Psychology.
Cover: Winner of Psychology Photographic Competition 2017:
“Breaking the (Lego) Mold” by Jonathan Wiltshire
Conformity is the most common and pervasive form of social influence. It is informally defined as the tendency to act or think like members of a group. In Psychology, conformity is defined as the act of matching attitudes, beliefs, and behaviours to group norms.

Published March 2018 by the University of Canterbury, Private Bag 4800, Christchurch 8140, New Zealand.
This book provides information about the Department and its courses. Degree and course regulations are available online at www.canterbury.ac.nz/regulations.
Information contained in this publication is correct at the time of printing, but may be subject to change. While all efforts are made to ensure that the information in this publication is correct, the Department reserves the right to make changes as required. Please check the Department website for any updates to this document.

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Welcome to the Department of Psychology

Psychology is a very popular subject at the University of Canterbury, as it is worldwide.

A major strength of Psychology at Canterbury is the balanced and comprehensive set of highly regarded courses available. The Psychology Department offers excellent opportunities from introductory psychology to PhD level. In addition to courses in psychology we also have nationally and internationally recognised applied programmes in Clinical Psychology and in Industrial & Organisational Psychology.

Our main goal is for students to learn about psychology; its scientific underpinnings and its application, and to become independent and critical thinkers. This process involves teaching students about psychology research findings, concepts, theories and the scientific methods of the discipline. To this end the Department of Psychology courses not only promote an understanding of human behaviour, they also help students develop their thinking and analytical skills, both of which are essential for many professions, not just psychology.

There are a very wide range of research programmes in the Department, in which students and staff can satisfy their own curiosity about psychological questions and can make a contribution to our understanding of human behaviour. This research focuses on both basic and applied questions. The clinical, industrial and organisational psychologists are very active in their applied research areas, but they are not alone. Many other people in the Department do applied and socially relevant research, as you will see from the rest of this handbook. In addition to the opportunity of becoming involved in staff research, students are supported to develop new or novel research ideas of their own. The research that comes out of our Department is disseminated widely, both nationally and internationally.

The Department of Psychology is part of the University's College of Science and is one of the biggest Departments in the College. We have a large number of postgraduate and undergraduate students, 22 academic staff who both teach and conduct research, plus 15 technical, computer support, clinical educators and administrative staff. Experts from outside also contribute to teaching and research in the Department. We usually have four visiting Erskine Fellows a year, and a number of other overseas visitors come for sabbaticals or simply call in to visit their collaborators here.

Important matters and policy issues in the Psychology Department are decided at regular meetings. Student input is valued and two student representatives attend these meetings. There is also a Staff-Student Liaison Committee to ensure that students have input in student-related issues.

On behalf of all of the staff, we hope that your association with the Department is a happy and successful one and we look forward to getting to know you better during your time with us.

Professor Katharina Naswall
Head of Department
What is Psychology?

Psychology is the scientific study of behaviour and its associated biological and cognitive processes.

It is a rapidly developing field that relates to all aspects of human endeavour. The goal of a scientific understanding of human behaviour and its underlying processes is complemented by investigations of animal behaviour. Psychologists systematically test ideas and beliefs against phenomena that are measurable, and open to observation by others. The following are examples of some of the varied questions of interest in psychology today:

- What are the bases for attractions between people and how do we know when we are in a good relationship?
- How do biological make-up and life experiences combine to produce secure and competent adults, and those who are not so well adjusted?
- What can be done to rehabilitate or manage the mentally ill, those unable to cope in modern society or those who engage in criminal behaviour?
- What factors make for stable, happy families, and healthy lifestyles?
- How can we develop personal robots to improve the quality of life?
- How can we assist managers and employees to make important decisions in the workplace?
- How can health and safety at work be improved?
- Why do our powers of attention appear to be limited and selective? Does information we have ignored or claim not to have seen affect us later? To what extent are we consciously aware of the things going on in our brains?
- Young children often fail to see things from the point of view of others, so what is involved in acquiring the ability to see the world from someone else’s perspective?
- Is learning a language the same as learning to ride a bike? Are different brain systems used for learning skills and for acquiring knowledge?
- Is memory a single entity or is it composed of a number of different sub-systems each supported by different brain structures and processes?
- How can animal models help us understand the effects of brain damage in humans?
- What factors contribute to the cause and maintenance of problems such as depression, eating disorders and anxiety?
- What is “earthquake brain” and how do we help individuals cope with natural disasters like earthquakes?
- A variety of psychotherapies have been developed for treating people with psychological problems. Which psychotherapies are the most effective and for which problems? Can we match the psychotherapy to the individual to promote the most optimal response?
- How do we assist people who have had psychological problems to maintain wellness and prevent relapse?

Knowledge about these topics and many others are currently being advanced through research performed by staff and students in the Department. Postgraduate students in psychology are important contributors to such research.

Career Opportunities

Psychology graduates have a unique mix of skills. They have a basic knowledge about people, and develop competency with computers, data analysis, retrieving information from databases, writing and communication skills, and a critical and objective way of approaching problems. Such a spectrum of skills finds application in many occupations. Some psychology graduates do research and others hold positions of responsibility in banks, retailing, manufacturing and marketing. Many work with people in human service agencies such as employment services, social welfare, and in analysis and treatment. A number also work in public relations, teaching and training. A few even become academics in tertiary education institutions.
Including Psychology in your Degree

Psychology is a popular choice among a wide variety of students. Psychology can be included in degrees in arts, science, law, commerce, education, music, and fine arts.

Anyone eligible to attend university may enrol in first year psychology. Psychology is commonly chosen as the majoring subject for students graduating Bachelor of Arts (BA) or Bachelor of Science (BSc) (see the later section on completing a BA or BSc degree majoring in Psychology).

Two 15-point introductory courses are available. Together they provide a general introduction to the major fields within psychology. PSYC 105 and PSYC 106 (or equivalent courses from other universities) are the prerequisite courses for advancement to PSYC 200 courses.

**NB:** PSYC206 may be undertaken with at least 15 points at 100-level and at least 45 points overall (all other 200-level courses require BOTH PSYC105 and PSYC106, as above).

### What background is needed to study psychology?
Curiosity and an eagerness to acquire new information along with regular attendance at lecture and laboratory classes and the self discipline required to undertake unsupervised personal study are essential. No particular subject backgrounds are required if you have met the general university entrance requirements via NCEA or an equivalent route but students who have studied biology or any other science, or statistics or maths to NCEA levels 2 or 3 will find these useful preparation, but they are NOT essential. However, if you are more than 20 years of age and without university entrance qualifications then note that levels of competence in mathematics to NCEA level 1 and reading and writing in English to NCEA level 2, which are all required to gain university entrance via NCEA, are assumed. Additionally, the ability to use a computer for word processing, simple calculation using excel, and internet access are assumed. Those who do not have university entrance qualifications and who lack these skills are advised to acquire them via the Certificate of University Preparation prior to enrolment.

<table>
<thead>
<tr>
<th>PSYC105 Introductory Psychology: Brain, Behaviour &amp; Cognition. Semester 1</th>
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<tr>
<td>Major domains covered in this course include:</td>
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<tr>
<td>• Neuropsychology</td>
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<td>• Perception &amp; Decision Making</td>
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<td>• Memory &amp; Cognition</td>
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<td>• Learning &amp; Behaviour Change</td>
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<td>• Drug &amp; Behaviour</td>
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<tr>
<th>PSYC106 Introductory Psychology: Social, Personality &amp; Developmental. Semester 2</th>
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<tr>
<td>Major domains covered in this course include:</td>
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<td>• Developmental Psychology</td>
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<tr>
<td>• Social Psychology</td>
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<tr>
<td>• Personality</td>
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<tr>
<td>• Abnormal Psychology &amp; Psychotherapy</td>
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<td>• Applied Psychology</td>
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Enrolment, Planning & Changing Courses

To make an enrolment, change a course, or get advice concerning the structure of your degree please see the Student Advisor in your College Office. BA/MA students go to the College of Arts Office, BSc/MSc students go to the College of Science Office or other student advisor as appropriate.

If you seek academic advice concerning your choice of psychology and companion courses then see one of the following:

**PSYC100-Level Coordinator**
Dr Zhe Chen  
PSYC100 Enquiries  
Room 509  
Ph: 03 369 4415  
Ext 94415  
Email: zhe.chen@canterbury.ac.nz

**PSYC200-Level Coordinator**
Dr Ewald Neumann  
PSYC200 Enquiries  
Room 411  
Ph: 03 369 5604  
Ext 95604  
Email: ewald.neumann@canterbury.ac.nz

**PSYC300-Level Coordinator**
Prof. Rob Hughes  
PSYC300 Enquiries  
Room 206  
Ph: 03 369 4382  
Ext 94382  
Email: rob.hughes@canterbury.ac.nz

**PG Course Coordinator**
Prof. Simon Kemp  
Room 208a  
Ph: 03 369 4394  
Ext 94394  
Email: psyc400coord@canterbury.ac.nz

**PG Research Coordinator**
Assoc. Prof. Roeline Kuijer  
PG Thesis/Doctoral Coordinator  
Room 505  
Ph: 03 369 4362  
Ext 94362  
Email: roeline.kuijer@canterbury.ac.nz

**General PG Enquiries**
Robyn Daly  
Administrative Services Manager  
Room 222  
Ph: 03 369 4366  
Ext 94366  
Email: robyn.daly@canterbury.ac.nz

**Clinical Psychology**
Prof. Martin Dorahy  
Director of Clinical Training  
Room 511  
Ph: 03 369 4337  
Ext 94337  
Email: martin.dorahy@canterbury.ac.nz

**MSc in Applied Psychology**
Dr Joana Kuntz  
Director, MSc in Applied Psychology & Industrial Organisational  
Room 201  
Ph: 03 369 4397  
Ext 94397  
Email: joana.kuntz@canterbury.ac.nz

**Clinical/APSY General Enquiries**
Anna Leuzzi  
Professional Programmes Administrator  
Room 227  
Ph: 03 369 4340  
Ext 94340  
Email: anna.leuzzi@canterbury.ac.nz
Undergraduate Degrees in Psychology

Completing a BSc or BA Degree in Psychology

For information on the requirements for a BA or BSc, please refer to the 2018 Undergraduate Prospectus or contact the Student Advisor in the College of Arts or College of Science.

Requirements for a Major in Psychology in Science (BSc)

Students intending to complete a BSc in Psychology must be credited with the following:

- **100-Level**
  Required: PSYC105 AND PSYC106 (15 points each)

- **200-Level**
  Required: PSYC206, and at least three 15 point courses from PSYC207-213.
  Note: PSYC206 is required for a major in Psychology.

- **300-Level**
  Required: At least 75 points of 300-level Psychology.
  Note: With the permission of the HOD, students who have a double major in Psychology and a second related subject may graduate with a minimum of 60 points in PSYC300-level courses.

Postgraduate degree entry requirements:

Students who wish to proceed to postgraduate degrees in Applied Psychology and Psychology must satisfy the requirements of the BSc degree and have been credited with PSYC 344. Students intending to apply for the MSc in Applied Psychology must meet the postgraduate degree requirements above. PSYC336 Industrial Organisational Psychology would be an advantage. Students who wish to become eligible to apply for the Postgraduate Diploma in Clinical Psychology must have completed PSYC 335 or an equivalent course, as well as meet the postgraduate degree requirements above.

Requirements for a Major and Minor in Psychology in Arts (BA)

Students intending to complete a BA in Psychology must be credited with the following:

- **Major**
  Students intending to complete the BA in Psychology must be credited with at least 165 points in Psychology with at least 135 points (five courses) at 200-level or above.

- **100-Level**
  Required: PSYC105 AND PSYC106 (15 points each)

200-Level

Required: PSYC206, and at least three from PSYC207-213 (15 points each).

Note: PSYC206 is required for a major in Psychology

300-Level

Required: 75 points of 300-level Psychology courses.

PSYC344 (or equivalent) is required for Postgraduate study in Psychology and Applied Psychology.

PSYC336 (or equivalent) is recommended for MSc in Applied Psychology

PSYC335 (or equivalent) is required for Postgraduate Diploma in Clinical Psychology.

Note: With the permission of the HOD, students who have a double major in Psychology and a second related subject may graduate with a minimum of 60 points in PSYC300-level courses.

Minor

Students intending to complete the BA with a minor in Psychology must be credited with at least 75 points in Psychology which must include at least 45 points at 200 level or above.

Transferring Credit from Another University or Tertiary Education Provider

If you seek to transfer credit from another university or tertiary provider and intend to complete your degree at Canterbury you should contact the Student Advisor in either the College of Arts or the College of Science, requesting the transfer of credit form which must be completed before credit can be transferred from your previous provider [http://www.canterbury.ac.nz/enrol/transfer/nz/]. Also specify the degree and majoring subject intended at Canterbury and include a transcript of your credits to date and perhaps your current courses. You should receive a written reply detailing the points credited towards study at Canterbury.

Courses and their credit values differ between universities but generally a first-year course from another New Zealand university is accepted as equivalent to PSYC 105 or PSYC 106 (depending on topics covered) for prerequisite purposes and will most likely translate to 15 credit points at Canterbury. Students who have successfully completed two first-year psychology courses at another New Zealand university can normally expect to advance to PSYC 200 courses at Canterbury. New Zealand students seeking additional information about credit transfer should contact the Student Advisor in the College Office appropriate to their degree.

Double Degrees

Some students enrol in two degrees concurrently. For example the combination of BA Psychology with an LLB is quite common. Regulations permit students enrolled in two degrees to complete both degrees but with fewer points than the sum of those required for the two degrees if taken separately. Determining a programme of study for a double degree can be quite complex. Psychology students embarking on double degrees should discuss their study plans with the Student Advisors in the relevant Colleges.

Conversion and Diploma Programmes for Non-Psychology Graduates

This section is relevant to students who already hold a degree from a recognized institution but without a major in psychology and who now seek entry to postgraduate study in psychology or applied psychology, or to extend or upgrade their existing qualifications. Such students may undertake the equivalent of one year of full time study and complete courses approved by the Head of Department.

The GradDipSci requires not fewer than 120 points comprising courses from the BSc schedule of courses or equivalent courses approved by the Dean of Science, including 90 points at the 300-level and at least 60 points must be in a single subject. (See the Student Advisor in the College of Science).

For the GradDipArts, a student must pass courses totalling at least 120 points. Of these 120 points at least 105 points must be from the BA Schedule of equivalent courses approved by the Dean of Arts and the 120 points must include 90 points at 300-level, including 60 in a single subject. (See the Student Advisor in the College of Arts).

Entry requirements for postgraduate study in psychology or applied psychology can be met by including the appropriate courses within a diploma programme. The entry requirements are described in the box entitled “Entry Requirements PG Psychology” on page 22. Note it is not necessary to complete PSYC 105 or PSYC 106 or other Introductory Psychology courses to gain entry to postgraduate study by this route. Also, students undertaking a GradDipArts/Sci are often exempt the prerequisite requirements for individual PSYC200 and PSYC300 courses making it possible to complete the postgraduate entry requirements in a single (although rather heavy) year of study. Alternatively, the courses may be spread over several years of part-time study. Further information about the GradDipArts/Sci may be obtained from the Student Advisor in the Colleges of Arts or Science.
Graduate Student Profiles

I completed my BSc in Biology and Psychology at Victoria University in Wellington and transferred to UC in 2015 to undertake a BA Hons in psychology. I then began my PhD in 2016. The biological mechanisms underlying neurological disorders have always interested me, motivating me to pursue the study of neuroscience in Professor John Dalrymple-Alford’s behavioural neuroscience lab.

Behavioural neuroscience is a diverse and ever-expanding field of study, combining psychology, physiology, biochemistry, anatomy and pharmacology. Our lab has a particular focus on the role of subcortical structures in learning and memory. Damage to or degeneration of these subcortical regions is one of the hallmarks of age related disorders such as Alzheimer’s and Parkinson’s disease, and is associated with severe memory impairments. One of the priorities in our lab is exploring our ability to restore memory function following selective damage to the memory system.

I was fortunate enough to have been awarded the Brain Research New Zealand PhD scholarship to pursue my research on selective damage to a key site critical to normal memory function, the mammillothalamic tract, and whether it is possible to reinstate memory function through selective optogenetic stimulation of the anterior thalamus, a critical node within the memory system. Optogenetics is a new and exciting technique involving the genetic manipulation of cells so that they become responsive to particular wavelengths of targeted light. I am grateful for the opportunity to undertake research in a field where we can make a real contribution to the ultimate goal of improving outcomes and quality of life in human patients suffering from neurodegenerative diseases.

The PhD programme offers an amazing opportunity to undertake research from a position where you can receive guidance and knowledge from others, whilst also embracing your own independence and self-motivation. It has also given me the opportunity to collaborate with others in the UC behavioural neuroscience lab, as well as with academics across New Zealand, highlighting the importance of team work and shared knowledge. I am looking forward to completing my PhD and contributing novel findings to neuroscience, and perhaps make a difference to health research through a career in neuroscience.

Sophie Barnett
PhD Student

During my BSc(Hons) in Psychology at the University of Liverpool, UK, I learned about the aetiology, prevention and treatment of mental health disorders and was absolutely fascinated. Together with my passion for working with people, I knew that mental health was a field I would love to work in. After completing my degree, I moved to New Zealand and worked in community mental health for five years. It was my experience at work and desire to learn and develop professionally that gave me the motivation to return to university.

In 2015, I enrolled at the University of Canterbury and completed a Masters Part I before embarking on my PhD with the Mental Health and Nutrition Research Group in the Department of Psychology. Completing part I of my masters got me back into the swing of studying again and had taught me some valuable skills that have been undoubtedly transferable to my PhD.

For my PhD, I am coordinating a double blind, randomised, placebo controlled trial to investigate the mental health outcomes of multi-micronutrient supplementation in pregnant women with low mood and/or anxiety and the general health outcomes of their child. I am also exploring the biological mechanisms via which micronutrients exert their psychological effect. I couldn’t have dreamt of a more suited PhD topic and I feel so honoured to be able to pursue such important, world leading research that can potentially make a positive difference to people’s lives.

I love being part of the academic environment at UC and I’m so grateful for the opportunity to pursue my studies here. The staff and students at the Department of Psychology are incredibly supportive and knowledgeable and I feel as a student, I am always encouraged to reach my full potential.

Hayley Bradley
PhD Student
I decided very early on during my undergraduate degree that Psychology was the discipline for me. Throughout the course of my study, child development and the important role of the family in developmental processes became the focus of my interest.

I have been a member of the Canterbury Child Development Research Group (CCDRG) since 2011, when I enrolled in a Master of Arts to study the school readiness of 4-year old children born to mothers maintained on methadone during pregnancy. Working alongside the CCDRG on the Methadone in Pregnancy Study was a great challenge and pushed me to expand my skills for working with families and children at potential risk for adverse development.

The level of understanding for developmental psychology that I gained from this programme, as well as the enjoyment I experienced from working with a dedicated team, led me back to UC to enrol in a PhD. During my candidature I will be working with the CCDRG now led by Dr Jacki Henderson. We will be following the same group of children and their families, assessing each child as they turn 9 years of age.

I was fortunate enough to have been awarded a Lotteries Health Research Scholarship to pursue my research, which will specifically be examining the academic achievement of these children, as well as potential socio-familial and psychological correlates of academic achievement in middle childhood.

I am grateful for the opportunity to be participating in this internationally unique research, supported by a great team in the Psychology Department here at UC.

Samantha Lee
PhD Student

I've always been interested in people and I wanted a career where I could help others, so studying Psychology was a natural choice for me. Although I originally intended to become a clinical psychologist I soon found that psychology has many different and interesting fields of study, and eventually I developed a passion for Health Psychology. Throughout my undergraduate studies I really looked up to the postgraduate students who were my lab tutors and this inspired me to begin my PhD in Health Psychology.

I'm most interested in the health promotion aspect of Health Psychology. Every day we make many decisions that can affect our health, from putting on our seat belts to resisting the urge to buy pizza, and often we aren't aware of why we make these decisions. Because of this I decided to focus on subconscious influences on health behaviours. My thesis focuses on whether a person's subconscious identity as a healthy or an unhealthy eater can predict what sorts of foods they eat. This could inform future interventions to help people eat a healthy diet, which is really exciting.

So far I am loving my time as a PhD student here at the University of Canterbury. It’s not always easy but it’s a great challenge and I’m learning a lot. I’m really grateful for all the support I’ve had from the Psychology Department here, especially my supervisors Associate Professor Roeline Kuijer and Dr Kumar Yogoesswaran, and I’m excited to see where my studies take me in the future.

Jessica Gunby
PhD Student

When most people hear the word psychology their mind immediately jumps to clinical applications. It’s certainly not the first path you’d think of when it comes to breaking into the business world. However, when I made the shift from commerce to psychology focusing on cognitive engineering, I soon found out that it was a great way to pursue a career in the corporate world.

