENCE	32
FINAL MARKS	33

SPECIAL CONSIDERATION.....	33
PLAGIARISM	34
ANIMAL EXPERIMENTATION.....	34
ASSESSMENT COVER SHEET	36
COURSEWORK COMPONENT PART 1	37
Immunology Module	37
Haematology Module	38
Cardiology Module	39
Parasitology Module	40
Psychiatry/Psychology Module	41

WELCOME

This is an official guidebook for BSc and Masters Part 1 students only. *This handbook will also be useful for Biomedical science students, however the Biomedical science students are asked to refer to the official Biomedical science unit guide.*

Dear Students,

Welcome to your Honours year based at the Central Clinical School. As you should already be aware, this year will be quite different from your undergraduate experience and will allow you to sample, first hand, the field of biomedical research. For many of you, this will be the start of a career in medical research and will lead onto higher degrees such as a PhD. For all of you, this year will be invaluable in developing your skills in critical analysis, organisation and communication that will stand in you in good stead in whatever career path you choose. You should all be congratulated on reaching this point and we hope it is an enjoyable year for you.

The year is focused on research with the bulk of the assessments centred on the research project. Approximately 85% of the assessment may be directly associated with your project. You will primarily be located in a research laboratory and be supervised by researchers conducting active research projects. You should not view your role as a token gesture for the year from your supervisor. Each project has its worth and is answering important questions likely to be used in future publications and funding applications. As a researcher, you will probably experience many of the highs and lows of research as you strive to complete your projects. Frustration and doubt are quite normal experiences. Results may be unpredictable and “negative” results should not be seen as failure. Research is about experimental design, data collection, analysis and interpretation. Attention to detail is paramount as troubleshooting experiments and techniques are a critical part. Your task with the project is to address a question and compose a thesis based on your findings. Finally through oral presentations, you will develop the valuable skill of compiling data and presenting it to your peers. This should not be underestimated as a skill; remember the last boring talk that you attended!

Once again, welcome and do not hesitate to contact us if you have any problems.



Associate Professor Mark Wright
Honours coordinator
Email: mark.wright@monash.edu



Professor Magdalena Plebanski
Honours Coordinator
Email : Magdalena.plebanski@monash.edu

COURSE OBJECTIVES

BROAD AIM:

To provide students with a solid grounding for a career in biomedical research or laboratory based employment. This will be achieved through a specific research project and discipline based tasks.

COURSE OBJECTIVES:

On completion of the Honours year of the Bachelor of Science, Bachelor of Biomedical Science or Masters Part 1, students will:

1. Be able to critically review the scientific literature in their research area.
2. Understand and execute the processes involved in the design, development and implementation of a research project.
3. Be able to execute and analyse a set of laboratory-based, or other appropriate studies.
4. Be proficient in computer based data acquisition, analysis, presentation, and word processing.
5. Be able to write up scientific work in a potentially publishable way.
6. Be able to demonstrate communication skills in both oral and written presentations.
7. Have acquired a range of technical skills appropriate to their research area.
8. Have the capability to perform a variety of scientific procedures and techniques that are essential to the satisfactory completion and reporting of a research project.
9. Have the opportunity to pursue higher studies and learning in selected research areas of science.
10. Have gained insight into the breadth and diversity of the sciences through exposure to research and seminars conducted outside their specific field.

CALENDAR OF EVENTS FOR 2015

BSC(HONS)

- i. **BSc(Hons)**
 ii. **BBiomedSc(Hons)** [see p.6 below for separate calendar]
 iii. **BSc(Hons)**

Event	% total mark	Date and room location#
Laboratory animal care and use (Attendance compulsory)		Date: Tuesday 24 th February 2015 Time: 9:30-12pm Venue: Lecture Theatre Rotunda 1 (R1), Building 8, 46 Exhibition walk, Clayton Campus Contact: animal.ethics@monash.edu
OH&S sessions		Date: Tuesday 24th February Time: Concurrent – 1pm – 3pm Venue: Lecture theatre H1, 20 Chancellors Walk (Bld 11) or lecture theatre H2, 20 Chancellors Walk (Bld11)
OGTR session		Date: Tuesday 24th February Time: 3.15pm – 4.15pm Venue: Lecture theatre H1, 20 Chancellors walk (Bld 11)
Commercialisation and IP		Date: Tuesday 24th February Time: 4.15pm – 5pm Venue: Lecture theatre H1, 20 Chancellors walk (Bld 11)
CCS Honours orientation (Attendance compulsory)		Date: Friday 27 th February 2014 Time: 10am-12.30pm Venue: lecture theatre, level 5, Alfred centre
Finding information for your literature review Introduction to Endnote sessions <i>(Register through the library online booking system in my.monash)</i> <i>Students to attend one class only – venue information will be provided once students have registered.</i>		Thursday 5 March, 1-2:30 pm Tuesday 10 March, 1-2:30 pm Thursday 12 March, 10-11:30 am Thursday 5 March, 2:30-4 pm Tuesday 10 March, 2:30-4 pm Thursday 12 March, 11:30 am-1 pm A special session to cover both literature search and endnote for Alfred Hospital campus students will be held on Tuesday 17th March, 2-5pm, lecture theatre, level 5, Alfred centre.
Literature Review Writing class <i>Students to attend one class only</i> <i>(Register through the library online booking system in my.monash)</i>		Monday 2 March, 4-6 pm Tuesday 3 March, 1-3 pm Wednesday 11 March, 2-4 pm
Surviving Your Honours Year session Venue to be advised Attendance compulsory. Students to attend one session only		Monday 9 March, 1-2pm Monday 16 March, 1-2pm
Special statistics lecture – A/Prof Roger Evans		Date: Monday 2 nd March Time: 2pm–4pm in Lecture theatre Venue: lecture theatre E6, 23 College Walk (Bld 60)
Professor David Vaux special seminar 2pm – 4pm in lecture theatre E6 , 23 College Walk (Bld 60)		Monday 11th May (TBC)
Coursework Component : Stats course	7.5%	Begins Monday 9th March (ends 4 th May - 8 lectures) Venue: lecture theatre E6, 23 College Walk (Bld 60) Contact: Molla Huq – molla.huq@monash.edu
Coursework component Discipline specific	7.5%	5 modules begin 15th June to 15th July Parasitology – Dr Ricardo Ataide and Dr Herbert Opi Immunology – Dr Dan Andrews Haematology – Dr Maithili Sashindranath Cardiology – Dr Anna Watson Psychiatry/Psychology – Dr Shainal Nathoo
Submission of literature review with Project outline deadline		Thursday 16th April at 4 pm Level 6, The Alfred Centre Reception
Seminar: Literature review of project outline and methodology (10 minutes presentation time)		Tuesday 5th May and Wednesday 6th May Time: 10am-5pm Venue: AMREP lecture theatre, ground floor, AMREP building

and 5 minutes Q&A) (Attendance compulsory)		
Common Core Stats Course assignment deadline		Friday 15th May at 4pm Contact : Molla.Huq@monash.edu.au
Submission of thesis (late submissions will incur a penalty)	65%	Thursday 15th October at 4 pm Level 6, The Alfred centre reception
Coursework component – Research Seminar Series		List of seminars will be provided by the first week of APRIL. You will need to attend these seminars and submit 5 reports (This is for BSc students only)
FINAL seminar abstract due		Tuesday 20th October at 4 pm Electronic delivery - details TBA
Research Seminar – FINAL (Attendance compulsory)	10%	Monday 26th October and Tuesday 27th October Time: 9 am – 5 pm Venue: lecture theatre, Level 5, Alfred centre
Oral Review of Thesis		Thursday 5th November & Friday 6th November Time: 9 am - 5 pm – details to be advised Venue: TBA

