Reveal.
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 the 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, 23 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.

Assoc. Prof. Janet Carter
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 on 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 is 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, marketing and primary production. Many work with people in human service agencies such as employment services, social welfare, and in various forms of counselling. A number also work in public relations, teaching and training. A few even become academics in tertiary education institutions.

The Department offers postgraduate applied psychology training in Clinical and in Industrial & Organisational Psychology. The Clinical Programme leads to Registration as a Clinical Psychologist by the Psychologists’ Board, under the Health Practitioners Competency Assurance Act, 2003.

Clinical Psychologists work with individuals and their families dealing with major psychological problems including substance abuse, gambling, psychiatric and family difficulties, eating disorders, anxiety, neurological disorders, and general difficulties in coping. Some work in the forensic field in rehabilitation of persons convicted of criminal offences. Clinical Psychologists are employed by various health agencies, counselling services, and the Department of Corrections, and many are in private practice.

Students who have completed postgraduate training in Industrial & Organisational Psychology are generally employed in consulting firms and government departments, or in human resource management, organisational development, and training positions in large organisations, including the armed forces.
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 of elsewhere prior to enrolment.
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**
Paul Russell  
PSYC100 Enquiries  
Rm 513, Ext. 6770  
Email: paul.russell@canterbury.ac.nz

**PSYC200-Level Coordinator**
Dr Ewald Neumann  
PSYC200 Enquiries  
Rm 411, Ext. 7355  
Email: ewald.neumann@canterbury.ac.nz

**PSYC200-Level Coordinator**
Prof. Rob Hughes  
PSYC300 Enquiries  
Rm 206, Ext. 6879  
Email: rob.hughes@canterbury.ac.nz

**PG Course Coordinator**
Prof. Simon Kemp  
Rm 208a, Ext 6968  
Email: psyc400coord@canterbury.ac.nz  
Appointments during regular office hours can be made by email as above.

**PG Research Coordinator**
Assoc. Prof. Roeline Kuijer  
PG Thesis/Doctoral Coordinator  
Rm 505, Ext. 3401  
Email: roeline.kuijer@canterbury.ac.nz

**General PG Enquiries**
Robyn Daly  
Administrative Services Manager  
Rm 222, Ext. 6382  
Email: robyn.daly@canterbury.ac.nz

**Clinical Psychology**
Prof. Julia Rucklidge  
Director of Clinical Training  
Rm 465, Ext 7959  
Email: julia.rucklidge@canterbury.ac.nz

**MSc in Applied Psychology**
Assoc. Prof. Christopher Burt  
Director, MSc in Applied Psychology & Industrial Organisational  
Rm 424, Ext. 6231  
Email: christopher.burt@canterbury.ac.nz

**Clinical/APSY General**
Justine Brougham  
Professional Programmes Administrator  
Rm 227, Ext. 6971  
Email: justine.brougham@canterbury.ac.nz

Anna Leuzzi  
Professional Programmes Administrator  
On Parental Leave – July 2016  
Rm 227, Ext. 6971  
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 2016 Undergraduate Prospectus or contact the Student Advisor in the College or 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

**200-Level**
Required: PSYC206, and at least three 15 point courses from PSYC207-212

**300-Level**
Required: At least 75 points of 300-level Psychology.

Note: With the permission of the HOD, a student may substitute a 300-level course for one of PSYC207-212.

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 have completed PSYC 336 or an equivalent course and must meet the postgraduate degree requirements above.

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 (not including ARTS 395) with at least 135 points (five courses) at 200-level or above:

**100-Level**
Required: PSYC105 AND PSYC106

**200-Level**
Required: PSYC206, and at least three from PSYC207-212 (15 points each).

Note: PSYC206 is recommended, and required for a major in Psychology

**300-Level**
Required: 75 points of 300-level Psychology courses (not including ARTS395).

PSYC344 is required for Postgraduate study in Psychology and Applied Psychology:

PSYC316 (or equivalent) is required for MSc in Applied Psychology

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

**Minor**

Students intending to complete the BA with a minor in Psychology must be credited with at least 75 points in Psychology (not including ARTS 395) 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 [www.canterbury.ac.nz/acad/credit.shtml]. 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 including 90 points at the 300-level (See the Student Advisor in the College of Science).

The GradDipArts requires not fewer than 120 points from the Arts schedule of courses; of these 90 points must be at 300-level, including 60 in a single subject. A maximum of 15 points towards the Graduate Diploma in Arts may be taken from subjects not in the BA Schedule. Normally all courses would be from the same 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 PSYC 200 and PSYC 300 courses making it possible to complete the postgraduate entry requirements in a single (albeit 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.

Places are not limited and normally suitably qualified students with good levels of prior academic achievement are accepted.

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Graduate Student Profiles

Brook Perry
PhD Student

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. Our lab is particularly interested in the role of the limbic regions of the brain’s thalamus and hypothalamus in learning and memory processes. My research has 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. We use many different approaches to help us 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.

I am particularly interested in how people make decisions in their daily life. After having the opportunity to be involved in research that focused on business relocation after the Canterbury earthquakes, I decided to enrol in an MSc in Psychology. Working with my primary supervisor, Professor Simon Kemp, I was encouraged to explore a topic of my interest in consumer psychology.

My research focuses on investigating how faux money (loyalty rewards schemes such as frequent flyer miles) is perceived and evaluated by the consumer. It has proven to be such a broad topic that I felt the need to extend and consequently transferred to a PhD.

In 2014 I received the Prime Minister’s Scholarship for Asia, which funded cross-cultural study components in Hong Kong. It was a valuable experience to return to my home city and collaborate with academics at The City University of Hong Kong. We worked to collect comparative data on the consumer behaviour in this large, international city driven by its strong consumer culture.

It has been a great experience being part of the Department of Psychology at UC. It is a great place to learn, the staff are knowledgeable, professional and supportive.

May Chan
PhD Student

Kyle Wilson
PhD Student

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 people can design and use machines that reduce error and increase human performance. My research focuses on preventing accidents caused by lapses in sustained attention. Currently, I’m investigating human error in simulated friendly fire incidents using an experimental paradigm developed by my supervisor Professor Deak Helton and myself. I’m also investigating the performance of operators using unmanned vehicles (e.g., ‘drones’). Various challenges are encountered when teleoperating vehicles, such as having limited sensory information which presents problems when operators are working in constrained environments (e.g., tightly spaced underground pipes).

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, and two on-campus bars for collaborating with other researchers over one or two brews.
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 first came to New Zealand in 2010 when I was offered the chance to spend a year on an overseas psychology placement during my BSc(Hons) from the University of Bath. I was welcomed into a clinical research team based at the Christchurch School of Medicine and the Psychology Department at UC. I loved the combination of clinical work and the research I observed on my placement and by the end of the year I knew this was a field I would love to work in.

After completing my honours year back in the UK I spent some time travelling and volunteering but before I knew it I was back at UC beginning my PhD in 2013 and the PGDipClinPsyc in 2014. I have loved being able to apply the practical clinical skills I’ve been taught in clinical placements to pursue my own research interests. My PhD focuses on the impact of a range of tobacco control strategies on smokers’ behaviour and demand for cigarettes. This has given me the opportunity to work alongside a range of experienced researchers and public health specialists from all over the country who are collaboratively working towards the goal of Smokefree Aotearoa 2025. It is incredibly rewarding to be able to carry out research that contributes towards an understanding of such an important social issue at such a pivotal time of change.

Learning to balance these two programmes has been a challenging but rewarding experience and I have really appreciated the supportive team atmosphere among students and staff. The Psychology Department is a great environment for postgraduate study that encourages students to pursue their own personal interests and goals.

Megan Tucker
PhD & PGDipClinPsyc Student

Heading to Canterbury to study Psychology was the clear choice for me. My choice was supported by the expert teachers and helpful staff I encountered while completing my BSc in Psychology in 2013.

Taking my education to the next level and enrolling in the MSc in Applied Psychology has since allowed me to develop new knowledge and skills with the help and support of the department along with my supervisor, Dr Yogeswaran and all the great staff in the Psychology Department. He has helped me investigate how Social Psychology can be applied to real world situations.