My honours dissertation and my master’s thesis both look into how to moderate risk taking behaviour, in particular the risk taking behaviour associated with risk homeostasis theory. This has opened up a lot of opportunities in corporate settings, especially in health and safety. Approaching the field with a background in psychology has given me the skills to research, problem solve and most importantly keep my skillset relevant in an incredibly dynamic and rapidly changing industry. This is also what I love most about psychology; if you learn how to unpack and understand the mechanisms which underpin a behaviour you can always tackle new problems which come along.

The approach of learning the skills to understand behaviours rather than simply memorizing their taxonomy is very much something which has been fostered by the postgraduate teachers here at Canterbury. In all my classes and all of my research, the staff have gone out of their way to promote independent thinking and the development of my skills as a researcher which has been invaluable for the progression of my career.

Amy Cohen
MSc Student
I believe that psychology is a science that transcends multiple disciplines, its impact, and research topics apply to a variety of scenarios and problematics. I started my undergraduate studies back in Colombia with that conviction, and my interest in how psychology could be applied to organizations grew from there, that took me to Italy and Spain to do my Master's degree in Work, Organizational and Personnel Psychology with the Erasmus Mundus Program.

I arrived in New Zealand to pursue my PhD degree under the supervision of Assoc. Prof. Chris Burt and Prof. Katharina Naswall in the Organizational Psychology area. The purpose of my research is to measure and investigate graduates’ expectations of the organizational context they’re about to enter. Young graduates have spent at least three years of continuous education that has required considerable amounts of intellectual and emotional effort; it is only natural that if graduates have planned for the future then graduates will expect of the future. I’m passionate about researching expectations in young professionals because those expectations feed goals and future performances, and being able to identify them and confidence to pursue my interests and goals for the future.

Viviana Cedeno Bustos  
PhD Student

Completing my BSc in Psychology at UC motivated me to continue my studies by enrolling in the BA(Hons) programme. During this time I undertook a research project in forensic psychology, which sparked my interest in the area. Forensic psychology combines many of the skills I have learned and applies them to real world scenarios within the criminal justice system. I enrolled in an MSc in Psychology to continue research in this area, with Dr Sarah Christofferson as my supervisor. My research looks at online offenders and the risk of contact offending within this group. Online offending is a relatively new area of research, which makes it both exciting and important to investigate, and my research will potentially be utilised in strengthening risk assessments for this group. I was fortunate enough to be awarded a UC Master’s Scholarship to be able to carry out my studies, and am extremely grateful for the opportunity.

I have greatly enjoyed my time studying at UC. My experiences of working with kind and supportive staff and peers have given me both the skills and confidence to pursue my interests and goals for the future.

Michael Howell  
MSc Student

I have always been interesting in understanding peoples behaviour and after my first psychology lecture I knew a career within psychology and research was meant for me. Throughout my undergrad I was interested in areas of behavioural, cognitive and neuropsychology. Within these areas, topics related to mental health, cognitive processes and decision making were always of interest to me. While studying I have also completed an internship at the Department of Corrections working within the reintegration team and I have also worked on resources related to Maori rangatahi youth suicide prevention at Te Rau Matatini. Both have been rewarding and fuelled my passion to continue with postgraduate study.

I have currently completed one year of my PhD examining factors associated with the transition to parenthood and subsequent life course outcomes with a focus on variations as a function of gender and ethnicity. My topic is of interest because of the stigma surrounding the age in which people have children and whether this truly affects their life outcomes. My research is fairly novel as I am using longitudinal data collected from a birth cohort since 1977 as part of the Christchurch Health and Development Study (CHDS). In addition to supplying me with data, I also work at the CHDS as an assistant research fellow.

So far I have thoroughly enjoyed my studies at UC, and I look forward to completing my PhD with the CHDS and the amazing support provided by the Māori Development Team and the Ngāi Tahu Research Centre Doctoral Scholarship.

Grace Walker  
PhD Student
Postgraduate Alumni

I first came to New Zealand on a clinical research placement while I completed my BSc(Hons) in Psychology in the UK. The outdoor lifestyle here in Christchurch and the support and learning opportunities on my placement inspired me to begin my postgraduate studies here at UC to work towards my aim of becoming a Clinical Psychologist.

My PhD research focussed on the impact of a range of novel tobacco control strategies on smokers’ behaviour and demand for cigarettes. I am grateful to have worked alongside a range of researchers and public health specialists from all over the country who are collaboratively working towards the goal of Smokefree Aotearoa 2025, and it was incredibly rewarding to be able to carry out research on such a major social issue at a pivotal time of change. At UC, I have been supported to develop the necessary skills and experiences to not only complete my PhD thesis but to become a proficient, contributing academic in the field of behavioural economics and tobacco control. This has included teaching and tutoring opportunities, producing academic publications, and presenting my research both in New Zealand and Europe.

Alongside my research, completing the Clinical Psychology training programme provided me with opportunity to apply theoretical knowledge to clinical practice. The quality of teaching, supervision and placement opportunities helped me to develop confidence in my knowledge and skills in a wide range of settings, allowed me to work towards my personal learning and career goals, and supported my transition from student to practitioner. Balancing my research and clinical training was a challenging but rewarding experience and I could not have achieved it without the supportive team atmosphere among students and staff in the Department.

The skills and confidence I developed academically, professionally and personally at UC have been invaluable in setting me up to begin my career as a Clinical Psychologist. I am currently working at Kia Marama Special Treatment Unit, Department of Corrections, providing assessment and group treatment in a prison setting to reduce reoffending.

Dr Megan Tucker
PhD and PGDipClinPsyc

After completing my bachelor’s degree in neuroscience, and spending some time working for the US Air Force Research Lab, I came to the University of Canterbury to pursue a PhD in Human Factors Psychology. New Zealand’s beautiful landscape along with UC’s incredible faculty and scholarships made UC an easy choice for me, both personally and professionally. My research involved taking runners and rock climbers and finding out what kind of cognitive tasks they can and can’t perform simultaneously, in hope of better understanding our cognitive resource structure and one day improving the safety, efficiency, and performance in high-risk, high-demand operations. I learned so much about human factors theory, experimental design, data analysis, and the publication process through the support of my supervisors, Prof. Deak Helton and Paul Russell, and have become a more confident and independent scientist along the way. Something particularly special about UC’s PhD program is that there is always help available when you need it, but also great freedom to tailor your research and overall education to the things most relevant to your personal interests and career goals.

Since completing my PhD in 2017, I secured a National Academic of Sciences/National Research Council (US) funded post-doctoral fellowship.

Dr Sam Epling
PhD
After completing my BSc(Hons) in Psychology, I decided to join the human factors and applied cognition lab and complete a PhD in human factors psychology.

Human factors psychology bridges the gap between psychology and engineering, looking at how technology systems can be designed to reduce human (user) error and increase overall performance. My research focuses on preventing accidents caused by lapses in sustained attention. Currently, I am investigating human error in simulated friendly fire incidents using an experimental paradigm developed by my supervisor Professor Deak Helton and myself. I am also investigating the performance of operators using unmanned vehicles (e.g., “drones”).

The PhD programme is the ideal mix of guidance and knowledge from the best in the field, along with independence and freedom to cut your own path. I quickly found that you make your own mistakes and generate your own achievements. Other perks include international conference, great social clubs/societies, and two on-campus bars for collaborating with other researchers over a few beers.

The skills and experience I gained while studying human factors at UC prepared me for the job market. Since finishing my PhD I have been working as a lecturer at the University of Huddersfield (UK), and am excited about what the future holds, whether it be in academia or industry.

Dr Kyle Wilson
PhD

I had always had a general interest in psychology. I took nearly every psychology paper available during my undergraduate study, but it wasn’t until my honours year that I realised that neuroscience was what I wanted to do. So I decided to pursue my postgraduate studies in Professor John Dalrymple-Alford’s behavioural neuroscience lab.

Behavioural neuroscience brings together many different disciplines including psychology, biochemistry, anatomy, physiology and pharmacology making for a diverse and exciting field of study. The lab was particularly interested in the role of the limbic regions of the brain's thalamus and hypothalamus in learning and memory processes. My research focused on the behavioural and functional impact of lesions to two key sites within these structures, the anterior thalamic nuclei and the mammillothalamic tract.

Damage to these two sites in the brain is consistently associated with an amnesic syndrome in humans, so understanding and improving functional outcomes following this type of injury are of considerable interest. Many different approaches are used to help understand how these structures function within a wider neural memory circuit including behaviour, immunohistochemistry and neural recording. Combining these different streams of information brings us closer to our ultimate goal of improving outcomes and quality of life in human patients.

After completing my PhD in 2017, I accepted a postdoctoral position investigating how thalamo-cortical interactions support complex recognition at the University of Oxford.

Dr Brooke Perry
PhD

I came to psychology by accident and haven’t looked back since. After completing a degree in Parks, Recreation and Tourism Management at Lincoln University, I spent a number of years travelling, ending up working in an outdoor education centre in North Wales. While there I came to realise that although climbing mountains, windsurfing, and sky-diving were a lot of fun, they were not going to lead to a fulfilling and lasting career. So I moved to London where I trained and worked as an accountant.

A few years after returning to NZ, my son started school and I became interested in education. I started a GradDip in Education through Massey, with the idea that perhaps I may be able to gain some insight to what affected academic achievement. I very quickly realised that to have anything useful to say about learning I would have to try to understand the brain, so I also enrolled in a GradDip in Psychology at UC.

Taking PSYC105 introduced me to the fascinating world of cognitive research. After transferring to a BSc, I took as many psychology papers as I could, as well as papers in linguistics and mathematics. I then went on and completed an MSc in cognitive psychology in which I compared the magnitude of performance improvements in a mathematical and a linguistic task, when material was repeated.

I have thoroughly enjoyed my interactions with staff and fellow students in the Department of Psychology, as well as in the wider UC community. Alongside the academic experience, I have also welcomed opportunities to develop my teaching skills. I am very much looking forward to the next stage of my journey with support from highly professional academic mentors within such a positive department.

Ailsa Humphries
MSc
100-Level Courses

If you wish to advance to 200-level Psychology, you must complete both PSYC 105 and PSYC 106 (or equivalent courses from other universities).

For updated information on any course, including lecture times, venues and textbook requirements please refer to the UC Website, http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology

PSYC 105
Introductory Psychology: Brain, Behaviour, & Cognition

Semester One
15 points
Coordinator: Dr Zhe Chen
Contact: Room 509
zhe.chen@canterbury.ac.nz

Prerequisite for all 200-level courses

Description: PSYC 105 is an introduction to the scientific study of human behaviour and the mind, focusing on neurological and biological origins, principles of learning and behaviour change; perception, and decision making; and memory and cognition.

Learning Outcomes: Students completing this course will
• have learned some of the key terms used in the study of brain and behaviour, learning and behaviour change, human sensation, perception and cognition.
• have gained an understanding of key concepts and theories in psychopharmacology and neuropsychology, learning and behaviour change, the human senses and perception, human memory, reasoning and intelligence.
• have, through laboratory classes, gained experience and an elementary understanding of how experimental methods are used to gain scientific knowledge in psychology.
• have demonstrated elementary abilities in handling quantitative data in psychology
• have demonstrated abilities to write clearly about research procedures and data in a research report
• have practiced effective study skills.

Preparation: No particular subject backgrounds are required if you have met the general university entrance requirements via NCEA or an equivalent route but students who have studied biology or another science, or statistics or mathematics to NCEA levels 2 or 3 will find these useful preparation, but they are NOT essential.

Lectures and Laboratories: There are two streams of lectures for PSYC 105, Stream A or Stream B. Students will attend three 1-hour lectures per week and one 2-hour laboratory per week.

Assessment: Please refer to the course outline/information sheet available at the commencement of the course for details.

PSYC 106
Introductory Psychology: Social, Personality, & Development

Semester Two
15 points
Coordinator: Dr Seth Harty
Contact: Room 209b
seth.harty@canterbury.ac.nz

Prerequisite for all 200-level courses

Description: An introduction to the psychological study of human beings; their development, social relations and interpersonal behaviour, the nature and causes of psychological disorders and their treatments and an introduction to the ways that psychologists can make a living providing services to individuals, groups, communities, businesses and governments.

Learning Outcomes: Students completing this course will
• have learned some of the key terms used in the study of developmental, social, abnormal, and applied psychology.
• have gained an understanding of key concepts and theories in developmental, social, abnormal and applied psychology.
• have practiced some of the research techniques in the laboratory that are used to gain scientific knowledge in psychology.
• have demonstrated elementary abilities in handling quantitative data in psychology
• have demonstrated abilities to write clearly about research procedures and data in a research report
• have practiced effective study skills.

Preparation: No particular subject backgrounds are required if you have met the general university entrance requirements via NCEA or an equivalent route but students who have studied biology or another science, or statistics or mathematics to NCEA levels 2 or 3 will find these useful preparation, but they are NOT essential.

Lectures and Laboratories: There are two streams of lectures for PSYC 106, Stream A or Stream B. Students will attend three 1-hour lectures per week and eight 2-hour laboratories in total.

Assessment: Please refer to the course outline/information sheet available at the commencement of the course for details.

Dr Zhe Chen is the overall Coordinator for both 100-level Psychology courses. If you have any enquiries relating directly to your first year of study please contact Zhe. She is also the Course Coordinator for PSYC 105.
200-Level Courses

To major in Psychology you must take PSYC 206 and three of PSYC 207-213. PSYC 206 is a prerequisite for most PSYC 300 courses.

For updated information on any course, including lecture times, venues and textbook requirements please refer to the UC Website, http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology

PSYC 206  
Research Design & Statistics  
Semester One  
15 points  
Coordinator: Professor Randolph Grace  
Contact: Room 205  
randolph.grace@canterbury.ac.nz  
Compulsory course for a major in Psychology  
Description: An introduction to the theory and practice of statistics in psychology. For psychological science, statistics is a framework for making rational decisions on the basis of data. PSYC206 will emphasize the concepts of logic underlying statistics, and provide worked-through examples that illustrate those concepts. An important theme is that anyone can learn statistics – no math beyond basic algebra is required. Practical instruction in the use of computers for the analysis of psychological data is given in the weekly two-hour laboratory classes.

Learning Outcomes: On successfully passing the course, students will be able to
• characterize data using descriptive statistics and graphical methods.
• display and interpret relationships between variables in scatterplots
• calculate and interpret standardized scores (Z scores)
• calculate and interpret the correlation coefficient
• use regression to make predictions based on the relationship between two variables
• understand the logic of null hypothesis testing, significance testing, and statistical power
• calculate and interpret results of t tests, one-way ANOVA, and factorial ANOVA
• use the chi square test to evaluate hypotheses about categorical variables
• use computer software to conduct statistical tests and analyse data.

Prerequisite: At least 15 points in 100-level Psychology and at least 45 points overall.

Lectures and Laboratories: There are three hours of lectures per week in term 1 and two hours of lectures per week for the remainder of the semester, and a 2-hour lab per week for the full semester.

Assessment: Please refer to the course outline available at the commencement of the course for details.

PSYC 207  
Developmental Psychology  
Semester One  
15 points  
Coordinator: Dr Seth Harty  
Contact: Room 209b  
seth.harty@canterbury.ac.nz  
Description: This course will examine human development from conception to late adolescence and will cover neuropsychological, cognitive, biological, behavioural and socio-emotional development. Emphasis will be given to major theoretical influences that have shaped current thinking about child and adolescent development, as well as research methods and techniques that are used to study development. Key developmental issues will be considered in relation to both typical and atypical patterns of development. Course content will draw on New Zealand and international research, as well as video, laboratory, internet and other resources. The course will be presented by way of lectures, videos, the textbook, and laboratory work.

Learning Outcomes:
• assist students to develop a broad understanding of the major theoretical influences that have influenced contemporary thinking about child and adolescent development.
• develop an appreciation of the research process when working with children and adolescents, and begin to develop skills in the critical evaluation of developmental research.
• help students understand the multidimensional and time-dynamic nature of development, as well as the important role that both biological and environmental factors play in shaping development, contributing to risk and resilience.
• introduce students to a broad range of developmental concepts and issues that will provide them with a sound foundation for advanced study in the areas of developmental and/or child clinical psychology.

Prerequisite: PSYC 105 and PSYC 106

Lectures and Laboratories: There are two hours of lectures per week and six two-hour labs across the semester.

Assessment: Please refer to the course outline available at the commencement of the course for details.

PSYC 208 Cognition  
Semester Two  
15 points  
Coordinator: Dr Ewald Neumann  
Contact: Room 411  
ewald.neumann@canterbury.ac.nz  
Description: What is reputed to have more computing power than a billion PCs, is readily portable, and weighs less than 1.5kgs? How does this magnificent machine comprehend language
and make inferences, such as that the previous sentence refers to the human brain? What is known about how the brain stores information from our past experiences, and general world knowledge so that information is generated quickly when needed? Why does attention appear to be so selective? Do we process information unconsciously? Do we follow logical rules and rational procedures when making our everyday decisions or has evolution provided us with other modes of thought more suited to the uncertainties of our social and physical worlds? Clever experiments coupled with newly emerging methods for tracking activity in the brain are rapidly enhancing knowledge of human cognition and its underlying processes. This course is fundamental preparation for your later studies in almost any area of psychology and particularly in social, industrial-organisational, abnormal, clinical, forensic, and development psychology.

Learning Outcomes: On successfully passing this course, students will have

• gained an understanding of key concepts and theories within the major domains in Cognitive Psychology, including attention, representation of knowledge, memory, problem solving, expertise, reasoning and language.

• developed an appreciation of the complex neuronal underpinnings of mental processes.

• through laboratory classes and exercises, gained an appreciation of the experimental methods that are used to accumulate scientific knowledge in Cognitive Psychology.

• obtained skills that enable critical evaluation of the design, data analysis, and the validity of conclusions drawn from empirical investigations in Cognitive Psychology.

• acquired skills to write clearly about research hypotheses, procedures, and data in a research report.

• learned to appreciate the need to tolerate ambiguity and realize that psychological explanations can be complex and sometimes tentative.

Prerequisite: PSYC105 and PSYC106, or with the approval of the HoD a pass in a professional year of Engineering, or in approved courses in Computer Science, Linguistics, or Philosophy.

Lectures and Laboratories: There are two hours of lectures and a 2-hour lab per week.

Assessment: Please refer to the course outline available at the commencement of the course for details.

PSYC 209 Sensation and Perception
Semester One
15 points
Coordinator: Dr Zhe Chen
Contact: Room 509
zhe.cheng@canterbury.ac.nz
Description: This course gives a broad overview of contemporary research in sensation and perception. It addresses the fundamental question of why we perceive the world as we do. The goal is to help students to develop an appreciation and understanding of the complexity of the processes that give rise to sensation and perception, and to understand the various factors, both biological and cognitive, that influence our perceptual experience. The major focus of the course is on visual perception, but perception in the other senses will also be briefly covered.

Learning Outcomes: On successful completion of the course, students will have

• gained an understanding of the fundamental processes that give rise to sensation and perception.

• demonstrated an understanding of how the various factors (e.g., physiological, cognitive, and environmental) influence our perceptual experience.

• demonstrated an understanding of some of the commonly used methods and techniques scientists use to answer questions related to sensation and perception.

• demonstrated some ability to evaluate and interpret research findings critically.

• demonstrated some ability to do literature research on a topic, to synthesize research articles related to the topic, and to present the research findings clearly in writing.

Prerequisite: PSYC105 and PSYC106, or with the approval of the HoD a pass in a professional year of Engineering, or in approved courses in Art, Art History or Computer Science.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 210 Personality
Semester Two
15 points
Coordinator: Dr Andy Vonasch
NB: New lecturer to arrive June 2018
Description: The course will provide an overview of classic and contemporary theory and research in personality. Our approach to understanding personality will include Freudian and Neo-Freudian perspectives, existential and humanist perspectives, genetic and evolutionary perspectives, biological perspectives, behavioral perspectives, and trait perspectives. In the laboratory sessions students will take, analyse, and interpret various personality assessment instruments.

PSYC 211 is recommended preparation for PSYC 335 Abnormal Psychology and PSYC 336 Industrial & Organisational Psychology.

Learning Outcomes: On successful completion of the course, students will have:

• an understanding of the key theories in personality psychology, the differences between these theories; and ability to critically evaluate theories of personality.

• an understanding of the research methods commonly used in personality psychology

• the ability to critically evaluate classic and contemporary research methods in personality psychology.

• hands-on experience via participation in contemporary personality science.

• the ability to write up a succinct research proposal.