BBiomedSc(Hons) Calendar

CALENDAR OF EVENTS	% total mark	DATES
Faculty Orientation Program		Date: Monday 23rd February Time: 10am – 2pm Venue: lecture theatre S10, 16 Rainforest walk (Bld 25)
Laboratory animal care and use (Attendance compulsory)		Date: Tuesday 24 th February 2015 Time: 9:30-12pm Venue: Lecture Theatre Rotunda 1 (R1), Building 8, 46 Exhibition walk, Clayton Campus Contact: animal.ethics@monash.edu
OH&S sessions		Date: Tuesday 24th February Time: Concurrent – 1pm – 3pm Venue: Lecture theatre H1, 20 Chancellors Walk (Bld 11) or lecture theatre H2, 20 Chancellors Walk (Bld11)
OGTR session		Date: Tuesday 24th February Time: 3.15pm – 4.15pm Venue: Lecture theatre H1, 20 Chancellors walk (Bld 11)
Commercialisation and IP		Date: Tuesday 24th February Time: 4.15pm – 5pm Venue: Lecture theatre H1, 20 Chancellors walk (Bld 11)
CCS Honours orientation (Attendance compulsory)		Date: Friday 27 th February 2014 Time: 10am-12.30pm Venue: lecture theatre, level 5, Alfred centre
Finding information for your literature review Introduction to Endnote sessions <i>(Register through the library online booking system in my.monash)</i> <i>Students to attend one class only – venue information will be provided once students have registered.</i>		Thursday 5 March, 1-2:30 pm Tuesday 10 March, 1-2:30 pm Thursday 12 March, 10-11:30 am Thursday 5 March, 2:30-4 pm Tuesday 10 March, 2:30-4 pm Thursday 12 March, 11:30 am-1 pm A special session to cover both literature search and endnote for Alfred Hospital campus students will be held on Tuesday 17th March, 2-5pm, lecture theatre, level 5, Alfred centre.
Literature Review Writing class <i>Students to attend one class only</i> <i>(Register through the library online booking system in my.monash)</i>		Monday 2 March, 4-6 pm Tuesday 3 March, 1-3 pm Wednesday 11 March, 2-4 pm
Surviving Your Honours Year session Venue to be advised		Monday 9 March, 1-2pm Monday 16 March, 1-2pm

Attendance compulsory. Students to attend one session only		
Special statistics lecture – A/Prof Roger Evans		Date: Monday 2 nd March Time: 2pm–4pm in Lecture theatre Venue: lecture theatre E6, 23 College Walk (Bld 60)
Professor David Vaux special seminar 2pm – 4pm in lecture theatre E6 , 23 College Walk (Bld 60)		Monday 11th May (TBC)
Coursework Component Part I : Stats course	7.5%	Begins Monday 9th March (ends 4 th May - 8 lectures) Venue: lecture theatre E6, 23 College Walk (Bld 60) Contact: Molla Huq – molla.huq@monash.edu
Coursework component part 1 Discipline specific Component	7.5%	5 modules begin 15 th June to 15 th July Parasitology– Dr Ricardo Ataide and Dr Herbert Opi Immunology – Dr Dan Andrews Haematology – Dr Maithili Sashindranath Cardiology – Dr Anna Watson Psychiatry/Psychology – Dr Shainal Nathoo
Submission of literature review with Project outline deadline		Thursday 16th April at 4 pm Level 6, The Alfred Centre Reception
Seminar: Literature review of project outlined and methodology (attendance compulsory)		Tuesday 5th May and Wednesday 6th May Time: 10am-5pm Venue: AMREP lecture theatre, ground floor, AMREP building
Common Core Stats Course assignment deadline		Friday 15th May at 4pm Contact : Molla.Huq@monash.edu.au
Critique writing workshop		TBA
PRISM GraphPad workshop		TBA
COMMON CORE COMPONENT: Written Critique		Tuesday, 2nd June Time: 1pm – 5pm Venue: histology lab CG63 in building 13C, Clayton campus
THESIS DEADLINE (Late submissions will incur a penalty)	65%	Thursday 15th October at 4 pm Level 6, The Alfred centre reeption
Final seminar abstract due		Tuesday 20th October at 4 pm Electronic delivery - details TBA
Research seminar – FINAL (Attendance compulsory)	10%	Monday 26th October and Tuesday 27th October Time: 9 am – 5 pm Venue: lecture theatre, Level 5, Alfred centre
Thesis oral review		Thursday 5th November & Friday 6th November Time: 9 am - 5 pm – details to be advised Venue: TBA

COURSE STRUCTURE

The BSc(Hons) or BBiomedSc(Hons) year is composed of a number of assessment tasks. The Honours course is officially composed of two units that comprise 36 points (BMH4100) and 12 points (BMH4200). Various aspects of your assessments are used for each unit. BMH4100 is associated with thesis and thesis review and BMH4200 is associated with course work and oral presentations throughout the year. Your final grade is decided from all assessments. To avoid confusion, you should treat the year as one unit only.

For those enrolled in BBiomedSc(Hons), details are in your handbook.

COMMUNICATION WITH STUDENTS

Many students, while being administered and assessed through the Department of Immunology, will be conducting their research projects in outside laboratories and not necessarily on the AMREP campus. Throughout the year, we will need to communicate with all students on a regular basis. The most efficient means is via email and **we will be using your student email accounts** for this. It is important that you get into the habit of checking your email daily. **If you intend on using other email accounts issued by your department or institute then please ensure that you have your emails redirected.** Your local IT officer will be able to do this for you. We will not be sympathetic to those who “forget” to check their emails. The Honours calendar of events and important announcements will be sent to your student email address and posted on the current honours students web-page: <http://www.med.monash.edu.au/cecs/education/current-honours.html>

CONFIDENTIALITY AND SOCIAL MEDIA

Students must check with their supervisors before posting any data related to their Honours project online on social media for potential issues of confidentiality.

DEPARTMENTAL/INSTITUTIONAL SEMINAR AND TALKS



The broad aim of attending seminars and talks or specially organised presentations is to broaden your exposure to the variety of science that is being performed. At AMREP we are lucky to have a broad range of disciplines that will enrich your general knowledge. Attending seminars is compulsory and is assessed.

Students are expected to attend ALL Honours and MBiomedSc(Part 1) oral presentations; this includes student literature reviews, progress seminars and final seminars.

Students should also attend those seminars which are offered by their local department or institute. This includes weekly talks by invited speakers or internal post-graduate progress seminars. For example, the Department of Immunology has a seminar series on Wednesdays at 11.30pm, the Burnet Institute has a seminar series every other Wednesday at 9am and the Baker Heart Research Institute has a seminar series on every second

Tuesdays starting at 3.30pm. If your local department or institute does not have a regular seminar series you should attempt to find one. The Department of Immunology is more than happy for people to attend their talks, please contact student services at Central Clinical School via email, hdr.ccs@monash.edu for details.

From time to time, special seminars or talks may be offered. You should make every effort to attend these as well. Central Clinical School Events Calendar link below:

<http://www.med.monash.edu.au/cecs/headlines/events-calendar.html>

PASTORAL CARE



There are a number of counselling avenues available for students who have problems during their Honours year that may be adversely affecting their performance. These problems may arise within the laboratory, department/institute or may be of a personal nature.

