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WELCOME TO PSYCHOLOGY

The School of Psychology offers a fantastic range of high quality teaching and research opportunities for staff and students. There are more than 20 graduate-level courses on offer in various areas of psychology. As well as providing an excellent foundation in fundamental aspects of psychology, we have designed our graduate programme so that students also have the opportunity to study areas of specific interest, such as criminal psychology, cognitive and behavioural and cross-cultural psychology to name just a few.

The School has a large group of postgraduate students who benefit in their course work and research from our excellent facilities and the support of our highly experienced and dedicated staff. Current research by staff and students reflects a diverse range of topics in social, developmental, cognitive, biological, behavioural, cross-cultural, forensic, and clinical psychology. Examples include gender and sexuality; memory; eye-witness testimony; families and family change; language impairment; drug addiction; recognition of facial expression of emotion; risk perception and preparedness for earthquakes; road traffic safety; assessment and treatment of violent offenders; comparative cognition; children's theory of mind; acculturation; identity and intergroup relations.

In addition to being able to offer a broad range of research supervision for thesis students, the School runs three specialised Master's programmes: the MSc in Cross-Cultural Psychology, MSc in Cognitive and Behavioural Neuroscience and the MSc in Forensic Psychology. The MSc in Cross-Cultural Psychology is the only one of its type in New Zealand, and provides opportunities for international research via research partners in the Asia region and Hawaii. The MSc in Cognitive and Behavioural Neuroscience is an exciting multi-disciplinary collaboration between various areas of Psychology and researchers in the School of Biological Sciences.

The School is located very close to the central city on Victoria University’s main Kelburn Campus. As well as being New Zealand’s artistic and political capital, Wellington offers tremendous opportunities for academic and applied research as well as clinical experience in psychology. The School maintains excellent links with the Institute of Environmental and Scientific Research (ESR); Capital and Coast District Health Board and its mental health units; the Department of Corrections; Child, Youth and Family; and senior psychologists in private practice and in the public sector. Staff in the School also contribute to the Roy McKenzie Centre for the Study of Families; the Centre for Biodiversity and Biodiscovery; the Institute of Criminology. We collaborate with staff in the School of Biological Sciences in research on behavioural and neurobiological aspects of drug abuse. Research opportunities also exist via the Centre for Applied Cross-Cultural Research and the Victoria Psychology Clinic, both of which are administered by the School of Psychology.

For more than a decade, the Victoria University School of Psychology has been ranked either first or second in New Zealand in terms of research quality by the Tertiary Education Commission. Therefore, enrolling as a research student in the School will mean you are joining an enthusiastic, motivated and highly successful community of scholars and researchers, many of whom have been recognised locally or nationally for the quality of their teaching and supervision.

I wish you the very best for your studies.

Associate Professor Marc Wilson
Head of School
## IMPORTANT DATES

### 2014

**Online enrolment**
- Honours enrolment deadline: 1 October–10 December
- Master's Part 1 deadline: 1 October–10 December

**Clinical applications**: 8 October

**Postgraduate thesis applications**
- Master's Part 2, by thesis: 1 November
- PhD applications: 1 November

**University closed**: 22 December–4 January

### 2015

**University reopens**: 5 January

**Postgraduate thesis applications**
- Master's Part 2, by thesis: 1 March
- PhD applications: 1 March

**Trimester 1**: 2 March–2 July

**Postgraduate thesis applications**
- Master's Part 2, by thesis: 1 July
- PhD applications: 1 July

**Trimester 2**: 13 July–15 November

**Online enrolment**
- Honours enrolment deadline: 1 October–10 December
- Master's Part 1 deadline: 1 October–10 December

**Clinical applications**: 8 October

**Postgraduate thesis applications**
- Master's Part 2, by thesis: 1 November
- PhD applications: 1 November

**Trimester 3**: 16 November–21 February

## TIMETABLE

The 400-level lecture timetable will be available from the School of Psychology website [www.victoria.ac.nz/psyc/study/courses/psychology-lab-and-lecture-timetable](http://www.victoria.ac.nz/psyc/study/courses/psychology-lab-and-lecture-timetable) close to the beginning of each trimester. Any changes will be advised via the Honours or Part 1 Blackboard site and/or School noticeboard. All courses will be taught in EA 407 unless otherwise specified by the Course Coordinator.
School of Psychology, Te Kura Matai Hinengaro

Location: Easterfield Building, Level 6 Reception
Phone: 04-463 5783
Email: psychology@vuw.ac.nz
Website: www.victoria.ac.nz/psyc

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<tr>
<td>Head of School:</td>
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<tr>
<td>School Manager</td>
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<tr>
<td>Honours Programme Coordinator</td>
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<td>MSc Cross-Cultural Coordinator</td>
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<td>Administrator Honours and Part 1 Master’s Programme</td>
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Other contacts:
Postgraduate Student Rep | Dane Aronsen | dane.aronsen@vuw.ac.nz |
Faculty of Science | Level 1, Cotton Building | science-faculty@vuw.ac.nz 04-463 5101 |
Faculty of Humanities and Social Sciences | Level 4, Murphy Building | fhss-student-admin@vuw.ac.nz 04-463 5745 |
QUALIFICATIONS AVAILABLE

THE SCHOOL OFFERS THE FOLLOWING GRADUATE AND POSTGRADUATE PROGRAMMES OF STUDY:

- BSc Honours
- MSc in Cognitive and Behavioural Neuroscience (CBNS)
- MSc in Cross Cultural Psychology
- MSc in Forensic Psychology
- Master’s, MSc or MA PART 2
- PhD
- Postgraduate Diploma in Clinical Psychology

GRADUATE PROGRAMME, BSc HONOURS

An Honours degree is equivalent to Part 1 MSc. With the exception of the specialised programmes of study (the MSc Cross-Cultural Psychology, MSc Cognitive and Behavioural Neuroscience and MSc Forensic Psychology), all students complete an Honours degree prior to embarking on postgraduate study.

ENTRY REQUIREMENTS

Entry into the graduate programme is limited entry and students must meet the following entry requirements:

- completion of an undergraduate degree or equivalent, majoring in psychology
- B+ grade average in your four best 300-level psychology courses
- academic documentation
- satisfactory completion of PSYC 325 or an approved alternative
- completed application via the online enrolment system by 10 December.

There is no limit on the number of students in the psychology graduate programme. However, there is a limit of 15 students in any given PSYC 400-level course. If the number of applicants for a given course exceeds the number of places available, then selection into that course is based on grade point average and then on a first come basis.

Students who have a BSc, BA, GradDipArts, GradDipSc or the equivalent of an undergraduate degree in Psychology and who meet the academic requirements can enrol in a BSc(Hons) degree.

If you do not have an undergraduate degree in Psychology then successful completion of the Graduate Diploma of Science (GradDipSc) is one way to meet the academic requirements. The GradDipSc will allow you to gain background in psychology before applying for entry into graduate and postgraduate study. For details on the GradDipSc refer to the undergraduate psychology prospectus.
DEGREE STRUCTURE
The degree comprises 120 points of study in 400-level courses. A full year programme typically comprises six Psychology 400-level courses and the compulsory PSYC 489 Research Project.

It is possible to enrol in 400-level courses outside of PSYC but you will need to contact the appropriate School to discuss entry. For example, students wanting to gain further knowledge and skills in qualitative research could inquire about enrolling in SOSC 416, Qualitative Data Analysis. No more than 30 points from another subject can be taken without the permission of the Honours Programme Coordinator.

Any student with an undergraduate degree or the equivalent can enrol in a BSc Honours degree. Honours can be completed part time or full time.

GRADUATE PROGRAMME DEADLINES
There are two graduate intakes during the year, 10 December and 1 June. Late enrolments will be considered; however, due to the limited places in each course, there is no guarantee that courses selected will be available.

Students wishing to enrol in a full-year programme of Honours courses, or students who only intend studying in Trimester 2, need to complete an online application by 10 December. Students who are enrolled in undergraduate courses at Victoria in trimester 1 and wish to enrol mid-year in Honours courses need an ‘Add/Drop’ form from the Faculty of Science. Students should then make an appointment to see the Honours Programme Coordinator and/or the Graduate Administrator to discuss admission and enrolment in courses. The closing deadline for trimester 2 applications is 1 June.

COMPLETING THE ENROLMENT FORM
Online enrolment is available from October. Students must complete the requirements of the online enrolment form. Students applying for entry from other universities must supply their academic transcripts by 10 December. Acceptance into the programme is based on available information. A lack of sufficient information will delay processing of your enrolment. Students applying for Honours in Psychology must select the courses they want to enrol in and choose alternatives for each course in case a course is unavailable. If you wish to take three courses in trimester 2 you also need to choose three alternative courses for trimester 2.

If the number of applicants for a given course exceeds the number of places available, selection into that course is based on an applicant’s grade point average. The next ranked course identified by the applicant will be reviewed and selected.

Once enrolment forms have been processed by the School, an offer of study will be sent from the Enrolment Office. Please note this could take 3-5 weeks to process from the closing date. Students enrolling in the PSYC 489 Research Project are encouraged to secure a supervisor for the research project before the start of the academic year.
INTERNATIONAL STUDENT ENROLMENT

International student enrolment is a two-pronged process. The School is responsible for providing course information and selecting students into a programme of study. Victoria International is responsible for admission and enrolment of students into the university. All international applications must go through Victoria International.

