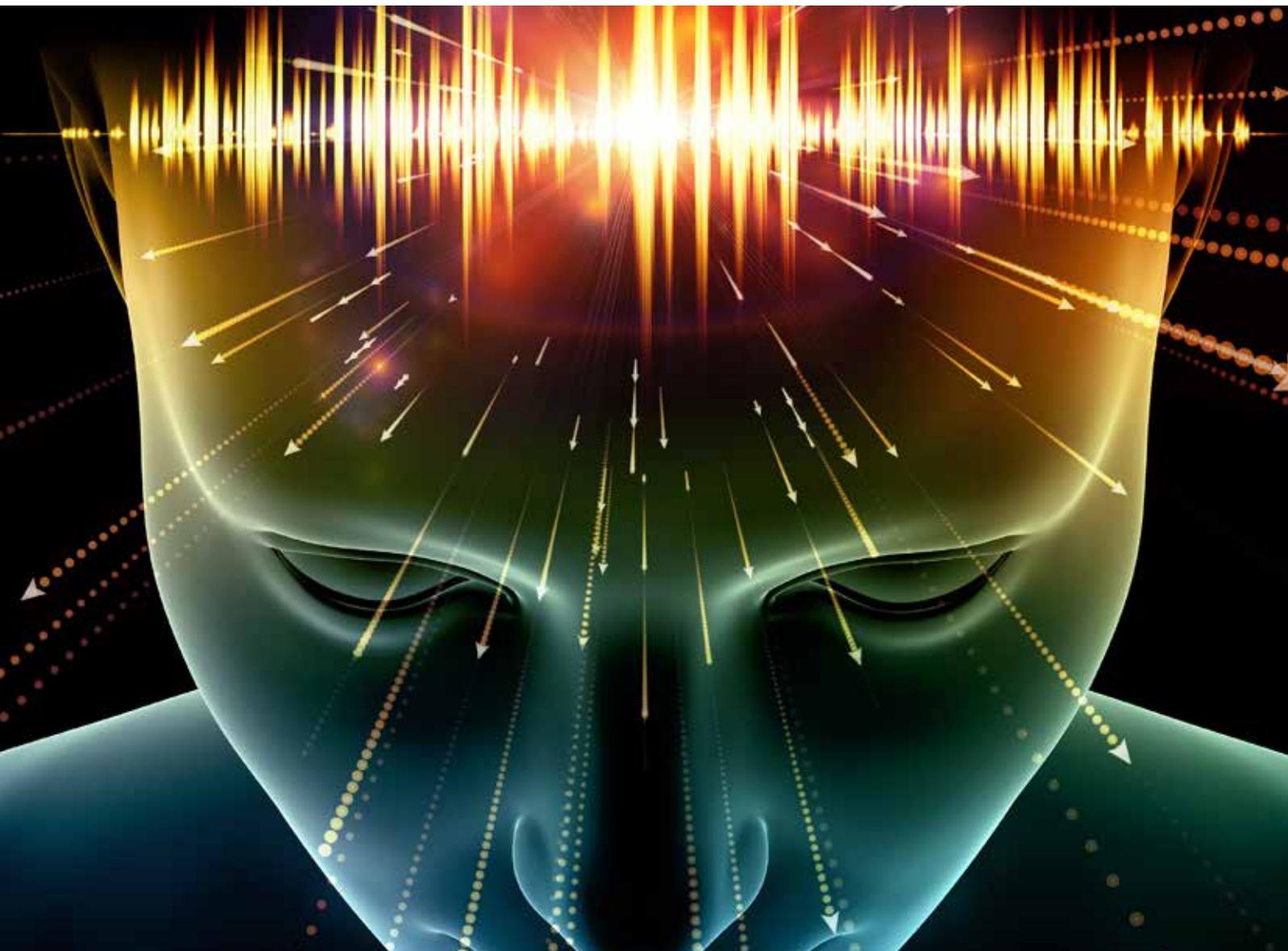


School of Psychology, Speech and Hearing
Te Kura Mahi ā-Hirikapo
Handbook 2021



Psychology



UC SCIENCE
Te Rāngai Pūtaiao

Published March 2020 by the University of Canterbury, Private Bag 4800, Christchurch 8140, New Zealand.

This book provides information about Psychology and its courses. Degree and course regulations are available online at www.canterbury.ac.nz/regulations.

Information contained in this publication is correct at the time of printing, but may be subject to change. While all efforts are made to ensure that the information in this publication is correct, the School reserves the right to make changes as required. Please check the School website for any updates to this document.

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Psychology at Canterbury



Welcome to the School of Psychology, Speech and Hearing at the University of Canterbury. Our dedicated and accomplished Psychology staff have developed a balanced and comprehensive set of highly regarded courses, ranging from introductory psychology through to PhD. We also offer nationally and internationally recognised applied programmes in Clinical Psychology and Industrial & Organisational Psychology.

Our programmes and courses introduce students to the scientific underpinnings of psychology, and how psychological principles can be applied to real-world problems in the service of the public good. Our approach involves teaching students about psychology research findings, concepts, theories and the scientific methods of the discipline. To this end, our courses not only help students better understand how and why we think, feel and act, but also help students develop their critical thinking and analytical skills, all of which have broad applications to life beyond university.

Psychology at Canterbury offers a wide range of research programmes, in which students and staff can satisfy their curiosity about psychological questions and can make a contribution to our understanding of the human condition. 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 School do applied and socially relevant research, as you will see from the rest of this handbook. In addition to the opportunity of participating and collaborating in staff research, students are encouraged to develop new or novel research ideas of their own. The research conducted is disseminated widely, both nationally and internationally in academic journals, books, and at conferences.

Our School has a large number of postgraduate and undergraduate students, and academic staff who both teach and conduct research. The School also has a broad support network of clinical educators, technicians, and administrative staff who ensure all runs smoothly.

National and international experts from outside the University also contribute to teaching and research in the School. The School typically has four visiting Erskine Fellows each year that contribute to our teaching and research programs. We also host numerous other overseas visitors who come for sabbaticals or simply call in to visit their collaborators here.

Important matters and policy issues are debated at regular School meetings. Student input is valued and student representatives are encouraged to attend these meetings. We also have regular staff-student liaison meetings to ensure that students have ongoing input in student-related issues.

On behalf of all of the staff, we hope that your association with the School is a happy and successful one. We look forward to working with you during your time with us.

Professor Don Hine
Head of School

What is Psychology?

Psychology is the scientific study of behaviour and its associated biological and cognitive processes. It is a rapidly developing field that relates to all aspects of human endeavour. The goal of a scientific understanding of human behaviour and its underlying processes is complemented by investigations of animal behaviour.

Psychologists systematically test ideas and beliefs against phenomena that are measurable, and open to observation by others. The following are examples of some of the varied questions of interest in psychology today:

- What are the bases for attractions between people and how do we know when we are in a good relationship?
- How do biological make-up and life experiences combine to produce secure and competent adults, and those who are not so well adjusted?
- What can be done to rehabilitate or manage the mentally ill, those unable to cope in modern society or those who engage in criminal behaviour?
- What factors make for stable, happy families, and healthy lifestyles?
- How can we develop personal robots to improve the quality of life?
- How can we assist managers and employees to make important decisions in the workplace?
- How can health and safety at work be improved?
- Why do our powers of attention appear to be limited and selective? Does information we have ignored or claim not to have seen affect us later? To what extent are we consciously aware of the things going on in our brains?
- Young children often fail to see things from the point of view of others, so what is involved in acquiring the ability to see the world from someone else's perspective?
- Is learning a language the same as learning to ride a bike? Are different brain systems used for learning skills and for acquiring knowledge?



- Is memory a single entity or is it composed of a number of different sub-systems each supported by different brain structures and processes?
- How can animal models help us understand the effects of brain damage in humans?
- What factors contribute to the cause and maintenance of problems such as depression, eating disorders and anxiety?
- What is "earthquake brain" and how do we help individuals cope with natural disasters like earthquakes?
- A variety of psychotherapies have been developed for treating people with psychological problems. Which psychotherapies are the most effective and for which problems? Can we match the psychotherapy to the individual to promote the most optimal response?
- How do we assist people who have had psychological problems to maintain wellness and prevent relapse?

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

Career Opportunities

Psychology graduates have a unique mix of skills. They have a basic knowledge about people, and develop competency with computers, data analysis, retrieving information from databases, writing and communication skills, and a critical

and objective way of approaching problems. Such a spectrum of skills finds application in many occupations. Some psychology graduates do research and others hold positions of responsibility in banks, retailing, manufacturing and marketing. Many work with people in human service agencies such as employment services, social welfare, and in analysis and treatment. A number also work in public relations, teaching and training. A few even become academics in tertiary education institutions.

The School 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 prior to enrolment.

PSYC105 Introductory Psychology: Brain, Behaviour & Cognition. Semester 1

Major domains covered in this course include:

- Neuropsychology
- Perception & Decision Making
- Memory & Cognition
- Learning & Behaviour Change
- Drug & Behaviour

PSYC106 Introductory Psychology: Social, Personality & Developmental. Semester 2

Major domains covered in this course include:

- Developmental Psychology
- Social Psychology
- Personality
- Abnormal Psychology & Psychotherapy
- Applied Psychology



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 2020 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: PSYC105 AND PSYC106 (15 points each)

200-Level: PSYC206, and at least three 15 point courses from PSYC207-213.

Note: PSYC206 is required for a major in Psychology

300-level: At least 75 points of 300-level Psychology.

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

Postgraduate degree entry requirements:

Students who wish to proceed to postgraduate degrees in Applied Psychology and Psychology must satisfy the requirements of the BSc degree and have been credited with PSYC 344.

Students intending to apply for the MSc in Applied Psychology must meet the postgraduate degree requirements above. PSYC336 Industrial Organisational Psychology would be an advantage.

Students who wish to be eligible to apply for the Postgraduate Diploma in Clinical Psychology must have completed PSYC 335 Abnormal Psychology or an approved equivalent. Please see the full list of prerequisites and entry requirements on page 22.

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

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

Major

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

- 100-level: PSYC105 AND PSYC106 (15 points each)



- 200-Level: PSYC206, and at least three from PSYC207-213 (15 points each).
Note: PSYC206 is required for a major in Psychology
- 300-level: 75 points of 300-level Psychology courses.
- PSYC344 (or equivalent) is required for Postgraduate study in Psychology and Applied Psychology.
- PSYC336 (or equivalent) is recommended for MSc in Applied Psychology
- PSYC335 (or equivalent) is required for Postgraduate Diploma in Clinical Psychology.

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

Minor

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

Transferring Credit from Another University or Tertiary Education Provider

If you seek to transfer credit from another university or tertiary provider and intend to complete your degree at Canterbury you should contact the Student Advisor in either the College of Arts or the College of Science, requesting the

transfer of credit form which must be completed before credit can be transferred from your previous provider [<http://www.canterbury.ac.nz/enrol/transfer/nz/>]. Also specify the degree and majoring subject intended at Canterbury and include a transcript of your credits to date and perhaps your current courses. You should receive a written reply detailing the points credited towards study at Canterbury.