1. If possible, problems should initially be discussed with the Research Supervisor.
2. Alternatively, the course co-ordinators, A/Prof Mark Wright and Prof Magdalena Plebanski are available to discuss any problems that may arise.
3. Departments and Institutes often have Graduate Student Committees that assist in the pastoral care of Honours students. Problems can be brought to the attention of the following department representatives. The student department representatives provides an avenue to raise issues students may not wish to discuss directly with academic staff members in the first instance.
 - Burnet Institute: Dr Paul Ramsland
 - ACBD: Dr Maithili Sashindranath
 - Medicine: Dr Sebastian Dworkin
 - MAPRc: Dr Rebecca Segrave
 - Infectious Disease: Prof Jennifer Hoy
 - Baker IDI: Dr Julie McMullen
 - NTRI: Dr Teresa Howard
 - Immunology: Prof Magdalena Plebanski
 - Gastroenterology: Dr Jane Muir

STUDENT SUPPORT

Student Support Services

It is well known that what affects you personally will also affect you academically – so taking action early is good self-management and many students have successfully completed courses despite experiencing difficulties of a personal nature.

HWD (Health Wellbeing and Development)

HWD offers a range of services to students including: *General health (GPs); counselling; chaplaincy and financial assistance*. Services are confidential and free, and can be accessed by phoning or dropping in to the HWD HUB:

Phone number: 9905 3020 (for all campuses)

Campus	Location
Caulfield	Building B, Level 1 (ground floor)
Clayton	University Health Service, Building 10 (Campus Centre), Ground floor

Counseling Service

The Counseling Service offers a daily drop-in service for new clients (check campus for times) with subsequent sessions by appointment. Contact: 9905 3020, website: www.monash.edu/counselling

Afterhours counselling for students and staff: 1-800 350 359

Community Care Line

Community Care Line (9905 1599) offers assistance to any staff or student who feels threatened or unsafe, or has concerns about someone's wellbeing.

Be proactive – ask for help early if concerned about yourself or someone else!

ORIENTATION PROGRAM

Friday 27th February 2015

Time	Location	Content	Speaker
10-10.20am	Lecture theatre, level 5, Alfred centre	Introduction: Course objectives, year outline, Alfred support services and mentorship	MW/MP
10.20-11am	Lecture theatre, level 5, Alfred centre	Panel discussion with recent honours and current PhD students experiences	LK / DE / LY / KW
Morning Tea (11-11.15AM)			
11.15-11.25am	Lecture theatre, level 5, Alfred centre	Monash Micro Imaging-AMREP	IC
11.25am-11.35am	Lecture theatre, level 5, Alfred centre	Flow cytometry: Procedures and use of flow facilities	GP / JLM
11.35-11.45am	Lecture theatre, level 5, Alfred centre	Animal Facility: Introduction into procedures and requirements for the use and handling of animals in the AMREP animal facility	AE / SC
11.45-11.55am	Lecture theatre, level 5, Alfred centre	Student safety and well being	RB
11.55-1pm	Lecture theatre, level 5, Alfred centre	Group photograph and individual portraits	JV

SPEAKER KEY

- MW:** A/Prof Mark Wright, Honours Coordinator
MP: Prof Magdalena Plebanski, Honours Coordinator
LK: Ms Lyrie Kurtovic, past honours student
DE: Mr Darcy Ellis, past honours student
LY: Ms Louisa Yeung, past honours student
KW: Ms Kirsty Wilson, past honours student /current PhD student
IC: Ms Iska Carmichael, AMREP Flow Cytometry Facility
JM: Mr Geza Paukovics/Ms Jeanne Le Masurier, AMREP Flow Facility
AE: Ms Amanda Errington, AMREP Animal facility
SC: Mr Steve Comber, Monash Animal Facility
JV: Ms. Julia Veitch, Marketing & Communications

BBIomedSci (Hons)

Title	First Name	Last Name	Supervisor	Location
Mr	Jarryd	Anthonisz	A/Prof Rebecca Ritchie, Dr Barb Kemp-Harper	Baker IDI
Miss	Song	Gao	Dr Mark Gutheridge	ACBD
Mr	Paul	Gill	Prof Peter Gibson, A/Prof Rosemary Ffrench	Gastroenterology
Mr	Jesse	Hansen-Bartel	Dr Sashendra Senthil, Dr Jeremy Ruben	Surgery
Mr	Shamsul	Kazi	Dr Charbel Darido, Prof Stephen Jane	Medicine
Miss	Rachael	Lim	Prof Fabienne Mackay, Dr William Figgett	Immunology
Mr	Krishen	Thayanantha	Dr Jeremy Ruben, Dr Sashendra Senthil	Surgery
Miss	Suelyn	Van Den Helm	Dr Mark Gutheridge, Dr Andrew Wei	ACBD
Miss	Alicia	Ware	Dr Jack Richards, Dr Raffi Gugasyan	Burnet Institute
Miss	Marina	Youssef	Dr Charbel Darido	Medicine
Ms	Denise	Doan	Dr Andrew Wei, Dr Stephen Ting	ACBD

STUDENT AND SUPERVISOR LIST BSc (Hons)

Title	First Name	Last Name	Supervisor	Location
Miss	Melissa	Biemond	Dr Steven Petratos	Medicine
Miss	Jacqueline	Boyle	A/Prof David Curtis	ACBD
Mr	Jasper	Cornish	Dr Raffi Gugasyan	Burnet Institute
Miss	Tayla Jane	Davidson	Prof Andrew Spencer	ACBD
Miss	April	Fiedler	Prof Charles Mackay	Immunology, Clayton
Mr	Nikolay	Kozllv	Dr Kate Hoy	MAPRc
Miss	Katerina	Lau	Dr Kate Hoy	MAPRc

Mr	Ellen	Mcallister	Prof Fabienne Mackay, Dr Stefan Sonderegger	Immunology
Mr	William	Mcinnes	A/Prof Jody Haigh	ACBD
Miss	Angela	Nguyen	Prof Fabienne Mackay, Dr Dan Andrews	Immunology
Miss	Alyce	Nicholls	Dr Connie Wong	Immunology Clayton
Miss	Mahtab	Parvaresh	Dr Mireille Lahoud	Burnet Institute
Miss	Nur Sarah	Rosli	A/Prof Rebecca Ritchie	Baker IDI
Miss	Sasha Elia	Seneque	A/Prof Mark Wright and Prof Magda Plebanski	Immunology
Mr	Raymond	Shim	Dr Connie Wong	Immunology Clayton
Mr	Andrej	Terzic	A/Prof David Curtis	ACBD
Miss	Georgie	Wray-Mccann	Dr Paul Gregorevic	Baker IDI
Mr	Tian	Zhao	Prof Elsdon Storey	Medicine

ROLE OF THE SUPERVISOR(S)

Supervisors of Honours or Masters of Biomedical Science (Part 1) students have a major responsibility in assuring the day-to-day supervision of students. In practice this will vary from lab to lab and student to student but the student should feel comfortable with the situation. As a student, you should take responsibility and highlight any issues of supervision that are not clear. While supervisors are there to guide and support students, it is unrealistic to expect 100% attention at all times.



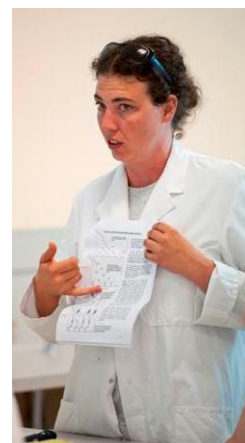
CO-SUPERVISION

It is increasingly common for senior members of laboratories who have a significant input into student supervision and progress to be listed as co-supervisors. This is encouraged where applicable.