The enrolment process can take time, so we recommend that international applications are submitted well before the closing date of 10 December. Applications will be forwarded to the School and reviewed. Please note, you will need to follow the same process in selecting courses. For each course selected, provide an alternative, as above.

CONTACT

For further information about the Honours programme, contact Dr Sue Jackson, Honours Programme Coordinator, sue.jackson@vuw.ac.nz 04-463 4721 or Wendy Ward, Programme Administrator, wendy.ward@vuw.ac.nz 04-463 5373.
The MSc in Cognitive and Behavioural Neuroscience (CBNS) is available to graduates of Psychology and related disciplines. It offers advanced training in topics concerning behaviour, cognition and their relationship to the brain. The programme is an ideal preparation for students wanting to continue on as researchers (or PhD research students) in a range of different settings—including psychology, neuroscience, and health and biomedical sciences.

The MSc in CBNS is organised into two parts. In Part 1, students complete a combination of required and optional advanced papers on topics relating to cognitive and behavioural neuroscience. The compulsory papers include a research preparation paper, CBNS 580, where students gain skills and experience in a number of different research laboratories within the School of Psychology. In Part 2, students complete a more focused research thesis in their chosen topic area.

**DEGREE STRUCTURE**

**Part 1:** Students need to complete:
- CBNS 580 Research Preparation (compulsory) 30 points

At least 60 points selected from the following courses:
- PSYC 409 Fundamentals of Behaviour Analysis 15 points
- PSYC 413 Advanced Cognitive Psychology 15 points
- PSYC 417 Cognitive Neuropsychology I 15 points
- PSYC 420 Affective Neuroscience 15 points
- PSYC 422 Drugs, Brain and Behaviour 15 points
- PSYC 424 Drug Addiction (not offered in 2015) 15 points
- PSYC 444 Nature Nurture Neuroscience 15 points
- PSYC 445 Cognitive Neuroscience 15 points
- BIOL 432/BMSC 432 Physiology and Pharmacology 30 points
- BIOL 433/BMSC 433 Human and Clinical Biochemistry 30 points

A further 30 400-level points from PSYC, BIOL, BMSC, or any other approved discipline. Students are encouraged to seek advice from the coordinator of the CBNS Programme, or from staff in their particular areas of interest when selecting these additional courses. To take courses outside of Psychology, you will need to seek permission from the relevant School and agreement from the CBNS Coordinator.

**Part 2:** Students need to apply for entry into Part 2 by thesis (120 points). For Part 2, students undertake a Master’s-level research thesis in their chosen topic area. It takes approximately one year full time.

Entry to Part 2 of the programme is subject to:
- satisfactory completion of Part 1; (a B+ average in your top four courses)
- approval of the student’s research proposal (refer to the Master’s and PhD section).
ENTRY REQUIREMENTS
Students should have completed an undergraduate degree in Psychology or a related discipline. Normally, they also need to have:

- completed a research methods and statistics course beyond introductory level
- at least a B+ grade average or equivalent in a minimum of four 300-level Psychology courses (final year undergraduate courses). For students with background in another CBNS-related discipline (for example, neuroscience), the top four may include one paper from that related discipline.

ENROLMENT
Applications for the MSc in Cognitive and Behavioural Neuroscience are due by 10 December 2014. Application is made via the online enrolment system www.victoria.ac.nz/study/apply-enrol. International students need to contact Victoria International to begin the application process. Note, you need to follow the degree structure and select courses with alternatives.

CONTACTS
For queries of an academic nature (i.e. programme content, career possibilities etc.), contact Dr Carolyn Wilshire, CBNS Programme Coordinator carolyn.wilshire@vuw.ac.nz 04-463 6036. If you have any other queries, contact Wendy Ward, Programme Administrator wendy.ward@vuw.ac.nz 04-463 5373.
MSc IN CROSS-CULTURAL PSYCHOLOGY

The MSc in Cross-Cultural Psychology is a specialised programme that provides an understanding of cultural variation in psychological processes and outcomes, the role of culture in shaping human behaviour, and the importance of understanding human behaviour from both culture-specific and culture-general perspectives. The programme is designed to develop the skills required to critically assess and undertake cultural and cross-cultural research. It also enhances knowledge and skills required to work with culturally diverse groups and in multicultural settings.

The programme is aligned with the Centre for Applied Cross-cultural Research (www.victoria.ac.nz/cacr) and offers opportunities for applied work with government and NGOs on issues relating to cultural diversity in New Zealand. Given our international networks, opportunities are also available to work on large scale international comparative projects. The qualification is particularly suitable for anyone planning to undertake research and policy analysis on related issues. It is also an excellent option for international students who will be able to apply cross-cultural knowledge and skills when they return to their home country. Part of the MSc may be undertaken at the University of Hawai‘i and a jointly taught degree between University of Hawai‘i and Victoria University is now offered.

The MSc is a two part programme: Part 1 is a programme of 400-level courses and Part 2 is by Thesis. Entry into Part 1 of the MSc is limited, requiring students to apply to the School for entry.

DEGREE STRUCTURE

Part 1 is a programme of 400-level courses and Part 2 is by Thesis (120 points). Part 1 of the programme entails the completion of three core courses, two of the four prescribed courses and optional courses:

MSc Part 1 compulsory core courses are:

- PSYC 433 Current Issues in Cross-Cultural Psychology 15 points
- PSYC 434 Conducting Research Across Cultures 15 points
- CPSY 580 Research Preparation 30 points

Choose any two courses from the following prescribed courses:

- PSYC 423 Culture and Social Behaviour 15 points
- PSYC 431 Culture and Human Development 15 points
- PSYC 432 Applied Cross-Cultural Psychology 15 points
- PSYC 449 Special Topic Indigenous Psychology 15 points

Choose any optional course(s) to the value of 30 points. The courses can:

- be within psychology or outside of psychology
- include those from the University of Hawai‘i
- replace up to 60 points, but must be approved by the Honours Programme Coordinator (Dr Sue Jackson) in association with Prof Colleen Ward.

For courses outside of Psychology, contact the School responsible to ensure you have the appropriate requirements for entry.
ENTRY REQUIREMENTS
Students must meet the following criteria:
- completion of an undergraduate degree or equivalent majoring in psychology
- B+ (or better) grade average in your four best 300-level psychology courses
- completion of a research methods and statistics course to an advanced level
- completion of Victoria Enrolment Form with supporting documentation.

ENROLMENT INTO THE MSC CROSS-CULTURAL PSYCHOLOGY PROGRAMME
Applications for 2015 (via the online enrolment system www.victoria.ac.nz/study/apply-enrol) close on 10 December 2014. International students must contact Victoria International to begin the application process.

Students applying for the CPSY 580 should approach potential supervisors before the start of the academic year. Due to the structure of the CPSY 580, mid-year enrolment is not possible.

After completing an approved programme of study in Cross-Cultural Psychology via Part 1 of the MSc, applications need to be made for entry into Part 2 of the MSc to the School of Psychology Postgraduate Committee via the online enrolment system. Refer to the section on Master’s and PhD Postgraduate Study for further information.

Once enrolment forms have been processed by the School, an offer of study will be sent from the Enrolment Office.

Note: Students with an Honours degree who have taken the required and prescribed 400-level cross-cultural psychology courses are eligible to apply for entry into the MSc Part 2.

CONTACT
If you have any queries please feel free to contact Prof Colleen Ward, Coordinator of the MSc Cross Cultural programme colleen.ward@vuw.ac.nz 04-463 6037 or alternatively Wendy Ward, Programme Administrator wendy.ward@vuw.ac.nz 04-463 5373.
MSc IN FORENSIC PSYCHOLOGY

The School is now coming into its third year of offering the MSc in Forensic Psychology, the only forensic psychology postgraduate programme in New Zealand. Students in the programme benefit from the strong links to the Innocence Project NZ, the Criminology Programme and the Faculty of Law. In addition the School has research and teaching links with government departments involved in crime and justice, such as the Department of Corrections.

Graduates of the Forensic programme will be able to:
- critically evaluate the relevant literature
- understand and employ a range of research techniques in addressing Forensic Psychology research questions
- design, conduct, present and publish research in their specific area of Forensic Psychology
- prepare for employment and/or further training in the Forensic Psychology sector.

DEGREE STRUCTURE

The MSc Forensic Psychology programme is divided into two parts. In Part I, students take a combination of courses on topics relating to Forensic Psychology, including the full year FPSY 580 Research Preparation course. Part 2 is the completion of a thesis. Each part is worth 120 points.

Part 1: Students need to complete:
- FPSY 580 Research Preparation (compulsory)
- At least two of the following core courses:
  - PSYC 412 Criminal Conduct 1: Basic Concepts in Criminal Justice and Crime
  - PSYC 421 False Memories
  - PSYC 435 Traumatic Memories and Repression
  - PSYC 442 Criminal Conduct 2: Areas of Application
- An additional 60 points from relevant 400-level courses in Psychology or Forensic Psychology or up to 30 points worth of courses from a related discipline, and the remaining points from relevant 400-level courses in Psychology or Forensic Psychology. Students may be able to enrol in FPSY 401 or 402 Forensic Psychology /Internship 1 or 2, FPSY420 Introduction to Clinical Psychology for Forensic Practitioners, or FPSY 440 Directed Individual Study, with the permission of the Programme Coordinator.