Prerequisite: PSYC 105 and PSYC 106

Lectures and Laboratories: There are two hours of lectures and a 2-hour lab per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 213 Introduction to Social Psychology
Semester Two
15 points
Coordinator: Dr Kumar Yogeewar
Contact: Room 210
kumar.yogeewar@canterbury.ac.nz
Description: This course is designed as an introductory overview of classical and contemporary social psychology. Social
Psychology is the scientific study of how our thoughts, feelings, and behaviours are influenced by the real or imagined presence of others. The lectures provide a broad overview of several key topics in the field including the self, social perception, intergroup relations, attitudes and persuasion, social influence, group processes, close relationships, prosocial behaviour and aggression. Within each of these topics, we also consider the influence of culture and application to the real world.

This course also contains a laboratory component in which students work in small groups conducting social psychology research projects.

**Learning Outcomes:** On successful completion of the course, students will have

- gained systematic knowledge of the field of Social Psychology and be prepared to integrate this knowledge with advanced areas of psychology. To be able to understand how social psychology research and theory informs theory and research in many advanced areas of the discipline.
- developed an understanding of rigorous experimental research and data analyses methods and can use this knowledge to critically evaluate research in other related areas of psychology.
- developed an understanding of social dynamics as an attribute that enhances the employability of graduates in a variety of work situations.
- given students the experience in communicating about science in a variety of forms and modalities.
- developed an understanding and awareness of the role of social and ethnic variables and the effects of these aspects of social interaction and social engagement at dyadic, group, community and national levels in Aotearoa New Zealand.
- ensuring an understanding of social behaviour and social dynamics to enhance graduates' ability to engage with diverse communities.

**Prerequisite:** PSYC 105 and PSYC 106

**Restriction:** PSYC332

**Lectures and Laboratories:** There are two hours of lectures and a 2-hour lab per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.
300-Level Courses

To major in Psychology at least 75 points of 300-level Psychology are required.

Students wishing to proceed to postgraduate degrees in Psychology must have completed 75 points at 300-level PSYC, including PSYC 344. For updated information on any course, including lecture times, venues and textbook requirements please refer to the UC website, http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology.

**PSYC 333 Biological Psychology**

**Semester One**

30 points

Coordinator: Professor John Dalrymple-Alford
Contact: Room 204
john.dalrymple-alford@canterbury.ac.nz

**Description:** This course will comprise lectures on neural and biochemical bases of normal and abnormal behaviour, psychoactive drug action and neuropsychology. Laboratory classes cover basic brain structure and function. PSYC 333 is recommended preparation for PSYC 433 Behavioural Pharmacology and Teratology, PSYC 404 Human & Animal Neuropsychology and PSYC 416 Cognitive Psychology, and for the postgraduate Clinical Psychology programme.

**Learning Outcomes:** On successful completion of this course, the student will

- be familiar with the geography and primary brain regions of the mammalian brain.
- know the basics of neuroscience in terms of neural function and neural processes.
- be familiar with some neuroscience techniques and approaches in animals and in humans, including brain imaging and historical concepts in neuroscience.
- understand the psychopharmacological effects of some drugs, including some of those influencing addiction and early neurodevelopment.
- have experience understanding the influence of sex differences and sex hormones on brain function, including related issues in neuroprotection.
- understand some of the physiological and neuropsychological issues concerning learning and memory.
- have knowledge of some neurodegenerative disorders, including Alzheimer's disease and Parkinson's disease.

**Prerequisite:** PSYC 206

**Preparation:** 15 further points from PSYC 200

**Lectures and Laboratories:** There are three hours of lectures per week and laboratory exercises will supplement the lecture material.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

**PSYC 334 Learning & Behaviour Analysis**

**Whole Year**

30 points

Coordinator: Assoc. Prof. Anthony McLean
Contact: Room 507
anthony.mclean@canterbury.ac.nz

**Description:** This course deals with learning and emphasizes the way in which events in an individual's environment control his or her behaviour. The general approach taken in the course is to present some fundamental principles of behaviour control, consider some of the experimental studies which have investigated their properties, and to examine their implications for dealing with human problems of living. Later in the course some advanced topics in the Experimental Analysis of Behaviour will be studied. Laboratory work will illustrate selected principles of behaviour control using animal subjects in controlled environments. PSYC 334 is recommended preparation for PSYC 415 Experimental Analysis of Behaviour.

**Learning Outcomes:** By the end of the course, you may expect to have a thorough grounding in the principles of learning and behaviour control, and to be well prepared for graduate courses, especially PSYC457 Behavioural Interventions and PSYC415 Research in Experimental Analysis of Behaviour.

**Prerequisite:** PSYC 206.

**Lectures and Laboratories:** There are two hours of lectures and a 1-hour lab per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

**PSYC 335 Abnormal Psychology**

**Whole Year**

30 points

Coordinator: Dr Virginia (Gini) McIntosh
Contact: Room 506
gini.mcintosh@canterbury.ac.nz

**Prerequisite for application into Postgraduate Clinical Psychology**

**Description:** This is a course in abnormal psychology that builds on material about psychopathology introduced in PSYC106 and on information about psychological processes, theories and research gained from other Psychology courses. The main emphasis of this course is on current views, perspectives, and research in this field. Because this course introduces much new material, lectures will largely consist of broad overviews of various psychological disorder concepts and selected specific problem areas including criminal offending.

Abnormal Psychology draws upon most basic areas of psychological knowledge (e.g., social, developmental, physiological, cognitive, learning theory). Course reading and lectures will attempt to apply knowledge from these areas to the understanding of psychopathology.

PSYC 335 is a prerequisite for application to the postgraduate Clinical Psychology Programme.

**Learning Outcomes:** At the completion of this course, students will be able to

- have an understanding of the major categories of psychiatric disorders
- identify the diagnostic symptoms and major features of psychiatric disorders
- understand the central theoretical frameworks designed to explain the aetiology and maintenance of psychological difficulties
- differentiate the core features underpinning child and adult difficulties, including criminal offending.

**Prerequisite:** PSYC 206

**Preparation:** PSYC 207 and PSYC 211 recommended.

**Lectures and Laboratories:** There is a maximum of 2 hours of lectures and a 2-hour lab per week. Lecture and lab hours may vary in each term.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.
PSYC 336 Industrial & Organisational Psychology
Semester One
15 points
Coordinator: Dr Joana Kuntz
Contact: Room 201
joana.kuntz@canterbury.ac.nz
Recommended for MSc in Applied Psychology
Description: The purpose of this course is to familiarise the students with the field of Industrial Organisational Psychology (I/O Psychology). This course will examine the applications of psychological theory and research to the workplace, in particular the contribution of I/O Psychology to enhanced organisational performance and improved employee attitudes.
PSYC336 is a prerequisite for entry into the Postgraduate programme of MSc in Industrial/ Organisational Psychology.
Learning Outcomes: At the completion of this course, students will be able to
• demonstrate basic knowledge of the principal theories in the field and understand their applicability to the workplace.
• identify and apply the methods and tools used by I/O Psychologists, and understand their implications for personnel decisions.
• identify the antecedents and outcomes of workplace attitudes, and demonstrate basic knowledge of the principal strategies employed by leaders to manage those attitudes.
• demonstrate basic understanding of the impact of group and organisational structure on workforce perceptions, attitudes, behaviours.
• critically evaluate material presented in journal articles.
Prerequisite: PSYC 206
Preparation: PSYC211, 15 further points from PSYC200
Lectures and Laboratories: There are two hours of lectures and one 2-hour lab per week.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 339 Health Psychology & Behaviour Change
Semester One
30 points
Coordinator: Assoc. Prof. Roeline Kuijer
Contact: Room 505
roeline.kuijer@canterbury.ac.nz
Description: This course aims to introduce students to the field of Health Psychology, one of the most rapidly growing areas in psychology. Health psychology applies a psychological theory and knowledge to study behaviour relevant to physical health, illness and health care.
Topics covered in this course include determinants of health-related behaviours (e.g. smoking, diet, exercise, binge drinking), individual and population approaches to health behaviour change, stress and coping, and adjustment to chronic illness. PSYC 339 is recommended preparation for PSYC 434 Health Psychology: Theories & Interventions.
Learning Outcomes: Students who have successfully passed this course should be able to
• demonstrate understanding of the key theories in health psychology
• demonstrate understanding and appreciation of the complex interplay between physical well-being and a variety of biological, psychological and social factors.
• demonstrate the ability to apply health psychology theory and research to real life questions.
• demonstrate the ability to critically evaluate health psychology research.
• demonstrate the ability to report health psychology research.
Prerequisite: PSYC206
Lectures and Laboratories: There are three hours of lectures per week and approximately one two-hour laboratory per week plus a practical fieldwork assignment.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 340 Cognitive Psychology
Semester Two
30 points
Coordinator: Dr Ewald Neumann
Contact: Room 411
ewald.neumann@canterbury.ac.nz
Description: This course will provide advanced knowledge in a variety of selected areas in Cognitive Psychology. The emphasis is on recent work and includes contributions from cognitive neuroscience. There is no set text; we prefer instead to work from recent original research and review papers. Class groups are small so that student seminar presentations are relaxed and informal. Class participation and open discussion are encouraged.
Learning Outcomes: At the completion of this course, students will be able to
• demonstrate familiarity with the major contemporary concepts, theoretical perspectives, and empirical findings in Cognitive Psychology.
• undertake critical analysis of advanced content in Cognitive Psychology.
• critically appraise the design, data analysis, and the validity of conclusions drawn from empirical investigations in Cognitive Psychology.
• display enhanced writing skills and be able to apply these skills in the production of essays and/or research proposals.
• construct PowerPoint displays and use them in the presentation of informative, critical, and engaging oral presentations.
• apply critical and creative thinking, sceptical inquiry, and rigorous scientific approaches to issues related to mental processes.
Prerequisite: PSYC208
Lectures and Laboratories: Two hours per week.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 341 Environmental Psychology
Semester Two
15 points
Coordinator: TBC
Description: This course informs students about Environmental Psychology, an integrative area of psychology which places particular emphasis on people-environment interrelationships and

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transactions, including environment-behaviour relationships, environmental perception and cognition, environmental stress and adaptive responding, cultural values, disaster preparedness and response, conservation behaviour and sustainability initiatives, and the effects of climate, ergonomics and behavioural design.

Learning Outcomes: At the completion of this course, students will be able to

- demonstrate understanding of the key theories in environmental psychology.
- demonstrate the ability to apply those theories on human behaviour in the environment.
- demonstrate the ability to critically challenge the different environmental psychology theories.
- demonstrate the ability to conduct environmental psychology research.
- demonstrate the ability to report environmental psychology research.

Prerequisite: PSYC 206, OR 30 points of 100-level Psychology PLUS 15 points of relevant advanced courses approved by the HOD.

Lectures and Laboratories: There are two hours of lectures per week and one two hour lab per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 342
Special Topic
Whole year
30 points

Enquiries for Special Topics should be addressed to Prof. Rob Hughes, Room 206. It is unlikely that this Special Topic course will be offered.

PSYC 344
Research Methods
Semester Two
30 points
Coordinator: Prof. Neville Blampied
Contact: Room 469
neville.blampied@canterbury.ac.nz

Required course for postgraduate study in Psychology

Description: This course will consider a variety of methods used in psychological research and producing psychological knowledge. The topics covered will include: Psychology as a science; theories of scientific method; phenomena detection, methods of theory construction; qualitative research methods; research validity; standard experimental, quasi-experimental, and correlational research design; multiple regression; meta-analysis; the importance of research design; evaluation of the standard model of research and alternatives; visual analysis; survey research; single case research designs; and case studies. The laboratory classes are designed to provide practical experience in conducting psychological research, and in writing research reports.

Learning Outcomes: At the completion of this course, students will be able to

- understand something of the diversity of research methods in psychology.
- be able to adopt a critical perspective to the choice of particular research methods.
- conduct psychological research using a variety of methods.
- write research reports.

Prerequisite: PSYC 206.

Lectures and Laboratories: There are three hours of lectures per week and laboratory classes approximately every second week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 346
Judgement & Decision Making
Semester One
15 points
Coordinator: Prof. Simon Kemp
Contact: Room 208a
simon.kemp@canterbury.ac.nz

Description: This course covers risky and non-risky decision making, theories of choice, and the way in which people make biased decisions and use short-cuts to make choices. We shall also examine decision criteria: reinforcement, subjective well-being, the value of life. We emphasise how the theory of judgement and decision making applies in the real world. For example, consumer and investment decisions, choosing between future and present good and self-control, and medical decisions will be covered, and as an assignment you will investigate a real-world decision or judgement of your choice.

Learning Outcomes: Students who have successfully passed this course should be able to

- explore psychological research in the areas of judgement and decision-making.
- show how this research has been used and can be used in real-world decision-making.

Prerequisite: PSYC206, or equivalent preparation.

Lectures and Laboratories: There are two hours of lectures per week and 1-hour of practical work per week for one semester.

Assessment: Please refer to the course outline available from the commencement of the course for details.

Prof. Rob Hughes is the Coordinator for all 3rd year Psychology courses. Enquiries relating directly to these courses should be discussed with him.
PSYC 348  
Special Topic: Contemporary Issues in Family Psychology  

Semester Two  
15 points  
Coordinator: Dr Jacki Henderson  
Contact: Room 430  
jacki.henderson@canterbury.ac.nz  

Description: This course will explore some contemporary and controversial issues in research and theory in Family Psychology. Topics covered may include matters such as child abuse and neglect; discipline and punishment; role of the family in adolescent development and socialization; and social-learning based therapies and other family interventions. The emphasis will be on recent research and theorizing about the selected topics, on the critical evaluation of research and theory, and on its applications to policies and family therapies.  

Learning Outcomes: Students who have successfully passed this course should be able to  
- demonstrate an advanced knowledge of, and an ability to apply, psychological knowledge, principles, concepts and theories to family situations and development, at a level appropriate for a first-degree graduate.  
- see how simple through moderately complex clinical and applied problems of families can be solved through the application of scientific knowledge, research, and evidence-based therapies.  
- demonstrate critical and analytical abilities in relation to both popular culture ideas about families and scientific knowledge.  
- access, understand, critically evaluate, and review new information from a range of sources, including the world-wide web and scientific and professional literature.  
- understand how to conduct a literature review and compare and critique studies.  
- interactive attributes.  
- work collaboratively in teams on the task of researching and orally presenting information based on finding relevant sources.  
- communicate effectively in written English through the written assignments.  
- communicate effectively in spoken English as demonstrated in an oral presentation (debate).  

Prerequisite: EITHER PSYC206 or PSYC207; or PSYC105 AND PSYC106, plus at least 15 points at 200-level or above in a course approved by the HoD.  

Lectures and Laboratories: There are two hours of lectures and approximately one two hour laboratory per week.  

Assessment: Please refer to the course outline available from the commencement of the course for details.
General Information

General Enquiries – Administration
General enquiries should be directed to the Psychology Administration Area located in the Level 2 Lab Block, Room 226. Office hours shown may be subject to change in exceptional circumstances. Any change to hours will be displayed in the reception area.

Clinical & I/O Psychology Enquiries
If you have any general queries regarding the Clinical Psychology Programme or the MSc in Applied Psychology Programme, please contact the Professional Programmes Administrator, Room 227, Psychology Lab Block, Ext 94340.

Course Coordinators
Each individual course is administered by a course coordinator. Course coordinators are responsible for the day-to-day running of the course. Course outlines will provide information on the overall content, organization, timetabling, and assessment of a course. Approach individual staff about the content or for clarification of the grading or marking of work in their part of a course.

Course Outlines/Information Sheets
Course outlines set out the objectives and contents of courses. They contain essential information on assessment and set work, including course completion requirements, and the relative assessment contribution of each item of assessment. The course outline is where you will find the due dates for all set work, the portions of the course to be included in each test and examination, and the dates and times of tests. The timetables for all lectures, labs and examinations are available on the University Web. Course outlines are posted on Learn, available off the Course website and some Course Coordinators hand them out at the first lecture.

Department Policy on Lecture Recording
The University provides the option for lectures to be recorded through the ECHO 360 system. Some, not all, Psychology courses use this option but only for lectures and not labs.

Students should be aware of the following:
• Recordings are a supplement to lectures; they are not intended as a substitute for them.
• The vagaries of technology mean at times the systems may not work and lectures don’t get recorded. Therefore students cannot routinely rely on the recordings.
• Listening to the recording takes as long as being at the lecture, so the recordings are not a short cut!
• If you are unable to attend a lecture be sure to listen to the recording as soon as you are able. You will do yourself a considerable disservice if you hold off catching up on lectures till the run-up to a test or exam.

Grading of Courses and Assessment
The grade achieved in a course is intended to represent a stable quality from year to year that is also comparable across courses not only within the Department of Psychology but the University generally. Marks on the other hand, are likely to fluctuate with the kind of work (e.g., multiple choice versus essay) and the purpose of the assessment (an examination versus laboratory feedback). Consequently there can be no hard and fast rule for converting the component marks into a course grade. Particularly in large classes you should consider your achievement in relation to the class as a whole. For each major item of in-course assessment you should normally expect to be informed of your mark or grade, and be provided with some indication of the class distribution of marks or grades so that you can assess your position relative to others in the class. If marks alone are reported, then you should be provided with some indication of how the marks convert to grades for the work. It is also important to understand that all marks/grades represent a stable quality from year to year that is also comparable across courses not only within the Department but the University generally.

Below is the common grading scheme at UC.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84</td>
</tr>
<tr>
<td>B+</td>
<td>75 – 79</td>
</tr>
<tr>
<td>B</td>
<td>70 – 74</td>
</tr>
<tr>
<td>B-</td>
<td>65 – 69</td>
</tr>
<tr>
<td>C+</td>
<td>60 – 64</td>
</tr>
<tr>
<td>C</td>
<td>55 – 59</td>
</tr>
<tr>
<td>C-</td>
<td>50 – 54</td>
</tr>
<tr>
<td>D</td>
<td>40 – 49</td>
</tr>
<tr>
<td>E</td>
<td>0 – 39</td>
</tr>
</tbody>
</table>

Special Consideration
We advise all students to go directly to the University’s Examinations website - http://www.canterbury.ac.nz/regulations/general-regulations/special-consideration-regulations/ for information and contact Examinations directly if you have any queries. On this same website there is information about Results and Appeals for final grades. The Department of Psychology policy of “substantial part of assessment” for all courses is set at 50% of all course work. Unless a minimum of 50% of coursework is completed, final special consideration will not be given.

Attendance at Laboratory Classes
Attendance at scheduled laboratory classes is required. Laboratory classes are an integral component of psychology teaching and learning. They provide an opportunity to obtain first hand experience of the phenomena described in texts and lectures, to observe behaviour in natural settings through visits, films, and videos, and to engage in small group activities. Practical, computing, data analysis, and other research tools are also taught in laboratory classes.

Assessing Your Workload
Ensure that you consider your workload and avoid enrolling in too many courses. The Student Advisors in the College of Arts or Science (depending on your degree) will be able to advise you on this.

Please also note that students wishing to enrol in courses totalling more than 160 points (or 80 points for a single semester) must seek advice from your Academic Advisor. Students enroling in more than 160 points without prior approval from the Dean of the relevant degree at the time of enrolment will not have their enrolments considered.

Collection of Tests / Essays / Assignments
To comply with the Privacy Act, some course coordinators prefer the return of undergraduate department tests, essays, assignments, lab reports etc to be distributed through the Psychology Administration Area located on Level 2 of the Psychology Laboratory Building. You will be notified by the Course Coordinator, usually via email or via Learn, when your work may be collected. Please note that the hours of return for all work may vary so please check with the Administration office in advance.
Academic Grievances

If you encounter any problems with a course and wish to discuss these with someone, then there are several means available. You should initially approach the lecturer concerned if you feel able to. Alternatively, you could approach the class representative and ask them to present the problem to the lecturer on your behalf. You can also approach the course coordinator directly, should you so prefer. If the problem is not resolved, then you can approach the Head of Department. To find out more ways of obtaining help with problems visit the UC website “Academic appeals and grievance regulations” at http://www.canterbury.ac.nz/regulations/general-regulations/academic-appeals-and-grievance-regulations/.

Policy on Dishonest Practice

Plagiarism, collusion, copying and ghost writing are unacceptable and dishonest practices.

- **Plagiarism** is the presentation of any material (text, data, figures or drawings, on any medium including computer files) from any other source without clear and adequate acknowledgement of the source.
- **Collusion** is the presentation of work performed in conjunction with another person or persons, but submitted as if it has been completed only by the named author(s).
- **Copying** is the use of material (in any medium, including computer files) produced by another person(s) with or without their knowledge and approval.
- **Ghost writing** is the use of another person(s) (with or without payment) to prepare all or part of an item submitted for assessment.

In the cases where dishonest practice is involved in tests or other work submitted for credit, the student may be referred to the University Proctor. The instructor may choose to not mark the work.

Plagiarism: Misrepresentation of Other People’s Work as Your Own.

Plagiarism is a serious matter. Whenever you use ideas taken from other people you must acknowledge them. If you use the actual words of others (a quotation) you should put the words in quotation marks and cite the page number. The Department reserves the right to require work to be submitted in electronic format so that it can be submitted to a plagiarism detection website.