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

Double Degrees

Some students enrol in two degrees concurrently. For example the combination of BA Psychology with an LLB is quite common. Regulations permit students enrolled in two degrees to complete both degrees but with fewer points than the sum of those required for the two degrees if taken separately. Determining

a programme of study for a double degree can be quite complex. Psychology students embarking on double degrees should discuss their study plans with the Student Advisors in the relevant Colleges.

Conversion and Diploma Programmes for Non-Psychology Graduates

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

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

For the GradDipArts, a student must pass courses totalling at least 120 points. Of these 120 points at least 105 points must be from the BA Schedule or equivalent courses approved by the



Dean of Arts and the 120 points must include 90 points at 300-level, including 60 in a single subject. (See the Student Advisor in the College of Arts).

Entry requirements for postgraduate study in psychology or applied psychology can be met by including the appropriate courses within a diploma programme. The entry requirements are described in the box entitled “Entry Requirements PG Psychology” on page 22. Note it is not necessary to complete PSYC 105 or PSYC

106 or other Introductory Psychology courses to gain entry to postgraduate study by this route. Also, students undertaking a GradDipArts/Sci are often exempt the prerequisite requirements for individual PSYC200 and PSYC300 courses making it possible to complete the postgraduate entry requirements in a single (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.



Although I originally intended to become a clinical psychologist I soon found that psychology has many different and interesting fields of study, and eventually I developed a passion for Health Psychology.

Throughout my undergraduate studies I really looked up to the postgraduate students who were my lab tutors and this inspired me to begin my PhD in Health Psychology.

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

So far I am loving my time as a PhD student here at the University of Canterbury. It's not always easy but it's a great challenge and I'm learning a lot. I'm really grateful for all the support I've had from the Psychology Department here,

especially my supervisors Associate Professor Roeline Kuijter and Dr Kumar Yogeeswaran, and I'm excited to see where my studies take me in the future.

I've always been interested in people and I wanted a career where I could help others, so studying Psychology was a natural choice for me.

Jessica Gunby
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 please refer to the UC Website, <http://www.canterbury.ac.nz/courseinfo/GetCourses.aspx?subjectnames=Psychology>

PSYC 105 Introductory Psychology: Brain, Behaviour, & Cognition

Semester One 15 points

Coordinator: Assoc. Prof. Zhe Chen
zhe.chen@canterbury.ac.nz

Prerequisite for all 200-level courses

Description: Students will receive an introduction to the following main areas: perception and decision making; learning and behaviour change; drugs and behaviour; memory and cognition; and neuropsychology.

The textbook contains relevant reading materials, but alternative and/or additional reading materials may also be provided by individual lecturers.

Learning Outcomes: Students completing this course will

- have learned some of the key terms used in the areas described above
- 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.

PSYC 106 Introductory Psychology: Social, Personality, & Development

Semester Two 15 points

Coordinator: Dr Seth Harty
seth.harty@canterbury.ac.nz

Prerequisite for all 200-level courses

Description: Students will receive an introduction to four major domains: personality, abnormal, social, and developmental psychology, in addition to applied and industrial/organizational psychology. You will also learn about the different research methods used in each of these domains.

Learning Outcomes: Students completing this course will

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

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

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



Course Coordinator 100-level

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

200-Level Courses



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

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

PSYC 206 Research Design & Statistics

Semester One **15 points**

Coordinator: Dr Jacinta Cording
jacinta.cording@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. There is a laboratory component that will give you practical experience with using statistical software (Statistica).

Learning Outcomes: On successfully passing the course, students will be able to

- characterize data using descriptive statistics and graphical methods.
- display and interpret relationships between variables in scatterplots
- calculate and interpret standardized scores (Z scores)
- calculate and interpret the correlation coefficient
- use regression to make predictions based on the relationship between two variables

- understand the logic of null hypothesis testing, significance testing, and statistical power
- calculate and interpret results of t tests, one-way ANOVA, and factorial ANOVA
- use the chi square test to evaluate hypotheses about categorical variables
- use computer software to conduct statistical tests and analyse data.

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

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

PSYC 207 Developmental Psychology

Semester One **15 points**

Coordinator: Dr Seth Harty
seth.harty@canterbury.ac.nz

Description: This course will examine human development from conception to late adolescence, and will cover neuropsychological, cognitive, biological, behavioural and socio-emotional development. Emphasis will be given to major theoretical influences that have shaped current thinking about child and adolescent development, as well as research methods and techniques that are used to study development. Key developmental issues will be considered in relation to both typical and atypical patterns of development. The course will be presented by way of lectures, videos, the textbook, and laboratory work.

Learning Outcomes:

Students completing this course will:

- 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 nature of development, as well as the important role that both biological and environmental factors play in shaping development, contributing to risk and resilience.
- Be introduced 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 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.

PSYC 208 Cognition

Semester Two **15 points**

Coordinator: Assoc. Prof. Ewald Neumann
ewald.neumann@canterbury.ac.nz

Description: This is an introductory course in cognitive psychology: The science of how the mind and brain are organised to produce intelligent human thought processes.

What has more computing power than a billion PCs, is readily portable, and weighs less than 1.5 kg? How does this magnificent machine comprehend language and make inferences, such as for example that the previous sentence refers to the human brain? What is known about how the brain stores information from scenes and our environs, our past experiences, and general world knowledge so that the right information is conveniently available just when you need it, except in a test or exam? What is attention and why does it appear to be so selective? Do we ever process information unconsciously? What is known about our methods for solving problems? In our everyday thinking and decision-making does the brain lead us to follow logical rules and the rational procedures that economists assume or has evolution provided us with other modes of thought more suited to the uncertainties of our social and physical worlds? How do people become skilled and expert? Clever experiments coupled with brain imaging technologies are enhancing knowledge of human cognition and its underlying brain processes. Virtually every domain in psychology draws upon findings and concepts generated in cognitive psychology. You will find this course fundamental preparation for your later studies in social, industrial-organisational, abnormal, biological, clinical, forensic, and developmental psychology. Every student who is considering postgraduate study in psychology would be wise to include the study of human cognition in his or her undergraduate programme.

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.

PSYC 209 Sensation and Perception

Semester One **15 points**
Coordinator: Assoc. Prof. Zhe Chen
zhe.chen@canterbury.ac.nz



Course Coordinator 200-level

Assoc. Prof. Ewald Neumann is the Coordinator for all 200-level Psychology courses. Enquiries relating directly to these courses should be discussed with Ewald.

Description: This course gives a broad overview of sensation and perception. The goal is to develop both an understanding of the field and an interest in pursuing some aspects of it in the future. The emphasis will be on visual perception but perception/sensation in the other senses will also be covered briefly. There is a laboratory component that will let you experience some of the classical findings in the discipline

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.
- learnt to evaluate and interpret research findings critically.
- demonstrated an understanding of how the various factors 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 do a literature research on a topic, to synthesize research articles related to the topic, and to present research findings in writing.

Prerequisite: PSYC105 and PSYC106, or with the approval of the HOD, or 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.

PSYC 211 Personality

Semester Two **15 points**
Coordinator: Dr Andrew (Andy) Vonasch
andrew.vonasch@canterbury.ac.nz

Description: The course will provide an introduction to classic and contemporary theory and research in personality psychology. Lectures and readings will cover the following perspectives on personality: psychoanalytic, genetic and evolutionary, cultural, biological, humanistic, trait, and behavioural. In the laboratory sessions, students will take various personality assessment instruments and participate in experiments to gain first-hand insight into cutting-edge personality research.

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

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

- an understanding of the key theories in personality psychology, the differences

between these theories; and ability to critically evaluate theories of personality.

- an understanding of the research methods commonly used in personality psychology
- the ability to critically evaluate classic and contemporary research methods in personality psychology.
- hands-on experience via participation in contemporary personality science.
- the ability to write up a succinct research proposal.

Prerequisite: PSYC 105 and PSYC 106

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

PSYC 213 Introduction to Social Psychology

Semester Two **15 points**
Coordinator: Assoc. Prof. Kumar Yogeeswaran
kumar.yogeeswaran@canterbury.ac.nz

Description: This course provides a broad overview of topics in social psychology. Social psychology is the scientific study of how our thoughts, feelings, and behaviours are influenced by the real, imagined, or implied presence of others.

The lectures will cover a range of topics illustrating the impact of social context on the individual by focusing on topics such as the self-concept, social perception, intergroup bias, attitudes and persuasion, social influence, group processes, close relationships, prosocial behaviour, and aggression.

This course also contains a laboratory component in which students will work in small groups on various small projects that parallel the lecture content. Students will also develop a research proposal in the course.

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

- a broad knowledge of social psychological theories and empirical evidence on the impact of social context on human behaviour.
- developed an understanding of 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.
- developed how to think independently and develop your own research ideas that build on existing work.

Prerequisite: PSYC 105 and PSYC 106

Restriction: PSYC332

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

Through his rewarding work and studies in Psychology, James has already made an impact on the community through mental health care and support.

James had developed a general interest in Psychology from high school, but discovered a more in-depth appreciation for the different fields of Psychology after taking 100-level introductory courses at UC.

'Specifically, I really enjoy learning about what humans have been able to find out about themselves. We've been able to reveal casual mechanisms in so many aspects of everyday life, from learning to eat food to how the brain affects behaviour. There's obviously so much we still don't know but it's exciting knowing it's possible to make a significant difference in many people's lives,' he says.

James had chosen UC for its reputation in Psychology, and for its Postgraduate Diploma in Clinical Psychology programme, which leads to registration as a professional psychologist.

He first started with the Certificate of University Preparation (CUP) to gain background study before going onto his bachelor's degree.

'I was lucky in that two of my Certificate courses were largely psychology based so I learned a lot before even starting my Psychology degree,' he says.

The degree programme itself offered James an insight into modern biological and social human psychology, and methods for critically analysing, interpreting, and communicating findings.

'I've been able to develop a lot of different skills, which will be extremely important for life after university,' he says. 'Some papers require presentations which help with public speaking skills, and there's lots of written assessments so my writing has really improved as well. The



topics are also interesting, with many courses providing the option for critical thinking.'

The passion James has for his studies has led to him receiving a UC Psychology Department 300-level Prize for being among the top three students in his year, and a nomination for the Macmillan Brown Prize for Writers. James is also a Teaching Assistant for the PSYC 105 course.

He attributes his success to the support from lecturers and services such as the Health Centre to keep him on track.

'All the staff are really knowledgeable and kind, you can tell that they want to succeed,' he says.

Finding a balance between study and life was a key part of enjoying university, and so James has also made the most of the flexible degree structure by taking advanced-level courses earlier in his degree to complete sooner.

This allowed him to do psychology-based work outside of studies. James is a volunteer and support worker for Youthline, in which

he provides helpline counselling for clients and assesses the need for ongoing or external clinical services.