Part 2: The research thesis FPSY 591 (120 points) is subject to both internal and external examination. Entry to Part 2 of the MSc programme is subject to satisfactory completion of Part I and the approval of the research proposal by the School of Psychology Postgraduate Committee.

After completing an approved programme of study in Forensic Psychology via Part 1 of the MSc, applications need to be made for entry into Part 2 of the MSc to the School of Psychology Postgraduate Committee via the online enrolment system. Refer to the section on Master’s and PhD Postgraduate Study for further information.
ENTRY REQUIREMENTS
Students applying for the MSc Forensic (Part 1) should have:

- an undergraduate degree in Psychology or the equivalent with at least a B+ grade average in their four best 300-level Psychology courses
- A research methods and statistics course at an advanced level such as PSYC 325.

ENROLMENT
All students with the exception of international students should apply and complete the enrolment process online. International students will need to contact Victoria International to begin admission and enrolment into the University. Selection into the programme is based on the documentation available at the time of selection. Places are strictly limited.

CONTACTS
For more information about the programme, please contact Dr Deirdre Brown, Coordinator MSc Forensic programme deirdre.brown@vuw.ac.nz 04-463 4720, or Wendy Ward, Programme Administrator wendy.ward@vuw.ac.nz 04-463 5373.
CLINICAL PROGRAMME

The clinical programme is a three-year full-time programme of study. The programme involves completing the PGDipClinPsyc and a Master’s research thesis on an approved topic (note: it is also possible to enrol for a PhD which will extend the programme of study by at least two years). At the end of the training programme, students will graduate with a PGDipClinPsyc (and hold a Master’s or PhD degree), and are able to register as psychologists within New Zealand, and work as clinical psychologists in health, corrections and a wide range of community settings.

PREREQUISITE COURSES FOR THE CLINICAL PROGRAMME

Undergraduate students who have an interest in the clinical programme must complete specific pre-requisite courses if they are to be considered for selection into the program. Students who have completed their undergraduate courses in Psychology at another university will need to have completed the equivalent courses. The Clinical Director will determine equivalency on a case-by-case basis.

All undergraduate students applying for provisional entry shall have passed as many of the following courses as possible, or the equivalent from their university:

- PSYC 221 Social Psychology
- PSYC 231 Cognitive Psychology
- PSYC 233 Brain and Behaviour
- PSYC 235 Abnormal Psychology
- PSYC 327 Cognitive and Behavioral Neuroscience
- PSYC 332 Behaviour Analysis
- PSYC 325 Advanced Research Methods (compulsory course for postgraduate study)

And one of:

- PSYC 338 Cross-Cultural Psychology
- PSYC 324 Child Development

STRUCTURE OF THE PROGRAMME

Students applying from an undergraduate degree will normally complete the following courses over a three year period. In addition, students will be required to complete a thesis prior to entering the final year of study. Students who have completed graduate or postgraduate courses will be required to complete specific clinical courses before advancing into the next year of study.

A copy of the regulations governing the PGDipClinPsyc is available at www.victoria.ac.nz/psyc/study/postgraduate-study/pgdipclinpsyc
Year 1 of the Clinical Programme

Students need to complete:

- PSYC 412 Criminal Conduct 1: Criminal Justice and Crime
- PSYC 442 Criminal Conduct 2: Areas of Application
- PSYC 451 Clinical Adult Assessment and Intervention
- PSYC 452 Clinical Child and Family Psychology
- PSYC 489 Research Project

Note: If you have already completed an honours degree or a degree which includes a thesis component, you will not be required to complete PSYC 489. PSYC 451 has a two hour laboratory each week of trimester 1 and 2 on psychometrics and PSYC 452 has a two hour laboratory each week on practical clinical skills such as interviewing.

PSYCHOMETRIC ASSESSMENT LABORATORY

This weekly two-hour laboratory provides an overview of psychometric assessment instruments and procedures for fourth-year students. The fundamental statistical properties of psychometric tests are reviewed, followed by an introduction to the primary clinical assessment measures for a variety of areas of functioning. Students will begin to gain an understanding of standardised measures for cognitive functioning and intelligence, personality, psychopathology, psychiatric symptoms, and risk assessment. The emphasis is on providing a broad familiarity with common psychometric measures rather than in-depth interpretation of assessment results.

PRACTICAL SKILLS LABORATORY

This weekly two-hour laboratory will cover basic micro-counselling and interviewing skills. In addition, theoretical and practical ethics, assessment for suicide and cultural competency will be covered.

Year 2 of the Clinical Programme

Students need to:

- complete PSYC 561 (includes Practicum and one day coursework and skills development)
- be enrolled in or have completed a Master’s or PhD thesis
- complete the thesis component prior to entering the final year of the programme (Note: PhD students normally take three years’ leave from the program to complete their theses).

Year 3 of the Clinical Programme

Students need to complete PSYC 562 Advanced Practicum (four days per week) and complete two of the following three courses:

- PSYC 571 Advanced Neuropsychology Theory and Practice
- PSYC 572 Adult and Child Clinical Psychology: Advanced Intervention Skills
- PSYC 573 Clinical Criminal Justice Psychology

Courses offered during the Postgraduate Diploma in Clinical Psychology programme may be changed at the discretion of programme staff.
ENTRY REQUIREMENTS
Students who wish to apply for provisional admission into the Postgraduate Diploma of Clinical Psychology (PGDipClinPsyc) must have:

- completed an undergraduate degree majoring in Psychology, with an A-grade average in their best four 300-level psychology courses
- completed at least 60 points of 300-level psychology courses, including PSYC 325.

Students who hold higher degrees in Psychology (such as a BA(Hons), BSc(Hons)) must have an A-grade average in their most recent year of study or have completed a Master’s with the equivalent of first class honours or have completed a PhD in Psychology.

The closing date for applications is 8 October 2014. Only students who have been selected into the clinical programme are able to enrol in the clinical specific courses.

APPLYING FOR ENTRY
Applications are available from the Clinical Administrator and the School website www.victoria.ac.nz/psyc

Applications should include the following documentation:

- three copies of the completed PGDipClinPsyc application form
- three copies of an academic transcript (one original and two sighted copies)
- three copies of a curriculum vitae.

All documentation needs to be marked in a confidential envelope and sent to the Clinical Administrator by 8 October 2014 at the following address:

CONFIDENTIAL
c/o Clinical Psychology Programme Administrator
School of Psychology
University of Victoria University of Wellington
Level 5, Easterfield Building
PO Box 600, Wellington

CONTACTS
For more information about the clinical psychology programme contact Prof Tony Ward, Clinical Director tony.ward@vuw.ac.nz 04-463 4724 or Helen Lloyd, Clinical Administrator helen.lloyd@vuw.ac.nz 04-463 6400.
POSTGRADUATE STUDY

To be admitted into a postgraduate degree programme you usually need to have a very good record of academic achievement at undergraduate and graduate level. Students who are considering making an application for admission are encouraged to contact possible academic supervisors beforehand. They should also refer to general regulations governing the degree and other relevant information stored on the Faculty of Graduate Research website [www.victoria.ac.nz/fgr](http://www.victoria.ac.nz/fgr) and the School website [www.victoria.ac.nz/psyc](http://www.victoria.ac.nz/psyc).

The School of Psychology offers admission to selected applicants whose preparation, experience, and interests fit well with the interests and resources in the School. Admission into a postgraduate programme is not a right or an entitlement. Application is open to all international and domestic students including permanent residents who meet the requirements.

The School Postgraduate Committee meets three times per year to evaluate Master’s and PhD applications:

- 1 November to enrol by 1 February
- 1 March to enrol by 1 May
- 1 July to enrol by 1 September

If your application is successful, you will be offered provisional admission to work closely with a specific academic staff member in the School who will supervise your research and professional development.
MASTER'S PART 2 BY THESIS

MSC ENTRY REQUIREMENTS
Students applying for entry into Master’s Part 2 (thesis) should have:

- demonstrated academic merit as an undergraduate
- completed an Honours degree or the requirements for Part 1 of a Master’s
- a research methods and statistics course at an advanced level such as PSYC 325
- demonstrated research experience and skill as shown in PSYC 489 or equivalent.

MASTERS APPLICATION
Applications for admission to undertake a Master’s thesis should be submitted directly to the School of Psychology. Master’s applications should include the following:

- application for Master’s by thesis or with thesis component
- postgraduate enrolment form
- School of Psychology preliminary Master’s application form.

Master’s application forms are available from the School website. Note that there are deadlines for applying for admission and associated fixed enrolment periods:

- 1 November to enrol by 1 February
- 1 March to enrol by 1 May
- 1 July to enrol by 1 September

You need to submit your completed application to the Postgraduate Administrator. Applications will be reviewed by the School’s Postgraduate Committee and applicants will be contacted with the outcome as soon as possible.