I am specifically interested in how individual differences in personality can affect how we react to culturally diverse experiences. Being able to make use of the great facilities within the department has allowed me to design and conduct my own experiment to investigate this. This research has promise for furthering our understanding of when and why discrimination can occur. It feels good to know that with the help of UC I have been able to contribute to what we understand about human behaviour.

I look forward to starting a career in Applied Psychology in 2016 and will always appreciate the strong foundation UC has given me to make this possible.

Julian Jennings
MSc in Applied Psychology Student
I have always been passionate about working with people and set my sights on a career in Psychology when I started my undergraduate degree in 2009. After my honours year, I took some time out from study to gain experience and worked for two years in sentence management with the New Zealand Department of Corrections. During this time I was supported to focus my Master thesis in this area, specifically investigating the utility of a risk assessment tool for individuals who have offended in New Zealand.

I was encouraged by my thesis supervisor to present my research proposal at the Department of Corrections Psychological Services National Training Event, where I was supported not only with my research but to further my studies. My subsequent application for the PG Clinical Psychology Programme was successful, and to date, has given me the opportunity to work with a variety of clients. The support I have been given from the Clinical Supervisors has been invaluable, both in terms of ongoing academic and clinical development and self-development.

I have thoroughly enjoyed my first year in the clinical programme, and am looking forward to my continued development as a clinical psychologist as I continue with the programme.

Alyshia Averill
MSc & PGDipClinPsyc Student
After completing my undergraduate degree in California, I decided to go further with my education by enrolling in the Psychology PhD programme at UC. Completing my PhD at UC was an easy choice due to the generous scholarships they offer and amazing facilities to conduct cutting edge research.

While at UC, I had the honour of working with Professor Deak Helton, Dr Ewald Neumann and Paul Russell on various projects involving the investigation of underlying cognitive mechanisms responsible for human performance. For example, we examined text-speak processing, operation of unmanned ground vehicles, and sustained attention. A majority of these investigations yielded numerous peer reviewed publications and presentations at international conferences.

My experiences at UC have provided me with the necessary tools needed to be competitive in the academic and non-academic job markets.

[In the middle of 2014, James received a prestigious post-doctorate fellowship to conduct research at the United States Army Research Laboratory's Dismounted Warrior Branch in Maryland, USA.]

Dr James Head
PhD

After graduating from Swansea University, South Wales, with a BSc(Hons) in Psychology, I came to UC to work with Professor Julia Rucklidge, a leader in the field of nutrition and mental health. For my PhD I ran a clinical trial testing probiotics as an intervention for depression. There was lots of evidence from trials in healthy populations suggesting that probiotics might affect mood, but no previous probiotics trial had recruited a sample with low mood so my study was the first.

While finishing my thesis, I interviewed for a Post-Doctoral position at the University of Exeter (UK) and was successful, so I’m not working on a European preventative trial called MooDFOOD, using nutritional strategies to prevent depression in a high risk population. This was a great post for me to move on to as it offers me the chance to work preventative research, which is very exciting, and will hopefully help me move into an academic career.

I really enjoyed my time studying at UC and feel that it has given me a great foundation to move into the world of research.

Amy Romijn
PhD Student

My passion for learning motivated me to study psychology at university, but my experiences during my undergraduate degree at UC drove me to continue my studies further.

Investigating the impact of the Canterbury earthquakes on couples' relationships is humbling and inspiring. No doubt some couples will experience increased conflict and marital distress following a traumatic event such as this, however, other couples may find their relationship has become stronger. An important question I am asking in my research is what do these "successful" couples do to maintain relationship quality and psychological well-being.

I thoroughly enjoy doing this research and mostly about hearing my participants' experiences. I am constantly overwhelmed by Canterbury residents' resilience. There are great minds within this campus and as I progressed through my degree I became increasingly aware of the calibre of the faculty and students.

I am currently working at Kent State University's Department of Psychological Sciences in Ohio, USA, as a Post-Doctoral Fellow. In this position I work on a variety of research projects aiming to further the scientific understanding of how central relationships influence individuals' stress reactions/outcomes and general health. My ultimate goal is to obtain a faculty position at a University that will support my program of research.

Emma Marshall
PhD Student
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, go to the Course Website http://www.canterbury.ac.nz/courses/, or through our own website link http://www.psyc.canterbury.ac.nz/courses/.

PSYC 105
Introductory Psychology: Brain, Behaviour, & Cognition
Semester One
15 points
Coordinator: Paul Russell
Contact: Room 513, Ext 6170
paul.russell@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, the senses and perception, and attention, memory and intelligence.

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: Assessment will be confirmed in the Course Outline/information sheet closer to the commencement of lectures.

PSYC 106
Introductory Psychology: Social, Personality, & Development
Semester Two
15 points
Coordinator: Dr Zhe Chen
Contact: Room 509, Ext 7179
zhe.chen@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, judgement and decision making, social, abnormal, and applied psychology.
• have gained an understanding of key concepts and theories in developmental, judgement and decision making, 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: Assessment will be confirmed in the Course Outline/information sheet closer to the commencement of lectures.

Paul Russell 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 Paul. He is also the Course Coordinator for PSYC 105.
200-Level Courses

To major in Psychology you must take PSYC 206 and three of PSYC 207-212. PSYC 206 is a prerequisite for most PSYC 300 courses.

For updated information on any course, including lecture times, venues and textbook requirements, go to the Course Website http://www.canterbury.ac.nz/courses/, or through our own website link http://www.psyc.canterbury.ac.nz/courses/.

PSYC 206 Research Design & Statistics
Semester One
15 points
Coordinator: Prof. Randolph Grace
Contact: Room 205, Ext 7996
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 analyze 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 Jacki Henderson
Contact: Room 430, Ext 3679
jacki.henderson@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 One
15 points
Coordinator: Dr Ewald Neumann
Contact: Room 411, Ext 7955
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 from the commencement of the course for details.

**PSYC 209 Sensation and Perception**

**Semester Two**

15 points

Coordinator: Dr Zhe Chen

Contact: Room 509, Ext 7179 or 7987

zhe.chen@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.

**Lectures and Laboratories:** There are two hours of lectures per week and four 2-hour labs in total.

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

**PSYC 211 Personality**

**Semester Two**

15 points

Coordinator: Dr Kyle Nash

Contact: Room 209a, Ext 4947

kyle.nash@canterbury.ac.nz

**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, behavioural perspectives, and trait perspectives. In the laboratory sessions students will take, analyze, and interpret various personality assessment instruments.

**PSYC 211 is recommended preparation for PSYC 332 Social Psychology, 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 212 Foundations of Behavioural Neuroscience**

Not offered in 2016

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Dr Ewald Neumann is the Coordinator for all 200-level Psychology courses. Enquiries relating directly to these courses should be discussed with Ewald.
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, go to the Course Website http://www.canterbury.ac.nz/courses/, or through our own website link http://www.psyc.canterbury.ac.nz/courses/.

PSYC 332 Social Psychology

Semester Two
30 points
Coordinator: Dr Kumar Yogeeswaran
Contact: Room 210, Ext 6964
kumar.yogeeswaran@canterbury.ac.nz

Description: This course is designed as overview of classical and contemporary social psychology. Specifically, the course discusses both theory and empirical research on how our thoughts, feelings, and behaviours are influenced by the real and imagined presence of others.

Lectures will cover a wide range of core topics at the level of the individual (e.g. self-concept and self-esteem), interpersonal relations (e.g. close relationships, prosocial behaviour, aggression, and person perception), and intergroup relations (e.g. social identity, prejudice and stereotyping, and group processes). The course will also consider the wider applications of social psychology to the real world.

In addition to the lecture component of the course, students will actively participate in laboratory class where they will work in small groups conducting social psychology research projects.

Learning Outcomes:

- To help you learn how theories are translated into research questions and tested empirically inside and outside the laboratory using varied methodologies; and how resulting findings help illuminate social phenomena in everyday life while sometimes helping in the creation of interventions.

- To help you think independently and develop your own research ideas that build on existing work.

Prerequisite: PSYC 206.

Preparation: 15 further points from PSYC 200

Lectures and Laboratories: There are three 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 333 Biological Psychology

Semester One
30 points
Coordinator: Prof. Rob Hughes
Contact: Room 206, Ext 6879
rob.hughes@canterbury.ac.nz

Description: This course will comprise lectures on neural and neurochemical 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, Ext 6996
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 Sarah Christofferson  
Contact: Room 504, Ext 7952  
sarah.christofferson@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 problems areas.  
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.  
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 Two  
15 points  
Coordinator: Dr Joana Kuntz  
Contact: Room 201, Ext 3635  
joana.kuntz@canterbury.ac.nz  
Prerequisite 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, Ext 3401  
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 437 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, Ext 7955
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.