As for his future career, James hopes to continue this work by becoming a registered psychologist, and eventually go into private practice.

'It's exciting knowing it's possible to make a significant difference in many people's lives...'

James McKie

Bachelor of Science in Psychology

Studying towards a BSc(Hons) in Psychology

Triage/Clinical Support Worker and Volunteer

Helpline Counsellor, Youthline

300-Level Courses

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

Students wishing to proceed to postgraduate degrees in Psychology must have completed 75 points at 300-level PSYC, including PSYC 344.

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

PSYC 333 Biological Psychology

Semester One **30 points**

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

Description: This course is concerned with the relationships between brain and behaviour, including higher mental activity, using evidence from both humans and animals. The principal aim is to give students a sound experience of the interplay between neural and psychological processes. The subject falls within the broader realm of neuroscience, an increasingly multidisciplinary area of scientific research that is advancing at an ever-accelerating pace.

Psychologists make important contributions to neuroscience. Such contributions come under the rubric of behavioural neuroscience, psychopharmacology, neuropsychology, cognitive neuroscience and behavioural neurology. Selected examples of these contributions will be provided in this course. Laboratory classes cover basic brain structure and function.

PSYC 333 is recommended preparation for PSYC 404 Human & Animal Neuropsychology, PSYC 433 Behavioural Pharmacology and Teratology, PSYC 416 Cognitive Psychology, and for the postgraduate Clinical Psychology programme.

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

- know the basics of neuroscience in terms of neural function and neural processes.
- be familiar with the geography and primary brain regions of the mammalian brain.
- be familiar with some neuroscience methods in animals and in humans, including brain imaging.
- understand the psychopharmacological effects of some drugs, including some of those influencing addiction and early neurodevelopment.

- understand the neuropsychology of human amnesia and memory impairments.
- understand neurodegenerative disorders, including at minimum 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.

PSYC 335 Abnormal Psychology

Whole Year **30 points**

Coordinator: Assoc. Prof. Virginia (Gini) McIntosh
gini.mcintosh@canterbury.ac.nz

Prerequisite for application into Postgraduate Clinical Psychology

Description: This is an introductory 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 is an introductory course, lectures will largely consist of broad overviews of various psychological disorder concepts and selected specific problem 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

- provide students with a basic understanding of the various theoretical views on the concept of abnormality in psychology.
- provide students with an introduction to classes of abnormal phenomena. In the context of this introduction, specific problem areas or forms of psychopathology will be highlighted.
- review basic research and empirical findings associated with the specific problem areas or various forms of psychopathology.
- sensitize students to differences in the conceptualisation of abnormality or psychopathology among persons from diverse ethnic, demographic, and socio-economic backgrounds.



Course Coordinator 3rd year

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

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.

PSYC 336 Industrial & Organisational Psychology

Semester One **15 points**

Coordinator: Assoc. Prof. Joana Kuntz
joana.kuntz@canterbury.ac.nz

Recommended for MSc in Applied Psychology

Description: The purpose of this course is to familiarise the students with the field of Industrial Organisational Psychology (I/O Psychology). This course will examine the applications of psychological theory and research to the workplace, in particular the contribution of I/O Psychology to enhanced organisational performance and improved employee attitudes.

PSYC336 is a prerequisite for entry into the Postgraduate programme of MSc in Industrial/Organisational Psychology.

Learning Outcomes: A graduate of this course will be expected 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.

PSYC 339 Health Psychology & Behaviour Change

Semester One **30 points**

Coordinator: Assoc. Prof. Roeline Kuijer
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 is concerned with understanding human behaviour in the context of physical health and illness. As such the field

is a large one and this course aims to introduce students to a range of topics in the field.

Topics covered in this course include health promotion and prevention, determinants of health-related behaviours (e.g. smoking, diet, exercise), stress and coping, patient-practitioner communication, pain and its management and management of chronic and serious illness. Health psychology applies theories from various psychological sub-disciplines and as such has a natural affinity with several other courses at the undergraduate and graduate level including abnormal, social, personality, developmental and industrial-organizational psychology. PSYC 339 is recommended preparation for PSYC 434 Health Psychology: Theories & Interventions.

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

- understand the broad overview of the field of health psychology
- develop an understanding and appreciation of the complex interplay between physical well-being and a variety of biological, psychological, and social factors.
- develop an interest in the area of health psychology.
- develop critical thinking about health psychological issues.

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.

PSYC 340 Cognitive Psychology

Semester Two **15 points**

Coordinator: Assoc. Prof. Ewald Neumann
ewald.neumann@canterbury.ac.nz

Description: This course will provide advanced knowledge in a variety of selected areas in Cognitive Psychology and to extend basic knowledge of the content, theory, and methods of cognitive psychology gained in PSYC208 Cognition (or other cognitive courses). It is designed to prepare those enrolled in PSYC340 for post-graduate study, and for postgraduate students enrolled in PSYC416 for more advanced post-graduate study. Class groups are small and open discussion and debate of issues raised from the seminar presentations is encouraged. Presentations and subsequent essays will be based on readings considered to make a substantial contemporary contribution in the science of human cognition. There are no examinations or tests.

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.



I've been sure about my passion for psychology since high school, when I learnt about clinical psychology.

I will be graduating with a BA in Psychology and English at the end of 2019. I find it interesting

the way our past experiences can affect our present behaviour, but also the way we can 'rewire' our brains to respond, think, and feel differently. Though this is why I chose psychology, I soon realized how many areas and pathways exist within the subject. And they're all so interesting! Learning and behaviour, abnormal, and developmental psychology have been some of my favourite courses.

I have found UC to be really supportive in my academics, emotional wellbeing, and opportunities for personal development. Lecturers have been approachable and eager to help with any questions, and services such as student care have been valuable when outside-circumstances or personal problems have made studying more difficult. This helped me to achieve more than I thought was possible for me, and I was lucky to receive a prize in psychology in each of my undergraduate years. However, UC has helped with more than

academics – it has also provided opportunities to develop confidence and leadership skills, even in areas related to my studies. For example, I was able to gain skills in interviewing clients as a help volunteer for the UCSA Advocacy and Welfare team.

Though I'm not sure what to specialize in, I know that I want a career that engages with psychology. I hope to continue into postgrad psychology in the future, and to use the knowledge and skills I gain in a career that helps people to improve their lives.

'It's exciting knowing it's possible to make a significant difference in many people's lives...'

Anneke Hoogervorst

Studying towards a Major in Psychology
Minor in English

- 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: Above average achievement in PSYC208 Cognition or an equivalent course is strongly recommended as preparation for this course.

Lectures and Laboratories: Two hours per week.

PSYC 341 Environmental Psychology

Semester Two **15 points**

Coordinator: Prof. Don Hine
donald.hine@canterbury.ac.nz

Description: Theories and principles from across psychology are presented to explain the causes of environmentally destructive behaviour, and generate solutions for a sustainable future. This

course will teach you principles of behaviour change, and how you can apply them in your home, workplace, and community. PSYC341 is designed to be practical and engaging.

Learning Outcomes: Upon completion of this unit, students will be able to:

- demonstrate well developed knowledge of how psychological theory and methods can be used to evaluate and help solve environmental problems;
- further refine critical thinking skills to complete structured assessment tasks;
- examine and formulate personal views around the underlying causes of environmental problems and how psychology can be applied to solve them;
- recognise and describe the strengths and limitations of the major psychological approaches for addressing environmental problems; and
- independently design an intervention for an environmental problem using selected psychological principles, and communicate this to others.

Prerequisite: 120 points at 100-level from any subject.

Lectures and Laboratories: It includes weekly

online exercises and discussions, and an applied behaviour change project.

PSYC 344 **Research Methods**

Semester Two **30 points**

Coordinator: Dr Jacinta Cording
jacinta.cording@canterbury.ac.nz

Required course for postgraduate study in Psychology

Description: This course is an advanced survey of research methods, including the design and conduct of research studies and the analysis and reporting of data in Psychology. This course will consider a variety of methods that are useful for carrying out psychological research and the rationale for the methods.

The laboratory classes are designed to provide practical experience in conducting psychological research, and in writing research reports in standard APA format.

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

- understand something of the diversity of research methods in psychology and be equipped to critically evaluate different methods.
- have a foundation in research methods for postgraduate study in psychology and to prepare you to undertake postgraduate research in psychology.
- have experience in writing research reports in the form required in psychology using APA style.

Prerequisite: PSYC 206.

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

PSYC 346 **Judgement & Decision Making**

Semester One **15 points**

Coordinator: Prof. Simon Kemp
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. Application in consumer and investment decisions, choosing between future and present good and self-control, and medical decisions will be a theme throughout.

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

- explore psychological research in the areas of judgement and decision-making.



- show how this research has been used and can be used in real-world decision-making.

Prerequisite: PSYC206, or equivalent preparation.

Lectures and Laboratories: There are two hours of lectures per week, three two-hour laboratories (total), and some practical or research work outside the university.

PSYC 348 Contemporary Issues in Family Psychology

Semester Two **15 points**

Coordinator: Dr Jacki Henderson
jacki.henderson@canterbury.ac.nz

Description: This course will explore some contemporary and controversial issues in research and theory in Family Psychology. Topics covered may include matters such as child abuse; discipline and punishment; role of the family in adolescent development and socialization; multi-systemic family therapy 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.
- solve simple through moderately complex clinical and applied problems of families 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.
- work collaboratively in teams on the task of researching and orally presenting information based on finding relevant sources.
- communicate effectively in written English through the written assignments.
- communicate effectively in spoken English as demonstrated in an oral presentation (debate).

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

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

PSYC 349 Special Topic: Learning & Behaviour Analysis

Semester Two **15 points**

Coordinator: Professor Randolph Grace
randolph.grace@canterbury.ac.nz

Description: What is the science of behaviour? Is such a science even possible? The topic of this course is behaviour of individual organisms. The major goal is to understand how behaviour depends on events in the environment - what are the basic principles that allow us to explain and predict behaviour? However, we also consider applications - how can we modify behaviour, or reduce the occurrence of maladaptive behaviour? We seek general principles that govern all behaviour, regardless of its type, placing rather less emphasis on the types of specific types of behaviour concerned (such as social behaviour, abnormal behaviour, etc). By the end of the course, you may expect to have a thorough grounding in the principles of learning and behaviour analysis, and to be well prepared for postgraduate courses in related areas. In addition, learning is an important aspect of individual functioning and an understanding of the principles involved is an important part of your education in Psychology, whether or not you proceed to graduate study in these areas.

PSYC 351 Forensic Psychology **NEW**

Semester Two **15 points**

Coordinator: Dr Jacinta Cording
jacinta.cording@canterbury.ac.nz

Description: This course is an introduction to the theory and practice of forensic psychology, including the potential role of Psychology graduates in the criminal justice system. There will be a particular emphasis on the contribution that psychological inquiry and practice can make in efforts to:

- understand the causes of antisocial behaviour, including developmental processes;
- develop and evaluate effective psychological interventions for antisocial behaviour;
- predict who is likely to reoffend;
- detect and investigate crime;
- understand the “process” or “cycle” of

offending in the lives of repeat offenders.