Some of the responsibilities of a supervisor/s include:

Student based

- Assisting the student in understanding the rationale behind their project
- Guide the student through introduction to relevant literature
- Instruct students in experimental techniques required for their project
- Assist students in designing experimental protocols
- Assist students in analysis and interpretation of data
- Assist students in developing oral and communication skills through their various assessments and lab presentations
- Guide students in structuring their thesis
- Provide informative feedback to ensure effective learning



Course based (see calendar for dates)

- Attend oral presentations and participate in assessment of students as an examiner
- Review and comment on literature reviews submitted by other honours students (these will be returned to students as feedback)
- Assess and give a mark for honours theses. Each supervisor is expected to mark 2-3 theses for each student they supervise
- Attend the oral review of your student(s) as an observer and as an examiner for those students whose theses you have marked

Supervisor input into the literature review and thesis

Supervisors should interact freely with their students in the planning of the literature review and thesis. Students and supervisors should plan together the layout of the thesis, the disposition of figures, etc. They should advise, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. **Students may submit one draft only of the literature review/thesis for comment by their supervisor(s).** The supervisor can edit hard copy of this first draft but only very broadly. Syntax, spelling corrections, and typing are the responsibility of the student. **Supervisors should NOT CIRCULATE draft versions of the review/thesis to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on the exactly same version of the review/thesis.** Supervisors should never write any part of the review/thesis themselves. **Supervisors are not permitted to edit the review/thesis draft using track changes.** This is important since the review/thesis must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that drafts cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of the literature reviews/thesis written by their own students.

An important message for all honours supervisors and students.

It has come to my attention that there may have been a breach of the rules for supervisor input into the literature review assessment.

This year all written assessment tasks of honours students may be reviewed by supervisors **only once and not using track-changes**. This has been clearly stated in the handbook which you should all have received a copy of at the beginning of the year. This important change was made to 'level the playing field' of honours students since it was noted that some supervisors were "helping" their students much more than others. The problem was especially bad when track-changes were used, and several drafts were seen. The new guidelines are designed to create equity in student assessment tasks. Students are very aware of their rights to a fair and equitable system and the University risks litigation if systems designed to protect this are breached.

All students, as well as all supervisors and post-docs involved with student supervision, are now required to sign off at the time of submission of written assessment tasks (the next being the thesis) that they have only edited one draft and according to the guidelines in the handbook. In addition, the copy of the edited draft must now be submitted along with the three copies of the final submitted thesis .

BSc(HONS) & MASTERS PART 1 COURSE COMPONENTS

Assessed components	Mark weighting
BMH4100 (worth 75% of Total mark)	
Thesis (worth 65/75)	65
Literature Review Seminar (S/NS)	
Final Seminar (worth 10/75)	10
Thesis defence (S/NS)	
BMH4200 (worth 25% of total mark)	
Discipline Specific Module (worth 7.5/25)	7.5
Statistics Module (worth 7.5/25)	7.5
Research seminar attendance and 5 reports (worth 10/25)	10
Total	100

Note: The BBiomedSc(Hons) course components are slightly different. Students should therefore consult the BBiomed(Hons) official handbook for details.

Final Grades

80-100%	Honours Class I
70-79%	Honours Class IIA
60-69%	Honours Class IIB
50-59%	Honours Class III
< 50%	Fail

NON-ASSESSED COMPONENTS

Written literature review

Due Date: 4pm, Thursday April 16, 2015

Submission: The literature review and attached project outline should be submitted to your School or Departmental representative. SUBMIT THREE [3] HARD COPIES and an ELECTRONIC COPY. A signed assessment coversheet must be attached. These outlines will be sent out to members of the academic/research staff in the University for comment.

Details of task:

For the literature review, attention is drawn to the following requirements/guidelines:

- COVER PAGE (project title, student name and ID number, department/institute, word count [see below]).
- TABLE OF CONTENTS.
- LITERATURE REVIEW
- PROJECT OUTLINE
- REFERENCES
 - Students may choose which referencing system they wish to use, but the system must be one of those in regular use in biomedical journals. If in doubt, students should consult with their supervisor and use a system in regular use in journals in their discipline.

For the Project outline the supervisor and student are required to submit a summary providing an outline of the background/rationale of the research, the aims of the project, the experimental design and methodology, (including the statistical methods proposed for analysing the data), and the anticipated outcome of the research which has been agreed to by both the supervisor and student. The aim of this task is to get the student and supervisor talking, planning and discussing possible obstacles, difficulties, etc. A timeline outlining your anticipated progress through the year should also be included. The project outline is NOT a binding document, so changes to the research project are permitted even after submission of the outline.

Supervisor input into the literature review

Supervisors should be involved with their students in the planning of the literature review. Students and supervisors should plan together the layout of the literature review, the disposition of figures, etc. They should advise, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. Students may submit one draft only of the literature review for comment by their supervisor(s). The supervisor can edit the hard copy of this first draft but only very broadly. Grammar, spelling corrections, and other typographical errors are the responsibility of the student.

Supervisors should NOT CIRCULATE draft versions of the review to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on the exact same version of the review. Supervisors should never write any part of the review themselves. **Supervisors are not permitted to edit the literature review draft using track changes.** This is important since the review must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that drafts cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of the literature reviews written by their own students.

Word limit: 4000 (\pm 10%) words. Please note that the word count DOES NOT include the references in the bibliography, figures, figure legends, tables and graphs or PROJECT OUTLINE. The word limit only applies to the words in the body of the text. Project outline should be a maximum of 4 pages.

Presentation requirements: 11 point Arial font, double spacing.

LITERATURE REVIEW SEMINAR



As with the written component, the aim of this task is to orally communicate to a lay audience the basis of your area of research in a set time. It also gives the other students, supervisors and members of the school, the first opportunity to see what you will be doing throughout the year. While this oral presentation and written review are not formally graded, they will form part of first impressions, so be sure to make the required effort.

Talks will be 10 minutes in length with 5 minutes (extra) for audience questions. It is advisable and recommended that you practice your talk beforehand.

The literature review seminar is used to present your research area and project to the audience and will be your first exposure to staff members. You should give a background to the area; indicating the major points which define the field and your project. The hypothesis that you are addressing should be clear and the last few minutes should be spent outlining what you propose to achieve throughout the year.

ASSESSED COMPONENTS

Coursework and Assessment

The coursework components are designed to promote self-learning techniques and develop skills in the interpretation of information and communication of this in various forms. Both components will be run over the course of 4-6 weeks in which students will be expected to participate in a chosen module. To broaden the relevance of coursework material for the students within the Central Clinical School environment, we utilise members within AMREP and offer a number of subject modules as part 1 of the coursework. Students will be asked to select a single module that will be taken as their part 1 theory. Assessment of the modules will be conducted by the participating teacher. Modules will be structured and assessed in a similar manner although some variation may occur.

Discipline Specific Module (7.5%) – APPLICABLE FOR ALL HONOURS STUDENTS

Students will be offered a number of broad topics that will constitute a theory module. Each module will be overseen by a teacher who will guide the group in how the assessment task is to be tackled. The timing, structure and implementation of each module will be overseen by the designated teacher. They will be responsible for delivery and assessment of the tasks. These tasks should be completed by 15th July.

Modules on offer

- Infectious disease – Dr Ricardo Ataide and Dr Herbert Opi

- Immunology – Dr Dan Andrews
- Haematology – Dr Maithili Sashindranath
- Cardiology – Anna Watson
- Psychiatry/Psychology – Dr Shainal Nathoo

Note: BBiomed (Hons) students will participate in this as the discipline specific component of their course.