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**PSYC 341 Environmental Psychology**

Semester Two
15 points
Coordinator: Prof Deak Helton
Contact: Room 506, Ext 7999
deak.helton@canterbury.ac.nz

Description: This course informs students about Environmental Psychology, an integrative area of psychology which places particular emphasis on people-environment interrelationships and 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 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.

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**PSYC 342 Special Topic**

Whole year
30 points

Enquiries for Special Topics should be addressed to Prof. Rob Hughes, Room 206, Ext. 6879. It is unlikely that this Special Topic course will be offered.

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**PSYC 344 Research Methods**

Semester Two
30 points
Coordinator: Prof. Neville Blampied
Contact: Room 469, Ext 6199
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

Prof. Rob Hughes is the Coordinator for all 3rd year Psychology courses. Enquiries relating directly to these courses should be discussed with him.
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 two 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.

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**PSYC 346**  
**Judgement & Decision Making**  
**Semester One**  
15 points  
Coordinator: Prof. Simon Kemp  
Contact: Room 208a, Ext 6968  
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:** PSYC 206, 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.

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**PSYC 348**  
**Special Topic: Contemporary Issues in Family Psychology**  
**Semester One**  
15 points  
Coordinator: Prof. Neville Blampied  
Contact: Room 469, Ext 6199  
nevile.blampied@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 spoken English as demonstrated in an oral presentation (debate).

**Prerequisite:** EITHER PSYC 206 or PSYC 207; or PSYC 206 AND PSYC 207, 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 6971.

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. 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 are provisional until final determinations are made at examiners’ meetings following the final examinations.

Below is the common grading scheme at UC.

Special Consideration
The Aegrotat process has been changed commencing 2016 and is called Special Consideration. This a late change for 2016 and as at the commencement of lectures we advise all students to go directly to the University’s Examinations website – http://www.canterbury.ac.nz/exams/special-consideration.shtml 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 and/or approval from the Dean of the relevant faculty at the time of enrolment.

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<td>A+</td>
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University of Canterbury 19
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 “How to Raise a Concern” at http://www.canterbury.ac.nz/complaints/resolve/pathway.shtml.

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. Sources such as O’Shea, Moss & McKenzie (2002/2007) Writing for Psychology (4th/5th ed.) describe the conventions that are accepted in psychology.

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.

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.

- 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 4-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 weekend, 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**

Kerry Gilmour is the Liaison Librarian for Psychology. Kerry 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

Kerry may be contacted by either email (kerry.gilmour@canterbury.ac.nz) or phone (Ext. 8751).

**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 79 Clyde Road. To make a Drop In or Career Counselling appointment, please book on www.careerhub.canterbury.ac.nz.

**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 Kumar Yogeeswaran, if you would like to have any issues discussed by the Committee.

**Text Books**

Information about course text books can be found in the Course Website http://www.canterbury.ac.nz/courses/, or through our own website link http://www.psyc.canterbury.ac.nz/courses/.

**Workload**

The university expects students to work 10 hours/point/course, divided between scheduled activities (eg lectures and labs) and independent study. 120 pts = 1200 hours of work across the academic year.
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 and in Psychology 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, i.e., normally within three years of full time study for students completing Parts I and II and within two years of full-time study from the time of enrolment for those completing Part II only. 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 PSYC207-212, and
3. 75 points at 300-level PSYC courses.

• PSYC344 is required for postgraduate study in Psychology and Applied Psychology.
• An average of at least a B grade over three PSYC 300 courses (B+ grade for BSc(Hons)).
• Equivalent courses from other universities are accepted.

Note:
• There are additional requirements for the Clinical Psychology and Industrial and Organisational Psychology Programmes.
• Students whose preparatory courses in Psychology were taken prior to 2009 should consult the HoD or a College Academic Advisor before enrolling in further PSYC courses.
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 two years. The maximum period of enrolment for a full-time candidate is normally four years. Part-time candidates must normally complete their thesis within seven 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 www.canterbury.ac.nz/postgrad/. 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 www.psyc.canterbury.ac.nz.

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 PG Research Coordinator.

Clinical Psychology

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

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. The minimum entry requirements for the PhD are the completion of an Honours or Masters Degree with a minimum of Second Class Honours. 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 PGDipClinPsysc that ensures eligibility for registration as a Psychologist with the NZ Psychologists Board, not the PhD.

Entry into, and enrolment in, the PGDipClinPsysc, 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 PGDipClinPsysc programme is required by 30 September of the year prior to anticipated enrolment.
Entry requirements for the PGDipClinPsyc require that the student has passed four years (full-time equivalent) of University work leading to a BA(Hons) or BSc(Hons) or MA (Part I) or MSc (Part I), at a high level of attainment, and have passed specified courses in Abnormal Psychology (PSYC 335 or equivalent) and a 400/600-level Research Methods course prior to applying for the course. Students who have not been awarded a Masters degree at the time of entry into the first year of the PGDipClinPsyc 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 *33).

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 www.psyc.canterbury.ac.nz/clinical.

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 30th November of the year prior to enrolment.

For more information, see http://www.psyc.canterbury.ac.nz/apsy.

1. Comprises 120 points including PSYC460 OR PSYC464 courses normally selected from APSY601-619, PSYC451, PSYC460, PSYC464, 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.

For updated information on any course, including lecture times, venues and textbook requirements, go to the Course Website http://www.canterbury.ac.nz/courses/ or through our own website link http://www.psyc.canterbury.ac.nz/courses/.

To advance to an MA or MSc thesis, a B average is normally required across fourth-year courses. In addition, either PSYC460 or PSYC464 is required to enrol in an MA or MSc thesis. [PSYC460 can be completed as PSYC601 and PSYC464 can be completed as PSYC602 in the thesis year.]

**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 or PSYC464 Multivariate Statics & Methods, AND
   ii) either of the following: PSYC458 Research in Visual Attention & Perceptual Neuropsychology, OR PSYC475 Directed Research in Psychology – all 15 point courses.

**PSYC 404 Research in Human & Animal Neuropsychology**

*Not offered in 2016*

For other options in Neuropsychology, please discuss this with Professor Simon Kemp, PSYC400-Level Course Coordinator.

There may be an opportunity to undertake a PSYC470 project under the supervision of Prof. John Dalrymple-Alford in this research area.

**PSYC 415 Research in Experimental Analysis of Behaviour**

*Whole Year*

30 points

Coordinators: Assoc. Prof. Anthony McLean
Contact: Room 507, Ext 6996
anthony.mclean@canterbury.ac.nz

Coordinators: Prof. Randolph Grace
Contact: Room 205, Ext 7996
randolph.grace@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 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.

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 Dr McLean [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.
PSYC 416
Cognitive Psychology
Semester Two
30 points
Coordinator: Dr Ewald Neumann
Contact: Room 411, Ext 6996
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
• 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 relating to mental processes.
Preparation: PSYC 208 and PSYC 333 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 for details.

PSYC 433
Research in Behavioural Pharmacology and Teratology
Whole Year
30 points
Coordinator: Prof. Rob Hughes
Contact: Room 206, Ext 6879
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/behavioural relationships.
• be aware of how exposure of immature organisms to drugs and other chemicals can modify their brain/behavioural development.
• design experimental studies of drug effects on animal behaviour and interpret the significance of all outcomes.
Preparation: PSYC333 (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 428
Forensic Psychology
Whole Year
30 points
Coordinator: Assoc. Prof. Anthony McLean
Contact: Room 507, Ext 6996
anthony.mclean@canterbury.ac.nz
Limited to 20 students
Description: This course is concerned with the application of psychology to understanding criminal behaviour, and to the New Zealand criminal justice system. The themes for the course include theories of crime, measurement and prediction of criminal behaviour, and the role of the psychologist within the system. Invited speakers will contribute to the course with topics from their areas of expertise, and there will be student seminars on elected topics.
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 451
Human Factors – Ergonomics
Semester Two
15 points
Coordinator: Prof. William (Deak) Helton
Contact: Room 506, Ext 7999
deak.helton@canterbury.ac.nz
Description: This course deals with various issues in Applied Experimental Psychology, also known as Human Factors or Cognitive Ergonomics. The course will have an applied emphasis oriented towards using psychological theory in the “real” world. Human Factors and Cognitive Ergonomics in the “real” world...
basically reduces down to making devices, processes, tools, software, appliances, vehicles, houses, etc. better. In many settings this can directly save lives, e.g., medicine and aviation. In commercial settings this generates (or conserves) money. First, products that are easier to use are often preferred by the public. Second, products/processes that are easier to understand tend not to lead to as many disasters, thus saving liability costs. Good Human Factors saves or makes money.