MSC (THESIS) CONTACTS
For more information about the Master’s programme (Master’s Part 2—thesis), please contact Dr Matt Crawford matt.crawford@vuw.ac.nz 04-463 6702 or alternatively Siyun Thompson, Postgraduate Administrator siyun.thompson@vuw.ac.nz 04-463 5783.

ADDITIONAL INFORMATION
Successful applications will be viewed as provisionally enrolled. The provisional period for MSc students is 30 days from the date of first enrolment. During this time, Master’s students must submit for approval a three page research outline consisting of a one page overview, one page on the research method and one page detailing the timeline and setting out how the research will be completed and the thesis submitted for examination within 12 months (in other words, 2–3 trimesters) for full-time students, and 18 months if part-time.

Regulations governing Master’s require students to submit progress reports in consultation with their academic supervisor at three and eight months into enrolment.

USEFUL LINKS
www.victoria.ac.nz/psyc/student-help/forms
www.victoria.ac.nz/fgr/about/masters#info-for-students
DOCTOR OF PHILOSOPHY (PHD)

PHD ENTRY REQUIREMENTS
Students applying for entry into PhD should have:
- demonstrated academic merit at undergraduate level
- an Honours degree or completed the requirements for Part 1 of a Master’s or been awarded with a Master’s in Psychology
- a research methods and statistics course at an advanced level such as PSYC 325
- demonstrated research experience and skill as shown in PSYC 489 or equivalent.

PHD APPLICATION
There is a centralised admissions process for all PhD admissions through the Faculty of Graduate Research [www.victoria.ac.nz/fgr](http://www.victoria.ac.nz/fgr)

Applicants are encouraged to make contact with potential supervisors before they submit their application.

The deadlines for applying for admission and associated fixed enrolment periods are as follows:
- 1 November to enrol by 1 February
- 1 March to enrol by 1 May
- 1 July to enrol by 1 September

PHD CONTACTS
For more information about the PhD programme first refer to the Faculty of Graduate Research website [www.victoria.ac.nz/fgr](http://www.victoria.ac.nz/fgr) and then Siyun Thompson, the School’s Postgraduate Administrator [siyun.thompson@vuw.ac.nz](mailto:siyun.thompson@vuw.ac.nz) 04-463 5783 for any other enquiries. The School’s Postgraduate Coordinator is Dr Jason Low [jason.low@vuw.ac.nz](mailto:jason.low@vuw.ac.nz) 04-463 6721.

ADDITIONAL INFORMATION
The provisional enrolment period for PhD students is 6-12 months, during which time PhD students undergo orientation and other training, submit and defend their research proposal. Before making an application, applicants should refer to the application process and forms on the Faculty of Graduate Research website.

Regulations governing the PhD require students to submit progress reports twice a year in May and November in consultation with their academic supervisor.

USEFUL LINKS
[www.victoria.ac.nz/psyc](http://www.victoria.ac.nz/psyc)
[www.victoria.ac.nz/psyc/study/postgraduate-study/phd](http://www.victoria.ac.nz/psyc/study/postgraduate-study/phd)
[www.victoria.ac.nz/fgr](http://www.victoria.ac.nz/fgr)
[www.victoria.ac.nz/fgr/policies-and-resources](http://www.victoria.ac.nz/fgr/policies-and-resources)
[www.victoria.ac.nz/fgr/policies-and-resources/forms](http://www.victoria.ac.nz/fgr/policies-and-resources/forms)
MASTER OF ADVANCED TECHNOLOGY ENTERPRISE

The Master of Advanced Technology Enterprise (MATE) is an interdisciplinary one year research programme, the first of its kind in New Zealand. The programme explores the relationship between scientific research and commercial product development by establishing teams developing high-value enterprises from research projects with real commercial potential.

Through its unique practical approach, the programme explores the many challenges of creating successful technology enterprises, such as coping with an extended development time-frame and technology risks, balancing the often conflicting relationship between research and commercial product development, and applying best practice business activities focused around advanced technology.

The MATE programme is open to graduates of science, engineering, design, commerce and law, and graduates from other disciplines with appropriate backgrounds. MATE creates an entrepreneurial team environment to allow students to gain knowledge, skills and experience in taking an advanced technology to market.

Within the enterprise, each student assumes individual responsibilities that, when combined, form a dynamic team capable of developing a viable product concept. Students from any discipline are invited to apply to the MATE programme. In each case the individual will inject specific discipline expertise into the team. Their role will draw on expertise gained from previous study and work experiences, and will be shaped by the needs of the particular project and enterprise.

MATE FOR SCIENTISTS

Scientists are the link between scientific research and the advanced technology enterprise. Goals of research and commerce are quite different, so the scientist must manage the relationship with the research team and ensure that research and commercial development activities are mutually compatible. The scientist understands the scientific method and, while they may not possess expertise in the particular research science, they become the technology expert within the enterprise.

Supervision, mentoring and governance for the teams and individuals within the MATE programme are provided by staff from throughout Victoria University of Wellington, and by external commercial partners. Students learn from experienced technology entrepreneurs, academics and business experts, and build their own professional support network.

At the end of the year, teams present their enterprise to an audience of Victoria staff, external programme supporters and potential investors. They aim to conduct value added development of the research towards a viable product—to secure further investment for the enterprise.

Individual research roles will build on each student’s prior knowledge. Research investigates the role of a discipline expert within a multi-disciplinary team, the team function, and entrepreneurship within an advanced technology enterprise. Students create a Master’s research thesis focused on their role, and aligned with the team outcomes.
Graduates leave having developed their discipline-specific skills within an advanced technology enterprise, added a deep understanding of advanced technology business practice, and developed into confident professionals capable of leading the next wave of new technology businesses.

ENTRY REQUIREMENTS

- A four-year degree, Honours degree or relevant postgraduate diploma with a B+ average at 400-level from a university in New Zealand or, at the discretion of the Associate Dean (Students) of the Faculty of Science, another university.
- Approved by the Programme Director and the MAdvTecEnt Board of Studies as capable of proceeding with the proposed programme of study.
- Requirement 1 may be waived by the Associate Dean (Students) of the Faculty of Science, for a candidate who has had extensive practical, professional or scholarly experience of an appropriate kind.

GENERAL REQUIREMENTS

- The course of study for the MAdvTecEnt shall consist of courses worth at least 135 points, comprising:
  - **Part 1**: ATEN 501—a 15-point course run intensively over four weeks
  - **Part 2**: ATEN 591—a 120-point thesis and development of business plan.
- Entry to Part 2 requires the successful completion of Part 1 with at least a B+ grade and acceptance by the Programme Director and Board of Studies.
- Candidates must:
  - enrol full-time for Part 1 and Part 2; and
  - complete Part 1 and enrol in Part 2 in consecutive trimesters.

**ATEN 501**  CRN 25038  ADVANCED TECHNOLOGY ENTERPRISE 15 PTS

Practical and theoretical frameworks used in development and initiation of an advanced technology enterprise and research translation are introduced, along with collective brainstorming, team development, collaboration and communication. Emphasis is on pragmatic and practical learning in innovative behaviour development, while developing an advanced technology business idea, team formation and an independent research focus.

**ATEN 591**  CRN 25039  ADVANCED TECHNOLOGY ENTERPRISE THESIS 120 PTS

An individual supervised piece of research undertaken within an integrated team environment working on the progression of an advanced technology enterprise. Students will actively participate in a structured seminar and peer-review programme. Their value proposition will be presented to an expert panel.

ENROLMENT

Programme start date is **2 March 2015**. Apply online at [www.victoria.ac.nz/home/admisenrol](http://www.victoria.ac.nz/home/admisenrol)

APPLICATION/ENQUIRY CONTACT DETAILS

David Bibby, Programme Director david.bibby@vuw.ac.nz 04-4635479
Shona de Sain, Associate Dean (Academic) shona.desain@vuw.ac.nz 04-463 5092
## COURSES OFFERED IN 2015