Citations: In essays, projects, and other written work you should use the format for citations that is adopted by the American Psychological Association. Conventions that are accepted in psychology are available from UC Library “APA Citations and referencing http://www.canterbury.ac.nz/library/support/citations-and-referencing/apa-american-psychological-association-style/.

A related matter concerns cross-referencing to your own work. Generally you should not present substantially the same piece of work more than once, either in the same or in different courses. If the topic and content for an assignment overlap significantly with those in another course, or with a research project you should consult the course lecturers/coordinator. Treat reference to your own work from another course as if it were someone else’s work and cite it in the manner described above. The following site gives some useful information http://www.cite.auckland.ac.nz/index.html.

Quoting

Quoting is the direct reproduction of the exact words of some person other than the author of the document in which the quote occurs. Quotes are shown either by placing the quoted words in quote marks (“”) or by italics. Quotes are appropriate when they involve providing a definition, where it is some specific statement by another person that the author is commenting on, or where a brief quote may effectively illustrate or enliven an argument. In all cases, the source of the quote must be acknowledged by an appropriate citation and reference. Long quotes, even when legitimated by appropriate citations should be avoided. The purpose of essays and other assignments is for the academic staff to evaluate their student’s wit and wisdom, not the wit and wisdom of other authors.

Learn

Learn is a web-based Learning Management System (LMS) that is used at the University to complement classroom-based courses. All Psychology courses are Learn enabled.

Those enrolled in psychology courses are able to access online course material through the Learn interface. It provides:

- a single place to access Learn enabled courses that you are enrolled in at Canterbury using the same User ID and password that you were issued with when you enrolled.
- You can check on your progress, view your lab attendance and test results, if this feature is enabled for your course.
- Communicate with other students and faculty members by using chat, discussion groups, and Learn mail, if these features are enabled for your course.

Title: Sunlight Through Stained Glass Windows
• Receive email notices about the course. For more information on Learn please visit www.learn.canterbury.ac.nz.

Computing Facilities
Over 100 Psychology Department computers connected to the University network are distributed in four laboratories; Rooms 115 and 225 for general use; Room 112 for Postgraduate use and Room 436 for APSY student use. During term time the larger laboratories are heavily used between the hours of 9am to 5pm for scheduled teaching classes. Students must vacate the labs at least 10 minutes prior to the commencement of a scheduled lab class. Facilities in Room 115 are available at other times and for extended hours in the evenings and over the weekends, for use by psychology students. All computer laboratories are equipped with laser printers. There is a standard University charge for printing (colour printing is also an option). Individual student accounts are automatically debited and printer credits issued on your University card.

Currently, only enrolled psychology students and members of the Department may use the Department’s computer facilities. Users undertake not to eat or drink in the computer laboratories (all drinking vessels other than sipper bottles are prohibited) or to play computer games on the machines. They also undertake not to leave books or other personal materials in the labs. Locking of workstations for personal use is not tolerated.

Psychology Liaison Librarian
Margaret Paterson is the Liaison Librarian for Psychology. Margaret is available to help you make the best use of the resources available through the library. An appointment can be made to
• provide assistance with locating resources for your research area
• provide advice on searching databases to find journal literature
• help you learn to use EndNote to manage your references
• help you keep current with literature in your subject area

Margaret may be contacted by either email (margaret.paterson@canterbury.ac.nz) or phone (Ext. 93921).

Text Books
Information about course text books can be found in the Course Website http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology.

Psychology Staff-Student Liaison Committee
This committee exists to provide a forum for the general exchange of information between staff and students in the Department. The committee comprises elected staff plus class representatives. It normally meets once a term. Please contact the Convenor of the Committee, Dr Virginii (Gini) McIntosh, if you would like to have any issues discussed by the Committee.

UC Careers, Internships & Employment
The University Careers, Internships & Employment Centre can offer all students general career and preparation for job-hunting advice. Visit their website at www.canterbury.ac.nz/careers/. For career resources go to Level 1, Geography Building. To make a Drop in or Career Counselling appointment, please email careers@canterbury.ac.nz.
Postgraduate Degrees & Diplomas

Postgraduate Study in Psychology and Applied Psychology

While most postgraduate psychology students progress from a BSc or BA degree with a psychology major, “conversion” programmes are available for degree holders who have majored in a different subject (see page 7).

Students can study for a BA(Hons), BSc(Hons), MA, MSc or a PhD in Psychology or for an MSc in Applied Psychology (APSY) (see later section). A Postgraduate Diploma in Science and Postgraduate Diplomas in Clinical are also offered (see later section). As shown in the diagram opposite, BA(Hons) and BSc(Hons) students take fourth year courses that are equivalent to an MA Part I or MSc Part I.

Entry Requirements for Postgraduate Study

The entry requirements listed below (or comparable qualifications from other universities) apply to all postgraduate degrees in the Department and the Postgraduate Diploma in Science (there are additional entry requirements for the Postgraduate Diploma in Clinical Psychology). Those who hold a University degree but without a major in psychology may proceed to postgraduate study upon completion of a Graduate Diploma in Science or Arts or by completing the necessary prerequisite courses which meet the entry requirements described in the box.

Postgraduate Degrees and Diplomas in Psychology at a Glance

Available postgraduate psychology degrees and the Postgraduate Diploma in Science together with their entry requirements are shown in the diagram. Entry qualifications are in rectangles. Each rectangle represents the equivalent of one year of full-time study, 120 points (part-time study is possible). The classes of honours for BA(Hons) and BSc(Hons) degrees are First Class, Second Class (Divisions I or II), and Third Class.

The class of honours is determined by averaging grades over the component 400-level courses (including PSYC 470 if taken).

Requirements for the award of an MA or MSc may be met in two ways. First, a student may complete both Parts I and II of the degree. In this case the class of honours, First, Second (Divisions I and II) or a Pass, is determined by grades achieved in the component 400-level courses (weighted by the course points value maximum 120 points) and PSYC 690/695 Thesis which is weighted as 120 points. Second, a student who has completed the requirements for an Honours degree may proceed directly to Part II of the Masters degree. In this case the award of Distinction, Merit or a pass is determined solely by the thesis grade. To be eligible for Honours, Distinction or Merit, the work must be completed within the prescribed period, [refer to UC Calendar; pg 485 MSc; pg166 MA]. There are also prescribed maximum durations for part-time and mixed full- and part-time study. These are set out in the University Calendar. Students are encouraged to submit their thesis research for publication in peer-reviewed journals.

A B average across fourth year courses is normally required to proceed to an MA or MSc thesis.

As the flow diagram indicates, students have considerable flexibility.

Entry Requirements for all Postgraduate Study in Psychology and Applied Psychology

165 points from PSYC courses with at least 135 points at 200-level and above, including:
1. PSYC105 and PSYC106
2. PSYC 206 and at least three from PSYC207-213, and
3. 75 points at 300-level PSYC courses.

• PSYC344 (or equivalent) is required for postgraduate study in Psychology and Applied Psychology.

Note:
1. There are additional requirements for the Clinical Psychology and the MSc in Applied Psychology (APSY) Programmes.
2. Students whose preparatory courses in Psychology were taken prior to 2005 should consult the HoD or a College Academic Advisor before enrolling in further PSYC courses.

Bachelor’s Degree
Non PSYC major
GradDipSci or other qualifying courses

BA(Hons)
MA Part I
BSc(Hons)
BSc Part I
PGDipSc

200 points from
PSYC404-478
120 points from
PSYC404-478
150 points from
PSYC404-478 and
PSYC470 Project

MA Part II
PSYC 690 Thesis
BSc Part II
PSYC695 Thesis
PhD

PSYC Major
Including PSYC 344
PSYC Major
Including PSYC 344
PSYC Major
Including PSYC 344
PSYC Major
Including PSYC 344

Key
Possible Progression permitted only with approval of the appropriate Dean
Usual progression

* NB BA(Hons) must include at least 30 points of research-related courses and students undertaking BSc(Hons), MA and MSc part I must include PSYC460. For advice on achieving this requirement see the PG Course Coordinator.
Doctoral (PhD) Study in Psychology

Doctoral (PhD) study at Canterbury can be undertaken in any area of psychology (from basic neuroscience to philosophical issues in psychology). The PhD degree at Canterbury is wholly a research degree although some additional course work may be required by the PhD supervisor. Students are normally enrolled as a full-time student and regard study and research towards a PhD as a full-time occupation throughout the calendar year. The minimum period of enrolment for a full-time candidate is 36 months. The maximum period of enrolment for a full-time candidate is normally 48 months. Part-time candidates must normally complete their thesis within six years. The completed research must make an original contribution to psychological knowledge. The research should be of a standard acceptable for publication in well regarded, peer-reviewed journals and the Department strongly encourages students to submit their research for publication in such journals during the course of their doctoral study. Please see University of Canterbury guidelines available from the Postgraduate Office, website http://www.canterbury.ac.nz/ law/postgraduate-options/masters-and-doctoral-study/.

The Department is equipped to supervise doctoral research in many areas of psychological science. Graduate students with good academic qualifications are invited to apply. The Department usually makes a financial contribution to appropriate research expenses. Please consult the Guide for PhD Students available from our website under the heading “Psychology Study”.

The Department welcomes enquiries from within New Zealand and from overseas. University scholarships are available to both New Zealand and foreign students. The Department encourages doctoral students (and postgraduate students generally) to take up teaching assistantships, and play an active part in the Department.

General Experimental Psychology Programme (PhD)

The General Experimental Programme is intended for students interested in an academic and/or research career. The PhD degree is based on high quality basic research and is available in most areas of psychology. The Department has excellent research facilities and offers postgraduate training in the following subdisciplines of psychology: behaviour analysis, behavioural neuroscience, cognitive, comparative, developmental, economic, environmental psychology, family, health, human factors, perception, psychopharmacology, learning and memory, motivation, neuropsychology, social, personality and theoretical psychology.

Research in Experimental Psychology involves a close collaboration with academic staff members. Interested students are encouraged to discuss possibilities with individual staff and to identify in their application a supervisor and co-supervisor who could serve as an academic/research supervisor. Ordinarily, MA, MSc or BSc(Hons) graduates with First Class Honours or Second Class Honours (Division I) are eligible for the programme. As well, BA(Hons) including PSYC470 may be considered. Masters programmes for students planning to continue to a PhD will be designed individually for each student in consultation with his/her research supervisor and the Postgraduate Research Coordinator.

Doctorates in Clinical (PhD) and Industrial Organisational (PhD) are also possible and encouraged by the Department.

For more information, please contact the Postgraduate Research Coordinator.

Masters Thesis Topics:

For help in identifying possible topics and supervisors, please talk to the Postgraduate Research Coordinator.

Clinical Psychology

The University of Canterbury offers a Post-Graduate Diploma in Clinical Psychology (PGDipClinPsyc) programme, which enables registration with the New Zealand (NZ) Psychologists Board as a Registered Clinical Psychologist. In order for the PGDipClinPsyc to be awarded graduates must also hold the minimum of a Master degree in Psychology, which may be studied concurrently with the PGDipClinPsyc. It is also possible to study a PhD in Psychology concurrently with the PGDipClinPsyc.

The University of Canterbury does not offer a PhD in “Clinical Psychology” or any other form of doctorate in Clinical Psychology. At the University of Canterbury the PhD is offered in the subject of Psychology, and a wide range of topics, including abnormal psychology/ psychopathology and clinical psychology may be studied for the degree. As is the case throughout New Zealand, the University of Canterbury PhD is a research degree and no coursework is required (although it may be undertaken at the direction of the Supervisor).

It is completion of the PGDipClinPsyc that ensures eligibility for registration as a Clinical Psychologist with the NZ Psychologists Board, not the PhD.

Entry into, and enrolment in, the PGDipClinPsyc, a Masters degree, or PhD study, are separate processes. Masters and PhD degree enrolment is an “any time” enrolment but application for entry into the PGDipClinPsyc programme is required by 30 September of the year prior to anticipated enrolment.

Entry Requirements for Clinical Psychology

Application must be made by 30th September of the year prior to commencement. Due to the intensity and demands of the course, entry requirements are a minimum of an Honours Bachelor’s degree in Psychology (BA(Hons)/BSc(Hons)) or Part I of a Master’s degree in Psychology (MA/ MSc) from a New Zealand university, or an equivalent qualification acceptable to the University and approved by the Head of Department.

As a minimum, applicants need to take PSYC335 Abnormal Psychology (or equivalent) and an approved honours (400/600) level research methods course prior to applying. Any course combination at honours level is acceptable as long as one of the courses is a research methods course.

It is strongly recommended that students wishing to undertake a placement or internship in the psychological service of the Department of Corrections, or those seeking employment within this area upon graduation, take PSYC428 Forensic Psychology.

Note also that students completing PSYC470 Research Project as part of their fourth year degree have the option of enrolling in a PhD straight from their honours year. This project is an automatic part of a BSc(Hons). Students with a BA(Hons) wishing to pursue a PhD and who did not complete PSYC470 would need to first enrol in a Master’s degree and then upgrade to a PhD.

Completion of a Maori language course prior to entry is also strongly recommended.
Students who have not been awarded a Masters degree at the time of entry into their first year of the PGDipClinPsych must concurrently enrol in an MA/MSc thesis (part-time), or in the PhD (part-time).

Students with international qualifications must first seek approval of their qualifications from the UC Postgraduate Office. Graduates with international qualifications who seek to qualify for Registration as a Psychologist by the NZ Psychologists Board may also need to consult the NZ Psychologists Board and the New Zealand Qualifications Authority to establish eligibility for Registration.

Candidates wishing to qualify as clinical psychologists are required to complete a minimum of a three-year course. In the first year they take, PSYC641 (.25), PSYC642 (.15) and PSYC643 (.20) alongside part-time enrolment in either the Master’s or PhD (unless they already have a Masters). In the second year they take PSYC651 (.25), PSYC653 (.25), PSYC654 (.10) along with part-time research. In the third year students sit a practical examination for the Diploma following a 12-month full-time, or 24 month part-time internship PSYC670 (PSYC671,672), with concurrent coursework in PSYC661 and PSYC662 (See page 37).

Up to 12 students per year are accepted for Clinical Psychology training. Places are keenly sought. Preference is given to students with high academic achievement and strong research interests. Tact and competence in personal relations and experience in clinical work with distressed and disordered people are also sought.

More information on Clinical Psychology is available in the Clinical Handbook available from the Psychology Administration area or visit the Clinical website on http://www.canterbury.ac.nz/science/schools-and-departments/psychology/postgraduate-study/clinical-psychology/.

**MSc in Applied Psychology**

Students seeking a postgraduate qualification in Industrial & Organisational Psychology complete a two year Master of Science degree in Applied Psychology. Each year up to 15 students are accepted, the majority being recent psychology and business graduates from New Zealand, Asia and Europe. Acceptance into the programme is competitive and based on applicants' past achievements. The prerequisite for the APSY courses is acceptance into the MSc in Applied Psychology. Applications close on 30 November in the year prior to enrolment. For more information, see http://www.canterbury.ac.nz/science/schools-and-departments/psychology/postgraduate-study/applied-psychology/.

1. Comprises 120 points including PSYC460 normally selected from APSY601-619, PSYC451, PSYC460, PSYC466, PSYC473. One or more PSYC400 level courses may be substituted with approval of the Director, MSc in Applied Psychology.

2. Comprises course work totalling 30 points (selected from the same list as Part I) and a dissertation (APSY660, 90 points). The MSc (Applied Psychology) degree is awarded with First or Second Class (Division I and II) honours, or a pass. The class of honours is determined by grades achieved in the component APSY /PSYC course and APSY660 Dissertation.

**Application must be made by 30th November of the year prior to commencement**.
Postgraduate Level Courses

The following post-graduate courses include a range of semester length courses (worth 15 points) in addition to two-semester courses (worth 30 points).

Courses taken for the BA(Hons) and MA/MSc Part I should total 120 points (120 points – 1 full-time year of study). [See below for more information on BA(Hons) in Psychology.] Courses taken for the BSc(Hons) should total 150 points and include PSYC470 Project. Students enrolling in MA/MSc Part I must do PSYC460 Research Methods.

For updated information on any course, including lecture times, venues and textbook requirements, go to the Course Website http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology.

To advance to an MA or MSc thesis, a B average is normally required across fourth-year courses. In addition, PSYC460 is required to enrol in an MA or MSc thesis. [PSYC460 can be completed as PSYC601 in the thesis year.]

PSYC 404
Research in Human & Animal Neuropsychology

Whole Year
30 points
Coordinator: Professor John Dalrymple-Alford
Contact: Room 204
john.dalrymple-alford@canterbury.ac.nz
Limited to 20 students

Description: Information on the fundamentals of neuropsychology is provided as well as by seminars that cover selected topics. The course deals primarily with human neuropsychology, focusing on various CNS disorders, from both clinical and experimental perspectives. An important part of the course is to include relevant work on animal models that is pertinent to understanding human disorders and the broader multidisciplinary study of brain-behaviour relations in general.

Specific seminars are not fixed and particular student interests will be considered. For example, likely topics would be: experimental approaches to recover of brain function (intracerebral neural transplants; trophic factors); the prefrontal cortex and cognition; the neuropsychology of attention; dementia (e.g. Alzheimer’s disease); multiple sclerosis; Parkinson’s disease; memory disorders (limbic system functions); foetal alcohol syndrome; schizophrenia; attention deficit disorder; autism; neural basis of learning and memory. As far as possible, the emphasis is on contemporary knowledge and understanding emanating from recent empirical work. Some practical experience in research-related tasks may also be provided (e.g. human neuropsychology testing, a contribution to an animal project and/or a research proposal). Sometimes, a visiting academic or member of the local health community will provide an additional perspective.

Learning Outcomes: Students who have successfully completed this course will
• be familiar with some common tests and approaches to neuropsychological questions;
• have a critical understanding of brain-behaviour relationships derived from in depth analyses of a range of common human brain disorders, including contributions from animal models of some of those disorders.

Preparation: PSYC333
Class Attendance: Two hours per week.

BA(Hons) Psychology

All BA(Hons) Degrees must include a “substantial research component” – 30 points of research-based courses). Your options are:

1. PSYC470 Project; PSYC415 Research in Experimental Analysis of Behaviour; or PSYC433 Research in Behavioural Pharmacology & Teratology – these are all 30 point courses.

2. i) PSYC460 Research Methods in Psychology AND
   ii) either of the following: PSYC458 Research in Visual Attention & Perceptual Neuropsychology, OR PSYC475 Directed Research in Psychology – 15 point courses.

Students can enrol in Postgraduate studies at any time up to the commencement of the academic year in February. New Postgraduate students are able to discuss their course options with Professor Simon Kemp, Postgraduate Courses Coordinator. Students are advised to email Prof. Simon Kemp [psyc400coord@canterbury.ac.nz], to make a time if you wish to discuss options with him. This should be done, preferably after grades have been confirmed, and also after you have looked at the options in this Handbook or on the web.

Prof. Simon Kemp is the Postgraduate Coordinator for all 1st year Psychology Postgraduate courses. Enquiries relating directly to Psychology should be sent to psyc400coord@canterbury.ac.nz to make an appointment.

Assessment: Please refer to the course outline available from the commencement of the course for details.
PSYC 415
Research in Experimental Analysis of Behaviour
Whole Year
30 points
Coordinator: Assoc. Prof. Anthony McLean
Contact: Room 507
anthony.mclean@canterbury.ac.nz
Description: This course covers advanced topics in the study of operant behaviour. It is intended that the course will run on a seminar basis, rather than formal lectures. The content will include core material on stimulus and schedule control of behaviour, and animal perception and cognition, but will otherwise be determined by the interests of students. Laboratory work will contribute substantially to the course assessment, and there will be ample opportunity for students to develop their own experimental work. Reading will be from recent issues of Journal of Experimental Psychology: Animal Behavior Processes, and Journal of the Experimental Analysis of Behavior.
Learning Outcomes: Students who have successfully passed this course should be able to
- understand recent developments and controversies.
- critically appraise the design, data analysis, and the validity of conclusions drawn from empirical investigations in Cognitive Psychology.
- apply critical and creative thinking, sceptical inquiry, and rigorous scientific approaches to issues relating to mental processes.
Preparation: PSYC 334 or similar undergraduate courses are recommended.
Class Attendance: Two hours per week.
Assessment: Please refer to the course outline available from the commencement of the course.