**Learning Outcomes:** At the completion of this course, students will be able to
- demonstrate understanding of the key theories in human factors.
- demonstrate the ability to apply those theories to human behaviour in human-built system contexts.
- demonstrate the ability to critically challenge the different human factors theories.
- demonstrate the ability to conduct human factors research.
- demonstrate the ability to report human factors research.

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

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

**PSYC 452 Family Psychology**

**Semester One**

**15 points**

Coordinator: Dr Jacki Henderson

Contact: Room 430, Ext 3679

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 student 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 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

**PSYC 457 Behavioural Interventions**

**Semester One**

**15 points**

Coordinator: Prof. Neville Blampied

Contact: Room 469, Ext 6199

neville.blampied@canterbury.ac.nz

**Description:** This is a one-semester course in the application of problem-solving interventions across the life-span at the individual, family/group and community level. The applications and interventions studied will be evidence-based and draw on the principles of behaviour analysis. Teaching will be by a combination of didactic presentations by the course teacher and student-led seminars. Depending somewhat on class size, students will work in small groups to prepare and deliver seminars on particular topics. Opportunities will be given for students to prepare research reviews. Results of these reviews will be presented to the class via poster presentations towards the end of the semester.

**Learning Outcomes:** It is expected that students who successfully complete this course will be able to
- analyse problems using the conceptual framework provided by behavioural analysis/cognitive-behavioural theory.
- plan "in principle" problem-solving interventions which embody evidence-based principles.
- structure interventions so that outcomes may be scientifically evaluated using appropriate research designs.
- relate specific problems and interventions to current relevant theory and research.

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

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

**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 dynamics and perceptual neuropsychology. The goal is to develop both an understanding of the fields and an interest in pursuing some aspects of them in the future. One specific topic will be the focus of discussion in each week.

**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 Two
15 points
Coordinator: Prof. William (Deak) Helton
Contact: Room 506, Ext 7999
deak.helton@canterbury.ac.nz

Description: This course is an advanced course in statistics and data analysis, with application for research. 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 per week.

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

PSYC 463
Neuroscience of Addictive Behaviour

NOT OFFERED IN 2016

PSYC 464
Multivariate Statistics & Methods

Semester One
15 points
Coordinator: Prof. Randolph Grace
Contact: Room 205, Ext 7996
randolph.grace@canterbury.ac.nz

Description: This course deals with advanced multivariate statistics and related methodologies. Three major topics will be covered: a) Multiple regression analyses from a path analytic framework, including mediation and moderation analyses, b) Factor analysis from a test and scale development perspective, and c) Structural Equation Modelling from both a path analytic and a measurement model perspective (e.g., Confirmatory Factor Analysis). Practical, hands on applications are stressed.

Learning Outcomes: At the completion of this course, students will:
• understand the model comparison approach to inferential statistics.
• develop research literacy in multivariate techniques, such as multiple regression, factor analysis (exploratory and confirmatory) and structural equation modelling.
• develop skills in statistical programmes (SPSS, AMOS) for multivariate techniques.
• enhance understanding of the links between research practice and methodology in multivariate statistics.

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 210, Ext 6964
kumar.yogeeswaran@canterbury.ac.nz

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.

Prerequisite: 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 467 Special Topic: Independent Course of Study

Enquiries about The Independent Course of Study should be addressed to Professor Simon Kemp.

PSYC 470 Project

Whole Year
30 points
Coordinator: Dr Zhe Chen
Contact: Room 509, Ext 7179 or 7987
zhe.chen@canterbury.ac.nz

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 one of the courses in data analysis methods (PSYC460/464) concurrently with PSYC 470.

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: Professor Simon Kemp
Contact: Room 208a, Ext 6968
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 for details.

PSYC 475
Directed Research in Psychology
Whole Year
15 points
Contact: Dr Zhe Chen
Room 509, Ext 7179 or 7987
zhe.cheng@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.

PSYC 477
Mental Health and Food
Semester Two
15 points
Coordinator: Prof. Julia Rucklidge
Contact: Room 465, Ext 7959
julia.rucklidge@canterbury.ac.nz
Limited to 20 students

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: A class presentation, an essay and a test.
PSYC 601
Research Methods in Psychology
Semester Two
15 points
This course is required for students completing an MA or MSc, who have not completed either PSYC460 or PSYC464. PSYC601 (15 points) is completed as PSYC460 (see prior descriptions but is treated as Pass/Fail (no grade is assigned).

PSYC 602
Multivariate Statistics & Methods in Psychology
Semester One
15 points
This course is required for students completing an MA or MSc, who have not completed either PSYC460 or PSYC464. PSYC602 (15 points) is completed as PSYC464 (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, Ext 3401
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/PSYC602 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.
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/courses/ or through our own website link http://www.psyc.canterbury.ac.nz/courses/. 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, Ext 6231 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 2016**

**APSY 612 Performance Management & Appraisal**

**Semester Two**

15 points

Coordinator: Assoc. Prof. Katharina Näswall
Contact: Room 202. Ext 6552 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 2016**

**APSY 614 Leadership & Motivation in Organisations**

**Semester One**

15 points

Coordinator: Dr Joana Kuntz
Contact: Room 201. Ext 3635 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

Assoc. Prof. Christopher Burt is the Director of the Applied Psychology Programme. General enquiries should be directed to the Professional Programmes Administrator, for course advice, please contact Chris.
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 615**

**Attitudes & Organisational Development**

**Semester Two**

15 points

Coordinator: Assoc. Prof. Christopher Burt

Contact: Room 424. Ext 6231
christopher.burt@canterbury.ac.nz

**Description:** This course focuses on a number of work related attitudes (e.g., organisational commitment, group cohesion, job satisfaction etc.), theories that attempt to explain how these attitudes are related to organisational problems, the instruments that have been developed for their measurement, and how organisational development can change organisational attitudes and deal with problems. Organisational problems such as absenteeism, turnover, and safety, are a particular focus.

**Learning Outcomes:** Students that complete this course will understand:

- how to apply theory in order to understand issues that may be causing specific organisational problems.
- how to identify appropriate measures and interpret the data they produce for specific problems.
- How to use data to develop a change plan

**APSY 616**

**Small Group Theory & Team Building**

**Semester One**

15 points

Coordinator: Dr Joana Kuntz

Contact: Room 201. Ext 3635
joana.kuntz@canterbury.ac.nz

**Description:** The purpose of this course is to familiarise the students with different bodies of research (e.g., leadership, motivation, training, personality and individual differences) that inform collective perspectives on organisational dynamics, including change. Topics covered will include organisational sensemaking, power and politics, and leadership. Students will be provided with the necessary knowledge and competencies to: a) critically analyse organisational dynamics, b) identify the interplay of psychological and interpersonal phenomena in organisational settings, and c) make research-informed recommendations as prospective I/O practitioners.

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

- Demonstrate an understanding of social behaviour in team settings, leadership, team types and structures.
- Critically evaluate research and theory relating to interpersonal behaviour in small groups.
- Apply knowledge of team leadership, facilitation and training to practical workplace situations and problems.
- Explore the influence of organisational structure, culture and vision on work teams, their goals, and their effectiveness.