<table>
<thead>
<tr>
<th>COURSES OFFERED IN TRIMESTER 1</th>
<th>COORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPSY 401/402 Forensic Psychology Fieldwork / Internships 1 &amp; 2 (15pts)</td>
<td>Deirdre Brown</td>
</tr>
<tr>
<td>PSYC 405 Environmental Psychology</td>
<td>Taciano Milfont</td>
</tr>
<tr>
<td>PSYC 409 Fundamentals of Behaviour Analysis</td>
<td>Maree Hunt / Anne Macaskill</td>
</tr>
<tr>
<td>PSYC 412 The Psychology of Criminal Conduct 1: Basic Concepts in Criminal Justice and Crime</td>
<td>Clare-Arn Fortune</td>
</tr>
<tr>
<td>PSYC 415 Early Cognitive Development</td>
<td>Jason Low</td>
</tr>
<tr>
<td>PSYC 420 Affective Neuroscience</td>
<td>TBA</td>
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<tr>
<td>PSYC 421 False Memories</td>
<td>Maryanne Garry</td>
</tr>
<tr>
<td>PSYC 422 Drugs, Brain and Behaviour</td>
<td>TBA</td>
</tr>
<tr>
<td>PSYC 423 Culture and Social Behaviour</td>
<td>James Liu</td>
</tr>
<tr>
<td>PSYC 426 Social Psychology and Well-being</td>
<td>John McClure</td>
</tr>
<tr>
<td>PSYC 427 Discursive Social Psychology</td>
<td>Ann Weatherall</td>
</tr>
<tr>
<td>PSYC 430 Political Psychology</td>
<td>Marc Wilson</td>
</tr>
<tr>
<td>PSYC 433 Current Issues in Cross-Cultural Psychology</td>
<td>Colleen Ward</td>
</tr>
<tr>
<td>PSYC 434 Conducting Research Across Cultures</td>
<td>Ron Fischer</td>
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<table>
<thead>
<tr>
<th>COURSES OFFERED IN TRIMESTER 2</th>
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<tbody>
<tr>
<td>FPSY 401/402 Forensic Psychology Fieldwork / Internships 1 &amp; 2 (15pts)</td>
<td>Deirdre Brown</td>
</tr>
<tr>
<td>PSYC 401 Theory and History of Psychology</td>
<td>Matt Crawford</td>
</tr>
<tr>
<td>PSYC 404 Abnormal Psychology</td>
<td>John McDowall</td>
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<tr>
<td>PSYC 406 Gender, Media and Identity</td>
<td>Sue Jackson</td>
</tr>
<tr>
<td>PSYC 417 Cognitive Neuropsychology 1</td>
<td>Carolyn Wilshire</td>
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<tr>
<td>PSYC 418 Advanced Discursive Social Psychology</td>
<td>Ann Weatherall</td>
</tr>
<tr>
<td>PSYC 431 Culture and Human Development</td>
<td>Paul Jose</td>
</tr>
<tr>
<td>PSYC 432 Applied Cross-Cultural Psychology</td>
<td>Taciano Milfont</td>
</tr>
<tr>
<td>PSYC 433 Memory Errors</td>
<td>Todd Jones</td>
</tr>
<tr>
<td>PSYC 442 Criminal Conduct 2: Areas of Application</td>
<td>Clare-Ann Fortune</td>
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<tr>
<td>PSYC 444 Nature Nurture Neuroscience</td>
<td>Bart Ellenbroek</td>
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<tr>
<td>PSYC 445 Cognitive Neuroscience of Attention and Perception</td>
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<tr>
<td>PSYC 447 Special Topic: The Science of Intimate Relationships</td>
<td>Garth Fletcher</td>
</tr>
<tr>
<td>PSYC 449 Special Topic: Ethical Issues in Psychological Research and Practice</td>
<td>Tony Ward</td>
</tr>
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</table>
FULL YEAR COURSES

FPSY 403 Forensic Psychology Fieldwork / Internship (30pts)  Deirdre Brown
FPSY 420 Introduction to Clinical Psychology for Forensic Practitioners  Clare-Ann Fortune
PSYC 489 Research Project for Honours  Supervisor
CBNS 580 Research Preparation for MSc CBNS  Supervisor
CPSY 580 Research Preparation for MSc CPSY  Colleen Ward
FPSY 580 Research Preparation for MSc FPSY  Clare-Ann Fortune

CLINICAL PROGRAMME

PSYC 451 Clinical Adult Assessment and Intervention  Tony Ward
PSYC 452 Clinical Child and Family Psychology  Karen Salmon
PSYC 561 Practicum  Deirdre Brown
PSYC 562 Advanced Practicum  Tony Ward
PSYC 571 Advanced Neuropsychology Theory and Practice  Karen Salmon
PSYC 572 Adult and Child Clinical Psychology  Tony Ward

COURSES NOT OFFERED IN 2015

FPSY 411 Special Topic
PSYC 402 Social Cognition
PSYC 411 Advanced Topics in Behaviour Analysis
PSYC 413 Advanced Cognitive Psychology
PSYC 424 Drug Addiction
PSYC 425 Personality and Motivation
PSYC 428 Feminist Psychology
PSYC 429 Psychology of Superstition
PSYC 435 Traumatic Memories and Repression
PSYC 436 Autobiographical Memory
PSYC 438 Theories of Violent Offending
PSYC 439 Sexual Offending: Theories and Research
PSYC 441 Family Psychology
PSYC 573 Clinical Criminal Justice Psychology
PLANNING A PROGRAMME

Select your programme from the following 400- and 500-level courses.

COURSE INFORMATION INDEX

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course reference number</th>
<th>Title</th>
<th>Points</th>
<th>Trimester</th>
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<tr>
<td>PSYC 489</td>
<td>CRN 10729</td>
<td>RESEARCH PROJECT</td>
<td>30 PTS</td>
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400/500-LEVEL COURSES

<table>
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<tr>
<th>FPSY 401</th>
<th>CRN 27051</th>
<th>CRN 27157</th>
<th>FORENSIC PSYCHOLOGY FIELDWORK / INTERNSHIP 1</th>
<th>15 PTS</th>
<th>1,2,3/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Permission of Head of School</td>
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<tr>
<td>Coordinators:</td>
<td>Dr Deirdre Brown</td>
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<tr>
<td>Limitation:</td>
<td>Limited to students enrolled into MSc Forensic Psychology</td>
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<tr>
<td>Timetable:</td>
<td>Trimester 1 or 2</td>
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</table>

The purpose of this course is to provide students with an opportunity to complete a special project or take part in the day to day operations of a workplace or agency, undertaking forensic psychology-relevant work. The student will be jointly supervised by university staff and field supervisors.

Students may not undertake FPSY 401 in conjunction with or after completing FPSY 403.

<table>
<thead>
<tr>
<th>FPSY 402</th>
<th>CRN 27052</th>
<th>CRN 27158</th>
<th>FORENSIC PSYCHOLOGY FIELDWORK / INTERNSHIP 2</th>
<th>15 PTS</th>
<th>1,2,3/3</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>Permission of Head of School</td>
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<tr>
<td>Coordinators:</td>
<td>Dr Deirdre Brown</td>
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<tr>
<td>Limitation:</td>
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<tr>
<td>Timetable:</td>
<td>Trimester 1 or 2</td>
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The purpose of this course is to provide students with an opportunity to complete a special project or take part in the day to day operations of a workplace or agency, undertaking forensic psychology-relevant work. The student will be jointly supervised by university staff and field supervisors.

Students may not undertake FPSY 402 in conjunction with or after completing FPSY 403.
The purpose of this course is to provide students with an opportunity to spend two trimesters working on a special project or taking part in the day-to-day operations of a workplace or agency that undertakes forensic psychology-related work. The student will be jointly supervised by University staff and field supervisors.

Only 30 points of coursework with this title can be undertaken for the degree. Students may not undertake this course if they already are enrolled in or have completed FPSY 401 and/or FPSY 402.

The purpose of this course is to provide students with an understanding of the conceptual, empirical and practical issues associated with assessment. Topics include: clinical assessment and reasoning, ethics, mood disorders, psychosis, personality disorders, substance disorders and intellectual disability. In addition, labs cover the principles of assessment, interviewing and psychometric testing.

This course is restricted to students who have been accepted into the MSc Forensic programme and meet its requirements. It is only available with the approval of the Head of School, and only 30 points of coursework with this title can be undertaken for the degree. Students may not undertake this course if they already are enrolled in or have completed PSYC 451 and/or PSYC 452.
The purpose of this course is to explore the historical roots of the questions psychologists have chosen to investigate, the evolution of the methods of psychological research, and provide a framework that explains the relationships between the various sub-disciplines of psychology. Are there basic themes that characterise all of psychology? By examining the history and basic concepts that have shaped psychology it will become possible to see the relationships between seemingly disparate research areas and gain an understanding of the philosophical and scientific significance of many of the questions that we examine as a field.

The purpose of this course is to introduce students to a range of current issues in the scientific study of selected psychological disorders experienced by adults. Emphasis is placed on the ability to approach these issues from a critical perspective and to evaluate the research evidence in support of particular explanatory and therapeutic models.
PSYC 405 CRN 23125 ENVIRONMENTAL PSYCHOLOGY 15 POINTS 1/3

Coordinator: Dr Taciano L. Milfont
Limitations: 15 per class
Timetable: Trimester 1. Check the School website closer to the beginning of trimester and or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Assessment: Internal
Readings: A reading list of key texts and journal articles will be provided

This course provides an overview of the basic knowledge, theories, and research methods that characterize the field of environmental psychology. Much of the psychology research focuses on internal processes. Environmental psychology research focuses on the environmental conditions that affect (or are caused by) people’s behaviour. Environmental psychology is an interdisciplinary field that seeks to understand the reciprocal relationship between human behaviour and the natural and built environment. Topics to be covered will include: the scientific evidence regarding a number of environmental issues; environmental risk perception and assessment; psychological factors associated with conservation behaviour; interventions designed to change human behaviour; and environmental policies. The course is also open to students from other areas (e.g., geography, environmental studies, architecture). The course co-ordinator will evaluate enrolments from other areas in a case-by-case basis.