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

- Demonstrate an understanding of modern psychological theories about the aetiology of offending, both in general and for specific types of offending, and from different world views.
- Demonstrate an understanding of psychological and cultural factors and processes that impact on criminal investigations and trials.
- Compare and contrast the effectiveness of different approaches and models for offending prevention and rehabilitation, including kaupapa Maori models of prevention and rehabilitation.
- Identify the factors that influence the appropriate collection and use of forensic-related data in research and practice, and the moral and cultural considerations involving the use of such data.
- Use understanding of forensic psychology research methods to develop a novel research proposal.

Lectures and Laboratories: There is a laboratory component that will give you an understanding of how the theoretical components of the course are applied in real-world settings. Some of these labs will be delivered by guest lecturers working on the “frontline” of these efforts to reduce the harm caused by antisocial behaviour in New Zealand.

General Information

General Enquiries – Administration

General enquiries should be directed to the School 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 (APSY) Psychology Enquiries

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

Course Coordinators

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

Course Outlines/ Information Sheets

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

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 School of Psychology, Speech & Hearing 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.

A+	90 – 100	C+	60 – 64
A	85 – 89	C	55 – 59
A-	80 – 84	C-	50 – 54
B+	75 – 79	D	40 – 49
B	70 – 74	E	0 – 39
B-	65 – 69		

Policy on Lecture Recording

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

Students should be aware of the following:

- Recordings are a supplement to lectures; they are not intended as a substitute for them.
- The vagaries of technology mean at times the

systems may not work and lectures don't get recorded. Therefore students cannot routinely rely on the recordings.

- Listening to the recording takes as long as being at the lecture, so the recordings are not a short cut!
- If you are unable to attend a lecture be sure to listen to the recording as soon as you are able. You will do yourself a considerable disservice if you hold off catching up on lectures till the run-up to a test or exam.

Special Consideration

We advise all students to go directly to the University's Examinations website - <http://www.canterbury.ac.nz/regulations/general-regulations/special-consideration-regulations/> for information and contact Examinations directly if you have any queries. On this same website there is information about Results and Appeals for final grades. The 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 degree at the time of enrolment.

Collection of Tests / Essays / Assignments

To comply with the Privacy Act, some course coordinators prefer the return of undergraduate 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 School. To find out more ways of obtaining help with problems visit the UC website "Academic appeals and grievance regulations" at <https://www.canterbury.ac.nz/regulations/general-regulations/academic-appeals-and-grievances/>

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 School reserves the right to require work to be submitted in electronic format so that it can be submitted to a plagiarism detection website.

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

A related matter concerns cross-referencing to your own work. Generally you should not present

substantially the same piece of work more than once, either in the same or in different courses. If the topic and content for an assignment overlap significantly with those in another course, or with a research project you should consult the course lecturers/coordinator. Treat reference to your own work from another course as if it were someone else's work and cite it in the manner described above.

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 School computers connected to the University network are distributed in four laboratories; Rooms 115 and 225 for general use; Room 112 for Postgraduate use and room 436 for APSY student use. During term time the larger laboratories are heavily used between the hours of 9am to 5pm for scheduled teaching classes. Students must vacate the labs at least 10 minutes prior to the commencement of a scheduled lab class. Facilities in room 115 are available at other times and for extended hours in the evenings and over the weekends, for use by psychology students. All computer laboratories are equipped with laser printers.

There is a standard University charge for printing (colour printing is also an option). Individual student accounts are automatically debited and printer credits issued on your University card.

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

Psychology Liaison Librarian

Margaret Paterson is the Liaison Librarian for Psychology. Margaret is available to help you make the best use of the resources available through the library. An appointment can be made to

- provide assistance with locating resources for your research area
- provide advice on searching databases to find journal literature
- help you learn to use EndNote to manage your references
- help you keep current with literature in your subject area

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

UC Careers, Internships & Employment

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

Psychology Staff-Student Liaison Committee

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



A career supporting people's health and well-being is an ideal goal for Cam, who hopes to become a clinical psychologist.

Originally intending to go into the design industry, with work and initial studies in graphic design, taking the summer course LING 101 changed his perspective and opened a whole new world into the sciences.

'It one of the best decisions I've ever made in my degree,' he says. 'Since it was the main prerequisite course for Linguistics, when the first semester of the year started I was able to jump right into the 200-level papers which I did alongside my first year Psychology and Statistics courses. Summer school can be quite challenging as you have to get through such a large volume of work in only six weeks, but you have the full support of the lecturers and the rewards are well worth it – who wouldn't want to fast track their degree!

'You're able to include such a wide range of different subjects within a BSc, which is a massive advantage as you can choose more courses that align with your own interests, but you're also able to take classes that are supplementary to your subject major.'

With his new study pathway, Cam realised his particular passion for Psychology and his new goal to venture into clinical practice.

'I have always been fascinated with how the brain works and how small changes can have a massive impact on how people think and function within their daily lives. Psychology was the perfect study path to explore this further and would lead to a career where I could work with people to improve their lives and achieve their own goals.'

The broad field of study in Psychology makes each day in his degree thoroughly interesting and exciting.

'In one day you can move from learning about childhood development, to dissecting sheep brains, to learning diagnostic criteria for psychological disorders,' he says. 'My favourite classes so far have focused on the complex biological processes that make up the way we think, observe and interact with the world. From how things should be structured and work to what causes neurological disorders and abnormal behaviours to arise.'



'It's amazing to learn about how everyday things such as coffee actually work to change the way our brain functions. Psychology makes you realise how incredibly complex and intricate but also how fragile our brains are, and how much impact one change can have.'

One great way to get more involved in his studies was joining and later becoming part of the executive team for UC PSYC, with Cam recently taking on the Vice President role for the club.

'Being involved in a club exec has been an interesting and rewarding experience, you get to work with a wide range of other like-minded students, develop as a team and help guide new cohort Psychology students.'

His Research Assistant role with the School of Psychology, Speech and Hearing is another way of supporting the Psychology community at UC.

'Being given the opportunity to be a research assistant within the Psychology Department has been incredibly rewarding and enjoyable. I have been able to get first-hand experience with everything that happens behind the scenes and have been able to see exactly what goes into carrying out first-class research, from assisting with ethics proposals, to data collection and analysis.'

Cam is especially looking forward to his postgraduate journey here at UC and the opportunity to conduct his own Psychology research.

'Once you get to know people within the departments there is a great culture and people are always willing to help out when you need advice or guidance. The lecturers are brilliant, they aren't just there to teach the class, but are really invested in your success and are always interested in your plans for future studies or ideas you might have for postgrad study,' he says.

'UC also offers a wide range of very attractive postgraduate pathways in Psychology which makes planning from undergraduate through to postgraduate much easier. The connections and relationships that you can build are so valuable and can open so many doors while at university.'

'I have always been fascinated with how the brain works and how small changes can have a massive impact...'

Cameron Hooson
BSc(Hons) in Psychology



I developed a strong dedication to psychology and chose only psychology course in the second year. Never looked back and I think it was one of the best things that happened to me.

An IELTS preparation course at Ara was my first encounter with NZ's education system. Having grown up in a refugee camp, I just fell in love

with the education system of NZ and decided that I will pursue a degree here. Four of my friends from Afghanistan had UC experience and that's how I ended up here.

I am doing my PhD in cognitive forensic neuroscience. The project I work on is relevant to psychology, criminal justice, and law.

Starting my BSc in psychology at the beginning of 2015, I was an underdog: financially stressed, non-native English speaker, having family responsibility, and older than average first year student. I never thought it was impossible to succeed, but it seemed not easy. Five years on, I have a UC Doctoral scholarship, a fixed time research scholarship, have been awarded departmental Outstanding Achievement Prize two years in a row (third year and honours year), have worked as a teaching assistant coordinator for PSYC344 and as a teaching assistant seven times (PSYC460, PSYC208 twice, PSYC206, PSYC106, PSYC105 twice), have been an RA for two research projects, conducted a research on the effects of free first year education on university students in my honours year, and collaborated in two scientific articles (one of them is published and the other has successfully undergone peer-review).

'I started as a biochemistry and psychology double major. After a few psychology lectures, I realised that I was searching for this discipline my whole life, but I didn't know what it was...'

This is how well the programme prepared me for what I achieved. Many elements made this possible: outstanding lecturers, excellent material, approachable TA's, helpful admin, the best library, world class technical facilities, and more importantly, appreciation of diversity.

Brain Fingerprinting is an EEG based information detection technology. It is claimed to determine if information regarding an event or a crime is present in a person's mind. I am trying to find out – in easier terms – if anyone can beat this technology using some cognitive psychology techniques. Besides, I am involved in extracurricular research and teaching activities.

Usman Afzali

Studying towards a PhD in Psychology

Enrolment, Planning & Changing Courses

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

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



**PSYC100-Level Coordinator
Assoc. Prof. Zhe Chen**

PSYC100 Enquiries

Room 509
Ph: 03 369 4415 Ext 94415
E: zhe.chen@canterbury.ac.nz



**PSYC200-Level Coordinator
Assoc. Prof. Ewald Neumann**

PSYC200 Enquiries

Room 411
Ph: 03 369 5604 Ext 95604
E: ewald.neumann@canterbury.ac.nz



**PSYC300-Level Coordinator
Prof Rob Hughes**

PSYC300 Enquiries

Room 206
Ph: 03 369 4382 Ext 94382
E: rob.hughes@canterbury.ac.nz



**PG Course Coordinator
Prof. Simon Kemp**

Room 208a
Ph: 03 369 4394 Ext 94394
E: psyc400coord@canterbury.ac.nz



**PG Research Coordinator
Assoc. Prof. Roeline Kuijer**

PG Thesis/Doctoral Coordinator
Room 505
Ph: 03 369 4362 Ext 94362
E: roeline.kuijer@canterbury.ac.nz



**General PG Enquiries
Robyn Daly**

Administration Manager
Room 222
Ph: 03 369 4366 Ext 94366
E: robyn.daly@canterbury.ac.nz



**Clinical Psychology
Assoc. Prof. Eileen Britt**

Room 515
Ph: 03 369 3694 Ext 93694
E: eileen.britt@canterbury.ac.nz



**MSc in Applied Psychology
Assoc. Prof. Joana Kuntz**

Room 201
Ph: 03 369 4397 Ext 94397
E: joana.kuntz@canterbury.ac.nz



**Clinical/PSY Enquiries
Anna Wiltshire**

Professional Programmes
Administrator
Room 227
Ph: 03 369 4340 Ext 94340
E: anna.wiltshire@canterbury.ac.nz

Postgraduate Degrees & Diplomas

Postgraduate Study in Psychology and Applied Psychology

While most postgraduate psychology students progress from a BSc or BA degree with a psychology major, "conversion" programmes are available for degree holders who have majored in a different subject (see page 6).