PSYC 416
Cognitive Psychology
Semester Two
15 points
Coordinator: Dr Ewald Neumann
Contact: Room 411
ewald.neumann@canterbury.ac.nz
Description: This is a seminar-based course. The course focuses on substantial and contemporary developments in Cognitive Psychology in general and reflects recent extensive contributions from cognitive neuroscience.
Learning Outcomes: Students who have successfully passed this course should be able to
- understand the basic processes and principles and explain choice behaviour of animals.
- understand recent developments and controversies.
Preparation: PSYC 334 is strongly recommended.
Class Attendance: Two hours per week plus laboratory time to be arranged.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 428
Forensic Psychology
Whole Year
30 points
Coordinator: Assoc. Prof. Anthony McLean
Contact: Room 507
anthony.mclean@canterbury.ac.nz
Description: This course is designed to cover advanced topics in health psychology. Health psychology is basically concerned with trying to understand psychological influences on a) how people stay healthy, b) why they become ill, c) how they respond when they do get ill.
Learning Outcomes: Students who have successfully completed this course should be able to
- design experimental studies of drug effects
- critically evaluate literature describing effects of psychotropic drugs and other chemicals on behaviour.
- demonstrate familiarity with the major contemporary concepts, theoretical perspectives, and empirical findings in Cognitive Psychology.
- appreciate the complexity of drug/brain/behaviour relationships.
- be aware of how exposure of immature organisms to drugs and other chemicals can modify their brain/behavioural development.
Preparation: PSYC 335 is recommended.
Class Attendance: Two hours per week.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 433
Research in Behavioural Pharmacology and Teratology
Whole Year
30 points
Coordinator: Prof. Rob Hughes
Contact: Room 206
rob.hughes@canterbury.ac.nz
Limited to 20 students
Description: An introduction to the effects of drugs on behaviour (behavioural pharmacology) and brain/behavioural development (behavioural teratology) with a particular focus on drugs and other chemicals that are used to treat psychological disorders and to enhance memory, and drugs that are abused and may lead to dependence.
Learning Outcomes: Students who have successfully completed this course should be able to
- critically evaluate literature describing effects of psychotropic drugs and other chemicals on behaviour.
- appreciate the complexity of drug/brain/behaviour relationships.
- be aware of how exposure of immature organisms to drugs and other chemicals can modify their brain/behavioural development.
Preparation: PSYC 333 (or equivalent) is recommended.
Class Attendance: Two hours per week.
Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 434
Health Psychology: Theories & Interventions
Semester Two
15 points
Coordinator: Assoc. Prof. Roeline Kuijer
Contact: Room 505
roeline.kuijer@canterbury.ac.nz
Description: This course is designed to cover advanced topics in health psychology. Health psychology is basically concerned with trying to understand psychological influences on a) how people stay healthy, b) why they become ill, c) how they respond when they do get ill.
Learning Outcomes: Students who have successfully completed this course should be able to...
these three broad fields will be discussed as well as a range of psychosocial interventions. Teaching is done in a mixed format of formal lectures, student prepared seminars and student presentations of their research proposal.

**Learning Outcomes:** Students who have successfully passed this course should have

- gained knowledge about contemporary issues in health psychology.
- be able to critically evaluate health psychology research.
- be able to apply health psychology research to real life questions.
- be able to understand issues surrounding ethically, theoretically and methodologically sound health psychology research.
- be able to present theories and research in both written and oral formats.

**Preparation:** PSYC339

**Restricted:** PSYC437

**Class Attendance:** Two hours per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

**PSYC 451 Human Factors – Ergonomics**

**Semester Two**

**NOT OFFERED IN 2018**

**PSYC 452 Family Psychology**

**Semester One**

15 points

Coordinator: Dr Jacki Henderson

Contact: Room 430

jacki.henderson@canterbury.ac.nz

Limited to 15 students

**Description:** This course will consider a number of topics in Family Psychology, with an emphasis on theoretical advances and current research findings in the field. There will be a focus on the relevance of research in Family Psychology to critical issues in Aotearoa/New Zealand. This course aims to introduce students to current research and theory in Family Psychology; to explore the relevance of this research to the New Zealand context and to also introduce students to the professional work of psychologists in the Child and Family area.

**Learning Outcomes:** Students who have successfully passed this course should be able to

- identify several major areas of contemporary research in Family Psychology.
- relate these to the New Zealand context
- understand the implications of research for policy/interventions
- present research and theory to audiences in a variety of formats, including lectures, tutorials, poster presentation, and essays.
- be able to work collaboratively on presentation of ideas and information.

**Preparation:** PSYC 334 and/or PSYC 339, PSYC348

**Class Attendance:** Two hours per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

**PSYC 458 Research in Visual Attention & Perceptual Neuropsychology**

**Semester One**

15 points

Coordinator: Dr Zhe Chen

Contact: Room 509, Ext 7179 or Ext 7987

zhe.chen@canterbury.ac.nz

**Description:** This course is designed to provide a relatively in-depth reading of current findings in selective areas of visual attention and perceptual neuropsychology. The goal is to develop both an understanding of the fields and an interest in pursuing research in some aspects of them in the future.

**Learning Outcomes:** On successful completion of this course, students will have

- gained a relatively in-depth understanding of the major models and theories in selective areas of visual attention and perceptual neuropsychology.
- demonstrated the ability to read original research articles, evaluate critically the authors’ empirical findings and their interpretation of the data and theoretical claims.
- learnt to lead discussion and to present other people’s research in a clear and succinct way.
- learnt to formulate a research question, conduct a literature search on a topic of interest, turn the research question into one or more testable hypotheses, write a research proposal, and present the proposal in a semi-formal setting.
- learnt to edit and to write in a style consistent with the English Wikipedia’s Manual of Style.
- produced a Wikipedia entry on-line.

**Preparation:** PSYC209 Sensation Perception, and/or PSYC208 Cognition, or similar undergraduate courses.

**Class Attendance:** Two hours per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.
PSYC 460
Research Methods in Psychology

Semester One
15 points
Coordinator: Prof. Randolph Grace
Contact: Room 205
randolph.grace@canterbury.ac.nz

Description: This course is an advanced course in statistics and data analysis, with application for Psychology. It is assumed that students have taken an introductory course such as PSYC206, although there will be some revision of the basics of null hypothesis testing, correlation/regression, and ANOVA. There will be several classes on multiple regression, which provides a foundation for methods for analysis of both experimental and correlational data which is subsequently considered, including repeated-measures ANOVA, GLM, ANCOVA, logistic regression and survival analysis, psychometrics, exploratory and confirmatory factor analysis.

Preparation: PSYC 206 and PSYC 344 or equivalent are strongly recommended.

Class Attendance: Two hours and a 1-hour lab per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 466
The Psychology of Inter-Group Relations

Semester One
15 points
Coordinator: Dr Kumar Yogeeswaran
Contact: Room 205
kumaryogeeswaran@canterbury.ac.nz
Limited to 15 students

Description: This course is designed to provide an advanced overview of theories and empirical research on the social psychology of intergroup relations. In the first part of the course, we will discuss the various forms of intergroup biases (i.e. stereotypes, prejudice, and discrimination) before covering the blatant, subtle, and even non-conscious ways in which these biases can manifest themselves.

In the second part of the course, we will discuss the motivational, cognitive, affective, and evolutionary factors underlying intergroup bias before shedding light on how intergroup biases impact the self conceptions of members of stigmatized groups. And finally, the course will transition to better understanding the ways in which intergroup bias and conflict can be reduced and how national unity can be achieved in an increasingly multicultural world.

Learning Outcomes: At the completion of this course, students are expected to be able to:
• demonstrate knowledge in the social psychology of intergroup relations.
• develop a strong understanding of research methodology and design.
• critically evaluate theoretical and empirical research in the field.
• integrate research in the area of intergroup relations and formulate novel research ideas
• propose and design new experiments in the field of intergroup relations
• justify and provide rationale for research ideas, while critiquing previous research.
• clearly communicate research ideas in oral and written form.
• apply scientific research from the area of intergroup relations to real world problems.

Pre requisite: PSYC 332 (or equivalent).

Class Attendance: Two hours per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 469 Special Topic:
Modern Research Methods

Semester Two
15 points
Coordinator: Prof. Brian Haig
Contact: Room 203
brian.haig@canterbury.ac.nz

Description: This course is concerned with methods and strategies that are of major importance to psychology and other behavioural sciences. It places a heavy emphasis on acquiring an in-depth understanding of different types of modern research methods as they occur in their proper scientific contexts.

The topics and methods to be covered are: perspectives, strategies, and methods; the significance of sameness paradigm; tests of statistical significants; the new statistics, Bayesian statistical inference; a model of the new statistics, foundation for methods for analysis of both experimental and correlational data which is subsequently considered, including repeated-measures ANOVA, GLM, ANCOVA, logistic regression and survival analysis, psychometrics, exploratory and confirmatory factor analysis.

Preparation: PSYC 206 and PSYC 344 (or equivalent).

Class Attendance: Two hours per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 470 Project

Whole Year
30 points
Coordinator: Dr Kumar Yogeeswaran
Contact: Room 210
kumar.yogeeswaran@canterbury.ac.nz
Limited to 20 students

Compulsory Course for BSc(Hons)

Description: The project is a compulsory component of the BSc(Hons) degree and may be included as one of the courses for the BA(Hons) degree, PGDipSc and Part I of a Master’s degree. The project requires the completion of a research project where the work is performed under the close direction of a designated supervisor. Intending project students may discuss project ideas in the first instance with the PG Courses Coordinator, or with members of the academic staff they may wish to work with, but approval for the project must be obtained from the Course Coordinator, prior to enrolment.

It is recommended that students completing PSYC470 also complete PSYC460 concurrently with PSYC470.

Assessment: The project is graded by the supervisor and a second marker, as coordinated and reviewed by the Course Coordinators.

PSYC 472
History of Psychology

Semester One
15 points
Coordinator: Prof. Simon Kemp
Contact: Room 208A
simon.kemp@canterbury.ac.nz

Description: The course covers the history of psychology and particularly of ideas about psychology, including ideas that originate before the beginnings of scientific psychology.
in the mid-nineteenth century. The course will include reading some important past work in psychology as well as a very brief introduction to historical methodology.

Learning Outcomes:
- To deepen understanding of the history of psychology, and particularly of the history of theories and ideas of psychology.
- To encourage critical thinking about the history of psychology.
- To create an opportunity to learn about some important books written about psychology in the past.

Preparation: No particular courses required.

Class Attendance: In term 1, everyone will present on a book they have read on a Saturday early Term 2. Other than that there will be no classes in Term 2 (and no exam at the end of the term either).

Assessment: Please refer to the course outline available from the commencement of the course.

PSYC 473
The Individual in the Economy
Semester Two
15 points
Coordinator: Prof. Simon Kemp
Contact: Room 208a
simon.kemp@canterbury.ac.nz

Description: The course examines how psychology may be applied to public sector decision-making, particularly with regard to financial issues. Topics are likely to include decision-making, distributional justice; psychology of money; subjective well-being of society; valuation of government services; psychology of regulation; household decision making; saving; psychology of unemployment; why doesn’t socialism work (or does it)?

Learning Outcomes:
- To explore ways in which psychological ideas and methods can enrich decisions made by and in the public sector of the economy. Some sub-disciplinary overlaps with the course are “decision-making in the public sector”; “behavioural public finance”; and “behavioural public economics”.
- This course may be useful preparation for those contemplating careers in public sector research or policy.

Preparation: No particular courses required.

Class Attendance: Two hours per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

PSYC 475
Directed Research in Psychology
Whole Year
15 points
Contact: Dr Kumar Yogeeswaran
Room 210
kumar.yogeeswaran@canterbury.ac.nz
Limited to BA(Hons) Students only
Limited to 20 students

Description: In this course students will work on a research exercise under the close direction and supervision of a staff member. The research undertaken may involve a wide range of activities, e.g., meta-analysis of existing research; quantitative review of the effectiveness of outcome research; analyses of existing data archives; replications; and small-scale data-gathering and analysis projects. Students will be required to prepare a report on their research activity using standard APA style. Concurrently they will (unless credited previously) be enrolled in one of the Department’s research methods courses. It is expected that the research exercise will give students the opportunity to practice the knowledge gained in the methods course.

Prerequisite: Subject to approval by the Head of Department.

Co-requisite: PSYC460.

Restrictions: PSYC413, PSYC415, PSYC433, PSYC467, PSYC470.

PSYC 477
Mental Health and Food
Semester Two
15 points
Coordinator: Prof. Julia Rucklidge
Contact: Room 465
julia.rucklidge@canterbury.ac.nz

Description: The goal of the course is that students will learn about nutrition and mental health, the consequences of poor nutrition, the role of different diets in the expression of mental health, the complexities associated with measuring food intake, and the potential for nutritional therapies. In addition, non-nutritional components (natural and additives) of food will be explored in the context of neurological effects to give the student an appreciation of the emerging importance of non-nutritive food components in mental health. The course will also focus on the biochemical mechanisms that might be at play to understand the role of nutrients and food in health outcomes. The course is co-taught with Professor Ian Shaw from Chemistry.

Learning Outcomes: Students who have successfully completed this course will have:
- developed an understanding of the complexities associated with studying how food and nutrients might play a role in the expression of mental illness.
- developed the skills to critically evaluate studies on food and mental health and the controversy associated with this line of research.
- developed and demonstrated skills in communicating the findings of scientific research on nutrients and mental health.
- gained a general knowledge of the role of nutrients and food in the expression of psychiatric and psychological symptoms.
- developed an understanding of the biochemistry of how food can influence psychological states.

Class Attendance: Two hours per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.
psychoanalytic, and family systems approaches.

• current issues, strengths and weaknesses surrounding the diagnosis of psychopathology including use of the DSM-V.

• common approaches to assessment and evaluation of child and adolescent psychopathology, risk and resilience.

• a variety of diagnostic categories including disruptive disorders, attachment disorders, emotional disorders, pervasive developmental disorders, and disorders related to exposure to trauma.

• identify familial, relational, cultural, ethnic, developmental, ethical issues in the development of child and adolescent psychopathology.

**Class Attendance:** Two hours per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

**PSYC 601**

**Research Methods in Psychology**

Semester One

15 points

This course is required for students completing an MA or MSc who have not completed either PSYC460 of PSYC464. PSYC601 (15 points) is completed as PSYC460 (see prior descriptions but is treated as Pass/Fail (no grade is assigned).

**PSYC 690/695**

**MA/MSc Thesis**

Coordinator: Assoc. Prof. Roeline Kuijer

Contact: Room 505
roeline.kuijer@canterbury.ac.nz

**Description:** Psychology theses normally involve reporting the rationale, method, and results of an empirical investigation performed by the student under the direct supervision of, or in close collaboration with, a member of the academic staff. A detailed theoretical analysis may also be undertaken and reported.

Students should consult a supervisor and the Postgraduate Thesis/PhD Coordinator (in either order) before deciding on a topic. A proposal outlining the research to be undertaken must be approved by the Department, and the Department Research Committee must approve a budget prior to the commencement of detailed work. Where human or animal subjects are involved, approval for this research is required from the appropriate University Ethics Committee. A Department Intellectual Rights Agreement must also be completed during this process.

When the thesis comprises Part II of the MA and MSc degrees, it has equal weighting with Part I (i.e. 120 points) in determining the grade of honours (if any) for the degree. To be eligible for the award of honours the thesis normally has to be submitted within two years of commencement. For students who have completed a BA(Hons) or BSc(Hons) the thesis is undertaken “by thesis only” and an award of Distinction, Merit or Pass is awarded.

Students who have completed a BA(Hons) are also able to enrol in an MSc thesis.

Thesis students are advised to ensure they obtain a copy of the document Guide for PhD, Thesis and Project Students available from the web.

**Co-requisite:** PSYC 601 must be taken concurrently with PSYC 690/695, except for students who have completed PSYC 460 or PSYC464.

**Prerequisites:** Often Part I of an MA or MSc. It is also possible to proceed to the thesis from a BA(Hons), BSc(Hons) or PGDipSc.

**Assessment:** Grading of a thesis is determined by an internal and external examiner, who provide independent reports.

Assoc. Prof. Roeline Kuijer is the Postgraduate Research Coordinator for all Masters theses and Doctoral students. All enquiries should be directed to Roeline.
MSc in Applied & Industrial Organisational Psychology Courses

The MSc in Applied Psychology is limited to 15 students per year.

Applications close 30 November in the year prior to enrolment. For updated information on any course, including lecture times, venues and textbook requirements, go to the Course Website http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology. The prerequisite for these courses is acceptance into the MSc in Applied Psychology.

**APSY 601 Advanced Industrial & Organisational Psychology**

Whole Year
30 points
Coordinator:
Assoc. Prof. Christopher Burt
Contact: Room 424
christopher.burt@canterbury.ac.nz

Strongly recommended for Part I MSc in Applied Psychology

Description: The focus is on research and measurement problems as well as practical work and applications within the field of job analysis, and employee recruitment and selection.

Learning Outcomes:
- To develop students' abilities to employ critical skills and knowledge in order to evaluate research, to complete set assignments and to examine applied problems in the workplace.
- To extend students' academic background in employee recruitment and selection theory and practice.
- To development student skills in:
  - job analysis
  - recruitment practice
  - selection methods including measures such as interviews, psychometric tests, application blanks
  - selection decision making
  - selection data analysis

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One weekly 2-hour lecture per week and occasional laboratory/practical sessions per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

**APSY 611 Training and Learning at Work**

NOT OFFERED IN 2018

**APSY 612 Performance Management & Appraisal**

Semester Two
15 points
Coordinator: Prof. Katharina Näswall
Contact: Room 221
katharina.naswall@canterbury.ac.nz

Description: This course will focus on the theory and application of performance and performance management research. Considerable attention will be given to the development of performance management systems in organisations. Topics such as criterion theory and development, performance appraisal methods, feedback, job evaluation and reward systems will be discussed. As the course title suggests, APSY612 deals with various issues related to performance and performance management, with particular attention given to practical application of the theory.

Learning Outcomes: Students who have successfully completed this course will be able to:
- Explain the purposes, methods and applications of performance management and appraisal.
- Demonstrate understanding of how performance management fits in an organisation's strategic plan.
- Critically evaluate performance management systems, understanding both their benefits and limitations.
- Design a performance management system.

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One 2-hour seminar per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

**APSY 613 Special Topic: Theory & Practice of Negotiations**

NOT OFFERED IN 2018

**APSY 614 Leadership & Motivation in Organisations**

Semester One
15 points
Coordinator: Dr Joana Kuntz
Contact: Room 201
joana.kuntz@canterbury.ac.nz

Description: The main objective of this course is to familiarise students with the content domain of leadership and of motivation in organisations. Both “classic” pieces and current research and theory will be examined. The leadership topics covered will include attribution theories, leader-member exchange, transformational leadership

Dr Joana Kuntz is the Director of the Applied Psychology Programme. General enquiries should be directed to the Professional Programmes Administrator, for course advice, please contact Joana.
and ethical leadership. Motivation topics will include performance variability, attitudes, goal setting, and self regulation.

**Learning Outcomes:** By the end of this course, you will be able to:

- Demonstrate sound knowledge of seminal leadership and motivation theories.
- Critically evaluate theory development and empirical research in the topic areas.
- Demonstrate an understanding of the implications of leadership and motivation research to I/O Psychology and general business practice.
- Integrate and apply knowledge of leadership and motivation principles to practical workplace situations and problems.

**Prerequisite:** Acceptance into MSc in Applied Psychology.

**Class Attendance:** One 2-hour seminar per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

### APSY 617 Industrial & Organisational Psychology Measurement Issues

**Semester Two**

**15 points**

**Coordinator:** Prof. Katharina Näswall

**Contact:** Room 221

katharina.naswall@canterbury.ac.nz

**Description:** This purpose of this course is to familiarise students with classical and modern measurement theories, and with the application of these theories to measurement development, data interpretation, and competent decision-making for Recruitment and Selection, Performance Evaluation, and Employee Development practice.

**Learning Outcomes:** After completion of the course students should be able to demonstrate:

- Knowledge of the main measurement theories and different types of validity relevant to I/O Psychology, knowledge of reliability of measures/tests, why it is important, and what factors affect it, as well as the relation between a research question, questionnaire construction, and statistical analysis.
- Ability to critically evaluate the quality of a measure/test published in journals/case reports/media, as well as choose the appropriate measure to assess a particular phenomenon.
- Ability to construct multiple indicator measurement scales for psychological constructs.
- Ability to statistically evaluate measurement properties of questionnaires based on latent variables with multiple indicators (e.g., by using exploratory factor analysis and reliability estimates).
- Skills to discuss measurement properties and reflect on benefits and drawbacks of scales.

**Prerequisite:** Acceptance into MSc in Applied Psychology.

**Class Attendance:** One 2-hour seminar per week.

**Assessment:** Please refer to the course outline available from the commencement of the course for details.

### APSY 618 Organisational Change: Directions for I/O Psychology Practice

**Semester One**

**15 points**

**Coordinator:** Dr Joana Kuntz

**Contact:** Room 201

joana.kuntz@canterbury.ac.nz

**Description:** The purpose of this course is twofold. The first objective is to familiarise students with frameworks and research (e.g., leadership, motivation, training, personality and individual differences) that inform organisational change planning and implementation. The second course objective is to provide students with the necessary knowledge and competencies to: a) critically analyse organisational change practices, b) identify psychological and interpersonal challenges faced by change leaders and employees, and c) facilitate organisational change implementation as I/O practitioners. Topics covered will include psychological mechanisms of change resistance and readiness, change leadership, and training for changing organisations.