PSYC 406 CRN 23126 GENDER, MEDIA AND IDENTITY 15 PTS 2/3

Prerequisite: PSYC 326 or equivalent course from relevant discipline
Assessment: Internal
Coordinator: Dr Sue Jackson
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester notice board in the Easterfield building
Location: Easterfield Building

This course is designed as a development of theoretical frameworks and content introduced in the Gender and Poststructuralist Discourse component of PSYC 326, Discourse and Social Psychology. The course will examine identity (subjectivity) from a poststructuralist perspective and explore the ways in which media representations construct and make available particular gendered identities that people may incorporate (or actively resist) in their own identity work and social practices. The course will cover different forms of media (e.g. television, music videos, news media, magazines, fiction) and students will be able to pursue particular areas of interest within course assessments.
**PSYC 409 CRN 1456**
**FUNDAMENTALS OF BEHAVIOUR ANALYSIS**
15 PTS 1/3

Prerequisite: PSYC 332 is highly recommended
Assessment: Internal and external
Coordinator: Dr Maree Hunt, Dr Anne Macaskill
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 6 notice board in the Easterfield building
Location: Easterfield Building
Text: Readings will be provided via Blackboard

This course examines learning in the context of the relation between behaviour and the environment. Topics covered include a review of the relationships between stimuli, behaviour and reinforcement; a behavioural view of private events such as memory, thinking and self-control; choice; applications of behavioural research to such diverse areas as animal welfare, health and addiction. Recommended background for this course is PSYC 332.

**PSYC 412 CRN 1463**
**THE PSYCHOLOGY OF CRIMINAL CONDUCT 1: BASIC CONCEPTS IN CRIMINAL JUSTICE AND CRIME**
15 PTS 1/3

Prerequisite: PSYC 335 is recommended
Assessment: Internal and external
Coordinator: Dr Clare Ann Fortune
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building

This course covers basic concepts in criminological psychology, including theory and research on the causes of criminal behaviour, its development and correlates. We also will examine recent theory and research on models of offender rehabilitation. Appropriate background for this course is PSYC 335. Priority will be given to students completing their Forensic or Clinical degrees, for which PSYC 412 is a core paper.

**PSYC 415 CRN 1468**
**EARLY COGNITIVE DEVELOPMENT**
15 PTS 1/3

Prerequisite: PSYC 324 recommended
Assessment: Internal
Coordinator: Dr Jason Low
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Assessment: Internal
Text: Reading list to be provided (all based on journal articles)

This course focuses on understanding the development of a foundational skill in early cognition—the ability to contemplate mental life (theory of mind). It explores diverse cognitive theories and methods surrounding the origins and nature of theory of mind development in young human children (infancy to six years of age), concentrating on false-
belief reasoning. False-belief reasoning is an important cognitive watershed in theory of mind development because it indicates that children are treating beliefs as being representational in nature. In examining how false-belief reasoning develops, the course will closely examine the facilitative roles of executive functioning and language ability. A section of the course will also focus on examining theory of mind development in evolutionary terms (e.g. whether primates and birds reason about mental states in ecologically relevant contexts or whether particular components of theory of mind are uniquely human). Students pursuing this course should have a strong interest in cognition in relation to whether and how infants, preschool children and animals engage in higher-order perspectival reasoning.

<table>
<thead>
<tr>
<th>PSYC 417</th>
<th>CRN 3728</th>
<th>COGNITIVE NEUROPSYCHOLOGY 1: PERCEPTION, ATTENTION AND MEMORY</th>
<th>15 PTS</th>
<th>2/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>PSYC 327 (or equivalent) and PSYC 231 strongly recommended</td>
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<tr>
<td>Limitations</td>
<td>15 per class</td>
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<tr>
<td>Assessment:</td>
<td>Internal and external</td>
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<tr>
<td>Coordinator:</td>
<td>Dr Carolyn Wilshire</td>
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<td>Text:</td>
<td>A reading list to be provided</td>
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</table>

This course explores the effects of brain damage from a cognitive point of view. Theories from cognitive psychology are used as a framework for understanding the behaviour of brain impaired individuals, and studies of impaired individuals are used as a source of information about the cognitive psychology of the ability in question. Topics covered include methods and inferences in cognitive neuropsychology; impairments in spatial attention; disorders affecting memory and knowledge; language disorders; dyslexia; and disorders of executive control. The course has a strong emphasis on cognitive theory, and is best suited to students with an interest in both neuropsychology and cognitive psychology.

<table>
<thead>
<tr>
<th>PSYC 418</th>
<th>CRN 3729</th>
<th>ADVANCED DISCURSIVE SOCIAL PSYCHOLOGY</th>
<th>15 PTS</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>PSYC 427</td>
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<tr>
<td>Assessment:</td>
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<tr>
<td>Coordinator:</td>
<td>A/ Prof Ann Weatherall</td>
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<td>Limitations:</td>
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<td>Timetable:</td>
<td>Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building</td>
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<tr>
<td>Location:</td>
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<tr>
<td>Readings:</td>
<td>Will be made available</td>
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</table>

This course will build upon the foundations of PSYC 427. It will introduce additional ways interaction is organised to conduct psychological business and produce social action. It will further develop student's capacity to identify order and actions in social interaction. PSYC418 together with PSYC427 are designed to develop competent and productive researchers of social interaction.
### PSYC 420  CRN 27167  AFFECTIVE NEUROSCIENCE  15 PTS  1/3

**Prerequisite:** PSYC 327 or equivalent; PSYC 331 recommended

**Assessment:** Internal

**Coordinator:** TBA

**Limitations:** 15 per class

**Time table:** Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building

**Location:** Easterfield Building

This course will explore the major theoretical perspectives and research methods applied to our understanding of emotional processes. We will focus on cognitive and neurological approaches to an understanding of emotion.

### PSYC 421  CRN 7582  FALSE MEMORIES  15 PTS  1/3

**Prerequisites:** PSYC 322

**Limitations:** 15 per class

**Coordinator:** Prof Maryanne Garry

**Assessment:** TBC

**Timetable:** Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building

**Location:** Easterfield Building

**Readings:** Readings to be provided in class

In this course, we learn about the intersection of memory with the legal system. Topics may include the impact of eyewitness testimony; wrongful convictions; perceiving real world events; remembering real world events; the suggestibility of children; child creche abuse cases; UFO sightings and alien abductions; hypnosis; theoretical issues in memory distortion; recognising people; individual differences, and common myths about memory that pervade our legal system and the opinions of the general public. Recommended background for this course: PSYC 322 (compulsory); PSYC 335 (encouraged).

### PSYC 422  CRN 7583  DRUGS, BRAIN AND BEHAVIOUR  15 PTS  1/3

**Prerequisites:** Students are expected to have completed PSYC 233 Brain and Behaviour (or an equivalent course covering the fundamentals of behavioural neuroscience).

**Assessment:** 100% internal assessment

**Coordinator:** TBA

**Limitations:** 15 per class

**Timetable:** Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building

**Location:** Easterfield Building

**Text:** Readings to be provided in class

This course serves as an introduction to topics in behavioural pharmacology and will examine the mechanisms by which drugs interact with neural and behavioural processes. Part of the course will explore the effects of various classes of drug on basic cognitive and behavioural processes (e.g. movement, attention, learning and memory). We will also examine the mechanisms by which drugs act to treat psychological conditions such as depression, anxiety, ADHD, schizophrenia, etc. Although not a prerequisite, this course is designed as a precursor to some of the material taught in PSYC 444 Nature Nurture Neuroscience.
PSYC 423  CRN 8587  CULTURE AND SOCIAL BEHAVIOUR  15 PTS  1/3

Prerequisites:  PSYC 338 recommended, PSYC 333 relevant
Assessment:  Internal
Coordinator:  Prof James Liu
Limitations:  15 per class
Timetable:  Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location:  Easterfield Building
Text:  TBC

This course examines social psychology from a cross-cultural perspective. Similarities and differences in the social behaviour and thinking of people from different parts of the world and different sub-populations of New Zealand society are addressed. Culture’s consequences on such basic psychological processes as the construction of self, acculturation, understanding of power differences and inequality and the sharing of knowledge are examined. Practical applications such as the management of diversity in New Zealand through concepts as multiculturalism, liberalism, and biculturalism are discussed. From a cultural perspective we interrogate the historical evolution of human societies and how this has left symbolic representations and global and local institutions that condition behaviour as cultural artefacts. We point towards directions for the emergence of global consciousness in the 21st century: one that includes both cultural differences and forms of shared humanity common across cultures, and that goes beyond liberal economics and values towards knowledge of socially shared values and potentially irreconcilable differences.

PSYC 424  DRUG ADDICTION  15 PTS

Prerequisites:  Students are expected to have completed PSYC 422. Also, it would be useful to have some background in behaviour analysis (e.g. PSYC 332).
Assessment:  Internal
Coordinator:  TBA
Limitations:  15 per class
Timetable:  Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location:  Easterfield Building
Text:  Readings to be provided in class

Note: Course not offered in 2015.

This course examines the basis for drug addiction. Environmental and biological factors that contribute to the initiation and maintenance of drug-taking will be discussed as will factors that contribute to relapse. The focus is on addiction to drugs of abuse but other addictions may also be examined. Data derived from experiments in laboratory animals and humans will provide discussion of basic and clinical issues.
This course examines key ideas in social psychology that influence people’s well-being, with an emphasis on social judgments. Topics include the self; self-regulation; helplessness; the science of happiness; whether optimism or realism is more adaptive; causal attributions; non-conscious processes and free will; risk judgments; and the psychology of disasters. The course examines the key theories and research, and shows how these apply to clinical psychology, health psychology, work psychology and sport. You will aim to achieve a broad understanding of all topics along with an in depth knowledge of two or three topics as expressed in a literature review.