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

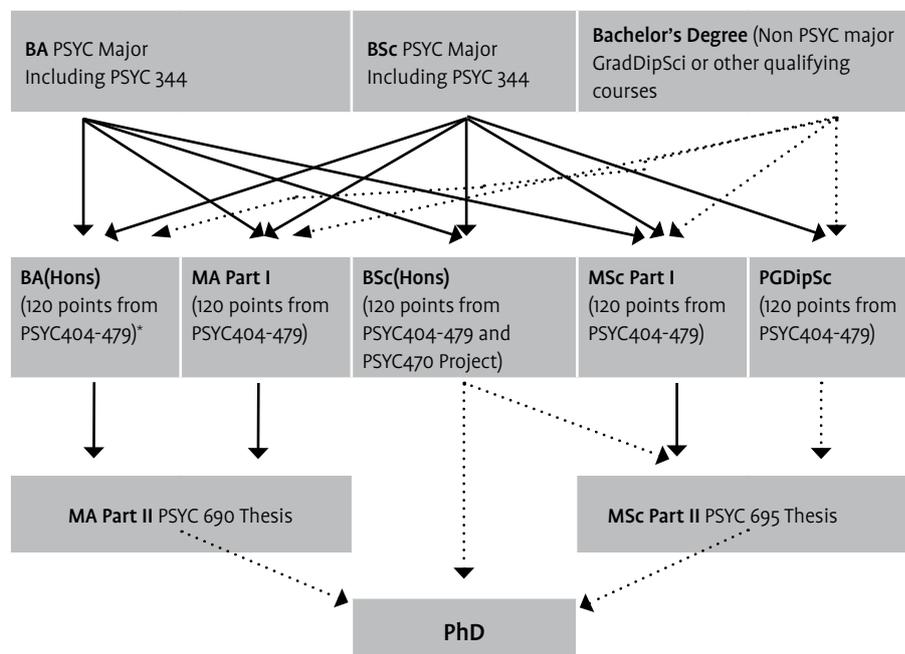
Entry Requirements for Postgraduate Study

The entry requirements listed below (or comparable qualifications from other universities) apply to all postgraduate degrees in Psychology 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.

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



Key

→ Usual progression

.....→ Possible Progression permitted only with approval of the appropriate Dean

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

grades achieved in the component 400-level courses (weighted by the course points value maximum 120 points) and PSYC 690/695 Thesis which is weighted as 120 points. Second, a student who has completed the requirements for an Honours degree may proceed directly to Part II of the Masters degree. In this case the award of Distinction, Merit or a pass is determined solely by the thesis grade. To be eligible for Honours, Distinction or Merit, the work must be completed within the prescribed period, [refer to UC Calendar; pg 538 MSc; pg 158 MA]. There are also prescribed maximum durations for part-time and mixed full- and part-time study. These are set out in the University Calendar. Students are encouraged to submit their thesis research for publication in peer-reviewed journals.

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

As the flow diagram indicates, students have considerable flexibility.

Entry Requirements for all Postgraduate Study in Psychology and Applied Psychology

165 points from PSYC courses with at least 135 points at 200-level and above, including:

1. PSYC105 and PSYC106
2. PSYC 206 and at least three from PSYC207-213, and
3. 75 points at 300-level PSYC courses.

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

Note:

*There are additional requirements for the Clinical Psychology and the MSc In Applied Psychology (APSY) Programmes.

**Students whose preparatory courses in Psychology were taken prior to 2005 should consult the HoD or a College Academic Advisor before enrolling in further PSYC courses.



Doctoral (PhD) Study in Psychology

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

The School is equipped to supervise doctoral research in many areas of psychological science. Graduate students with good academic qualifications are invited to apply. The School

usually makes a financial contribution to appropriate research expenses. Enquire for more information.

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

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

For more information, please contact the Postgraduate Research Coordinator.

Masters Thesis Topics:

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

Clinical Psychology

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

PGDipClinPsc. It is also possible to study a **PhD in Psychology** concurrently with the PGDipClinPsc.

The University of Canterbury does not offer a PhD in "Clinical Psychology" or any other form of doctorate in Clinical Psychology. At the University of Canterbury the PhD is offered in the subject of Psychology, and a wide range of topics, including abnormal psychology/ psychopathology and clinical psychology may be studied for the degree. As is the case throughout New Zealand, the University of Canterbury PhD is a research degree and no coursework is required (although it may be undertaken at the direction of the Supervisor). It is completion of the PGDipClinPsc that ensures eligibility for registration as a Clinical Psychologist with the NZ Psychologists Board, not the PhD.

Entry into, and enrolment in, the PGDipClinPsc, 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 PGDipClinPsc programme is required by 20 September (new regulation from 2020) of the year prior to anticipated enrolment.

Students who have not been awarded a Masters degree at the time of entry into their first year of the PGDipClinPsc 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 Admissions. 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 35).

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, strong research interests, and any relevant bicultural and clinical experience. Tact and competence in personal relations and experience in clinical work with distressed and disordered people are also sought.

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

Entry Requirements for Clinical Psychology

Application must be made by 20th September of the year prior to commencement.

Due to the intensity and demands of the course, entry requirements are a minimum of an Honours Bachelor's degree in Psychology (BA(Hons)/BSc(Hons)) or Part 1 of a Master's degree in Psychology (MA/MSc) from a New Zealand university, or an equivalent qualification acceptable to the University and approved by the Head of School.

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

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

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

Completion of a Maori language course prior to entry is also strongly recommended.

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 grades and applicants' past achievements. The prerequisite for the APSY courses is acceptance into the MSc in Applied Psychology. Applications close on 30 November in the year prior to enrolment. For more information, see www.canterbury.ac.nz/science/schools-and-departments/psyc-speech-hear/postgraduate-study/master-of-science-in-applied-psychology.

1. Comprises 120 points including PSYC460 normally selected from APSY601-619, PSYC460, PSYC466, PSYC473. One or more PSYC400 level courses may be substituted with approval of the Director, MSc in Applied Psychology.
2. Comprises course work totalling 30 points (selected from the same list as Part I) and a dissertation (APSY660, 90 points). The MSc (Applied Psychology) degree is awarded with First or Second Class (Division I and II) honours, or a pass. The class of honours is determined by grades achieved in the component APSY/PSYC course and APSY660 Dissertation

Application must be made by 30th November of the year prior to commencement.



Postgraduate Level Courses

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

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

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

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

PSYC 404 Research in Human & Animal Neuropsychology

Whole Year 30 points

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

Limited to 20 students

Description: The course focuses on various CNS disorders. It spans both clinical and experimental perspectives. Neuropsychology is the broad study of the relations between brain function and behaviour. It embraces the functional activity of the normal brain, but the majority of evidence derives from the “behavioural expression of brain dysfunction”. When restricted to humans, this work overlaps the domains of “clinical neuropsychology” and “human experimental neuropsychology”.

Neuropsychology is an essential sub-discipline within “neuroscience” that focuses on human conditions and disorders. More broadly, neuroscience recognises the relevance of evidence from animal models that is pertinent to understanding human disorders. Studies in “animal neuropsychology” provide detail that is not available or attainable in the human literature or provide essential comparative information for underlying neurobiology and prospective therapies.

Learning Outcomes: Students who have successfully completed this course should

- be familiar with current knowledge of some key human neurological conditions that impact psychological experience.
- have an understanding of relevant methodologies, including brain imaging.
- Be able to critically assess research papers in the field.
- have some experience with the process of conducting useful research in this field.

Preparation: PSYC333

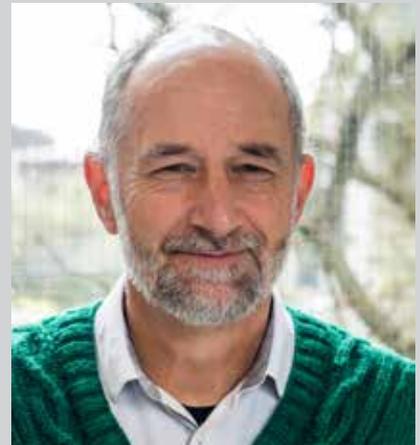
Class Attendance: Two hours per week.

PSYC 416 Cognitive Psychology

Semester Two 15 points

Coordinator: Assoc. Prof. Ewald Neumann
ewald.neumann@canterbury.ac.nz

Description: The objectives of this course is to extend basic knowledge of the content, theory, and methods of cognitive psychology gained in PSYC208 Cognition (or other cognitive courses). It is designed to prepare those enrolled in PSYC340 for post-graduate student, and for post-grad students enrolled in PSYC416 for more advanced post-graduate study. Students will be assisted in the preparation and presentation of seminars. Class groups are small and open discussion and debate of issues raised from the seminar presentations is encouraged. Presentations and subsequent essays will be based on readings considered to make a



Postgraduate Coordinator Coordinator for all first year Psychology

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

substantial contemporary contribution in the science of human cognition. There are no examinations or tests.

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.

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

Prerequisite: Above average achievement in PSYC208 Cognition or an equivalent course is strongly recommended as preparation for this course.

Lectures and Laboratories: Two hours per week.

PSYC 433 Research in Behavioural Pharmacology and Teratology

Whole Year 30 points

Coordinator: Prof. Rob Hughes
rob.hughes@canterbury.ac.nz

Limited to 22 students

Description: This course comprises lectures and student-presented seminars on principles of and topics within behavioural pharmacology (effects of drugs and other chemical agents on behaviour) and behavioural teratology (effects of drugs and other chemical agents on brain/behaviour development). There will be introductory lectures on some basic topics (such as the history of drug therapy, the evaluation of psychotropic drugs, the behavioural pharmacology of psychological disorders). Following on from this, classes will comprise student-presented seminars and additional lectures on topics of current interest selected from: drugs used to treat psychological disorders; drug enhancement of memory; recreational drugs; effects of drugs and other chemicals on brain/behaviour development.

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

- critically evaluate literature describing effects

of psychotropic drugs and other chemicals on behaviour.

- appreciate the complexity of drug/brain/behaviour relationships.
- be aware of how exposure of immature organisms to drugs and other chemicals can modify their brain/behavioural development.
- evaluate experimental studies of drug effects on animal behaviour and human clinical trials, and interpret the significance of outcomes.

Preparation: PSYC333 (or equivalent) is strongly recommended.

Class Attendance: Two hours per week (compulsory).

PSYC 434 Health Psychology: Theories & Interventions

Semester Two 15 points

Coordinator: Assoc. Prof. Roeline Kuijer
roeline.kuijer@canterbury.ac.nz

Description: Over the last 30 years, health psychology has become one of the most rapidly growing fields in psychology. Following a biopsychosocial approach to health and illness, health psychology strives to understand how biological, psychological and social factors influence health and illness.

This course presents an advanced overview of research in health psychology with a specific focus on the self-regulation of health behaviour (including self-management of chronic disease). Using theories on self-regulation and self-control, and stress and coping we will examine why so many people experience difficulties in

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* or PSYC433 *Research in Behavioural Pharmacology & Teratology* – these are 30 point courses.