**Learning Outcomes:** After completion of the course students should be able to:

- understand the role of I/O Psychologists as organisational change facilitators.
- apply knowledge of research and measurement tools to diagnose need for change, to assess change resistance and readiness, and to evaluate the success of change management programs.
- understand the influence of individual-level variables, group dynamics, leadership, organisational structure, and organisational culture on change planning, implementation and success.
- critically appraise organisational change research, theory, and current organisational practices.

**Prerequisite:** Acceptance into MSc in Applied Psychology.

**Class Attendance:** One 2-hour seminar per week.

**Assessment:** Please refer to the course outline
available from the commencement of the course for details.

APSY 619
Psychology of Stress, Health, and Wellbeing at Work

Semester One
15 points
Coordinator: Prof. Katharina Näswall
Contact: Room 221
katharina.naswall@canterbury.ac.nz

Description: This course focuses on stress, health, and wellbeing at work. The course will provide an overview of recent research on how to create psychologically healthy workplaces. It provides students with a framework for analysing how stress, health, and wellbeing at work impact on individuals and organizations. The course also focuses on how I/O psychology can contribute to solving problems related to stress, health, and wellbeing at work. Critical thinking, relating theory to practice, and relating new concepts to old theories, as well as critical reflection and discussion, both oral and written, will be strongly emphasized.

Learning Outcomes: After completion of the course students should be able to:
• discuss and contrast existing theories on work stress, health, and wellbeing at work.
• analyse how employee attitudes, health, and wellbeing may be affected by working conditions, management practices, and interpersonal interactions at work.
• relate theories on work, stress, and wellbeing at work to practical phenomena.
• identify problems related to stress and wellbeing, and what the solutions would be.
• identify gaps in current knowledge and identify needs for future research and application.
• propose solutions to real-world issues in working life and how these can be both implemented and evaluated.
• present a proposal in front of a group with visual aids.

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One 2-hour seminar per week.

Assessment: Please refer to the course outline available from the commencement of the course for details.

APSY 660 Dissertation

Whole year
90 points
Coordinator: Dr Joana Kuntz
Contact: Room 201
joana.kuntz@canterbury.ac.nz

Compulsory for Part II MSc

Description: Candidates enrolled for APSY 660, which is equivalent to three courses, must present a dissertation to the Postgraduate Office, by the 1 February in the year following enrolment for Part II of the MSc in Applied Psychology. The dissertation requires the completion of a research exercise and the completion of a report where the work is performed under close direction of a supervisor. Dissertation students should discuss dissertation ideas in the first instance with the Director of MSc in Applied Psychology or with members of the academic staff with whom they may wish to work.

Prerequisite: Students will normally have completed a practical course in Statistics and Research Design prior to enrolment in APSY660.

Assessment: Grading of a dissertation is determined by the supervisor and an external examiner.

Title: Tunnel Vision: Bridge to Nowhere
Clinical Psychology Programme

These courses are restricted to the students selected for Clinical Psychology training each year. Numbers of places vary from year to year, with a minimum of 10 and a maximum of 12 places.

**PSYC 641 Advanced Psychopathology**
Coordinator: Prof. Julia Rucklidge
julia.rucklidge@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: Advanced Psychopathology is a broad survey of adult and child psychopathology. The focus is on description (including classification, differential diagnosis, epidemiology, etc.), etiology, and to some degree assessment. The course builds on what you have already learned in PSYC335 Abnormal Psychology (or equivalent). The topics examine a range of basic adult, child and forensic psychopathology and form a building block for the next year’s focus on intervention.

**PSYC 642 Psychometric Assessment Methods**
Coordinator: Liz Waugh
liz.waugh@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: The objective of the course is to provide an introduction to the theory and practice of psychometric assessment in clinical practice. It is intended that as the course proceeds you will become familiar with the more frequently used psychometric tests, be aware of the strengths and deficits of each test, be confident with the choosing of tests for different presenting problems, and competent in the administration, scoring and interpretation of the tests.

**PSYC 643 Year 1 Practicum**
Coordinator: Liz Waugh
liz.waugh@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: The course objective is to provide students with the opportunity to apply the science and practice of clinical psychology in the context of a practicum placement at The Psychology Centre. The placement comprises interview skills training, and focuses on psychological assessment with the opportunity to develop interviewing and psychometric skills. Expectations for the placement include gaining experience in interviewing, psychological assessment, report writing and observing clinical psychologists doing their job.

**PSYC 651 Psychotherapeutic Methods**
Coordinator: Dr Sarah Christopherson
sarah.christofferson@canterbury.ac.nz
Coordinator: Prof. Julia Rucklidge
julia.rucklidge@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: A primary goal of this course is to provide students with a basic understanding of the conceptual foundations of cognitive and behavioural therapies for child, adolescent and adult disorders. To this end, the course will explore the theory, application and processes of cognitive and behavioural intervention approaches with reference to specific psychological disorders or problematic behaviour patterns (such as criminal offending), as well as highlight pertinent empirical data on the effectiveness of the various psychological interventions reviewed.
Prerequisite: Admission to the clinical psychology training programme, and satisfactory completion of the first year training elements of the clinical programme (PSYC 641, PSYC 642, PSYC 643).

**PSYC 653 Year 2 Practicum**
Coordinator: Dr Neil Thompson
neil.thompson@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: This course offers the opportunity to further practice interviewing and psychometric skills that developed during the first year, and to gain intervention experience. Placements comprise of a Psychology Centre placement, and two placements within the community. The community placements will be for 12 weeks, 2 days per week in terms 2 and 3. Expectations for the placements include observing clinical psychologists doing their job, gaining experience in conducting psychotherapy, and report writing. By the end of the course, students will be able to critically integrate assessment and intervention strategies in supervised clinical work to the satisfaction of both the field supervisors and the clinical lecturers.
Prerequisite: Admission to the clinical psychology training programme, and satisfactory completion of the first year training elements of the clinical programme (PSYC 641, PSYC 642, PSYC 643).

**PSYC 654 Comprehensive Exam in Clinical Psychology**
Coordinator: Prof. Martin Dorahy
martin.dorahy@canterbury.ac.nz
Limited to students admitted into the clinical psychology programme
Description: For students who have successfully completed Year 1 and 2 clinical programme training elements, there will be a Comprehensive Exam in the last week of October/first week of November that consists of one 3-hour written paper. This will be followed by a 30-minute oral exam two days later that concentrates on students’ answers to the written paper. The exam will consist of 12 short answer or essay questions, and the student is expected to pass 11 of these. These exams will draw upon material taught in all previously required preparations, and will be graded on a pass/fail basis. It is not possible to pass this exam based on a special consideration.
Students who fail the Comprehensive Exam will be given a second oral exam. The emphasis of this exam will be on the failed topics, although any pertinent material related to clinical programme preparations may be examined. Students will be expected to pass all questions during this second oral exam. Failure to pass this oral exam will mean that a student will not be able to enrol for PSYC 661/662/670 the following year. A second failure on the Comprehensive Exam will result in exclusion from the clinical training programme.
The overall objective of the Comprehensive Exam is to evaluate mastery of core principles and applications in clinical psychology. Since eligible students will have already completed post-graduate work in the main clinical areas, the Comprehensive Exam is constructed to evaluate the student’s ability to integrate theory, methodology, and empirical knowledge associated with clinical psychology. Students
who demonstrate adequate integrative skills are permitted to enter the final stages of diploma training in clinical psychology (PSYC661/662/670).

Prerequisite: Satisfactory completion of all previous clinical programme requirements.

Class Attendance: No associated class sessions. See information above for exam schedule and contingencies.

PSYC 661
Advanced Topics in Clinical Psychology – I
Coordinator: Prof. Martin Dorahy
martin.dorahy@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme.

Description: A survey of advanced topics in clinical psychology that builds upon previous courses in psychopathology, assessment and intervention. Topics will include: ethics and professional issues, working with specific populations (e.g. intellectual disability and forensic clients, substance use disorders); and cultural & diversity issues.

Prerequisites: 1) PSYC641, 642, 643, 651, 653, 654; 2) approval from the Director of Clinical Training.

PSYC 662
Advanced Topics in Clinical Psychology – II
Coordinator: Assoc. Prof. Eileen Britt
eileen.britt@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme.

Description: Coverage of advanced topics in clinical psychology that builds upon previous courses in psychopathology, assessment and intervention. Topics will include: advanced cognitive behaviour therapy strategies and techniques, schema therapy, interpersonal therapy, couples and family therapy, dialectical behaviour therapy, motivational interviewing and cultural issues in psychotherapy.

Prerequisites: 1) PSYC641, 642, 643, 651, 653, 654; 2) approval from the Director of Clinical Training.

PSYC 670
PSYC671/672
Internship in Clinical Psychology
Coordinator: Dr Neil Thompson
neil.thompson@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme. There will also be a half-time option available.

Opportunity for students to apply the science and practice of clinical psychology in a practical setting, the internship year is two full-time half-year clinical placements.

Prerequisites: 1) PSYC641, 642, 643, 651, 653, 654; 2) completion of a Masters Degree or satisfactory progress toward a PhD; 3) approval from the Director of Clinical Training.

[Part-time clinical internships are available, with permission of the Clinical Director]

For further detailed information about the Clinical Psychology Programme, please refer to the Clinical Handbook available online [http://www.canterbury.ac.nz/science/schools-and-departments/psychology/postgraduate-study/clinical-psychology/], or in printed format from the Professional Programmes Administrator.

Important information for Clinical Students:
A student enrolling in the Postgraduate Diploma in Clinical Psychology who has already completed their Masters/PhD will be studying 0.6EFTS, therefore not meeting the full-time requirement. Students are encouraged to explore their individual options directly with StudyLink.

Professor Martin Dorahy is the Director of the Clinical Programme. General enquiries should be directed to the Professional Programmes Administrator, for course advice, please contact Martin.
General Postgraduate Information

Scholarships and Awards
Information about scholarships and awards, their application procedures and closing dates (these range from 1 October to 1 November) are available on the Scholarships website (see below).

University of Canterbury Scholarships are available for students undertaking masters and doctoral research. For information on these scholarships contact the University Scholarships Office or check their website http://www.canterbury.ac.nz/get-started/scholarships/. There are two closing dates during the year for these scholarships which are advertised by the Scholarships Office.

Conference Travel
If sufficient funds are available, the Department will offer a subsidy to doctoral students to attend conferences to present a paper or poster based on their thesis research. This funding can be used toward conference registration fees, travel and accommodation costs. The value and conditions of the subsidy will be established at the beginning of each academic year and announced via the web to students.

Applications for conference funding should be made on the appropriate forms which can be downloaded from the PSYC790 Learn site. Note that applications must be accompanied by confirmation that your poster/paper has been accepted for the conference and must be signed off by your supervisor. Quotes for all items claimed need to be accompanied by documentation. For all air travel associated with conferences, the UC preferred supplier should be used. Please discuss this in the first instance with the Administrative Services Manager.


Handing in Course Work
All postgraduate course work is required for inspection by the External Examiner at the end of the year. For all postgraduate courses, the lecturer involved will have stipulated deadlines for handing in various items of assessment that they require. It is obviously in your own interests to abide by these deadlines. The granting of extensions for individual students beyond these deadlines is entirely at the discretion of the lecturers concerned.

If the reason for not being able to meet this final deadline comes within the University Special Consideration regulation for failing to complete any major item(s) of work, then a special consideration application should be made to Examinations. Alternatively, if the deadline is met but there are good reasons for believing that one’s performance was impaired on the item(s) handed in by the last day of lectures in mid-October then an application for impaired performance can be made. The regulations for both situations are outlined in the University Calendar. Briefly, the only acceptable reasons are illness or injury, bereavement or some other personal experience that has either prevented the work from being completed or has led to impaired performance. In all cases, applications must be supported by appropriate written evidence such as a doctor’s or student counsellor’s report, a newspaper death notice, police report etc.

For such applications to be accepted, a “substantial part of the assessment” for the particular course concerned must have already been completed. In the Department of Psychology, a “substantial part” means 50%.

The New Zealand Psychological Society
The New Zealand Psychological Society offers a reduced rate for student membership. The society represents the interests of both professional and academic psychologists in New Zealand. There is an annual conference and presentations by student members are encouraged. The Society publishes the New Zealand Journal of Psychology, which contains articles and reviews from all areas of psychology. See www.psychology.org.nz for more information or write to NZPSS, Box 4092, Wellington. The Society also publishes Psychology Aotearoa three times per year. This includes a Student Forum, which publishes student research reports, student opinion pieces and comments.

Notices
Any general postgraduate notices will be displayed on the Postgraduate noticeboard located on level 4 of our lab block near the stairwell. Specific Clinical and APSY course noticeboards are also located in this area. Please check them regularly, as Departmental information and other information will be posted there for your information.

Postgraduate Studies Information
For University information and guidelines for all postgraduate studies, the University has a dedicated website available at http://www.canterbury.ac.nz/postgraduate. This has all the information you may need during your enrolment as a Postgraduate student including forms for Masters and PhD students.

Postgraduate Common Room
The Department provides a Postgraduate Student Common Room, currently Room 474 (and Level 4 break-out space/kitchen). Please remember that these facilities are for all Psychology Postgraduate Students – PhD, BA(Hons), BSc(Hons), and Masters Part 1 and above. Please ensure that this room is left tidy at all times.
Lockers
Lockers are available outside Room 474, on Level 4. These are intended for students who do not have office space and course-work students. Lockers are secured by attaching a padlock. The padlocks will be removed at the end of December unless arrangements are made with the Administrative Services Manager.

Postgraduate Computer Laboratory
Within computer labs mentioned earlier (pg 23), we also have a Computer Laboratory (Room 112, Psychology Lab Block) for exclusive use of postgraduate students and also a computer laboratory for the MSc in Applied Psychology students (Room 436). The labs are occasionally used for undergraduate labs and if this is the case the timetable will be advertised in advance.

Postgraduate Office Space
The Department will endeavour to provide each postgraduate thesis student (Masters and PhD) with office desk space but this may not be possible in all cases. PhD students will be given priority and normally share an office with others. An attempt is made to accommodate Master’s thesis/APSY dissertation students in the same way. Applications must be made annually to Robyn Daly, Administrative Services Manager, Room 222 using the form which will be provided. Allocations are normally announced in the first week of March.

Psychometric Testing
The Department maintains a library of psychological tests which contains a wide variety of commonly used tests including: tests of perceptual and motor skill; neuropsychology, personality and interest tests; tests used in vocational assessment; behaviour rating scales and checklists; and intelligence and ability tests. The test library is accessible to staff and postgraduate students for research use. Students beginning projects may find it useful to consult the test library for relevant measures during the planning of their research. To make an appointment to view tests or order tests please email test.library@psyc.canterbury.ac.nz.

Note that test publishers impose restrictions on who may access and use particular tests. Students need to check with their supervisors to ensure that they meet these ethical and contractual requirements.

Research Space / Room Bookings
Space for postgraduate student research is arranged with your thesis or project supervisor or course coordinator in consultation with Department office staff who manage booking schedules. There are also a number of spaces dedicated to particular research activities and programmes that call for specialized equipment or facilities. Dedicated spaces exist for social psychology, developmental psychology, clinical psychology, animal behaviour, behavioural neuroscience, health psychology, psychopharmacology and neuropsychology, human memory, and human factors research. Use of these facilities is arranged in consultation with your supervisor or course coordinator.

Thesis and Project Research
The Department produces documents entitled:
• APSY 660 Department Guidelines
• Masters Thesis Department Guidelines
• PhD Department Guidelines
• PSYC 470 Department Guidelines
• IP Agreement
These are all available on our website and also on Learn.
http://www.canterbury.ac.nz/postgraduate/
The Department holds a regular seminar series during term time, with talks given by both local staff and visitors. In 2017, presentations by visitors to the Department and also current staff members were held on various days. Information is emailed to staff and research students and notices are posted on the Seminar board, outside Psychology reception on Level 2 and other noticeboards around the Department.

The Department expects all research students (Masters thesis, PhD) to make every effort to attend these seminars. They are an important part of continuing education in research issues.

An example of some of the seminars presented in 2016 were:

- Professor Richard Jones, Adjunct Staff, Department of Psychology: “Forensic brainwave analysis”.
- Dr John Church, Adjunct Staff, Department of Psychology: “Could better teaching reduce the Matthew Effect during the first 12 years?”
- Associate Professor Greg O’Beirne, Department of Communications Disorders: “Speech, noise, and the Matrix: Tests of hearing and auditory processing at UC”.
- Professor Jaime Olavarria, Department of Psychology, University of Washington, Seattle: “Structure, function and variability: Insights from brain development”.
- Professor Wally Penettito, Adjunct Professor UC: “Culture, change and power-relations”.
- Ivy Nkrumah and Kristin Rochford, Department of Psychology, UC: “Lexical representation and selection in memory: Evidence from short- and long-term positive and negative priming effects within and across languages”.
- Dr Darren Walton, Adjunct Assoc. Prof, UC, Director of Research and Evaluation at the NZ Police: “The use of the New Zealand Crime Harm index for research and evaluation”.
- Professor Theiry Devos, Department of Psychology, San Diego State University: “Pluralistic or exclusive? Context ethnic diversity predicts implicit concepts of national identity”.
- Professor Patrick Flood, Organisational Behaviour, Dublin City University: “High performance work systems, leadership and firm performance”.
- Associate Professor Lois Surgenor, Department of Psychological Medicine, University of Otago: “Psychological issues in weight surgery: The stigma, the science and the practice implications”.
- Professor Maggie-Lee Huckabee, Department of Communication Disorders, UC: “You study what???”.

Visit our YouTube site to view some of our previous seminars:
Academic Staff Profiles

**Professor Neville Blampied**
MSc(Auck), FNZPsS
Room 469, Ext. 94385
Email neville.blampied@canterbury.ac.nz

**Fields of Research:**
- Applied behaviour analysis
- Behavioural or cognitive behavioural therapies
- Health psychology
- Single-case research designs
- Family Behavioural Interventions

**Researcher Summary:**
Professor Blampied's research interests are in the conceptual, applied and experimental analysis of behaviour, with the emphasis currently on conceptual and applied aspects. Conceptual work has focussed on two long-term projects. One project has involved developing a bio-behavioural model of the processes which engender, maintain and reverse infant sleep disturbance. The second project has been to view the current widespread criticism of null-hypothesis statistical tests and other standard research practices from the perspective of single-case research design. Applied research has a wider focus, and includes behavioural interventions for infant sleep disturbances, behavioural family therapies, special education interventions, and various projects in Health Psychology, including a specific interest in safety, especially road safety.

**Assoc. Prof. Eileen Britt**
BSc(Cant.), MScSc, DipClinPsych(Waik.), PhD(Cant.), FNZCPP, MNZPsS
Room 515, Ext. 93694
Email eileen.britt@canterbury.ac.nz

**Fields of Research:**
- Motivational Interviewing
- Psychological impacts of the Canterbury earthquakes
- Training and clinical supervision
- Health behaviour change, especially diabetes
- Bicultural practice and teaching

**Researcher Summary:**
Dr Britt's primary research is motivational interviewing - its efficacy, practice, training and implementation. Motivational interview is a collaborative style for strengthening a person's own motivation for change. Her other areas of research are the psychological impacts of the Canterbury earthquakes; clinical supervision and competency assessment in clinical psychology; and bicultural practice and teaching.

**Assoc. Prof. Christopher Burt**
BSc(Hons), PhD
Room 424, Ext. 94431
Email christopher.burt@canterbury.ac.nz

**Fields of Research:**
- New employee self management
- Gamified Safety Assessments
- Team safety
- Recruitment advertising
- Time Management
- Donations

**Researcher Summary:**
Dr Burt's research interests include workplace health/safety/stress, attitude scale construction, time management, charity donations, and employee recruitment.

**Professor Janet Carter**
BA, MA, PGDipClinPsych(Cant), PhD(Otago), Academic Dean, CoS
Room 510, Ext. 94210
Email janet.carter@canterbury.ac.nz

**Fields of Research:**
- Bipolar disorder, etiology, course and treatment
- Depression etiology, course and treatment
- Eating disorders, etiology, course and treatment
- Mechanisms of therapeutic change
- Parenting
- Psychotherapy effectiveness and efficacy
- Training, practice and process of psychotherapy

**Researcher Summary:**
Dr Carter’s current research is focused on understanding psychotherapy factors related to outcome in depression, bipolar disorder, anxiety and eating disorders. Her research is also focused on comparing the efficacy of different empirical psychotherapies for adult mental health problems and improving the effectiveness of therapy by examining therapy process and mechanisms of change in therapy.