Statistics Module (7.5%) – APPLICABLE FOR ALL HONOURS STUDENTS

This task will involve students participating in a mini-lecture series taken by Mr. Molla Huq on biostatistics theory and practice. Assessment will be by written exam. This task will begin **Monday 9th March 2015**.

Research Seminar Attendance and 5 reports (10%)

Note that is only related to BSc (hons)

Research Seminar Attendance and 5 reports (10% of total mark)

In consultation with the Departmental representatives, a cross-disciplinary program of a number of research seminars will be organised. These seminars may be part of the normal departmental seminars and will be given by PhD students, post docs and international speakers. You will receive notification by email of these seminars by **first week of APRIL**. Your tasks will be:

- Attend seminars
- You will need to submit 5 seminar reports (please see page 21 for details). You get to choose which of the 5 seminars to report.
- The report is to have a strict page limit of 2 pages
- Part of the report involves you asking a question of the speaker, and noting the speaker's response.
- The report must be submitted, digitally, WITHIN 1 week of the seminar, and submitted to the student services office. Details and link to the on-line form will be provided.
- Each report is worth 2% of your overall mark
- Late reports will not be accepted without medical certificates

Final Research Seminar (10%)

You will give a research seminar after submission of your thesis. This will be for 15 minutes plus 5 minutes (extra) for questions and discussion. Students will be assessed on their presentation of data, their ability to communicate this clearly to the audience and participation in questions and discussion. An assessment sheet follows for your information and reference. As you can see, there are a number of areas that make up a successful presentation. Senior scientists and academics within the audience will conduct the assessment. When preparing your talk, do not assume that everyone in the audience is an expert in your field.



In addition, an abstract of 250-300 words will need to be submitted on-line and due one week prior to your date of presentation. This information will be included in a presentation booklet that will be available before the sessions.

Power Point is the preferred mode of presentation. **Presentations should be saved on a USB stick and tested before the day.** You should ensure that you give yourself plenty of time to prepare and practice your talks with other students or people from your research laboratory. You should also resist the temptation to make your slides busy or distracting. Assessors will be looking for clarity and the ability to read and understand the information being presented.

Examples of assessment sheets are illustrated on the following pages.

BMH4200 seminar summary

Report should be approximately 2 pages and will be marked out of 10

Name of presenter:

Title of study:

Background to the study (1 mark):

Aims of study (1 mark):

Methodology of study (1 mark):

Conclusion of the study (1 mark):

Problems or flaws of the study and their potential solution (2 marks):

Potential future directions of the study (3 marks):

Question I asked of the speaker (collegiate participation) and response of the speaker (1 marks):

EXAMPLE OF A TYPICAL ASSESSMENT SHEET

Seminar 1

Student's Name: _____

Grade - tick appropriate box

Criteria for assessment (tick appropriate box)	Very high	High	med	low	v.low
1. Command of expression and quality of presentation					
2. Evaluation and integration of existing literature					
3. Clearly stated aims and rationale for project					
4. Understanding of research methods, attention to critical design issues in the execution of project					
5. Significant insights and original thoughts dealing with critical issues					
6. Response to questions					

Grading scale: H1=80+, H2A=70-79, H2B=60-69, H3=50-59, N=<50

Mark out of 100

Comments: if required

Examiner's name: _____ **Examiner's Signature:** _____

EXAMPLE OF A TYPICAL ASSESSMENT SHEET

Seminar 2

Student's Name: _____

Grade - tick appropriate box

Criteria for assessment (tick appropriate box)	Very high	High	med	low	v.low
1. Clear and introduction and statement of hypothesis					
2. Choice of data analysis and presentation and reporting of results					
3. Critical evaluation and interpretation of data					
4. Conclusions and clear summary that includes a personal opinion					
5. Clarity of presentation and use of audio visual aids. Command of expression and logical argument					
6. Response to questions					

Grading scale: H1=80+, H2A=70-79, H2B=60-69, H3=50-59, N=<50

Numerical grade:

Comments: if required

Examiner's name: _____ **Examiner's Signature:** _____

THE THESIS REPORT

(Worth 65%)

Due Date: 4pm, Thursday, October 15, 2015

Submission: SUBMIT THREE [3] bound copies to your School/Departmental Coordinator. You are also required to submit a signed assessment coversheet with your thesis.

Details of task:

The Honours thesis is the culmination of all the work that you have done during the year in your research project. It is one of three avenues in the course that provides you with an opportunity to display and discuss your research achievements. Honours students should achieve, in quality and quantity, a high standard of work that is publishable in a reputable, peer-reviewed journal. Flick through a previous Honours thesis to get a clear idea of what is expected in terms of content and presentation.

When to finish your research?

Students are advised to try to finish their experimental work at least one month before the thesis submission date. It is important that you let your supervisor read and comment on each section of your thesis and provide feedback, not only on content but also on format. It is important that you ensure that your supervisor has sufficient time to comment on your section drafts well in advance of that date, several weeks before submission should be allowed. Of course, syntax, corrections, and typing are the responsibility of the student. Students are advised to discuss the format of their thesis and the proposed content with their supervisor well before commencing writing. Additional advice may be sought from the Course Coordinator.

In the case of the two Clinical Schools, each supervisor will nominate thesis examiners to the respective School Coordinators. In the case of the School of Biomedical Sciences, the Thesis examiners will be nominated by the Honours coordinators of each Department. Your School representatives will oversee the examination process for your thesis.

Thesis structure and content

The thesis should contain the following sections:

- A title page (Thesis length should be stated on this page)
- Declaration. A confirmation of the originality of the work and a clear indication of any significant practical input into the research by others
- Acknowledgments
- Summary/Abstract (2 pages, 11 point arial font, double-spaced)
- Introduction (modified literature review to suit the project and results obtained, aims and hypothesis tested. Generally this would be shorter than the literature review that was written at the beginning of the year and would begin with an explanation of the research problem)
- Materials & Methods
- Results
- Discussion
- Conclusions and Future Directions
- Bibliography

- Appendices

Abstract/Summary

The abstract should state the aims of the research and the significance of the results. The reasons for the project should be made clear, the methods should be stated briefly (unless your project was biased heavily towards development and testing of methodology), the results should be concisely presented and their significance clearly indicated. There should also be a brief summing up of the conclusions reached from your research.

Introduction

This section should give a comprehensive background to the research project, the reason(s) for undertaking the study and its significance. A clear statement is required of the problem(s) being investigated and this should be supported by reference to all the pertinent published information on the subject. Most of this information will have already been incorporated into your literature review. In most cases your literature review can be included in the thesis with some revisions to ensure that the content is still relevant. Any relevant new information, which has been published on your thesis topic, should be included. In some situations, however, because of changes in the direction of your project during the year, it may be necessary to restructure your literature review to reflect the new direction(s) of your research.

Materials and methods

All the methods used in the study need to be described in detail and particular attention should be given to any specific innovations or any changes that have been made to standard methods or techniques. Explain clearly the animals used, the experimental plan - especially the controls and why they were selected - and explain the rationale for the particular procedures that you have chosen. Particular attention to the methods selected for data analysis is required.

Results

The results should be concise and focussed on the tables, figures and diagrams, which provide the detail of your research findings. Do not discuss your results in this section (the discussion is obviously the place for this!). In order for your results to have the most impact on the reader, careful planning and display of the data is needed and this should be done in collaboration with your supervisor. You are required to prepare all of your own tables and diagrams if possible. If for some reason (e.g. complexity?) you need assistance from another person, acknowledge this assistance in your thesis. Tables require a concise but informative heading and should be able to be understood without reference to the text. Figures and diagrams should be clearly presented and be supported by a caption situated below or on a facing page. The statistical significance of the data presented in tables and figures should be clearly indicated using standard methods and include the statistical test used and specifically statistical parameters. Note: all photographs or diagrams should include an indication of scale or magnification.