**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: Assoc. Prof. Katharina Näswall

Contact: Room 202. Ext 6552
katharina.naswall@canterbury.ac.nz

**Description:** The 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

NOT OFFERED IN 2016

APSY 619
Boundaryless Work and
Uncertain Working Conditions

Semester Two
15 points
Coordinator: Assoc. Prof. Katharina Näswall
Contact: Room 202. Ext 6552
katharina.naswall@canterbury.ac.nz

Description: The course focuses on two emergent aspects of today’s flexible working life from various psychological perspectives: boundaryless work and uncertain working conditions. With boundaryless working conditions, boundaries are becoming less formalised in terms of space, time, and work content as compared to traditional working conditions. To a much greater extent than before, individuals are having to cope with, plan, and structure their own work and working conditions, as they assume greater responsibility for negotiating between working lives and life outside work. The second aspect concerns the uncertain and unstable working conditions that often emerge in association with temporary employment and more turbulent work situations. In this course, a strong emphasis is put on how individuals cope with these two general aspects, while also considering how organizations and human resource personnel can use their knowledge of these aspects to facilitate employee coping.

This course is composed of a series of lectures and related class discussions that rely on student participation. In addition to the text books, readings will be assigned which expand on a certain topic or bring in other perspectives on phenomena studies in class.

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

• Discuss and contrast existing theories on boundaryless work and uncertain working conditions.
• Analyse how employee attitudes and behaviours may be affected by boundaryless work and uncertainty.
• Relate boundaryless work and uncertainty to other aspects of I/O Psychology and reflect on their interrelatedness.
• Relate boundaryless work and uncertainty to practical phenomena and reflect on how these aspects can be applied in practice.
• Discuss what boundaryless work and uncertainty represents and critically reflect on these phenomena in working life.
• Identify gaps in current knowledge and identify needs for future research.

Prerequisite: Acceptance into MSc in Applied Psychology.

APSY 660 Dissertation

Whole year
90 points
Coordinator: Assoc. Prof. Christopher Burt
Contact: Room 424, Ext 6231
christopher.burt@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.
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
Contact: Room 465, Ext 7959
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 and child psychopathology and form a building block for the next year’s focus on intervention.

**PSYC 642 Psychometric Assessment Methods**
Coordinator: Dr Eileen Britt
Contact: Room 515, Ext 7195
eileen.britt@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: Dr Eileen Britt
Contact: Room 515, Ext 7195
eileen.britt@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: Assoc. Prof. Janet Carter
Contact: Room 221, Ext 8090
janet.carter@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, 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 Eileen Britt
Contact: Room 515, Ext 7195
eileen.britt@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: Assoc. Prof. Janet Carter
Contact: Room 221, Ext 8090
janet.carter@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 (PSYC66/662/670).

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. Julia Rucklidge Contact: Room 465, Ext 7959 julia.rucklidge@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: Dr Eileen Britt Contact: Room 515, Ext 7195 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 Eileen Britt Contact: Room 515, Ext 7195 eileen.britt@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]

**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.

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For further detailed information about the Clinical Psychology Programme, please refer to the Clinical Handbook available online [http://www.psyc.canterbury.ac.nz/clinical/contacts.shtml#handbook], or in printed format from the Professional Programmes Administrator.

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

Audio Visual Equipment
The Department has modern audio-visual equipment that can be booked for research and teaching purposes by postgraduate students. Enquiries should be directed to the Reception, Psychology Main Office.

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 www.canterbury.ac.nz/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 obtained from the Scholarships Office, Registry (www.canterbury.ac.nz/scholarships/).

Research involving data collection from either human or animal participants requires approval from either the University Human Ethics Committee or the University Animal Ethics Committee and sometimes from elsewhere (e.g. Southern Regional Ethics Committees A or B). This process is designed to ensure that all research projects meet a rigorous set of ethical standards. Approval must be obtained from the relevant Committee or outside agency before any data gathering can commence.

In order to give effect to the University’s obligations under the Treaty of Waitangi, researchers whose projects raise ethnic issues involving a significant proportion of Maori participants or issues which are of central concern to the Maori should bear in mind that the Committee will look for detailed evidence of consultation as appropriate to the research proposed. For more information please consult the Human Ethics website for “Principles and Guidelines” http://www.canterbury.ac.nz/humanethics/hec/apply.shtml.

For students undertaking Doctoral or Masters theses there is more detailed information available in the Department documents “Guide for Masters/PhD Thesis Students” available on our website at http://www.psyc.canterbury.ac.nz/for/pg_studies/thesis_Project.shtml.

Handing in Course Work
All postgraduate coursework 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/postgrad/. 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 409 (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 the PG Common 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 Robyn Daly.

Postgraduate Computer Laboratory
Within computer labs mentioned earlier (pg 2), 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 Employment Opportunities in the Department
Many employment opportunities are available in the Department, including research assistant, part-time teaching assistant, test/exam writer, plus casual work. Teaching assistantship opportunities with position descriptions, hours required, and pay rates are posted in December for full year and 1st semester courses. Second semester courses will be advertised later in the year. Students’ complete applications for the positions are considered and staff and student preferences and contracts are drawn up for each position. Research assistantships are announced by and negotiated with individual staff. The Head of Department must approve any lecturing opportunity proposed by staff (students giving lectures will be paid at a standard rate).

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 student/PSY dissertation students in the same way. Applications must be made annually to Robyn Daly, Administrative Services Manager, Room 222 using the form on our website www.psyc.canterbury.ac.nz/for/pg_studies/pgforms.shtml. Allocations are normally announced in the first week of March.

Photocopying
Postgraduate students have access to photocopying through the departmental facilities (please enquire at the Psychology Administration Area, Room 226, regarding this) or through the Canterbury Educational Printing Services (CEPS), see the Administrative staff for assistance with printing orders.

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 www.psyc.canterbury.ac.nz/for/pg_studies/
The Department holds a regular seminar series during term time, with talks given by both local staff and visitors. In 2014, 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 2015 were:

- **Mr Joseph Wallace (Erskine Visitor), Department of Personnel & Employment Relations, University of Limerick, Ireland:** “The reality of industrial discipline: The persistence of class bias in the absence of collective responses”.
- **Professor Neville Blampied, Department of Psychology, UC:** “Graphs for the analysis of change: Innovations in the visual analysis of data”.
- **Professor Brian Haig, Department of Psychology, UC:** “What should we think about the new statistics?”
- **Professor Rosemary Tannock (Visiting Erskine), Senior Scientist, Neurosciences & Mental Health Research Program, The Hospital for Sick Children, Canada & Professor Emerita, University of Toronto:** “What colour is this dress?”
- **Dr Ewald Neumann, Department of Psychology, UC:** “How does attention regulate competition between competing visual objects”?
- **Professor Roger Mulder, Department of Psychological Medicine, University of Otago:** “Classifying personality pathology: Time for a radical rethink”.
- **Dr John Church, Adjunct Staff Member, Department of Psychology, UC:** “Implementing evidence-based practice: Problems, perils and pitfalls”.
- **Paul Russell, Kyle Wilson, Aman Bedi, Department of Psychology, UC:** “SART, DR SART and why the Vice-President of the US shot his lawyer”.
- **Professor Martin Darahy, Department of Psychology, UC:** “Auditory hallucinations in dissociative identity disorder: Similarities and differences from schizophrenia”.
- **Dr Edward K. Morris (Erskine Visitor), Department of Psychology, University of Applied Behavioral Science, University of Kansas, US:** “The past ain’t what it used to be”.
- **Professor Randolph Grace, Department of Psychology, UC:** “The origins of decision making: A comparative perspective”.
- **Dr Kevin Bennett, Department of Psychology, Wright State University, Dayton, Ohio, US:** “Postcards from the edge (where ‘training in the lab’ meets ‘cognition in the wild’)”.
- **Assoc. Prof. Roeline Kuijer, Department of Psychology, UC:** “Unity in diversity? Conceptions of national identity impact intergroup relations”.