2. i) PSYC460 *Research Methods in Psychology* AND

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

acting upon their good intentions and how we might be able to assist people in attaining their health goals (e.g., eating healthy, quitting smoking, adhering to medical treatment). We will also examine challenges related to coping with chronic illness and examine predictors of adjustment (with a particular focus on close relationships and health).

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

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

Preparation: PSYC339

Restricted: PSYC437

Class Attendance: Two hours per week.

PSYC 441 Forensic Psychology

Semester Two 15 points

Coordinator: Dr Jacinta Cording
jacinta.cording@canterbury.ac.nz

Description: This course is concerned with the psychology of crime and the potential roles of psychologists in the Criminal Justice System. There will be a particular emphasis on the contribution that psychological inquiry and practice can make to the effort



to reduce offending, through developments in the areas of psychological causes of antisocial behaviour; predicting an individual's reoffending; offender treatment programmes, including specialist programmes (e.g., for sexual offending); treatment programme evaluation; understanding the “process” of offending in the lives of repeat offenders.

Preparation: PSYC 335 is recommended.

Class Attendance: Two hours per week.

PSYC 452 Family Psychology

Semester Two **15 points**

Coordinator: Dr Jacki Henderson
jacki.henderson@canterbury.ac.nz

Limited to 15 students

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

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

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

Preparation: PSYC 334 and/or PSYC 339, PSYC348

Class Attendance: Two hours per week.

PSYC 457 Behavioural Interventions NOT OFFERED in 2021

PSYC 458 Research in Visual Attention & Perceptual Neuropsychology

Semester One **15 points**

Coordinator: Assoc. Prof Zhe Chen
zhe.chen@canterbury.ac.nz

Description: This course is designed to provide a relatively in-depth understanding of current research in selective areas of visual attention



and perceptual neuropsychology. The goal is to develop both an understanding of the fields and an interest in pursuing research in some aspects of them in the future.

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

- gained a relatively in-depth understanding of the major models and theories in selective areas of visual attention and perceptual neuropsychology.
- demonstrated the ability to read original research articles, evaluate critically the authors' empirical findings and their interpretation of the data and theoretical claims.
- learnt to lead discussion and to present other people's research in a clear and succinct way.
- learnt to formulate a research question, conduct a literature search on a topic of interest, turn the research question into one or more stable hypotheses, write a research proposal, and present the proposal in a semiformal setting.
- learnt to communicate science to the general public.

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

Class Attendance: Two hours per week.

PSYC 460 Research Methods in Psychology

Semester One **15 points**

Coordinator: Prof. Randolph Grace
randolph.grace@canterbury.ac.nz

Description: This course is an advanced course in statistics and data analysis, with application for Psychology. It is assumed that students have taken an introductory course such as PSYC206, although there will be some revision is provided. The model comparison framework for understanding inferential statistics is described, and then we spend several classes on multiple regression (including partial and semi-partial correlations; variable selection methods, mediation/moderation, and the General Linear Model), examples of generalized linear models (logistic regression, survival analysis), and mixed-model analysis of repeated-measures data. Other topics include psychometrics, exploratory and confirmatory factor analysis, path analysis, and structural equation modeling.

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

- understand the model comparison approach to inferential statistics, and how modelling concepts underpin data analysis.
- develop research literacy in statistics based on general/generalized linear models, including multiple regression, logistic regression, survival analysis and mixed-model analysis.
- develop experience with exploratory and confirmatory factor analysis, and structural

equation modelling.

- have expertise in the use of different software packages (Statistica, SPSS, Excel) for data analysis.
- have an enhanced understanding of the links between research and statistics methodology.

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

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

PSYC 466 The Psychology of Inter-Group Relations

Semester One **15 points**

Coordinator: Assoc. Prof. Kumar Yogeeswaran
kumar.yogeeswaran@canterbury.ac.nz

Limited to 15 students

Description: This course is designed to provide an advanced overview of theories and empirical research on the psychology of intergroup relations. This course will investigate five related themes from this increasingly popular area within psychology. First, we explore the blatant, subtle, and unconscious ways in which biases manifest themselves and discuss the tools used to study these biases (e.g., self-report, reaction times, brain imaging, etc.).

In the second part of the course, we will examine the motivational, cognitive, affective, ideological, and evolutionary factors that underlie intergroup bias and conflict. The course will then transition to discussing research on how intergroup biases impact the identity and self-conceptions of members of stigmatized social groups. It will then offer insight into the ways in which intergroup bias and conflict can be reduced in nation states to achieve greater social harmony in our increasingly multicultural nations. Finally, we will examine how the psychology of intergroup relations can be applied to areas as diverse as business, education, law, and politics.

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: PSYC213 (or equivalent).

Class Attendance: Two hours per week.

PSYC 468 Moral Psychology

Semester One **15 points**

Coordinator: Dr Andrew (Andy) Vonasch
andrew.vonasch@canterbury.ac.nz

Description: This course will introduce postgraduate students to the psychology of morality. Topics will include methods and approaches, tolerance of political differences, reasoning about morality, character and reputation, morality in the economy, judging intentions, free will, evolution and cultural approaches, and moral diversity.

A seminar-based course, reading one or more journal articles per week and discuss them in class. Discussion will be held on both the strengths and weaknesses of the research methods used, as well as the theoretical contribution of each paper. Students will be expected to reflect on the readings and come to class with questions to discuss. Students will

also write and present a research proposal on a topic related to the psychology of morality.

Learning Outcomes: At the completion of this course, students should:

- evaluate modern psychological theories about morality and think critically about the evidence that purportedly supports each theory.
- compare and contrast different perspectives and methodological approaches to understanding morality.
- develop and present a test of a novel hypothesis related to moral psychology using modern methods endorsed by the open science community.

Class Attendance: Two hours per week.

PSYC 470 Research Project

Whole Year **30 points**

Coordinator: Assoc. Prof. Kumar Yogeeswaran
kumar.yogeeswaran@canterbury.ac.nz
Compulsory Course for BSc(Hons)

Description: PSYC470 provides students with an opportunity to carry out a piece of independent research under the close supervision of a designated member of the academic staff of the School.

Completion of PSYC470 is a compulsory requirement of a BSc(Hons) degree majoring in Psychology and may be included as one of the papers for the BA(Hons) degree, the PGDipSc

and Part I of a Masters degree. Most projects will involve the student collecting empirical data. A literature review is not permissible as a project. However, a non-empirical project can be completed as long as it shows critical and original thinking.

Students will be required to prepare a report on their research activity using standard APA.

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

PSYC 471 Special Topic: Mathematical Cognition

Semester Two **15 points**

Coordinator: Prof. Randolph Grace
randolph.grace@canterbury.ac.nz

Description: There is something mysterious, even miraculous, about how mathematics is so deeply embedded in our mental and physical worlds. An abstract creation of the human mind, mathematics provides the basis for theories that describe the physical world with astonishing degrees of accuracy. Mathematical objects, such as a circle or triangle seem to exist in a Platonic realm of ideas that is somehow open to our introspection, and new areas of maths invented solely for curiosity turn out centuries later to be essential for understanding nature (such as so-called 'imaginary numbers'). Mathematics is intimately connected with our world and ourselves in ways that we do not fully understand.

Mathematical cognition is a subfield of Psychology which studies how we learn about quantity, numbers and numerical reasoning. In this course we will take an interdisciplinary approach to mathematical cognition, including topics from history and philosophy of mathematics, developmental, comparative, experimental and educational psychology, biology, neuroscience, and computational modelling, and aesthetics. Our goal is to reach a new understanding of the mathematical nature of the mind, and how psychological intuitions provide the basis for mathematics.

Note: this is a Psychology paper - no prior coursework in mathematics (beyond basic school-level algebra) is assumed or required.

Class Attendance: Two hours per week.

PSYC 472 History of Psychology

NOT OFFERED in 2021

PSYC 473 The Individual in the Economy

Semester One **15 points**

Coordinator: Prof. Simon Kemp
simon.kemp@canterbury.ac.nz

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

Learning Outcomes:

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

Preparation: No particular courses required.

Class Attendance: Two hours per week.

PSYC 475 Directed Research in Psychology

Whole Year **15 points**

Contact: Assoc. Prof. Kumar Yogeeswaran
kumar.yogeeswaran@canterbury.ac.nz

Limited to BA(Hons) Students only
Limited to 20 students

Description: 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 reviews 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.

It is recommended that students completing PSYC475 also complete PSYC460 concurrently with PSYC475.

Prerequisite: Subject to approval by the Head of School.

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



Postgraduate Research Coordinator for all Masters theses and Doctoral students.

Assoc. Prof. Roeline Kuijer is the Postgraduate Research Coordinator for all Masters theses and Doctoral students. All enquiries should be directed to Roeline.

PSYC 477 Mental Health and Food NOT OFFERED in 2021

PSYC 478 Contemporary Issues in Developmental Psychology

Semester Two **15 points**

Coordinator: Dr Seth Harty
seth.harty@canterbury.ac.nz

Description: This course is designed to be an in-depth examination of psychological development and the developmental processes (normal and abnormal) that contribute to and protect against the expression of psychopathology in children and adolescents. Key developmental issues will be considered in relation to both typical and atypical patterns of development.

Learning Outcomes: By the end of this course you will be able to demonstrate knowledge of:

- current models and issues of developmental psychopathology including medical/biological, behavioural, cognitive, psychoanalytic, and family systems approaches.
- current issues, strengths and weaknesses surrounding the diagnosis of



- psychopathology including use of the DSM-V.
- current approaches to assessment and evaluation of child and adolescent psychopathology.
 - identify familial, relational, cultural, ethnic, developmental, ethical issues in the development of child and adolescent psychopathology, including an examination of risk and resilience factors.

Class Attendance: Two hours per week.

Prerequisite: PSYC 207 (or equivalent).

PSYC 479 Special Topic: Developmental Psychology in the Study of Sleep

Semester One 15 points

Coordinator: Dr Jacki Henderson
jacki.henderson@canterbury.ac.nz

Limited to 20 students

The purpose of this course is for students to gain an understanding of the intersection between sleep and developmental psychology across the lifespan, with a particular focus across the periods of infancy to adolescence. There will be an emphasis on (i) current empirical research and the relationship between sleep, behaviour and psychological health, or vice versa; and (ii) applied sleep research drawing on the principles of behaviour analysis and cognitive-behavioural theory/therapy.

Prerequisites: are PSYC 344: and PSYC 335

Class Attendance: Two hours per week, and approximately 3 Labs over the Semester

PSYC 601 Research Methods in Psychology Semester One 15 points

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

PSYC 690/695 MA/MSc Thesis

Coordinator: Assoc. Prof. Roeline Kuijer
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 Psychology, and the budget must be approved 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. An 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 Learn.

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

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

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

MSc in Applied & Industrial/ Organisational Psychology Courses

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

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

APSY 601 Employee Recruitment, Selection and Induction

Whole Year 30 points
Coordinator: Assoc. Prof. Christopher Burt
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: Two weekly 2-hour lecture per week which includes some practical sessions per week.