Statistics

A small practical point - if expert advice on statistical analysis is required it is advisable to do this during the critical planning of the project, rather than at the end of the year. Students will attend a compulsory statistics course that will be assessed as part of the Common Core Component (BMS4200) at the beginning of the year.

Cost of thesis illustrations and binding
Students may use the services of a printing and illustration service, for example,
Monash Multimedia Group recommends *Monash Print Services*.
<http://www.retail.monash.edu.au/printservices/>.

Discussion

This section should be used to synthesise the results of your study and relate them to the findings of previously published studies. The discussion provides an opportunity for you to demonstrate your intellectual capacity for originality, logic and critical analysis. It is important that you provide a clear interpretation of the data and explain the significance of the findings in the context of previous studies. It is also appropriate to indicate in this section what you believe the important future directions should be in this area of research. Be objective and constructive in your interpretations and conclusions.

Bibliography

Students may use any referencing system. Keep references to a minimum and cite only those which are directly relevant. Try not to cite too many reviews or textbooks. Remember that your work is original research and therefore most of your reading and citations should be of other original works. The easiest and most efficient method of maintaining an updated list of your bibliography is using the program EndNote. Tutorials on how to use EndNote will be conducted at the beginning of the year. For further information please contact Kaye Lasserre from the Hargrave-Andrews Library on 990 52099.

Appendices

Appendices should be kept to a minimum. You may include information on methods in an appendix but it is preferable, if possible, to cite standard methodology to an appropriate published journal article. Any method you have developed or modified should be included in your methods section. It is acceptable to provide tables of data in appendices for material which is presented graphically in the text.

Role of your supervisor in thesis preparation

Supervisors are expected to participate with students in the design of experiments, other data collection methods and the interpretation of data. Supervisors should interact freely with their students in the planning of the thesis. Note, submission of Honours work in the format of a journal article is not acceptable. Students and supervisors should plan together the layout of the thesis, the disposition of figures, etc. They should advise and discuss, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. Students may submit one draft only of the thesis for comment by their supervisor(s). The supervisor can edit hard copy of this first draft but only very broadly. Grammar, spelling corrections, and other typographical errors are the responsibility of the student. Supervisors should NOT CIRCULATE draft versions of the thesis to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on exactly the same version of the thesis. Supervisors should never write any part of the thesis themselves. **Supervisors are not permitted to edit the thesis draft using track changes.** This is important since the thesis must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that drafts cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of the thesis written by their own students.

Tips and tricks for thesis preparation

1. Make sure that you keep multiple copies of computer discs and **always** backup all your work. Always save any alteration that you make to your thesis draft. Computer CRASH cannot be used as grounds for seeking an extension. Avoid the last minute rush in case of hardware/software faults and human exhaustion.
2. Use your spell check programs (or for scientific/medical reference the internet dictionary at: www.dictionary.com). Avail yourself of them if you have any doubt of your capabilities. Assessors get very upset when they see too many spelling errors.
3. Figures and tables must be referenced from the text and must be appropriately captioned.
4. Failure to include cited references in the bibliography is an unacceptable error.
5. All information, which is not your own work, must be referenced to its source.
6. Quality rather than quantity is the measure of achievement!

Journal articles arising from Honours project

Submission of Honours work in the format of the journal article manuscript is not acceptable. If you are lucky enough to have produced results that can be written up as a journal article, you cannot submit the journal article manuscript as your thesis; i.e. you need to follow thesis guidelines as outlined and after submission you may then harass your supervisor about a manuscript!

Extent of the work included in your thesis

Only work undertaken during your Honours degree year (February – October) can be included in your thesis for examination. Work conducted prior to the start of the Honours degree cannot be included in your thesis (e.g. work undertaken during a Summer Vacation Scholarship period or as part of a “Research in Action” unit).

What to do if all your results are negative?

Don't panic. While it is obviously better for your esteem and your thesis to be able to report on an excellent set of data, it sometimes happens, for reasons not of your own making, that well conceived and executed studies produce negative results, despite your best efforts. If you find yourself in this situation, it is important that you provide a convincing discussion of why the results were negative (obviously, lack of diligence or care is not a good defence). Give a logical appraisal of how the protocols and experimental approach may be changed in a future study to achieve your original aims. If your project is not working, see the School Coordinator or Departmental Honours Coordinator as soon as possible.

Final check of your thesis before submission

The following questions are provided to assist you before submitting your thesis. This is what each assessor will be looking for:

Organisation and presentation

- * Are the ideas lucid, clearly expressed and well presented?
- * Are all graphs, tables and diagrams clearly presented and legible and supported by a detailed heading or caption?
- * Is the thesis layout and general presentation well conceived?
- * Is the bibliography complete and comprehensive, and cited correctly?
- * Has the student satisfactorily completed all the requirements for the thesis?

Abstract

- * Does the abstract clearly summarise all the important findings of the project?
- * Do the conclusions provided give an accurate interpretation of the results?

Understanding of the topic

- * Are the aims of the study and the hypotheses to be tested by the experimental design clearly defined?
- * Does the background clearly give context and explain the study?

Methodology and experimental design

- * Are the methods sound and used appropriately, and is the experimental strategy appropriate?
- * Has the student provided sufficient details of the methods used?
- * Have all relevant procedures been considered in the experimental design?
- * How innovative or novel is the design of the experiments?

Data collection, treatment and analysis

- * Are the results relevant and have they been displayed in a clear and appropriate manner?
- * Does the text of the results section(s) draw to the reader's attention to the important features of the data?

Discussion

- * Has the candidate demonstrated the capacity to interpret the results in a clear, effective, critical and logical manner?
- * Is the capacity for intellectual originality demonstrated?
- * Is the discussion systematic and relevant and has the significance of the findings been made clear?
- * Has future direction for the research been suggested and is it appropriate?

Word limit: 10,000 - 15,000 maximum

Presentation requirements: Minimum 11 point Arial font. Double-spacing.

ASSESSMENT OF HONOURS THESES (What are examiners looking for?)

All theses will be examined by two examiners selected from the pool of supervisors and academic scientists from the departments and institutes of AMREP. An additional examiner will be enlisted if marks differ widely. No supervisor is to be involved in the examination of his/her student's thesis. If appropriate, comments on the thesis by the supervisor will be requested by the chief examiner. An assessment cover sheet will need to be completed and submitted with your theses. See page 37 for cover sheet.

Please note that late submission will incur a penalty of 5% per day or part thereof. This is to ensure fairness to all involved.

Thesis sections

Each section will be weighted according to the following scale:

Literature review, hypothesis, aims	15%
Material and methods	10%
Results	40%
Discussion, summary and conclusions	30%
General presentation	5%

TOTAL **100%**

NOTE THE LIMITATION ON LENGTH OF LITERATURE REVIEW AND DISCUSSION.

Each section of the thesis will be given a mark out of 100, keeping in mind the grades corresponding to marks as shown above (eg. 80-100% = HI)

Characteristics that will be considered:

Literature review

- Is the writing clear and precise?
- Has the review adequately summarised the field?
- Is it the correct length? Should not exceed 4000 words (figure legends, tables and reference list not included)
- Does the review critically assess the literature or simply summarise it?
- Are there an adequate number of good, well illustrated diagrams to complement the text?

Material and Methods

- Are the methods clearly presented?
- Are they arranged in a logical sequence?
- Is adequate information supplied?