An example of some of the seminars presented in 2014 were:

- **Professor Mike Metzler (Erskine Visitor, College of Education), Georgia State University, US:** “Avoiding the zero-sum match: Innovation and self-study of teaching at research-intensive universities”.
- **Dr John Hoover, Ohio University, UK:** “The uniting power conflict: A communication model for creativity beyond resolution”.
- **Professor Raymond Kesner, Department of Psychology, University of Utah, USA:** “Contribution of the different subregions of the hippocampus in support of memory – pattern separation and pattern completion processes”.
- **Professor Kate Nation, (Erskine Visitor, College of Education), Department of Experimental Psychology, University of Oxford, UK:** “Language and memory in children with reading comprehension impairments: Causes and correlates?”.
- **Assoc. Prof. Jane Pimental, (Erskine Visitor, College of Science), Department of Communications Disorders, Eastern Washington University:** “Outcome measurements in targeted functional communication of individuals with acquired neurogenic communications disorders: Trustworthy & true?”.
- **Professor Magnus Sverke, (Erskine Visitor) Department of Psychology, Stockholm University:** “Creating healthy organizations through balance at work: interventions to improve working conditions, employee health and organizational sustainability”.
- **Professor Mike Laws, (Erskine Visitor, College of Science), Research Institute for the Environment and Livelihoods, Charles Darwin University:** “Mating behaviour in a female-bonded primate society”.
- **Professor Julia Rucklidge, Department of Psychology, UC:** “Optimizing mental health through nutrient interventions: Rethinking the scientific paradigm”.
- **Assistant Professor Dan Chiaburu (Erskine Visitor), Department of Management, Texas A&M University, US:** “Helpful extravers? Only when impression-management motivated”.
- **Professor Stephen Walston (Erskine Visitor, College of Education), University of Oklahoma, US:** “Understanding the factors affecting employees’ perceived benefits of healthcare information technology”.
- **Professor Deak Helton, Department of Psychology, UC:** “The vigilance decrement: Still mysterious despite seventy years of research”.
- **Professor Garth Fletcher, Department of Psychology, Victoria University of Wellington:** “Pair-bonding, romantic love, and evolution: The curious case of Homo sapiens”.
- **Assoc. Prof. Michael Tarren-Sweeney, School of Health Sciences, UC:** “Who are children and young people in care, and why do they need specialised mental health services?”
- **Assoc. Prof. Simon Adamson, National Addiction Centre, University of Otago:** “Controlled drinking: The science and the art”.
- **Assoc. Prof. Richard Green, Department of Computer Science & Software Engineering, UC:** “Computer vision”.
- **James Enns, Distinguished University Scholar, Department of Psychology, University of British Columbia:** “Social signal and perception: Busy traffic on a two-way street”.

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**Department Seminars**
Academic Staff Profiles

Professor Neville Blampied
MSc(Auck), FNZPsS
Room 469, Ext. 6199
Email neville.blampied@canterbury.ac.nz

Fields of Research:
• Applied behaviour analysis
• Behavioural or cognitive behavioural therapies
• Health psychology – especially nutritional interventions
• 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 focused 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 nutritional interventions.

Dr Eileen Britt
BSc(Cant.), MScSc, DipClinPsych(Waik.), PhD(Cant.), FNZCPP, MNZPsS
Room 515, Ext. 7195
Email eileen.britt@canterbury.ac.nz

Fields of Research:
• Motivational Interviewing
• Clinical supervision and training
• Health psychology
• Mental health disorders, particularly eating and anxiety disorders
• Forensic psychology
• Bicultural and cross-cultural practice
• Earthquake research

Researcher Summary:
Dr Britt's research interests include motivational interviewing, with particular interest in its application to chronic health problems, such as diabetes management. She is also interested in clinical supervision and training, particularly training in motivational interviewing.

Assoc. Prof. Christopher Burt
BSc(Hons), PhD
Room 424, Ext. 6231
Email christopher.burt@canterbury.ac.nz

Fields of Research:
• Autobiographical memory
• Donations
• Eyewitness testimony
• Recruitment advertising
• Team safety
• Time Management

Researcher Summary:
Dr Burt's research interests include work place health/safety/stress, attitude scale construction, time management, charity donations, employee recruitment, and autobiographical memory, temporal memory and eyewitness memory.

Assoc. Prof. Janet Carter
BA, MA, PGDipClinPsych(Cant), PhD(Otago), Head of Department
Room 221, Ext. 8090
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 on UC SPARK, http://www.canterbury.ac.nz/spark/Department.aspx?departmentid=66

University of Canterbury 39
Dr Zhe Chen
MA(Lon.,Prin.), PhD(Prin.)
Room 509, Ext. 7179 or 7987
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 attention and control in visual selection, working memory guidance of attention, and framing effects in judgement and decision making.

Dr Sarah Christofferson
BA(Hons)(VUW), PGDipClinPsych, PhD (Canterbury), MNZPsS
Room 504, Ext. 7952
Email sarah.christofferson@canterbury.ac.nz

Fields of Research:
• Forensic/criminal justice psychology
• Psychological treatment with sex offenders
• 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 sex offenders. 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 behaviour, and the application of these to prevention efforts, as well as exploring factors that may facilitate prevention, as well as prevention barriers.

Professor John Dalrymple-Alford
BSc(Hons), PhD(Swan.)
Room 204, Ext. 6998
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(Belf.)
Room 511, Ext. 3416
Email martin.dorahy@canterbury.ac.nz

Fields of Research:
• Dissociation and dissociative disorders
• Complex PTSD
• Attention and working memory
• Trauma and 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. 7996  
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. 7972  
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 areas of theoretical psychology, research methodology, educational theory and science studies. 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.

Professor William (Deak) Helton  
BA, MA(Cincinnati), PhD(Cincinnati)  
Room 506, Ext. 7999  
Email deak.helton@canterbury.ac.nz  

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

Researcher Summary:  
Prior to joining us at the end of 2008, Deak was an Associate Professor at the Michigan Technological University in the Department of Cognitive and Learning Sciences. At Michigan Tech, Deak directed an interdisciplinary Human-Robot Interaction Laboratory funded by the United States Air Force Office of Scientific Research. He is currently a Co-Principal Investigator on projects funded by the US Department of Education and National Science Foundation. His research areas are in the field of cognitive ergonomics, in particular the detection of fatigue, the role of attention in performance, and the development of expertise. In applied domains this has translated into the development of training programs using simulations for construction managers, the use of biometric devices for the detection of mental fatigue and the design of control systems for robots. Deak’s research crosses the species barrier and he has done research on working dogs from an ergonomic perspective. He has worked with engineers on integrative canine machine systems in the area of landmine detection. Deak is the editor of the first scientific book about working dogs; Canine Ergonomics: The Science of Working Dogs (published in April 2009).

Dr Jacki Henderson  
MEd(Distinction), PhD(Cant)  
Room 430, Ext. 3679  
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, FPsSI
Room 206, Ext. 6879
Email rob.hughes@canterbury.ac.nz

Fields of Research:
• Behavioural pharmacology
• Exploratory behaviour and curiosity

Researcher Summary:
Professor Hughes’ research interests include:
• effects of behaviourally active (psychotropic) drugs and other chemicals on psychological development
• drugs and other chemicals used for alleviating anxiety
• effects of recreationally-used drugs, especially caffeine
• “natural” alternatives to synthesised psychotropic drugs for treating psychological disorders, such as plant products and vitamins.
He is also interested in comparative animal behaviour, particularly exploratory and related behaviour (such as spontaneous alternation), and invertebrate behaviour.

Professor Simon Kemp
MSc, PhD(Auck)
Room 208a, Ext. 6968
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.

Assoc. Prof. Roeline Kuijer
MA, PhD(Groningen, Netherlands)
Room 505, Ext. 3401
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 two main topics. First, individual and partner/spouse adaptation to stressful life events (serious illness, earthquakes). Coping with stressful life events in the relationship is a “dyadic” affair: each partner’s adjustment influences the other partner’s adjustment and health outcomes. Dr Kuijer examines predictors (e.g., personality, social support processes) of individual and couple adaptation to serious illness (e.g., type 2 diabetes, Parkinson’s disease, cancer) and trauma (earthquakes). Second, self-regulation and health behaviour goals (e.g., losing weight, eating healthy, adhering to medical treatment). Successful goal striving requires some form of planning of how to reach the goal and requires self-control in resisting temptations. Dr Kuijer is interested in why so many people experience difficulties in acting upon their good intentions and how we might be able to assist people in attaining their goals.

Dr Joana Kuntz
MSc (ISPA, Portugal), PhD(Tennessee.)
Room 201, Ext. 3635
Email joana.kuntz@canterbury.ac.nz

Fields of Research:
• Organisational change (contingent 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.
responding in the fine structure of reinforced situations and modelling of dynamics acquisition of preference in choice relation to stable-state, performance, behavioural resistance to change and its of behaviour by its consequences, experimental analysis of the control processes. Fourth, he examines social decision-making and self-distress and conflict. Third, he examines personality differences in extreme behaviour? Why is this conviction? Why do people engage in extreme behaviour? Why do people hold intense, inflexible convictions? Why do people, engage in extreme behaviour? Why is this behaviour often targeted against outgroups? What personality traits are related to intense convictions and extreme behaviours? From a social and personality neuroscience perspective (using EEG and MRI), Dr Nash attempts to answer these and other related questions in four lines of research. Second, he examines personality differences in distress and conflict. Third, he examines social decision-making and self-control processes. Fourth, he examines personality differences in intergroup bias.