APSY 612 Performance Management & Appraisal

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

Description: This course deals with various issues related to performance and performance management, with particular attention given to practical application of the theory. It will focus on the theory and application of performance appraisal 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.

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.

APSY 614 Leadership & Motivation in Organisations

Semester One 15 points
Coordinator: Assoc. Prof. Joana Kuntz
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 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.

APSY 615 Organisational Development

Semester Two 15 points
Coordinator: Assoc. Prof. Christopher Burt
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.



Director of the Applied Psychology Programme.

Assoc. Prof. Joana Kuntz is the Director of the Applied Psychology Programme. General enquiries should be directed to the Professional Programmes Administrator, for course advice, please contact Joana.

- how to identify appropriate measures and interpret the data they produce for specific problems.
- How to use data to develop a change plan
- Key issues which influence the change process.
- Variables which can be measured to evaluate change outcomes.

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One 2-hour seminar per week.

APSY 617 Industrial & Organisational Psychology Measurement Issues

Semester Two **15 points**

Coordinator: Prof. Katharina Näswall
katharina.naswall@canterbury.ac.nz

Description: A variety of assessment methods are available for use in research and in practice, such as questionnaires, interviews, and field studies. In order for research results to be valid and interpretable, the measurement techniques used must not only be appropriate for the research objective but must also be applied correctly. The objective of this course is to introduce and expand on measurement issues relevant within the field of I/O psychology. Particular emphasis is placed on scale development, reliability analysis, validity assessment techniques, common method variance issues, measurement bias issues, design issues, classical test theory.

The course consists of lectures concerning different measurement aspects and is based on the course literature. The course also included practical exercises, where students get to practice scale design and develop and administer their own questionnaires, enter data into statistics software, and evaluate the measurement properties of the questionnaire.

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.

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

Semester One **15 points**

Coordinator: Assoc. Prof. Joana Kuntz
joana.kuntz@canterbury.ac.nz

Description: The purpose of this course is twofold. The first objective is to familiarise students with frameworks and research (e.g., leadership, motivation, training, personality and individual differences) that inform organisational change planning and implementation.

The second course objective is to provide students with the necessary knowledge and competencies to: a) critically analyse organisational change practices, b) identify psychological and interpersonal challenges faced by change leaders and employees, and c) facilitate organisational change implementation as I/O practitioners. Topics covered will include psychological mechanisms of change resistance and readiness, change leadership, and Change evaluation.

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

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



‘I’m interested in developmental psychology. I’ve always wanted to help people – now I can...’

Lahini
studying towards a BSc in Psychology

- critically appraise organisational change research, theory, and current organisational practices.

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One 2-hour seminar per week.

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

Semester One **15 points**

Coordinator: Prof. Katharina Näswall
katharina.naswall@canterbury.ac.nz

Description: This course focuses on stress, health, and wellbeing at work. The course will provide an overview of recent research on how to create psychologically healthy workplaces. It provides students with a framework for analysing how stress, health, and wellbeing at work impact on individuals and organizations.



The one question that everyone seems to ask when I say that I study psychology is “can you read my mind?”.

While unfortunately it doesn't equip you with telepathic skills, psychology does provide you with insight into why individuals behave the way they do. I initially majored in Law, taking psychology as an interest paper, yet I discovered a passion for the latter and quickly knew it was what I wanted to pursue. I love the way that

psychology challenges me to be analytical and to delve beyond 'what' people do, deeper into 'why' they do it. My friend summed psychology up greatly stating “your brain is basically studying itself”.

When I was nearing the end of my undergraduate degree I began to feel anxiety and dread over the inevitable: I would soon be forced to have a 9-5 office job. I did not want to transition from my fun, interesting, stimulating university environment into a boring, stressful workplace. According to my friends, family and the media the list of issues seemed to be infinite and exist within 99% of organisations. I then discovered Industrial/Organisational (I/O or Applied)

Psychology as a Postgraduate study option at UC and knew it was the right path for me to take.

I/O Psychology in its simplest definition is applying psychology to organisations: this includes focusing on how to optimise organisational processes and functioning, as well as employee health and wellbeing. This combines all of my favourite things: psychology, problem solving, and helping others. Most importantly I can aspire to change the workplace so that perhaps in the future more people are motivated and excited to go to work every day.

In comparison to other NZ Universities, UC stood out to me with an emphasis on its students (through Clubs and events) that brings a sense of comradery. Working in this close knit and supportive environment has made me feel comfortable asking questions both in and out of class to enhance my learning. UC has given me confidence in my academic ability and the chance to socialise and engage with individuals from all walks of life. My incredible lecturers have equipped me with invaluable skills and knowledge to take into the workforce where I aspire to work in organisational development.

Overall, my experience at UC has been challenging, rewarding, and unforgettable; every time I see the central library radiating during 'golden hour' I feel lucky to have the opportunity to study here.

Elise McLeod
MSc in Applied Psychology

The course also focuses on how I/O psychology can contribute to solving problems related to stress, health, and wellbeing at work. Critical thinking, relating theory to practice, as well as critical reflection and discussion, both oral and written, will be strongly emphasized.

In this course, a strong emphasis is put on how individual can be helped in coping with changes to working life, and especially focuses on how organizations and human resource personnel can use their knowledge of these aspects to minimize stress and promote wellbeing at work. We will take an integrated/Total Worker Health

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

- discuss and contrast existing theories on work stress, health, and wellbeing at work.
- analyse how employee attitudes, health, and wellbeing may be affected by working conditions, management practices, and interpersonal interactions at work.

- relate theories on work, stress, and wellbeing at work to practical phenomena.
- identify problems related to stress and wellbeing, and what the solutions would be.
- identify gaps in current knowledge and identify needs for future research and application.
- propose solutions to real-world issues in working life and how these can be both implemented and evaluated.
- present a proposal in front of a group with visual aids.

Prerequisite: Acceptance into MSc in Applied Psychology.

Class Attendance: One 2-hour seminar per week.

APSY 660 Dissertation

Whole year 90 points
Coordinator: Assoc. Prof. Joana Kuntz
joana.kuntz@canterbury.ac.nz

Compulsory for Part II MSc

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

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

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 14 places.

PSYC 641 Advanced Psychopathology

Full year **30 points**

Coordinator: Prof. Martin Dorahy - [S1]
martin.dorahy@canterbury.ac.nz

Coordinator: Prof. Julia Rucklidge - [S2]
julia.rucklidge@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme

Description: Advanced Psychopathology is a broad survey of adult and child psychopathology. The focus is on description (including classification, differential diagnosis, epidemiology, etc), etiology, and to some degree

assessment. The course builds on what you have already learned in PSYC335 Abnormal Psychology (or equivalent). The topics examine a range of basic adult, child and forensic psychopathology and form a building block for the next year's focus on intervention.

PSYC 642 Psychometric Assessment Methods

Whole year **18 points**

Coordinator: Dr Neil Thompson
neil.thompson@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

Whole year **24 points**

Coordinator: Sarah Drummond
sarah.drummond@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.



I was first sold on becoming a psychologist at about 13 years old when I learned you could talk to people about what they were struggling with and help them as a career. Working towards this profession always made sense for me. I think being raised in the military probably pushed me in this direction as I often saw many people and families that weren't doing so well, talking, or getting the help and support they probably needed.

UC was always the best option for me as it had the choice between Clinical Psychology and

the Child and Family Psychology programmes. Both of which I was really interested in due to the range and quality of training both provided, plus they both had good reputations. It was also close to family and friends, which was another bonus.

I initially started my journey to becoming a psychologist with doing my Masters in Child and Family Psychology. For my thesis I researched how military family systems adapt to change, which meant talking with many families and hearing their experiences. This piece of research was hugely valuable for me as I learned more about military culture, which helped me understand myself more and also see where I could help once I was a psychologist. Initially I was accepted into both training programmes, which was a predicament I didn't expect. However, I was swayed to the clinical programme due to the breadth of training, and having the option to work across a wider number of areas and range of presentations.

The clinical programme provided me with a broad framework to understand and work with a lot of diverse areas, which was a huge strength. You're taught to consider as many aspects as possible when working with individuals, groups, couples, or family systems. At the same time you also learn how to not get lost in the complexity by having the focus on finding what the main psychological driver or mechanism might be. Then find a mutual understanding

and start with the most succinct way to help whomever you're working with based on the research around similar presentations. This was a steep learning curve, but I was supported throughout by staff, colleagues, and friends. The theory and skills all came together making even more sense when out on my community placements and internships, which are again diverse and different in so many ways but a great way of learning. Its also extremely exciting and scary to be out there for the first time, working alongside people. The broad, diverse, and indepth training of the clinical programme has been an advantage for my work at adult community psychiatric services. There is a large amount of complexity and diversity in people's difficulties, which can be challenging but it is also one of the great parts of my work. The focus is often how can I help this person at the level that would be most appropriate or tolerable even if this is just a starting point for therapy. Being a Clinical Psychologist in this role is massively rewarding, particularly when you're able to help someone understand themselves and experiences more, or work towards change. Therapy can often lead to some pretty significant return of functioning or improvement in people's life, and its pretty special being able to be a part of it.

Wade Stent

PGDipClinPsyc graduate

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.

PSYC 651 Psychotherapeutic Methods

Full year 30 points

Coordinator: Dr Sarah Christofferson
sarah.christofferson@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme

Description: A primary goal of this course is to provide students with a basic understanding of the conceptual foundations of cognitive and behavioural therapies for child, adolescent and adult disorders. To this end, the course will explore the theory, application and processes of cognitive and behavioural intervention approaches with reference to specific psychological disorders or problematic behaviour patterns (such as criminal offending), as well as highlight pertinent empirical data on the effectiveness of the various psychological interventions reviewed.

Prerequisite: Admission to the clinical psychology training programme, and satisfactory completion of the first year training elements of the clinical programme (PSYC 641, PSYC 642, PSYC 643).

PSYC 653 Year 2 Practicum

Full year 30 points

Coordinator: Dr Neil Thompson
neil.thompson@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme

Description: This course offers the opportunity to further practice interviewing and psychometric skills that developed during the first year, and to gain intervention experience. Placements comprise of a Psychology Centre placement, and two placements within the community. The community placements will be for 12 weeks, 2 days per week in terms 2 and

3. Expectations for the placements include observing clinical psychologists doing their job, gaining experience in conducting psychotherapy, and report writing. By the end of the course, students will be able to critically integrate assessment and intervention strategies in supervised clinical work to the satisfaction of both the field supervisors and the clinical lecturers.

Prerequisite: Admission to the clinical psychology training programme, and satisfactory completion of the first year training elements of the clinical programme (PSYC 641, PSYC 642, PSYC 643).