Results

- The degree of difficulty of the project including the range of technologies employed
- The clarity of presentation
- The amount of data
- Whether the experiments are presented in a logical manner
- Whether adequate specificity controls have been included
- The reproducibility of results
- Whether appropriate statistical analysis has been applied where relevant

Discussion, summary and conclusions

- Have the results been critically appraised?
- Are there insights into problems encountered?
- Suggestions for future experiments and strategies
- Is the data adequately discussed in terms of the current literature?
- Is it the correct length? Discussion should not exceed 1,800 words (6 pages at 300 words per page) and summary and conclusion should not exceed 2 pages

General Presentation

- Is the thesis thoughtfully and carefully laid-out, assembled and reproduced?
- Are the figures and text clear and readable?

Reconciling mark discrepancies

If the difference between the two examiners marks is less than 10%, the final mark will be the mean of the two marks.

If the difference is in the range 10 - 19%, the following actions shall be taken:

1. The markers will seek to reduce the difference to less than 10% by discussing their reasons for awarding their marks. If this succeeds, the mark awarded shall be the mean of the two
2. If the above procedure does not result in sufficient agreement (i.e. the difference remains greater than 10% but less than 20%), a third marker shall be appointed and the mean of the three marks shall be the final mark

3. If the difference is 20% or greater, a third marker will be appointed. The three markers will then discuss their reasons for awarding their marks. As one outcome may be two similar marks and an outlier, it is important to allow for input from the outlying marker rather than taking a simple average or ignoring the outlier.

This may entail:

- Examining written comments for fairness and accuracy and/or
 - Considering the experience and tendency of the markers for "hard" or "easy" marking at other times, and/or
 - Using any other information (e.g. from the supervisor) that may assist in determining the reason for the unacceptably large difference
4. In cases of irreconcilable disagreement, a fourth examiner will be appointed

Supervisor's report

- Supervisors may be requested to submit a frank written assessment of the thesis and/or student

THESIS DEFENCE

1. This is an opportunity for examiners to discuss specific or general issues with the students. Each student will be questioned by the two examiners (and the Chief Examiner) for 10-15 minutes. If the Chief Examiner is one of the thesis examiners then another staff member will be enlisted so that the number of examiners is three. Questioning will take place in a round table environment. Supervisors and other examiners are encouraged to be present in the room but may not participate.
2. At the conclusion of the examination, students will be given the opportunity to discuss any problems they encountered, including those related to supervision - this will be in strict confidence and not in the presence of the supervisor. Any helpful comments may be passed onto the supervisor at the discretion of the Chief Examiner. At this time any special consideration issues will be discussed.
3. After the student has left the room the examiners will discuss the oral defence of the student and finalise their thesis marks.
4. Finally, supervisors will be invited back and asked their opinion of the student's progress and the grade that they would consider fair. Special consideration issues will be raised with the supervisor at this time.

FINAL MARKS

1. After the last oral examination, the Board of Examiners will reconvene to review the rank order and overall marks. At this time Special Considerations will be discussed and marks adjusted if required (see below).
2. There will be a "cooling-off" period of 1 day during which time theses can be re-examined by any, or all, of the Board of Examiners and any problems discussed including dissatisfaction with the supervisor. The marks will then be finalised by the Board of Examiners. After finalising the marks there will be no more discussion of the matter.
3. The rank order used for scholarship allocation will take into consideration the final Honours result list together with performance in your undergraduate years.

SPECIAL CONSIDERATION

If you feel you have reasons for special consideration throughout the year, please contact the Honours Coordinator. Documentation such as medical certificates will be required. <http://www.sci.monash.edu.au/undergrad/specialcon.html>

Students are advised to discuss any issues that arise throughout the year with their supervisors or lab colleagues. As mentioned, there are a number of "neutral" people to act in this capacity if the lab option is not viable; this has worked well in the past.

Students are encouraged to discuss any issues that may have significantly affected their progress with the Chief Examiner. If the issues are of a serious nature then a written application for special consideration should be submitted. Otherwise, at the oral examination the examiners will discuss the matter of Special Consideration with the student and the supervisor(s) (see above). At the meeting of the Honours Examiners which occurs after the oral examinations the panel will consider the situation and decide if, and to what extent, the student's mark should be adjusted to take into account any disadvantage. The supervisor will be consulted at this time or subsequently to determine if they consider the outcome to be fair to the student in question and the other Honours students. This procedure draws upon the experience of several supervisors who have had experience in collectively supervising and assessing a numerous Honours students. Hence, we are confident that the process results in a fair outcome for all.

POSTGRADUATE SCHOLARSHIP RANKING

Postgraduate scholarships have become increasingly competitive as the number of students wishing to continue their studies increases. While you should not become preoccupied with this and let it distract you, your performance in the Honours year will have a major impact on your competitiveness. However, failure to secure a scholarship does not mean you cannot pursue further study. The rank order used for scholarship allocation will take into consideration the final Honours result together with performance in your undergrad years. It should be stressed that students applying for a scholarship should think seriously whether they will take up the scholarship if awarded. For more information contact the Honours Coordinators.

PLAGIARISM

The issue of plagiarism has become a major issue in recent times and all efforts will be made by staff to ensure that it does not occur. University policy defines plagiarism and cheating as:

Plagiarism – To take and use another person's ideas and or manner of expressing them and to pass them off as one's own by failing to give appropriate acknowledgement.

Cheating – Seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment.

It is your responsibility to ensure that your work cannot be accused of plagiarism or cheating.

Further information can be found on the following university web site:

<http://www.adm.monash.edu.au/unisec/academicpolicies/policy/plagiarism.html>

A COMPLETED AND SIGNED COPY OF THE ASSEMENT COVER SHEET (please refer to next page) SHOULD BE INCLUDED WITH EACH ASSESMENT TASK SUBMITTED

ANIMAL EXPERIMENTATION



It is a Monash University policy that all new staff and students that are to handle animals as part of their work or studies are to have appropriate train

ing in animal handling. At the minimum, there is a compulsory theory module which must be completed. Failure to do so may jeopardise your group's ability to continue animal experimentation.

You have already been exposed to the mandatory animal training scheme; however additional training is available. Please discuss with your supervisor any requirement you may have for these courses.

FACULTY OF MEDICINE, NURSING & HEALTH SCIENCES ASSESSMENT COVER SHEET

Surname:

Given names:

I.D. number:

Email address:

Unit name and code:

Title of assignment:

Name of Honours Coordinator(s):

Name of Supervisor(s):

Department/Institute for research project:

Due date:

Date submitted:

All work must be submitted by the due date. If an extension of work is granted this must be specified with the signature of the Honours Coordinator.

Extension granted until (date): _____

Signature of Honours Coordinator: _____

Please note that it is your responsibility to retain copies of your assessments.

Plagiarism and Collusion are methods of cheating for the purposes of Monash Statute 4.2 – Discipline

Plagiarism: Plagiarism means to take and use another person's ideas or work and pass these off as one's own by failing to give appropriate acknowledgement. This includes material from any source – published and unpublished works, staff or students, the Internet.

For further information see:

<http://www.adm.monash.edu.au/unisec/academicpolicies/policy/plagiarism.html>

Collusion: Collusion is the presentation of work which is the result in whole or in part of unauthorised collaboration with another person or persons. Where there are reasonable grounds for believing that plagiarism has occurred, this will be reported to the Chief Examiner, who will disallow the work concerned by prohibiting assessment or refer the matter to the faculty manager.

Student's statement:

I certify that I have not plagiarised the work of others or participated in unauthorised collusion when preparing this assignment.