See also Psychology staff research profiles the Department website
Dr Zhe Chen
MA(Lon.,Prin), PhD(Prin.)
Room 509, Ext. 94415
Email zhe.chen@canterbury.ac.nz

Fields of Research:
• Visual perception and attention and cognitive control.
• Visual awareness and inhibition.
• Cognitive biases in judgement and decision making.
• Short-term visual and working memory.

Researcher Summary:
Dr Chen’s research focuses on understanding the mechanisms that underlie visual selective attention and memory, cognitive control, and biases in judgement and decision making. Current research projects in her lab include the effects of spatial attention and colour on visual selection, working memory guidance of attention, feature-based attention on object recognition, lay perceptions of accountability and blame, and framing effects in performance appraisal and perceived wealth.

Dr Sarah Christofferson
BA(Hons)(VUW), PGDipClinPsych, PhD (Canterbury), MNZPsS
Room 504, Ext. 94353
Email sarah.christofferson@canterbury.ac.nz

Fields of Research:
• Forensic/criminal justice psychology
• Psychological treatment for sexual offending behaviour
• Forensic risk assessment and the assessment of therapeutic change
• Sexual offence prevention

Researcher Summary:
Dr Christofferson’s research interests lie primarily in the field of clinical psychology applied to the criminal justice system, particularly the clinical assessment and treatment of sexual offending behaviour. She has explored methods for an individualised assessment of change across treatment, and the valid integration of treatment change information with reoffending risk assessments. Her current interests include theoretical and empirical factors linked with the initial onset of sexual offending, the application of these to prevention efforts, exploring factors that may facilitate prevention, as well as prevention barriers.

Professor John Dalrymple-Alford
BSc(Hons), PhD(Swan.)
Room 204, Ext. 92077
Email john.dalrymple-alford@canterbury.ac.nz

Fields of Research:
• Alzheimer’s disease, Parkinson’s disease, Multiple Sclerosis
• Behavioural pharmacology
• Enriched environments
• Hippocampal system function
• Neural transplants
• Neuropsychology, including disorders of memory
• Recovery of function after brain damage

Researcher Summary:
Professor Dalrymple-Alford has research interests in neuroscience and neuropsychology. These interests span both human and animal research. His current focus concerns primarily (1) longitudinal cognitive and biomarker changes associated with Parkinson’s disease, (2) animal models of diencephalic (thalamic) amnesia, and (3) non-pharmacological treatment prospects for impaired cognition associated with brain injury and neurodegeneration. Other interests include different dementias, mild cognitive impairment, the InterRAI, and multiple sclerosis. He is one of the senior researchers at the Interdisciplinary New Zealand Brain Research Institute in Christchurch. He is also a member of the NZ CoRE: Brain Research New Zealand, which is part of a national research response to ageing-related neurological disorders, with four broad themes (neurodiscovery, neurobiomarkers, neuroplasticity, prevention, intervention and delivery) and several key platforms of brain research (optogenetics, dementia research clinics, stroke, the Dunedin longitudinal study, and Alzheimer biomarkers).

Professor Martin Dorahy
BA(Hons)(Newcastle), MPhil(Ulster), GradCert Therapies(Queensland), PhD(UNE), DClinPsych(QUB)
Room 511, Ext. 94337
Email martin.dorahy@canterbury.ac.nz

Fields of Research:
• Earthquake research
• Dissociation and dissociative disorders
• Complex PTSD
• Trauma and memory
• Shame; Self-conscious emotions
• Psychotherapy

Researcher Summary:
Dr Dorahy has an empirical and clinical interest in complex trauma stress and dissociative disorders as well as being interested in process-oriented psychotherapy, particularly psychodynamic therapies including intensive short-term dynamic psychotherapy.
Professor Randolph Grace
SB(MIT), MA, PhD(New Hamp.)
Room 205, Ext. 92074
Email randolph.grace@canterbury.ac.nz

Fields of Research:
- Animal learning and cognition
- Experimental analysis of behaviour
- Forensic psychology
- Mathematical modelling
- Research methods and statistics

Researcher Summary:
Professor Grace’s research interests include research methods, animal learning and cognition, and history and theory. He is also involved in Research Projects in the areas of; Adult outcomes of childhood traumatic brain injury; Brain injuries from birth to young adulthood; Prevalence, cause and risk factors; Prevention of adverse outcomes following childhood traumatic brain injury; Self-disclosure strategies among sex offenders: Changes over the course of treatment.

Professor Brian Haig
DipTchg, MA(Otago), PhD(Alta.), FAPS, FNZPsS
Room 203, Ext. 92073
Email brian.haig@canterbury.ac.nz

Fields of Research:
- Cognitive science and education
- Psychological theory
- Research methodology
- Science studies and psychology

Researcher Summary:
Professor Haig’s research interests range across the subject areas of theoretical psychology, research methodology, educational theory. Work in these areas are characterized and held together by a commitment to a scientific realist view of science. Recent research has tended to focus on the methodological foundations of both quantitative and qualitative research methods, and theory construction strategies in the behavioural sciences.

Dr Seth Harty
MST(The New School), PhD(City University of New York)
Room 209a, Ext. 92633
Email seth.harty@canterbury.ac.nz

Fields of Research:
- Late adolescence
- Attention Deficit Hyperactivity Disorder (ADHD)
- Cognitive and emotional processes influencing substance use behaviours
- Anger and negative emotions
- Marijuana use among individuals diagnosed with ADHD
- Neuropsychological assessment

Researcher Summary:
Dr Harty’s research has been in the areas of Attention Deficit Hyperactivity Disorder (ADHD) and late adolescent substance use. He is currently interested in the cognitive and emotional factors associated with adolescent and young adult substance use. Specifically, his research is exploring the manner in which cognitive processes such as attention and working memory function in the presence of high emotional states and how those relationships influence risky decision making.

Dr Jacki Henderson
MEd(Distinction), PhD(Cant)
Room 430, Ext. 94358
Email jacki.henderson@canterbury.ac.nz

Fields of Research:
- Pediatric sleep: development, prevention and management intervention of pediatric sleep disturbance, Sleep and technology use.
- Children’s social and emotional development
- Pediatric psychology
- Family psychology
- Sleep patterns, psychological well-being and academic achievement in young adolescents and emerging adults

Researcher Summary:
Dr Henderson’s research interests include developmental psychopathology, pediatric psychology, and child and family psychology. Her current research includes the Methadone in pregnancy study: A nine year follow-up of the neurodevelopmental outcomes of children exposed to methadone in pregnancy (i.e. emotional, social, language and educational outcomes).

Her sleep research interests include; the development of pediatric sleep, the sleep patterns, academic achievement and psychological outcomes in middle-school age children; the impact of sleep quality, and quantity on emerging adults perceived stress and psychological functioning; preventive interventions for pediatric sleep disturbance, social competence and vocabulary development in young children.
**Professor Rob Hughes**  
BSc(NZ), MSc, PhD(Belf.), FNZPsS, FAPS, FPSS  
Room 206, Ext. 94382  
Email rob.hughes@canterbury.ac.nz  

**Fields of Research:**  
- Exploratory behaviour and curiosity  
- Psychopharmacology (drug effects on the unborn, anti-anxiety drugs, caffeine and other recreationally-used drugs).

**Researcher Summary:**  
Professor Hughes’ research interests include behavioural pharmacology and teratology (anxiolytics, cholinergic agonists and antagonists, NMDA-receptio argonists, xanthines) and comparative psychology (invertebrate behaviour, exploratory and related behaviour).

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**Professor Simon Kemp**  
MSc, PhD(Auck)  
Room 208a, Ext. 94394  
Email simon.kemp@canterbury.ac.nz  

**Fields of Research:**  
- Economic psychology  
- History of Psychology  
- Memory  
- Earthquake research

**Researcher Summary:**  
Professor Kemp’s research interests include economic psychology, long-term memory, decision making, and the history of psychology.

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**Assoc. Prof. Roeline Kuijer**  
MA, PhD(Groningen, Netherlands)  
Room 505, Ext. 94362  
Email roeline.kuijer@canterbury.ac.nz  

**Fields of Research:**  
- Health psychology  
- Couples adapting to stressful circumstances (serious illness, earthquakes)  
- Self-regulation and health behaviour (particularly in the eating domain)

**Researcher Summary:**  
Dr Kuijer’s research is centred around three main topics. First, self-regulation and health behaviour (particularly in the eating domain). Many studies have shown that people experience difficulties in acting upon their good intentions and fail to attain their goals (especially with respect to intentions and goals in the health domain). Successful goal striving requires some form of planning of how to reach the goal and requires self-control in resisting temptations. Second, partner relations and adaptation to serious illness (in particular cancer and diabetes). The onset of a serious illness like cancer in one partner not only affects that partner’s life, but also may have consequences for the healthy partner and accordingly for the intimate relationship between both partners. Moreover, support provided by the spouse or partner may impact on self-management behaviours by the patient (or particular importance in diabetes). Third, since the Canterbury earthquakes, she has become interested in how people cope with traumatic events. In particular, she is looking at correlates of post-earthquake stress, post traumatic growth, and changes in eating habits in a sample of Christchurch residents who have been participating in research since 2007. She is also involved in a project looking at how couples cope with the aftermath of earthquakes.

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**Dr Joana Kuntz**  
MSc (ISPA, Portugal), PhD(Tennessee.)  
Room 201, Ext. 94397  
Email joana.kuntz@canterbury.ac.nz  

**Fields of Research:**  
- Organisational change (contigent resistance, readiness and engagement)  
- Resilience and Recovery (employee and organisational)  
- Business ethics (decision-making)  
- Human Resources Management.  
- Technology-mediated communications

**Researcher Summary:**  
Dr Kuntz’s research areas include organisational change with an emphasis on readiness for change and cognitive representations of change. Resilience and recovery (employee and organisational). Leadership development in multicultural business environments. Organisational culture and climate and the impact on workplace attitudes and Human Resource management. Ethical decision-making and social responsibility. Technology-mediated communications in multinational business environments.
Dr Virginia (Gini) McIntosh
BA(Hons), PhD (Otago), DipClinPsyc (Cant)
Room 506, Ext. 95214
Email gini.mcintosh@canterbury.ac.nz

Fields of Research:
- Effectiveness of psychotherapy
- Eating disorders
- Depression and anxiety
- Earthquake related PTSD.
- Resilience and posttraumatic growth
- Neuropsychological and neuroendocrine functioning in eating disorders.

Researcher Summary:
Dr McIntosh is a registered Clinical Psychologist with experience in mental health and clinical research. She has been involved in a number of large randomised controlled trials for eating disorders - anorexia nervosa, bulimia nervosa, and binge eating disorders, and developed novel psychotherapies such as specialist supportive clinical management for anorexia nervosa. She has interests in earthquake-related distress and PTSD, and is involved in a large study of individuals presenting for treatment with earthquake related distress and PTSD and resilient individuals with substantial earthquake exposure to the Canterbury earthquake sequence of 2010-11. Research interests include psychotherapy effectiveness, mechanisms of change and non-specific elements of psychotherapy, diagnostic issues, and neuropsychological and neuroendocrine functioning in eating disorders, depression and anxiety, and distress and resilience related to the Canterbury earthquake sequence. Clinical interests include eating disorders, major depression, anxiety; earthquake-related distress and PTSD. Treatment interests include cognitive-behaviour therapy, schema therapy, metacognitive therapy, interpersonal psychotherapy, appetite focused treatment for problem eating.

Assoc. Prof. Anthony McLean
BA(Hons), PhD(Victoria Univ. of Wellington)
Room 507, Ext. 94389
Email anthony.mclean@canterbury.ac.nz

Fields of Research:
- Criminal behaviour - Prediction of individual criminal behaviour
- Operant behaviour: Multiple or concurrent schedule performances, animal psychophysics and memory

Researcher Summary:
Dr McLean’s research interests include experimental analysis of the control of behaviour by its consequences, behavioural resistance to change and its relation to stable-state, performance, acquisition of preference in choice situations and modelling of dynamics in the fine structure of reinforced responding.

Professor Katharina Näswall
BS(Bridgewater State College), MA, PhD(Stockholm)
Room 202, Ext. 94332
Email katharina.naswall@canterbury.ac.nz

Fields of Research:
- Job insecurity
- Employee and organisational resilience
- Employee well-being and health
- Boundaryless working life

Researcher Summary:
The primary focus for Dr Naswall's research is work-related stress and well-being, employee resilience, uncertainty, work-life balance and stress coping factors such as social support. Dr Näswall currently collaborates with organisations in the diagnosis of staff stress and wellbeing, and the implementation of initiatives aimed at increasing health and wellbeing at work. She is also an active member of the Employee Resilience Research Group (EmpRes).

Dr Ewald Neumann
MA (Calif.State Univ., Fresno), PhD(U. of California, Santa Barbara)
Room 411, Ext. 95604
Email ewald.neumann@canterbury.ac.nz

Fields of Research:
- Cognitive psychology
- Inhibitory mechanisms in attention, memory, and language
- Selective attention
- Bilingualism

Researcher Summary:
Dr Neumann’s research focuses on selective attention, working memory and cognitive control as these are the building blocks of all cognitively complex behaviour and thought. In particular, he investigates the nature of the representations and psychological processes underlying the smooth interaction between attention, memory, and action. These issues are addressed within a framework of information processing involving inhibitory control in attention and memory. The major approach he uses to address these issues is to study the behaviour (for example, response latencies and accuracies) of participants in carefully constructed cognitive paradigms. Along with studying normal young adults, his current research is designed to investigate potential individual differences between persons of different age groups, from young children to elderly adults. Its purpose is to clarify the psychological processes underlying selective attention and working memory, and to explore how the aging process affects them. A final thread to his research involves the study of bilingual language representation and processing. By examining patterns of within- versus between-language priming in bilingual individuals, one can make inferences about the nature of the processing mechanisms necessary for coordinating two languages and how the two languages might be organized in memory.


Professor Julia Rucklidge  
BSc(McGill), MSc, PhD(Calgary), FNZPsS  
Room 465, Ext. 94398  
Email julia.rucklidge@canterbury.ac.nz  

Fields of Research:  
• Attention-Deficit/Hyperactivity Disorder (ADHD)  
• Child and adolescent clinical psychology  
• Clinical Psychology  
• Learning disabilities  
• Youth offending  
• Earthquake research  
• Nutritional interventions  
• Mood disorders  

Researcher Summary:  
Professor Rucklidge, Director of the Mental Health and Nutrition Research Group, has been researching micronutrient formulas for the last decade for the treatment of psychological problems such as stress, anxiety, depression, Attention-Deficit/Hyperactivity Disorder (ADHD), and addictions. Her work assisted in the psychological recovery of Cantabrians following the Christchurch earthquakes with the use of nutrients. She was the 2015 recipient of the Ballin Award from the New Zealand Psychological Society, the premier award available for clinical psychologists in this country. This award recognises significant contribution to the development and enhancement of clinical psychology in the Aotearoa New Zealand context. Her work has received extensive media coverage [e.g. http://www.listener.co.nz/currentaffairs/social-issues-current-affairs/pills-ills] as well as immense public interest through over a 100 invited requests for public talks (see her 2014 TEDxChristchurch talk https://www.youtube.com/watch?v=JdqK5iHIC5A).

Dr Andrew (Andy) Vonasch  
PhD(Florida State University)  

Dr Vonasch has been newly appointed to the Department and commences his role in June 2018  

Fields of Research:  
• Moral psychology  
• Rationality in decision-making  
• Free will and self control  

Researcher Summary:  
Dr Vonasch studies the mental processes that enable human agency and moral character. He conducts experiments inspired by philosophical questions, such as “do people have free will?” and “what does it mean to be a rational person?”. His main interest currently is moral rationality: the idea that being rational requires moral character. People survive via cooperation, so they need to 1) demonstrate to others that they are good partners by being moral and 2) be vigilant in ensuring that others are moral.

Dr Kumar Yogeeswaran  
PhD(University of Massachusetts - Amherst)  
Room 210, Ext. 94379  
Email kumar.yogeeswaran@canterbury.ac.nz  

Fields of Research:  
• National Identity  
• Multiculturalism & Diversity  
• Stereotyping, prejudice and discrimination  
• Intergroup conflict  
• Applied Social Psychology in domains of politics, communication, law & robotics  

Researcher Summary:  
At the broadest level, Dr Yogeeswaran’s primary research lies in the realm of intergroup relations. This interest is fuelled by the desire to understand how people’s membership in particular groups (e.g. ethnic, gender, or national groups) shape their attitudes, stereotypes, and behaviours toward others as well as their own self-conceptions. Much of his primary work to date examines the complexities and challenges of achieving national unity in societies comprised of diverse cultural groups. This research also explores the underlying psychological processes that create intergroup conflict, while also identifying new strategies that help reduce intergroup conflict in such nations.

As a secondary interest, he conducts research that bridges interdisciplinary fields by applying social psychological science to areas such as law, politics, communication, and robotics.

See also Psychology staff research profiles the Department website
Adjunct Staff Profiles

Dr John Church
Dip.Tchg., MA(Hons)(Otago), PhD(Cant.)
Email john.church@canterbury.ac.nz

Fields of Research:
• Evidence based practice in educational psychology
• Special education, and classroom teaching

Professor Deak Helton
BA, MA(Cincinnati), PhD(Cincinnati)
Email whelton@gmu.edu

Fields of Research:
• Wearable interfaces
• Neuroergonomics
• Measures of stress and workload
• Vigilance and fatigue
• Working dogs
• Emergency response
• Remotely operated vehicles

Deak is a Professor in the Department of Psychology at George Mason University in Fairfax, Virginia.

Professor Richard Jones
BE(Hons), ME, PhD(Otago), FACPEM, FIPENZ, SMIEEE, FAIMBE, FInstP
Email richard.jones@canterbury.ac.nz

Fields of Research:
• Neuroengineer and neuroscientist – NZBRI
• Director, Christchurch Neurotechnology Research Programme

Dr Murray Laugesen
MBChB(Otago), Dip.Obstetrics(Auck), FRCS (Edinburgh), MCCM, FAFPHM RACP, FNZCPHM
Email laugesen@healthnz.co.nz

Fields of Research:
• Smoking policy and cigarettes
• Reduction of cancer and heart disease
• Founded Health NZ Limited
• End Smoking NZ Trust Chair
• Healthier, cigarette-free NZ

Dr Audrey McKinlay
BA(Massey), MA(Hons), DipClinPsyc, PhD(Cant)
Email audrey.mckinlay@canterbury.ac.nz

Fields of Research:
• Developmental neuropsychology
• Cognitive decline in old age with specific focus on Parkinson’s disease and dementia
• Pediatric brain injury, particularly prediction and long term psychosocial outcomes

Professor Warwick Middleton
MB BS, FRANZCP, MD
Email warmid@tpg.com.au

Fields of Research:
• Acute and long term effects of psychological trauma
• Dissociative disorders/Dissociative Identity Disorder
• Post-traumatic stress
• Memory and trauma
• Eating disorders

Paul Russell
MA(Hons)
Email paul.russell@canterbury.ac.nz

Fields of Research:
• Dual task performance
• Sustained attention and vigilance decrement

Professor Don Stein
BA(Hons), MA (Michigan), PhD(Oregon)
Email dste04@emory.edu

Director, Brain Research Lab
Department of Emergency Medicine, Emory University School of Medicine

Fields of Research:
• Role of neurosteroids in recovery of function after traumatic brain injury and stroke
• General Physiological Psychology
• Recovery from Brain Injury
• Pharmacology of Brain Damage and Recovery
• History of Brain Function
• Science and Public Policy
Dr Darren Walton
BS(Hons), PhD(Cant)
Director, Research & Evaluation, Strategy, New Zealand Police
Email darren.walton@police.govt.nz

Fields of Research:
• Behavioural Science
• Applied Psychology
• Applied Economics
• Statistical analysis
• Survey Design and implementation

Professor Lianne Woodward
MA(Hons)(Canterbury), PhD(London)
Brigham Women's Hospital, Harvard Medical School
Email LJWoodward@partners.org

Fields of Research:
• Children's social and emotional development
• Children at risk
• Parenting and family violence
• Executive functioning in children
• Paediatric brain development and injury

Title: Proximal Stimulus
General Staff Profiles

Anya Armstrong  
Technician (Research Facility)  
Room 523, Ext. 94359  
Email anya.armstrong@canterbury.ac.nz  

Key Areas:  
• General technical services in the Research Facility

Robyn Daly  
Administrative Services Manager  
Room 222, Ext. 94366  
Email robyn.daly@canterbury.ac.nz  

Key Areas:  
• Department administration management  
• Finance and Strategic Management  
• Management of student enrolments, particularly Postgraduate  
• Department exam coordination  
• Public relations  
• Management of Department Human Resources

Silvana de Freitas Costa  
BSc (UNIMES)  
Technician (Research Facility)  
Room 523, Ext. 94357  
Email silvana.defreitascosta@canterbury.ac.nz  

Key Areas:  
• General technical services in the Research Facility  
• Department Health & Safety Officer

Sharyn Gordon  
Administrator  
Room 226, Ext. 94336  
Email sharyn.gordon@canterbury.ac.nz  

Key Areas:  
• General Psychology Enquiries and Admin.  
• Return of Assignments and tests  
• Alternate sitting administrator  
• Special Considerations Administrator  
• Preparation of examinations  
• Department Seminar Administrator  
• Research Incentives Administrator  
• Departmental Stationery supplies

Marie Goulden  
RGON, BN  
Research Coordinator  
Room 427, Ext. 94342  
Email marie.goulden@canterbury.ac.nz  

Key Areas:  
• The Canterbury Child Development Research Group  
• Coordinator for Study of Premature Children and Study of Methadone use during pregnancy

Neroli Harris  
Certificate in Laboratory Animal Science  
Research Facility Manager  
Technical Officer  
Room 523, Ext. 94356  
Email neroli.harris@canterbury.ac.nz  

Key Areas:  
• Management and technical services in the Research Facility

Anna Leuzzi  
Professional Programmes Administrator  
Room 222, Ext. 94340  
Email anna.leuzzi@canterbury.ac.nz  

Key Areas:  
• All Clinical / Applied Psychology (APSY) enquiries  
• Application and selection administration  
• Enrolments for Clinical and APSY courses  
• Learn support and web administrator for Clinical and APSY courses  
• Clinical and APSY publication production and distribution

Yifang Parker  
Administrator  
Room 226, Ext. 93787  
Email yifang.parker@canterbury.ac.nz  

Key Areas:  
• Website and Learn administrator  
• Postmaster for Departmental email services  
• Timetabling & Room bookings liaison  
• Disability Resources - Liaison for special sitting  
• CIS Administration  
• SMS Administration  
• General Office Administration
Ben McGinlay
Technical Officer
Room 108, Ext. 94369
Email ben.mcginlay@canterbury.ac.nz

Key Areas:
- Woodwork related enquiries
- Metalwork related enquiries
- Audio visual enquiries
- Electronics enquiries
- Service Department’s equipment

Gerard Mesman
BSc(Hons)(Lond.), CNE, CAN
Senior Programmer Analyst
Room 514, Ext. 94339
Email gerard.mesman@canterbury.ac.nz

Key Areas:
- Network administrator
- All computer related enquiries and allocation of projects to other IT staff.