PSYC 654 Comprehensive Exam in Clinical Psychology

Full year 12 points

Coordinator: Prof. Julia Rucklidge
julia.rucklidge@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 2-3 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



Director of the Clinical Programme

Assoc. Prof. Eileen Britt is the Director of the Clinical Programme. General enquiries should be directed to the Professional Programmes Administrator, for course advice, please contact Eileen.

theory, methodology, and empirical knowledge associated with clinical psychology. Students who demonstrate adequate integrative skills are permitted to enter the final stages of diploma training in clinical psychology (PSYC661/662/670).

Prerequisite: Satisfactory completion of all previous clinical programme requirements.

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

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

PSYC 661 Advanced Topics in Clinical Psychology – I

Full year 30 points

Coordinator: Prof. Martin Dorahy
martin.dorahy@canterbury.ac.nz

Limited to students admitted into the clinical psychology programme.

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

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

PSYC 662 Advanced Topics in Clinical Psychology – II

Full year 30 points

Coordinator: Assoc. Prof. Eileen Britt [S1]
eileen.britt@canterbury.ac.nz

Coordinator: Dr Sarah Christofferson [S2]
julia.rucklidge@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.

PSYC670 PSYC671/672 Internship in Clinical Psychology

Full year 60 points

Coordinator: Carolin Ritter
carolin.ritter@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]

When I learned about the aetiology, prevention and treatment of mental health difficulties during my BSc (Hons) in Psychology at the University of Liverpool, UK, I knew mental health was the field I needed to work in.

After completing my degree, I moved to New Zealand and worked in the community mental health area for five years. It was my experience at work and desire to learn and develop professionally that gave me the motivation to return to university.

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

For my PhD, I am coordinating a double blind, randomised, placebo controlled trial investigating the mental health outcomes of a multi-micronutrient supplement on low mood and/or anxiety experienced during the antenatal period. I am also exploring the



biological mechanisms via which micronutrients exert their psychological effect. I couldn't have dreamt of a more suited PhD topic and I feel so honoured to be able to pursue such important, world leading research that has the potential to make a positive difference to people's lives.

Alongside my PhD, I have embarked in the Postgraduate Diploma in Clinical Psychology. The programme is fantastic and involves a combination of academic work and practical experience, which I thoroughly enjoy. I have just finished my first year in the programme and have learned a wealth of knowledge and skills

that will support me on my journey to become a clinical psychologist.

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

Hayley Bradley
PhD and PGDipClinPsyc Student

General Postgraduate Information

Scholarships and Awards

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

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

Conference Travel

If sufficient funds are available, the School 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 or Learn to students.

Applications for conference funding should be made on the appropriate forms which can be downloaded from the PSYC790 Learn site. Note that applications must be accompanied by confirmation that your poster/paper has been accepted for the conference and must be signed off by your supervisor. Quotes for all items claimed need to be accompanied by documentation. For all air travel associated with

conferences, the UC preferred supplier should be used. Please discuss this in the first instance with the Administration Manager.

The Health Research Council, The Royal Society of New Zealand and the New Zealand Federation of University Women also have awards supporting travel to conferences. Details are obtainable from the Scholarships Office, Registry (<http://www.canterbury.ac.nz/get-started/scholarships/>).

Ethics

Research involving data collection from either people or animals requires approval from either the University Human Ethics Committee or the University Animal Ethics Committee and sometimes from elsewhere (e.g. Southern Regional Ethnics 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 <http://www.canterbury.ac.nz/study/ethics/human-ethics-committee/>.

For students undertaking Doctoral or Masters theses there is more detailed information available in the course Learn site.

Handing in Course Work

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

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

For such applications to be accepted, a "substantial part of the assessment" for the particular course concerned must have already been completed. In 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 School information and other information will be posted there for your information.

Postgraduate Studies Information

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

Postgraduate Common Room

The School provides a Postgraduate Student Lounge, Room 309. Please remember that these facilities are for all Postgraduate Students – PhD, BA(Hons), BSc(Hons), and Masters Part 1 and above from the School of Psychology, Speech & Hearing. Please ensure that this room is left tidy at all times.

Lockers

Lockers are available outside Room 474, on Level 4. These are intended for students who do not have office space and course-work students. Lockers are secured by attaching a padlock. Lockers are secured by attaching a padlock. The padlocks will be removed at the end of December unless arrangements are made with the Administration Manager.

Postgraduate Computer Laboratory

Within computer labs mentioned earlier (pg 17), 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 School

Employment opportunities are available in the School, including research assistant, part-time teaching assistant, 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 taking into account staff and student preferences and contracts are drawn up for each position. Research assistantships are announced by and negotiated with individual staff.

Postgraduate Office Space

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

Psychometric Testing

The School 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 School 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. For information on these specialisations please discuss with your supervisor/course coordinator.

Thesis and Project Research

Psychology produces documents entitled:

- APSY 660 Guidelines
- Psychology Masters Thesis Guidelines
- Psychology PhD Guidelines
- PSYC 470 Guidelines
- IR Agreement

These are all available in Learn.

Academic Staff Profiles



Assoc. Prof. Eileen Britt
BSc(Cant.), MSocSc, DipClinPsych(Waik.),
PhD(Cant.), FNZCCP, MNZPsS
Room 515, Ext. 93694
E: eileen.britt@canterbury.ac.nz

Fields of Research:

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



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

Fields of Research:

- New employee self management
- Gamified psychometric assessments
- Managing organizational trust: Internal and external processes
- Safety related trust within work teams
- Recruitment advertising: Trust building and retention strategies
- Time Management



Professor Janet Carter
BA, MA, PGDipClinPsych(Cant),
PhD(Otago)
Room 510, Ext. 94210
E: janet.carter@canterbury.ac.nz

Fields of Research:

- Bipolar disorder, depression and eating disorders etiology, course and treatment
- Mechanisms of therapeutic change
- Psychotherapy effectiveness and efficacy
- Training, practice and process of psychotherapy



Assoc. Prof. Zhe Chen
MA(Lon., Prin), PhD(Prin.)
Room 509, Ext. 94415
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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.



Dr Sarah Christofferson
BA(Hons)(VUW), PGDipClinPsych, PhD
(Canterbury), MNZPsS
Room 504, Ext. 94353
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Fields of Research:

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



Dr Jacinta Cording
BSc(Hons)(Canterbury), Ph.D.
(Canterbury)
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Fields of Research:

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



Professor John Dalrymple-Alford
BSc(Hons), PhD(Swan.)
Room 204, Ext. 9207
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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



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

Fields of Research:

- Earthquake research
- Dissociation and dissociative disorders
- Complex PTSD
- Trauma and memory
- Shame; Self-conscious motions
- Psychotherapy



Professor Randolph Grace
SB(MIT), MA, PhD(New Hamp.)
Room 205, Ext. 92074
E: randolph.grace@canterbury.ac.nz

Fields of Research:

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



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

Fields of Research:

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



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

Fields of Research:

- Pediatric sleep: development, prevention and management i.
- Children's social and emotional development
- Pediatric psychology
- Family psychology
- Sleep patterns, psychological well-being and academic achievement in young adolescents and emerging adultsProfessor



Professor Rob Hughes
BSc(NZ), MSc, PhD(Belf.), FNZPsS, FAPS,
FPsSI
Room 206, Ext. 94382
E: rob.hughes@canterbury.ac.nz

Fields of Research:

- Behavioural pharmacology and teratology
- Comparative Psychology
- Exploratory behaviour and curiosity
- Psychopharmacology (drug effects on the unborn, anti-anxiety drugs, caffeine and other recreationally-used drugs).

See also Psychology staff research profiles the School website



Professor Simon Kemp

MSc, PhD(Auck)
Room 208a, Ext. 94394
E: simon.kemp@canterbury.ac.nz

Fields of Research:

- Economic psychology
- History of Psychology
- Memory
- Earthquake research



Assoc. Prof. Roeline Kuijer

MA, PhD(Groningen, Netherlands)
Room 505, Ext. 94362
E: 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)



Assoc. Prof. Joana Kuntz

MSc (ISPA, Portugal), PhD(Tennessee.)
Room 201, Ext. 94397
E: 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



Assoc. Prof. Virginia (Gini) McIntosh

BA(Hons), PhD (Otago), DipClinPsyc (Cant)
Room 506, Ext. 95214
E: gini.mcintosh@canterbury.ac.nz

Fields of Research:

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



Professor Katharina Näswall

BS(Bridgewater State College), MA, PhD(Stockholm)
Room 221, Ext. 94332
E: katharina.naswall@canterbury.ac.nz

Fields of Research:

- Job insecurity
- Employee and organisational resilience
- Employee well-being and health
- Boundaryless working life



Assoc. Prof. Ewald Neumann

MA (Calif.State Uni., Fresno), PhD(U. of California, Santa Barbara)
Room 411, Ext. 95604
E: ewald.neumann@canterbury.ac.nz

Fields of Research:

- Cognitive psychology
- Inhibitory mechanisms in attention, memory, and language
- Selective attention
- Bilingualism



Assoc. Prof. Kumar Yogeeswaran

PhD(University of Massachusetts - Amherst)
Room 210, Ext. 94379
E: kumar.yogeeswaran@canterbury.ac.nz

Fields of Research:

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



Professor Julia Rucklidge

BSc(McGill), MSc, PhD(Calgary), FNZPsS
Room 465, Ext. 94398
E: julia.rucklidge@canterbury.ac.nz

Fields of Research:

- Nutritional interventions
- Child and adolescent clinical psychology
- ADHD
- Clinical Psychology
- Mood disorders



Dr Andrew (Andy) Vonasch

PhD(Florida State University)
Room 209a, Ext. 90726
E: andrew.vonasch@canterbury.ac.nz

Fields of Research:

- Moral psychology
- Diversity of moral beliefs
- Moral judgement
- Reputation and status
- Rational choice
- Free will
- Self control

Adjunct & Emeritus Staff Profiles



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

Fields of Research:

- Applied behaviour analysis
- Behavioural or cognitive behavioural therapies
- Health psychology
- Single-case research designs
- Family Behavioural Intervention



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

Fields of Research:

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



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

Fields of Research:

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



Emeritus Professor Brian Haig
DipTchg, MA(Otago), PhD(Alta.), FAPS,
FNZPsS
Room 202, Ext. 92073
E: brian.haig@canterbury.ac.nz

Fields of Research:

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



Dr Audrey McKinlay
BA(Massey), MA(Hons), DipClinPsyc,
PhD(Cant)
E: 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



Dr Darren Walton
BS(Hons), PhD(Cant)
Director, Research & Evaluation, Strategy,
New Zealand Police
E: darren.walton@police.govt.nz

Fields of Research:

- Behavioural Science
- Applied Psychology
- Applied Economics
- Statistical analysis
- Survey Design and implementation

General Staff Profiles



Robyn Daly
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Yifang Parker
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Psychology Centre Staff Profiles

The Psychology Centre is the clinical psychology training and research centre for the Clinical Psychology Programme at the University of Canterbury.

The Centre offers Clinical students an opportunity to participate in a wide range of psychological assessments and treatments as part of their practicum course.



Dr Neil Thompson
Director, Psychology Centre
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