In Discursive Social Psychology conversation analysis is increasingly recognised as a, if not the, most powerful approach for examining social interaction. Having conversations is a distinctive and pervasive aspect of human social behaviour. Much psychological business gets performed through talk-in-interaction.

The aims of this course are to introduce students to the close and detailed observation of ordinary conversational interaction, and to some of the main ways in which such interaction is orderly and organised. The classes will be devoted to two kinds of activity: lectures to introduce and describe several types of organisation operating in conversation and collective examination of recordings and transcriptions of actual interactions.

The assessments are designed to employ, consolidate and confirm student understanding of the material presented in lectures and practised in the collective examination of data.
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<th>Course Code</th>
<th>CRN</th>
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<tr>
<td>PSYC 430</td>
<td>11273</td>
<td>POLITICAL PSYCHOLOGY</td>
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<td>A background in social psychology (PSYC 221 and PSYC 333) is recommended, and cognitive psychology would be useful but not essential.</td>
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<td>Jost, J.T. &amp; Sidanius, J. (2004). Political Psychology: Key Readings. Taylor &amp; Francis. Any additional readings will be provided by the Coordinator</td>
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<td>Topics covered in this course might include heuristics and voting behaviour, rational versus symbolic models of political preference, the role of values and attitudes in candidate and party evaluation and political rhetoric and why politicians seem to lie as often as they open their mouths. Course material will draw primarily upon theory and research in the domains of social and cognitive psychology. PSYC 221 and 333 are recommended, and cognitive psychology would be useful.</td>
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<td>PSYC 431</td>
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<td>CULTURE AND HUMAN DEVELOPMENT</td>
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<td>The theme of the course is transmission of culture from parents to children within families. The specific topics of this course will include family dynamics, family structure, and parenting behaviours, attitudes, and values. We will discuss recent cross-cultural research on children and adolescents, including studies concerning learned helplessness, stress and coping, and the relationship between rumination and depression. We will also discuss the nature of acculturation and the intriguing process of bi-cultural development in children and adolescents.</td>
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PSYC 432 CRN 11275 APPLIED CROSS-CULTURAL PSYCHOLOGY 15 PTS 2/3

Prerequisite: PSYC 338 recommended
Assessment: Internal
Coordinator: Dr Taciano L. Milfont
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the Level 4 notice board in the Easterfield building
Location: Easterfield Building
Text: A reading list of key texts and journal articles will be provided

This course applies contemporary theory and research in cross-cultural psychology to issues arising from globalisation and life in multicultural societies. Topics will include: communication across cultures; colonisation, immigration, acculturation and adaptation; working in a multicultural context; health interventions; and environmental and political issues.

PSYC 433 CRN 11276 CURRENT ISSUES IN CROSS-CULTURAL PSYCHOLOGY 15 PTS 1/3

Prerequisite: PSYC 338 recommended
Assessment: Internal
Coordinator: Prof Colleen Ward
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building

The course introduces the major paradigms and contemporary approaches to understanding the relationship between culture and human behaviour. This includes an overview of the basic assumptions and guiding principles of cross-cultural psychology, cultural psychology and indigenous psychologies. Dimensions of cultural variability are critically reviewed, meta-theories are presented and special issues relating to cross-cultural research are introduced. The course provides basic grounding in cross-cultural theory and research to prepare students for further study in the area.

PSYC 434 CRN 11277 CONDUCTING RESEARCH ACROSS CULTURES 15 PTS 1/3

Prerequisites: PSYC 325 or equivalent, PSYC 338 highly recommended
Assessment: Internal
Coordinator: A/Prof Ron Fischer
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Assessment: Internal

This course will focus on theoretical and practical challenges for conducting research involving individuals from more than one cultural background or ethnicity. Topics include defining and measuring cultural and psychological constructs; equivalence and bias framework for cross-cultural studies; developing culturally sensitive studies, choice of language and translation; communication styles and bias; questionnaire and interview design; qualitative and quantitative data analysis for cultural and cross-cultural research. Recommended for this course: PSYC 325.
PSYC 437 CRN 11281 MEMORY ERRORS 15 PTS 2/3
Assessment: TBC
Coordinator: Dr Todd Jones
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Text: TBC
This course covers several types of human memory errors and emphasises the importance of such errors in understanding memory function. It includes factors in production and avoidance of the errors, phenomenological experiences associated with the errors, and theoretical explanations for the errors and for memory, in general.

PSYC 442 CRN 11285 THE PSYCHOLOGY OF CRIMINAL CONDUCT 2: AREAS OF APPLICATION 15 PTS 2/3
Prerequisite: PSYC 412
Coordinator: Dr Clare-Ann Fortune
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Assessment: Internal and external
Text: A reading list will be provided
This course focuses on the application of theory and research to practice. Our topics usually include theories and rehabilitation for sexual and violent offending, psychopathy whether rehabilitation works, and how we assess offender risk.

Priority will be given to students completing their Forensic or Clinical degrees, for which PSYC 442 is a core paper.

PSYC 444 CRN 11287 NATURE NURTURE NEUROSCIENCE 15 PTS 2/3
Coordinator: Prof Bart Ellenbroek
Limitations: 15 per class
Timetable: Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location: Easterfield Building
Text: TBC (list of research papers)
There is ample evidence that genes play an important role in both normal and abnormal behaviours. However, it is equally clear that genes alone do not determine our behaviour or (most) psychiatric and neurological diseases. Indeed both human and animal research has shown that it is the interaction of certain environmental and genetic factors that ultimately shape our brain and behaviour. Although this research is, in many respects, still in its infancy, it has already shown that there are specific windows of vulnerability during which an individual may be particularly vulnerable for environmental challenges. These include the prenatal and early postnatal period, as well as the period around puberty.

During the course we will examine the current literature pertaining to this subject. The literature will be very diverse, including papers with a focus on, among others, molecular genetics, epigenetics and epidemiology and will include both human and animal research. At the end you will have a good overview of the most important theories and hypotheses within one of the most active research field within behavioural neuroscience.
PSYC 445  CRN 11288  COGNITIVE NEUROSCIENCE OF ATTENTION AND PERCEPTION  15 PTS  2/3

Prerequisites:  PSYC 327, PSYC 331 strongly recommended
Assessment:  Internal
Coordinator:  TBC
Limitations:  15 per class
Timetable:  Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location:  Easterfield Building
Assessment:  TBC

Cognitive neuroscience uses the tools of neuroscience to study cognitive processes including perception, action, attention, memory, language, decision-making, and emotion. In this course, we will focus on how cognitive neuroscientists use behavioural experiments, neuroimaging, and brain stimulation to understand perception and attention.

PSYC 447  CRN 11290  SPECIAL TOPIC: THE SCIENCE OF INTIMATE RELATIONSHIPS  15 pts  2/3

Coordinator:  Prof Garth Fletcher
Limitations:  15 per class
Timetable:  Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location:  Easterfield Building

The course adopts an interdisciplinary approach to the science of intimate relationships. It covers research and theories from social psychology, evolutionary psychology, developmental psychology, clinical psychology, neuropsychology, anthropology, and sexual studies. The general focus will be on the psychology of adult heterosexual relationships, although same-sex relationships will be considered. Topics covered include sex, mate selection, communication, intimacy, attachment, intimate violence, mind-reading, love, and relationship dissolution.

PSYC 449  CRN 11292  SPECIAL TOPIC: ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE  15 PTS  2/3

Assessment:  Internal
Coordinator:  Prof Tony Ward
Limitations:  15 per class
Timetable:  Check the School website closer to the beginning of trimester and/or the level 4 notice board in the Easterfield building
Location:  Easterfield Building
Text:  TBC

The focus in this paper is on the normative aspects of psychological research and practice. The aim will be to critically examine the values, norms, and assumptions underpinning a range of unresolved ethical issues in psychology.
**Note:** PSYC 489 is a compulsory course for students wishing to complete their requirements for a BSc(Hons) degree.

This course is ideal preparation for students who wish to proceed to a further graduate research degree (e.g. a Master’s thesis or PhD) or simply want to gain first-hand experience of conducting research within a specific area of psychology. For this course, students carry out an individual research project supervised by a staff member. The project will normally be in the staff member’s particular area(s) of expertise. Research projects can take many different forms (depending on what is most appropriate for the question(s) being asked. For example, the research project may involve empirical data-collection in a stand-alone study, a small part of a larger study taking place and involving a number of researchers, or an extensive theoretical review and evaluation of a body of literature.

We strongly recommend that students who are enrolling in PSYC 489 consult with staff well before the trimester begins. Students should look through the research profiles of staff in the School (see page 41) and then approach staff they might wish to work with. Often staff are only able to take one or two graduate project students a year so it is important that students negotiate with potential supervisors as soon as they can (feel free to email or phone staff if you are unable to make an appointment to see someone in person).

Students should also note that once their research proposal and supervisor have been finalised, they may need to seek ethical approval from one of the University’s Ethics Committees. Students must ascertain whether they require ethical approval well before commencing any data collection. The process of applying for and obtaining ethical approval can take a number of weeks and students should allow for this when planning data collection.