Researcher Summary:
The primary focus for Dr Naswall’s research is work-related stress and well-being, and the implementation of initiatives aimed at increasing engagement and wellness, and she is involved in several projects focusing on organisational and employee resilience, with a special focus on measuring employee resilience as well as on identifying organisational factors which enhance employee wellbeing and resilience during turbulent times, especially in the post-disaster Canterbury region.

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(Edmonton), FNZPsS  
Room 465, Ext. 7959  
Email julia.rucklidge@canterbury.ac.nz  

Fields of Research:  
- Nutritional interventions (including micronutrients) in the treatment of psychiatric symptoms  
- Attention-Deficit/Hyperactivity Disorder (ADHD) across the lifespan  
- Mood disorders in children and adolescents  
- Youth offending  
- Child and adolescent clinical psychology  
- Clinical Psychology  
- Evaluation of evidence of clinical research  

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=qdKXKhCs5IA).

Paul Russell  
MA(Hons)  
Room 513, Ext. 6170  
Email paul.russell@canterbury.ac.nz  

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

Researcher Summary:  
Paul Russell’s current research interests basically focus on three question: What factors determine people’s ability to perform two tasks simultaneously; Why do people find it very difficult to prevent making a habitual response in contexts where the response is not appropriate; and Why do people become less able to detect rare signals the longer the time spent on a vigilance task? Answers to these questions are being pursued in collaboration with Deak Helton and a number of doctoral students.

Dr Kumar Yogeeswaran  
PhD(University of Massachusetts - Amherst)  
Room 210, Ext. 6964  
Email kumar.yogeeswaran@canterbury.ac.nz  

Fields of Research:  
- Intergroup conflict  
- Cultural diversity  
- National Identity  
- Stereotyping, prejudice and discrimination  
- Social identification  
- 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 towards 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.
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 David Gleaves
BS(Vanderbilt), MA(LSU), PhD( LSU)
Email david.gleaves@unisa.edu.au

Fields of Research:
- Eating disorders,
- Dissociative experiences and disorders
- Quantitative methods
- Cross-cultural assessment

David is based at the University of South Australia: School of Psychology, Social Work & Social Policy.

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

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

Dr Andy Martens
BA(Skidmore), MA, PhD(Arizona)
Email andy.martens@canterbury.ac.nz

Fields of Research:
- Aggression / killing
- Connections between self-esteem and the autonomic nervous system
- Role of existential fears in self-esteem and prejudice (terror management theory)
- Stereotype threat

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, FRANSCP, 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

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

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

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
General Staff Profiles

Justine Brougham
Professional Programmes Administrator
Room 227, Ext. 6971
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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

Robyn Daly
Administrative Services Manager
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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 (Animal Facility)
Room 523, Ext. 7175
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Key Areas:
• General technical services in the Animal Facility

Kate Freeman
Technician (Animal Facility)
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Key Areas:
• General technical services in the Animal Facility

Sharyn Gordon
Administrator
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Key Areas
• General Psychology Enquiries and Admin.
• Return of Assignments and tests
• Online Learn Administrator
• Participant Pool Administration
• Test special sitting liaison
• Preparation of examinations
• Department Seminar Administrator
• Research Incentives Administrator
• Departmental Stationery supplies

Marie Goulden
RGON, BN
Research Coordinator
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Research Group:
• The Canterbury Child Development Research Group
• Coordinator for Study of Premature Children and Study of Methadone use during pregnancy.

Barbara Hardie
Administrator
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Key Areas
• Website and Learn administrator
• Postmaster for Departmental email services
• Timetabling & Room bookings liaison
• Disability Resources - Liaison for special sittings
• Preparation of year exams
• CIS Administration
• SMS Administration
• General Office administration.

Neroli Harris
Certificate in Laboratory Animal Science
Animal Facility Manager
Technical Officer
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Key Areas:
• Management and technical services in the Animal Facility
Glenn Lewis
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Key Areas:
- Woodwork related enquiries
- Metalwork related enquiries
- Audio visual enquiries
- Electronics enquiries
- Service Department’s equipment

Anna Leuzzi
Professional Programmes Administrator
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Anna is on Parental Leave until July 2016

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

Gerard Mesman
BSc(Hons)(Lond.), CNE, CAN
Senior Programmer Analyst
Room 514, Ext. 45726
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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. 3636
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Key Areas:
- Programming, IT assistance and computing enquiries.
- Research related IT assistance
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.

**Psychology Centre Staff Profiles**

**Elizabeth Waugh**
Psychology Centre Coordinator  
MA(Hons), DipClinPsyc, MNZCC, MinSP  
Phone: DDI 3439621; Int Ext 44621  
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), DipClinPsyc, MNZCP  
Phone: DDI 3439627, Ext. 44117  
Email: ann.huggett@canterbury.ac.nz  
**Areas of Expertise:**  
- Supervision and training  
- Cognitive-behavioural therapy  
- Mindfulness-based interventions  
- Adult mental health issues

**Sarah Drummond**
Clinical Educator  
LLB/MA (First Class), DipClinPsyc, MNZCP  
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**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  
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**Responsible for:**  
- Client liaison and appointment management  
- Psychology Centre Administration  
- PA / Administration services for Director

**Dr Neil Thompson**
Clinical Educator  
D.Clin.Psych (CCCU,UK), BSc(Hons) (Lon.)  
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**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.
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.psyc.canterbury.ac.nz/phd_programme/current%20research.shtml].

Zhiyan Basharati: Zhiyan's research is looking at the development and validation of Viviana's research is concurrent cognitive performance. The research will focus on answering whether the effects of sustained physical activity on commission errors in high Go low No-go tasks maps onto understanding fratricide in games of paintball.

Megan Blakely: Megan's research is looking at the psychological effects of overconfidence in decision making.

Jennifer Hamilton: Jennifer's PhD research aims to determine the comparative and collective effects of lesions within two regions of the limbic thalamus to demonstrate how multiple brain systems are engaged by thalamic neurocircuity to support memory.

Henrieta Hamilton Skurak: Henrieta is looking at employee motivation and self-determination in the context of Corporate Volunteer Programs.

Nicola Hancock: Nicola has just commenced her research working in the area of Human Factors.

Joana Hona: Jo’s research is looking at the assessment of treatment for high-risk young offenders.

YuChin (Annie) Hsiao: Annie is investigating the psychological effects of overconfidence in decision making.

Melissa Laird: Melissa’s research is in the area of emotional self-regulation and externalizing problems in children exposed to methadone during pregnancy and looking at the outcomes nine years on.

Samantha Lee: Samantha’s research will look at the educational progress of children born to mothers maintained on methadone during pregnancy as a 9-year follow-up evaluation.

Lin Li: Lin's research involves investigating the inhibiting abstract orthographic representations or retrieving lexical processing tokens in a non-alphabetic language as a test case of the cross-language negative priming effect.

Megan Livingstone: Megan will be looking at the combination of physical and cognitive exercises and explore if they will improve cognition in patients with Parkinson’s Disease.

Rosemary (Rosie) Marsh: Rosie’s research will assess episodic autobiographical memory across different identities in dissociative identity disorder (DID). The research is looking to expand on the understanding of what details influence memory transfer between amnesic identities in DID.

Lucy Moore: Lucy is pursuing two related goals which build on her Master’s research. She is conducting a more comprehensive assessment of treatment efficacy for sexual offenders in New Zealand and also conducting a general investigation into how multivariate statistical methods can be utilised in evaluating treatment efficacy for sexual offenders against children.

Phillipa Newton: Phillipa’s research is looking at the use of micronutrients in smoking cessation treatment.

Ivy Nkrumah: Ivy’s research is in the area of negative priming and involves testing hypotheses in identify and semantic priming effects to predict the fate of the representation of ignored stimuli, and extends further to conduct experiments to contribute to the ongoing debate on bilingual research in negative priming.