Signature: _____

COURSEWORK COMPONENT PART 1

Immunology Module

Dr Dan Andrews

Email: dan.andrews@monash.edu

Topic: The role of the liver in immune regulation

Module Description: The liver is an organ that is consistently exposed to blood circulating from the intestines and is thus exposed to many foreign products. While many of these products do not represent a threat, the constant exposure of the liver to bacterial products, non-self antigens and a circulating leukocyte pool imposes strict constraints on the initiation of immune responses in this organ. Given the pre-disposition towards tolerance in the liver, immune molecules that are restricted to this organ may be required to promote mechanisms of immune suppression. In this module, students will be asked to choose a cell type found in the liver and research the potential mechanisms by which they are “tolerised”

Assessment: Students will write a 1000-2000 word essay on their chosen cell type.

Haematology Module

Dr Maithili Sashindranath

Email: Maithili.sashindranath@monash.edu

Topic: Treatment of Thrombosis: Current anti-thrombotic therapies and future directions

Module Description:

The normal haemostatic process is initiated by disruption of the endothelial lining of blood vessels, leading to exposure of subendothelial components. Blood cells known as platelets are recruited to these sites of endothelial denudation, where they adhere, become activated, and release granular components, leading to the formation of a platelet plug or thrombus. Activated platelets also provide an efficient catalytic surface for coagulation reactions, ultimately leading to the generation of fibrin, which acts to solidify and strengthen the thrombus. While the development of a thrombus is critical in order to prevent unwanted bleeding, deregulation of haemostasis can lead to occlusive thrombus formation, resulting in heart attack and stroke (thrombosis), with thrombotic diseases representing the main cause of death in the western world.

There are currently 3 categories of anti-thrombotic agents:

1. Drugs which prevent fibrin formation (anti-coagulants)
2. Drugs which prevent platelet adhesion and aggregation (anti-platelet agents)
3. Thrombolytic drugs which induce fibrin degradation

Although many of these anti-thrombotic agents have provided significant benefits in the treatment of thrombotic diseases, many have considerable limitations. In the past few years, the drive behind cardiovascular research has been to uncover novel targets for the treatment of thrombosis, which may ultimately lead to the development of novel therapeutics with better efficacy and safety profiles.

Assessment

Students will participate in a tutorial discussing current regimes for anti-thrombotic therapy. Each student will be assigned a particular drug class, and required to research this therapy.

Each student will be assessed on the following tasks:

1. Participation in a tutorial delivered by ACBD staff members.
2. An oral presentation of 15 minute duration, wherein an assigned topic is addressed.
3. Each student will complete a brief report (1500-2000 words) on an allocated topic. This report should summarise the material covered in their oral presentation. A brief discussion of the benefits and limitations of the assigned therapy, when compared with other therapies discussed by the group, should be included.

Dr Anna Watson

Email: Anna.Watson@bakeridi.edu.au

Topic: Investigating new treatments for atherosclerosis.

Module Description

Atherosclerosis can lead to stroke and myocardial infarction and can be a largely silent cause of morbidity and mortality. Conditions such as uncontrolled diabetes greatly accelerate the formation of atherosclerosis. While current therapies help slow the development of atherosclerosis, new novel therapies are needed to reduce the burden of this disease.

This module presents students with a broad understanding of the development of atherosclerosis and how diabetes accelerates its progression. Specifically, students will focus on common therapies which target agents including angiotensin II, and also more novel targets, including endothelin-1, urotensin II and the effects of advanced glycation end products. Analysis of the progression of disease and effect of treatment in animal models and patients will be explored.

In this module the students will be expected to attend a brief overview of the topic, followed by two 1 hour sessions where they will have the opportunity to examine the techniques used to assess the effectiveness of various pharmacological therapies and discuss their strengths and limitations

Assessment:

Students will then be allocated a particular scientific paper to critically review. Each student will present a short (10 minutes) oral presentation of their paper followed by a group discussion (40% of the mark).

Students will then be assigned an essay topic of 2000-3000 words (60%) in which they will be required to assess the usefulness of current therapeutic regimes and potential of new therapies in reducing diabetes associated atherosclerosis.

Parasitology Module

Dr Ricardo Ataide and Dr Herbert Opi

Email: ric.ataide@gmail.com

Email: herbert.opi@burnet.edu.au

Topic: Advances in infectious diseases with a focus on Malaria

Module Description

In this module, students will be presented with a challenge: help solving a major question regarding Malaria. In order for the student to do this we will provide enough general background literature on aspects of cellular and hummoral immunology, vaccine development, population interventions and pathology related to Malaria. Each student will then be given a paper on a different aspect of Malaria and will be asked to give an oral presentation based on their critical assessment of that paper. At the end of the module students will be presented with a 'real-case' scenario where they will have to identify and discuss the issue at hand and write an essay of not more than 1500 words, describing how they would address the problem presented, taking into account the knowledge acquired during the module.

Assessment. The Oral presentation and the written component will be assessed.

This module would be suitable for students planning a career in research, and with an interest in human infectious diseases.

Psychiatry/Psychology Module

Dr Shainal Nathoo

Email: Shainal.nathoo@monash.edu

Topic: Current approaches to understanding and treating psychiatric disorders

Module Description:

One in five Australians will experience a psychiatric disorder in a 12 month period. The aim of this module will be to provide students with an understanding of the causes of and current treatments of the most common psychiatric disorders.

In this module, students will be expected to attend a single day of lectures (Date to be confirmed 2015, 5th Floor, Alfred Centre Lecture Theatre) that will provide a broad introduction to various psychiatric disorders (anxiety disorders; personality disorders; psychotic disorders and depressive disorders) as well an introduction to psychopharmacology. This will provide students with an overview of symptoms, aetiology and management options for each diagnostic group, as well as a basic understanding of the mechanisms and actions of different psychoactive agents (e.g. antidepressants and antipsychotics).

Assessment:

Each student will choose one of the disorders covered in the day of lectures and based on current understanding of the causes of that disorder, discuss how one of the existing treatments for that disorder is effective.

Each student will be assessed on the following tasks:

1. An oral presentation of 10 minute duration, addressing the disorder and chosen treatment's mode of action and evidence of effectiveness (40%), to be presented as part of the MAPrc research forum series.
2. An essay of between 1500 to 2000 words (60%) that summarises:
 - a. how the disorder presents;
 - b. currently understood causes of the disorder; and
 - c. for *one current treatment for that disorder*, how it works and how effective it is.

Further information

Central Clinical School

Student Services
Monash University
Level 6, Alfred Centre
99 Commercial Road
Melbourne VIC 3004

Telephone: +61 3 9903 0027
Fax: +61 3 9903 0843
Email: hdr.ccs@monash.edu
Web: www.med.monash.edu/cecs/education

Social media:



[@CCSMonash](https://twitter.com/CCSMonash) | twitter.com/CCSMonash



CCS blog | ccsmonash.blogspot.com.au



CCSMonash youtube | www.youtube.com/user/CCSMonash



CCS Google+ page



CCSMonash Pinterest | pinterest.com/CCSMonash/central-clinical-school-monash-university/



Facebook.com/Monash.University

Compiled by:

Laisa Tigarea
CCS Student Services Officer
Phone: +61 3 9903 0027
Email: laisa.tigare@monash.edu

Monash University reserves the right to alter information, procedures, fees and regulations mentioned in this document should the need arise. Please check the Monash University website for updates (www.monash.edu). All information reflects prescriptions, policy and practice at the time of publication. Published February 2014.

CRICOS provider: Monash University 00008C. MMS367814