Jonathan (Jon) Wiltshire
BSc in Computer Science (Auck)
Programmer Analyst
Room 512, Ext. 94338
Email jonathan.wiltshire@canterbury.ac.nz

Key Areas:
- Programming, IT assistance and computing enquiries.
- Research related IT assistance
Psychology Centre Staff Profiles

The Psychology Centre is the clinical psychology training and research centre for the Clinical Psychology Programme at the University of Canterbury. The Centre offers Clinical students an opportunity to participate in a wide range of psychological assessments and treatments as part of their practicum course.

Elizabeth (Liz) Waugh
Director, Psychology Centre
MA(Hons), DipClinPsych, MNZCC, MINSP
Room 203 Geog Building; Ext 94288
Email: liz.waugh@canterbury.ac.nz

Areas of Expertise:
• Supervision and training
• Neuropsychology
• Chronic pain and health conditions
• Addictive behaviours
• Offending and risk assessment
• Mood difficulties
• Integrative approaches to psychotherapy

Ann Huggett
Clinical Educator
MSc(Hons), DipClinPsych, MNZCP
Room 206A Geog Building; Ext 94289
Email ann.huggett@canterbury.ac.nz

Areas of Expertise:
• Supervision and training
• Cognitive-behavioural therapy
• Mindfulness-based interventions
• Adult mental health issues

Dr Neil Thompson
Clinical Educator
D.Clin.Psych (CCCU,UK), BSc(Hons) (Lon.)
Room 207A, Geog Building; Ext 94291
Email neil.thompson@canterbury.ac.nz

Clinical Background:
• Adults with complex mental health problems in community mental health settings
• Mood disorders
• Trauma and identity disturbance
• Attachment theory
• Assessment of Autistic spectrum disorders
• Assessment and treatment of personality disorders.

Research Interests include:
• CBT for psychosis
• Mentalization based treatment for personality disorders.

Sarah Drummond
Clinical Educator
LLB/MA (First Class), DipClinPsych, MNZCP
Room 206B Geog Building; Ext 94290
Email sarah.drummond@canterbury.ac.nz

Areas of Expertise:
• Adolescent mental health and development
• Supervision and training
• Trauma
• Emotion regulation
• Cognitive-behavioural therapy
• Dialectical behaviour therapy

Janet Cumberpatch
Psychology Centre Administrator
Room 201, Geography Building
Phone: DDI 3439627; Int Ext. 94292
Email: janet.cumberpatch@canterbury.ac.nz

Responsible for:
• Client liaison and appointment management
• Psychology Centre Administration
• PA / Administration services for Director
Current PhD Students

The Department of Psychology has a large group of Doctoral (PhD) students involved in research across a variety of psychological areas as can be seen below. If you wish to contact these PhD researchers, please go to our webpage [http://www.pycan.cant.ac.nz/phd_programme/current%20research.shtml].

Nadia Andrews: Nadia’s research is in the area of positive and negative intergroup contact.
Sophie Barnett: Sophie’s research is enhancing memory by optogenetic stimulation of the anterior thalamus.
Aman Bedi: Aman’s research is exploring the alternatives to attention lapses as the genus of commission errors in high Go low No-go tasks such as the SART.
Oindrila Bhattacharya: Oindrila will be looking at autobiographical memory and nostalgia.

Meredith Blampied: Meredith’s research is looking at anxiety and micronutrients in a community setting.
Hayley Bradley: Hayley’s research is looking at micronutrient intervention for perinatal depression and anxiety.
Georgina Carvell: Georgina will be conducting research in the area of behavioural decision making.
Viviana Cedeno Bustos: Viviana’s research is looking at the development and validation of the organisational reality perception scale.
Kin Yan (May) Chan: May’s research is looking at the perceived value of “faux” money and a study of loyalty schemes.
Lisa Chen: Lisa’s research involves processing of information outside awareness.

Jacinta Cording: Jacinta’s research is in the area of quantitative analysis of behaviour and aims to analyse and quantify the extent to which prior rewards (or reinforcement group history) influence the future behaviour of an organism in terms of responses made to given alternatives. The research will focus on answering whether non-human animals have a ‘memory’ for the consequences of certain choices made in the past, and how much of an influence these consequences have on choices made in the future.

Taylor-Jane Cox: Taylor-Jane’s research is looking at well-being and resilience in late adolescents.

Kathryn Darling: Kathryn’s research explores micronutrient treatment of ADHD in children and the effects on social skills and executive function.
Katie Evans: Katie’s research is looking at the cognitive and affective predictors of risky decision making.

McKerr MacKerr: McKerr’s research is examining the links between paternal depression and socio-emotional behavioural adjustment problems in their children.

Ruth Gregoriadis: Ruth’s research is working in residual meta analysis and specifically delay and probability discounting.

Jessica Gunby: Jessica’s research is looking at implicit identity as a predictor of healthy and unhealthy eating.

Jennifer Hamilton: Jennifer’s PhD research aims to determine the comparative and collective effects of lesions to two regions of the limbic thalamus to demonstrate how multiple brain systems are engaged by thalamic neuromodulatory systems in memory. Following on from this area of research completed for her MSc thesis.

Emma Hamilton: Emma’s research is looking at the EEG correlates of combined cognitive and exercise enrichment in patients with Parkinson’s.

Chris Stevens: Chris is looking at the emotion recognition of child sexual offenders.

Geoff Sutton: Geoff’s research is looking at the dark triad in an organisational context with a progressive, functional approach.

Sandila Tanveer: Sandila is exploring the role of inhibitory modulation of languages in bilinguals.

Grace Walker: Grace’s research is looking at the transition to parenthood and life trajectories including variations as a function of gender and ethnicity.
**Mengjie Wang:** Mengjie's research is looking at groups in harmony and tension using a computational analysis of intergroup relations in ethnically diverse societies.

**Benjamin Warren:** Benjamin’s research is looking at the incidence of pyroluria in anxious people using a randomised controlled trial.

**Roma Watterson:** Roma is commencing her PhD research in the area of the etiology of eating disorders.

**Nadia Williamson:** Nadia’s research is in the area of historical and conceptual analysis of research methods from a feminist psychology perspective.
Recent PhD Successes

Completed PhD Research

2017

Zhiyan Basharati was awarded her PhD for her thesis titled “MCMI-III Personality typologies of incarcerated male child molesters” research is looking at personality typologies of incarcerated male child molesters. She was supervised by Prof. Randolph Grace.

Megan Blakely was awarded her PhD for her thesis titled “The impact of cognitive load on volitional running, kayaking, rock climbing and arithmetic tasks and the effect of fatigue on risk perception”. She was supervised by Prof. Deak Helton and Paul Russell.

Signe Wiingaard was awarded her PhD for her thesis titled “Common inter-video therapeutic factors”. She was supervised by Professors Lucy Johnston, David Gleaves and Martin Dorahy.

Kyle Wilson was awarded his PhD for his thesis titled “Friendly fire and the sustained attention to response task”. He was supervised by Professor Deak Helton.

Zhiyan Basharati was awarded her PhD for her thesis titled “MCMI-III Personality typologies of incarcerated male child molesters” research is looking at personality typologies of incarcerated male child molesters. She was supervised by Prof. Randolph Grace.

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Kyle Wilson was awarded his PhD for his thesis titled “Friendly fire and the sustained attention to response task”. He was supervised by Professor Deak Helton.

Kyla Horne was awarded her PhD for her thesis titled “Cognition, psychiatric symptoms, and conversion to dementia in Parkinson’s Disease”. She was supervised by Prof. John Dalrymple-Alford and Dr Tracy Melzer (University of Otago).

Ivy Nkrunmah was awarded her PhD for her thesis titled “Lexical representation and selection in bilingual memory as evidenced by negative and positive priming effects”. She was supervised by Dr Ewald Neumann and Dr Zhe Chen.

Brook Perry was awarded his PhD for his thesis titled “Diencephalic amnesia: Rodent cognition, neural markers and electrophysiology”. He was supervised by Prof. John Dalrymple-Alford.

Megan Tucker was awarded her PhD for her thesis titled “Behavioural economic studies of tobacco control: Excise tax, alternative products, and application to priority populations in New Zealand”. She was supervised by Prof. Randolph Grace.

Matthew (Matt) Ward was awarded his PhD for his thesis titled “Testing methods to shift visual attention from wearable heads-up displays to real world locations”. He was supervised by Prof. Deak Helton and Paul Russell.

2016

Lara Aitchison was awarded her PhD for her thesis titled “The behavioural implications of postnatal exposure to benzylpiperazine and methamphetamine - a longitudinal dose-related study in male and female rats”. She was supervised by Professor Rob Hughes.

Signe Wiingaard was awarded her PhD for her thesis titled “Common inter-video therapeutic factors”. She was supervised by Professors Lucy Johnston, David Gleaves and Martin Dorahy.

Kyla Horne was awarded her PhD for her thesis titled “Cognition, psychiatric symptoms, and conversion to dementia in Parkinson’s Disease”. She was supervised by Prof. John Dalrymple-Alford and Dr Tracy Melzer (University of Otago).

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Matthew (Matt) Ward was awarded his PhD for his thesis titled “Testing methods to shift visual attention from wearable heads-up displays to real world locations”. He was supervised by Prof. Deak Helton and Paul Russell.
Recent Masters Thesis Research

Research topics covered by Masters thesis students in the Department over recent years include the following:

2017

“Personal values and empathy in relation to individual knowledge and level of support for the TPPA” - Jonathan Banann.

“The Detachment and Compartmentalisation Inventory (DACI): The development of an assessment tool” - Chandele Butler.

“The enhancement of mindfulness through flotation-rest in beginning mindfulness meditators” - Victoria Campion.

“Investigating the effect of micronutrients on chronic insomnia in teachers: A multiple-baseline design” - Alison Carley.

“Asessing the validity of the quartile risk model for predicting deliberate self-harm” - Jack Carroll.

“Adverse childhood experiences, coping style and criminal thinking: Evidence for a mediation relationship” - Joy Chao.

“Long term effects of benzylpiperazine and possible amelioration by environmental enrichment” - Ellen Dixon.

“Utilising a diathesis-anxiety model to understand comorbid anxiety and depression in a clinical adult population” - Latarsha Green.

“Compassion focused therapy for shame-prone individuals: An eight-week group therapy investigation” - Kate Harris.

“The ‘me’ in meaning: People high in narcissism find comfort and meaning in selfie likes” - Andre Johansson.

“Media portrayal of concussions in sporting matches: Influence on observers’ perception, knowledge and attitude towards concussion” - Cindy Ku.

“Stress and mental illness amongst Samoan adults (16+) living in New Zealand: Measuring levels of psychological distress and mental illnesses and exploring medical and non-medical treatment preferences” - Peati Mene-Vaele.

“Donor conception and its impact on family constructs - the views and experiences of donor-conceived persons” - Angela Mostyn.

“The impact of selective attention mechanisms on the longevity of repetition priming in a lexical decision task” - Kristin Rochford.

“Do individuals trained in Motivational Interviewing show an attentional bias towards change talk” - Candice Roultston.

“Asian New Zealanders: identity, belonging and political participation” - Vivian Shurmer.

“Relational responding task as an implicit measure of depression and psychological flexibility” - Grace Walker.

“When does power corrupt? Reactions to uncertainty and moral decisions” - Raissa Woudenberg.

2016

“Can that donkey at the poker table increase prejudice? Investigating the effects of negative vs positive vicarious contact on outgroup attitudes” - Nadia Andrews.


“Change in life roles and quality of life in older adults after traumatic brain injury” - Katie Dainter.

“A comparison of MDMA (Ecstasy) and 2,3-methylenedioxymethamethionine (Methylen) in their acute behavioural effects and development of tolerance in rats” - Mark Davidson.

“Infrahumanitarian aid? Humanizing those who give international aid while infrahumanizing the recipients” - Thomas Davies.

“A comparison of the anxiolytic effects on behaviour of chronic administration of Kava and Diazepam” - Nicole Flynn.

“Protective factors as used in risk assessment for correctional psychology: A conceptual analysis” - Roslyn Fowler.


“Are fish oil supplements effective in treating depression and bipolar disorder? A risk/benefit analysis of Omega-3 and mercury levels in top 10 fish oil supplements in New Zealand” - Shelby Hantz.

“In sickness and in health: Social support and inflammatory bowel disease” - Siobhan Hayde.

“Group metacognitive therapy for Obsessive-Compulsive Disorder: Findings from a preliminary trial” - Erin Helliwell.

“Effects of a broad-spectrum micronutrient supplement versus B vitamins and vitamin C on anxiety and memory in PVG/c hooded rats” - Andrew Henderson.

“Mindfulness for smoking-cessation: A behavioural and neurophysiological study” - Stephanie Henderson.

“Offending outcome for Maori, an investigation of ethnic bias in the criminal justice system: Evidence from a New Zealand birth cohort” - Bridgette Jones.

“A neurophysiological and behavioural assessment of interventions targeting attention bias and self-control in binge drinking” - Jessica Langbridge.

“The happiness imperative” A possible solution to the present day social disconnect” - Jonathan Lim.

“Enduring cognitive, emotional and neurogenic alterations induced by alcohol and methamphetamine exposure in adolescent rats” - David Loxton.

“Attention deficit hyperactivity disorder and impulsivity in adults with substance use disorder: Implications for understanding and treatment” - Suzanne McLaughlin.

“Effects of the chronic Vitamin C treatment on responsiveness to an environmental stressor” - Nalita Naidu.

“Autobiographical memory and theory of mind in non-mild cognitive impairment Parkinson’s patients” - Meisha Nicoloson.

“Parenting adolescents following a natural disaster: Evaluation of group teen Triple-P in post-earthquake Christchurch, New Zealand” - Tabitha Norton.

“Assessment of treatment change of sexual offenders against children: Comparing different methodologies based on psychometric self-report” - Elizabeth Scott.
Recent MSc APSY Dissertation Research

Research topics covered by MSc APSY students in the Department over recent years include the following:

2017
“Authenticity at work from a person-environment fit perspective” - Mary Abbott.
“The relationship between supervisor support and new employee safety behaviour” - Nicholas Coles.
“Making the most of work resources: The moderating effect of regulatory focus on resilience development” - Philippa Connell.
“Wellbeing and gamification: Evaluating the game in the wellbeing game” - Thomas Goodwin.
“After the quakes: Canterbury residents’ perceptions of rebuild contractors” - Saara Harju.
“Time management behaviours and their transfer between workplace and exercise settings” - Catherine Hay.
“Air traffic control: To what extent can we predict performance based on personality?” - Chloe Jones.

2016
“Human factors in emergency response communication” - Annabelle Munnik.
“Employee value proposition fit, employee motivation and organisational outcomes” - Simon Tither.
“Safety risks associated with helping reciprocity: Influences of the initial helping source” - Sarah Adams.
“Effect of corporate social responsibility information in recruitment advertisements on job seeker attraction” - Alexandra Batt.
“Communication and trust: The effect of organisational commitment and change process perceptions on change attitudes” - Emma Clarke.
“An experimental evaluation of peoples’ reactions to differing levels of safety hazards in an office environment” - Adam Davies.
“The effects of mindfulness on work-related stress, well-being recovery quality and employee resilience” - Emma Hansen.
“Examining change process perceptions and proximal readiness for organisational change: The moderating effect of distal readiness” - Matthew Holstein.

“Do essentialists benefit from multicultural experience?” - Julian Jennings.
“Employee wellbeing: The wellbeing game in two settings” - Alexis Keeman.
“The effects of exclusion by a robot on self-esteem and prosocial behaviour” - Johanna Lea.
“Tackling the relationship between self-efficacy and performance in rugby” - Anthony Rasmusen.
“An examination of different measures of work experience, and the relationship between previous experience and safety” - Rachel Shackleton.
“The backlash of forward thinking: The relationship between gender role beliefs and attitudes towards women” - Jessica Sletcher.
“Construct validation of Hazard Awareness Test (HAT)” - Anton Thomas.
“Building employee resilience through well-being in organisations” - Karen Tonkin.

Title: The Oedipus Complex
Photography Competition 2017 Credits

Page 4: “Evening Sunset”
Photograph submitted by Rebekah Roberts.
This relates to Psychology because the sunlight represents the amazing things the brain can do while the dog represents the brain as just an object.

Page 5: “Tram”
Photograph submitted by Kezia Purdie.
A photo of the tram in the Christchurch CBD, it’s all about connections, with the way we all interact with others, walking past each other and on the tram together.

Page 20: “Brain Map”
Photography submitted by Cam Hooson.
The inquisitive and exploratory nature of ourselves, our world and our attempt at navigating the two.

Page 22: “Sunlight Through Stained Glass Windows”
Photograph submitted by Rebekah Roberts.
It identifies that there is so much that the brain does that we don’t always see or recognize. This is shown through the sunlight being hidden by the door.

Page 26: “Joy”
Photograph submitted by Katherine McRoberts.
Elderly people who take their cats into retirement villages are often happier, prisoners asked to raise puppies for the blind often feel that first twinge of love and hope, children with autism can be soothed by companion dogs, and the pet owners feel higher life satisfaction than those people without pets. May, one day, when we visit a psychologist we’ll come away adopting a cat or dog. Perhaps psychology can test this hypothesis, after all, diet makes a difference to mental wellbeing so why not companionship in the furry form?

Page 32: “Trapped”
Photograph submitted by Ashleigh Clarke.
What if feels like when there is an overwhelming amount of anxiety going on in the brain. It is as if you are trapped inside your own head, and even when you try and do something that usually makes you happy, it doesn’t help.

Page 35: “Tunnel Vision: Bridge to Nowhere”
Photograph submitted by Kristin Rochford.
This photo displays the well-known Ponzo illusion. More importantly, however, it exhibits a concept that is at the heart of Psychology: Sometimes to see the beauty in things, all we need to do is change our perspective.

Page 48: “Proximal Stimulus”
Photograph submitted by Nicky Morton.
Thing look as they do because of the field organization to which the proximal stimulus distribution gives rise. This answer is final and can be so only because it contains the whole problem or organization itself [Koffka, K., Principles of Gestalt Psychology, 1935].

Page 53: “Into the Darkness”
Photograph submitted by Kelsey Smith.
As a future clinical/forensic psychology student, I like to capture the raw emotions connected with people suffering from mental illness. This picture shows the person’s inner feelings reflected on the outside.

Page 56: “The Oedipus Complex”
Photograph submitted by Roma Watterson.
The Black House in Thailand is a village made of wooden carvings, phalluses, animal bones and skins, representing sex and death. This reflects the two desires in the third stage of Freud’s theory of psychosexual development: sexual desire for one parent, and out of jealousy, death upon the other.