Tosin Olateju: Tosin is investigating the impact of high-performance work practices on project success.

Fleur Pawsey: Fleur’s research investigates work stress and recovery in professional sport coaches.

Yue (Echo) Pei: Echo is conducting her PhD research into a new avenue for medication development to treat addiction and will be targeting the trace amine-associated receptor 1.

Brook Perry: Brook’s PhD research is investigating the relative contributions of components of the extended hippocampal system on memory.
**Susan Rapley:** Susan’s PhD research is investigating the rate of c-type natriuretic peptide in the brain, attempting to link this peptide with alterations in learning and memory. Following on from this area of research completed for her MSc thesis.

**Hahna Retallick-Brown:** Hahna is looking at a natural approval to treating premenstrual complaints using a randomized control trial comparing Vitamin B6 to a Broad Spectrum Micronutrient formula.

**Saleha Siddiqua:** Saleha’s research is looking at inhibitory mechanisms in bilingualism and memory.

**Rebekah Smith:** Rebekah is continuing her Masters research and studying traumatic growth amongst residents of Christchurch after the 2010 and 2011 earthquakes and if residents are thriving after the disasters.

**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.

**Rikki Thompson:** Rikki’s research is looking at the behavioural effects and psychopharmacology of methylmethcathinone (Mephedrone) or “Bath Salts” on Hooded rats.

**Megan Tucker:** Megan’s research is looking on tobacco control, specifically the use, perceptions and experience of using Electronic Cigarettes (e-cigarettes) and Denicotinized Cigarettes to quit or reduce smoking.

**Signe Uldall Wiingaard:** Signe is looking at the video-conferenced therapeutic relationship.

**Matthew (Matt) Ward:** Matt's research is on how moving from mobile phones to wearable computers (like the Google Glass) will change how our devices will distract us from real-world tasks. The focus is on adjusting how programs are designed to reduce the demands on the user’s cognitive resource and hopefully find ways to have the device work as an additional pool of resources for the user rather than as a distractor.

**Kyle Wilson:** Kyle’s research is investigating and enhancing the civil use of remotely-operated aerial vehicles.

**Kyla-Louise Wood:** Kyla’s research is part of a longitudinal project on cognition in Parkinson’s Disease (PD) currently underway. Her research is to determine the relevance of MRI and related biomarkers for progression of cognitive decline in patients with PD as they progress through the disease.
Recent PhD Successes

Completed PhD Research

**Lara Aitchison** (2016) was awarded her PhD for her thesis entitled “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.

**Neil DeJoux** (2015) was awarded his PhD for his thesis entitled “Local-global feature discrimination: How configurational elements of visual stimuli impact sustained attention”. He was supervised by Professor Deak Helton and his associate supervisor was Paul Russell.

**Victoria Escaip** (2015) was awarded her PhD for her thesis entitled “The acquisition of phrasal vocabulary by native and non-native speakers of three major Western languages: Spanish, English and French”. She was supervised by Professor Kon Kuiper and her associate supervisor was Prof. Garth Fletcher.

**Heather Gordon** (2015) was awarded her PhD for her thesis entitled “An investigation into the effects of micronutrients on mood and behaviour in children with attention-deficit/hyperactivity disorder (ADHD): A pilot study using a single case ABAB design with six-month follow-up”. She was supervised by Professor Julia Rucklidge and her associate supervisor was Professor Neville Blampied.

**Emma Marshall** (2015) was awarded her PhD for her thesis entitled “The impact of the Canterbury, New Zealand, earthquakes on couples’ relationship quality: A dyadic and longitudinal investigation”. She was supervised by Assoc. Prof. Roeline Kuiper and her associate supervisors were Professor Jeffry Simpson and Professor Neville Blampied.

**Louella Orillaza** (2015) was awarded her PhD for her thesis entitled “Attachment, illness perceptions, and health outcomes: The mediating role of support-seeking, supportive, and negative interactions in couples experiencing Type 2 Diabetes”. She was supervised by Assoc. Prof. Roeline Kuiper and her associate supervisor was Professor Garth Fletcher.

**Kirsten Ritchie** (2015) was awarded her PhD for her thesis entitled “The social competence of children born very pre-term at age 12 years”. She began her research under the supervision of Professor Lianne Woodward, with assistance from Dr Jacki Henderson, and completed under the supervision of Professor Neville Blampied and Associate Professor Roeline Kuiper.

**Amy Romijn** (2015) was awarded her PhD for her thesis entitled “Efficacy of a probiotic supplement as an intervention for the symptoms of depression: A double-blind, randomised, placebo-controlled trial, open label extension and 6-month follow-up”. She was supervised by Professor Julia Rucklidge.

**Amy Wang** (2015) was awarded her PhD for her thesis entitled “Cognitive enrichment in patients with mild cognitive impairment”. She was supervised by professor John Dalrymple-Alford and her associate supervisor was Professor Tim Anderson (University of Otago, Christchurch).

**James Perry** (2015) was awarded his PhD for his thesis entitled “Progesterone and the striatal-hydroxydopamine model of Parkinson’s Disease”. He was supervised by Professor John Dalrymple-Alford and his associate supervisor was Prof. Rob Hughes.

**Kirsten Ritchie** (2015) was awarded her PhD for her thesis entitled “The social competence of children born very pre-term at age 12 years”. She began her research under the supervision of Professor Lianne Woodward, with assistance from Dr Jacki Henderson, and completed under the supervision of Professor Neville Blampied and Associate Professor Roeline Kuiper.

**Nadia Borlase** (2013) was awarded her PhD for her thesis entitled “The thalamus in Parkinson’s Disease”. She was supervised by Professor John Dalrymple-Alford and her associate supervisors were Tim Anderson and Tracey Melzer.

**Bruce Harland** (2013) was awarded his PhD for his thesis entitled “Recovery of function after lesions of the anterior thalamic nuclei: CA1 neuromorphology”. He was supervised by Professor John Dalrymple-Alford and the associate supervisor was Dr Anthony McLean.

**James Head** (2013) was awarded his PhD for his thesis entitled “An empirical investigation of text-speak processing”. He was supervised by Professor Deak Helton and Paul Russell.

**Lehan Stemmet** (2013) was awarded his PhD for his thesis entitled “Influence of family disruption/father absence on daughters’ age at menarche: A genetically and environmentally controlled sibling comparison study”. She was supervised by Professor Brian Haig.

**Jacqueline Tither** (2014) successfully defended her PhD oral examination entitled “Influence of family disruption/father absence on daughters’ age at menarche: A genetically and environmentally controlled sibling comparison study”. She was supervised by Professor Brian Haig.
Recent Masters Thesis Research

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


“Effects of feeding method on infant sleep consolidation across 12 months” – Amy Clarke (2014).


“Chronic use of three types of antidepressants and their effects on memory and anxiety in male and female rats” – Vanessa Gray (2014).


“Lesions of the dorsal medial hippocampus induce different forms of repetitive behaviour in the rat” – Sahina Haq (2015).

“Effects of a broad-spectrum micronutrient supplement versus B vitamins and vitamin C on anxiety and memory in PVC/c hooded rats” – Andrew Henderson (2016).


“Social worker identification of attachment in a ultra high risk cohort” – Mary O’Donoghue (2014).


“Shame, dissociation and cognition: An experimental investigation” – Amber Scott (2015).


“Rehabilitative input and support received by older adults following a mild traumatic brain injury event” – Olivia Taylor (2014).


“Motivational Interviewing Child, Youth and Family residences: Case leaders’ experiences, appraisal and skill level, and the barriers to implementation” – Victoria Wilkinson (2015).


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


“The role of values and value congruence for job satisfaction, person organisation fit, work engagement and resilience” – Megan Bissett (2014).


“The impact of emotional stimuli on visuo-spatial vigilance and self-reported state” – Georgia Flood (2014).


“Psychological contract fulfilment, employability and work attitudes” - Cherry Li (2015).

“Safety voicing the impact of job insecurity and safety concern severity” – Sam Lu (2014).


“Fit employees: Fit organisations - What happens when organisations support employees in their personal fitness goals?” - Fleur Pawsey (2015).


“Workplace attitudes among offshore team members” – Abigail Roberts (2014).


“The role of HRM system and organisational culture in employee engagement and organisational performance” – Im Suebwongpat (2014).