Completing a poster is a compulsory component of the research project. Posters are the way many researchers present their first official papers at international conferences. Forcing all the important information about your research onto a relatively small poster is a useful exercise in bringing out the essence of your research story. It is also an exercise in communication. It is an opportunity for the presenter to take questions and field answers and generally should be very helpful in polishing up your 489 for final submission.

Although there is no predetermined timetable for PSYC 489, students should be aware that occasional seminars and workshops may be organised from time to time—dates and times will be advertised as they occur.

At the beginning of the year, graduate students will be provided with a course outline that contains all of the key information they will need for the year. This is a document that the student should be familiar with, and consult first for any queries.
## CPSY 580 CRN 13615  RESEARCH PREPARATION  (CROSS-CULTURAL PSYCHOLOGY)  30 PTS 1+2/3

**Prerequisite:** None, however PSYC 325 provides appropriate background  
**Assessment:** Internal—attendance and participation in cross-cultural laboratories held throughout the year  
**Coordinator:** Prof Colleen Ward  
**Limitations:** 15 per class  
**Timetable:** Full year course run over trimesters 1 and 2

This is a compulsory course for the MSc in Cross-Cultural Psychology. The course entails the preparation for the Master’s thesis research, including the research proposal, to be conducted in the MSc Part 2.

## CBNS 580 CRN 15715  RESEARCH PREPARATION  (COGNITIVE AND BEHAVIOURAL)  30 PTS 1+2/3

**Prerequisite:** All students admitted to the MSc in Cognitive and Behavioural Neuroscience automatically qualify for entry into this paper  
**Restriction:** Enrolment in this paper is restricted to students registered for the MSc in Cognitive and Behavioural Neuroscience  
**Assessment:** Internal (laboratory reports 50%, oral presentation of research proposal 10%, written research proposal 40%)  
**Coordinator:** Academic Supervisor  
**Limitations:** 15 per class  
**Text:** A reading list will be provided

This is a compulsory course for the MSc in Cognitive and Behavioural Neuroscience. Additional information about the programme can be found on the School website. As part of this full-year paper, students will select three research laboratories in the School that are involved in research relevant to the programme, and will complete a short research placement in each. In the final quarter of the paper, students will consult with their preferred research supervisor(s) to prepare a research proposal to be conducted in MSc Part II.

## FPSY 580 CRN 19870  RESEARCH PREPARATION  (FORENSIC PSYCHOLOGY)  30 PTS 1+2/3

**Prerequisites:** Permission of Head of School  
**Coordinators:** Dr Clare-Anne Fortune  
**Limitation:** Limited to students enrolled into MSc Forensic Psychology  
**Timetable:** Trimesters 1 and 2  
**Location:** Easterfield Building  
**Text:** TBC

This is a full-year practical course in which students will acquire the key skills needed to undertake postgraduate level research in some aspect of Forensic Psychology. These skills will be acquired via class-based seminars, discussions and practical exercises based in a variety of research laboratories. It is designed to introduce students to the approaches, questions and methods used in a variety of forensic psychology research domains, and to some of the current research led by academic staff and more senior students. Students will have the opportunity to gain practical experience with several individual academic staff and their graduate students; and will complete and present an MSc thesis proposal based on a topic related to one of the research programmes of contributing staff.

This course is restricted to students who have been accepted into Part 1 of the MSc Forensic Psychology programme and meet its requirements. It is only available with the approval of the Head of School.
These courses can only be taken by students who have been accepted into the clinical programme. For further information on the application process please refer to the section on the clinical programme on page 13 and to the School website.

**PSYC 451 CRN 11293 CLINICAL ADULT ASSESSMENT AND INTERVENTION**  
30 PTS 1+2/3

Prerequisites: PSYC 231, 233, 327, 332, acceptance into the clinical programme
Restrictions: PSYC 450
Assessment: Internal and external
Coordinator: Prof Tony Ward
Limitations: Acceptance into the clinical programme
Timetable: TBC
Location: Easterfield Building

This course presents students with a basic understanding of the conceptual, empirical, and practical issues associated with the assessment of adults. Topics covered include models of assessment and clinical reasoning, ethics, values and clinical assessment, ethnicity and assessment, anxiety disorders, mood disorders, psychosis, personality and personality disorder, substance disorders, eating disorders, intellectual disability and neuropsychological assessment.

**PSYC 452 CRN 11294 CLINICAL CHILD AND FAMILY PSYCHOLOGY**  
30 PTS 1+2/3

Prerequisites: PSYC 231, 233, 327, 332, acceptance into the clinical programme
Restrictions: PSYC 450
Assessment: Internal
Coordinator: A/Prof Karen Salmon
Limitations: Acceptance into the clinical programme
Timetable: TBC
Location: Easterfield Building
Text: A list of key texts and journal articles will be provided

This course focuses on the ethical, conceptual, empirical and practice issues in assessment and intervention with children and families in clinical contexts. The specific content will be: theoretical framework; developmental psychopathology of major childhood disorders; evidence-based approaches to assessment (including standardised measures) and to treatment. Case material will be discussed to encourage students to integrate the information with their clinical practice.
PSYC 561 CRN 6373 PRACTICUM 60 PTS 1+2/3

Assessment: There are three parts to the assessment: placement evaluation, cultural report and the comprehensive test. Students must pass all three parts of the assessment and a 5th year review will be conducted to ensure that the student is ready to progress to the second professional year.

Coordinator: Dr Deirdre Brown

Timetable:

**Trimester 1:** Tuesday all day
One day per week on placement at Victoria Psychology Clinic, if applicable
Case presentations and seminars: Fortnightly Fridays (a timetable will be provided)
Group supervision: Fortnightly Fridays, time TBA.

**Trimester 2:** Tuesday all day
Two days on placement each week, TBA with your placement supervisor, or one day placements at the Victoria Psychology Clinic continue
Case presentations and seminars: Fortnightly Fridays (a timetable will be provided)
Group supervision: Fortnightly Fridays time TBA

Location: EA405A
Text: A reading list will be provided

PSYC 561 is worth 60 points. Across the year, the expected workload is 600 hours. This includes: 156 hours of class time, with the remainder focused on additional readings, assignments, clinic activities, attendance at case presentations, seminars, supervision and the Noho Marae (this includes an overnight stay). PSYC 561 Practicum consists of four sections:

- Part 1: An Introduction to Clinical Practice
- Part 2: Cognitive Behavioural Therapy
- Part 3: Child and Family Therapy
- Part 4: Clinical Placements

Because PSYC 561 classes will run one day per week over trimester 1 and 2, the topics are spread throughout the year, according to learning needs and staff timetabling, rather than being separated into each Part.

The clinical placement consists of either a one day per week placement at the Victoria Psychology Clinic over the whole year or a two day per week placement from mid-July to late November in a range of clinical settings. The requirement is for 38 placement days.

PSYC 562 CRN 6374 ADVANCED PRACTICUM 120 PTS 1+2/3

Assessment: Practical examination consisting of a 40 minute oral exam regarding a client assessment, video and report and a 40 minute oral exam the next day on two paper cases. Students also submit three reports from their placement work and a log of their clinical experience.

Coordinators: Prof Tony Ward, Wendy Kelly

Timetable: Four days per week on placement; group supervision fortnightly, paper case practice and case presentations.

Location: EA 405A Clinical teaching room and placement sites.
Text: A reading list will be provided
Placements are either paid or unpaid internships. Students may apply for internship employment which will be for either six months or a year. Unpaid placements are also available. To do an internship, students must register with the NZ Psychologist Board as an intern psychologist and must complete 1500 hours of internship under the supervision of a qualified practitioner. Students must complete the internship hours and pass each placement as well as completing all mandatory course requirements before being able to sit the final exam.

**PSYC 571 CRN 13588 ADVANCED NEUROPSYCHOLOGY THEORY AND PRACTICE 15 PTS 1/3**

| Prerequisites: | PSYC 451, 452, 561 |
| Corequisite:    | PSYC 562           |
| Restriction:    | PSYC 551           |
| Assessment:     | Internal           |
| Coordinator:    | A/Prof Karen Salmon, Kay Cunningham |
| Timetable:      | TBC                |
| Location:       | Easterfield Building, Clinical Suite |
| Text:           | TBC—this course also uses Blackboard |

This course is as an introduction to the understanding of clinical neuropsychological assessment for adult populations. The aim of the course is to provide foundation knowledge for undertaking at least a basic neuropsychological assessment, with an understanding of some of the relevant issues relating to this area of psychology.

**PSYC 572 CRN 13589 ADULT AND CHILD CLINICAL PSYCHOLOGY: ADVANCED INTERVENTION SKILLS 15 PTS 1/3**

| Prerequisites: | PSYC 451, 452, 561 |
| Corequisite:    | PSYC 562           |
| Restriction:    | PSYC 551           |
| Assessment:     | Internal           |
| Coordinator:    | Prof Tony Ward     |
| Limitations:    | Acceptance into the clinical programme |
| Timetable:      | TBC                |
| Location:       | Easterfield Building |
| Text:           | TBC                |

The intent of the course is to provide students with a theoretically and empirically grounded understanding of different treatment approaches for parent-child relationship difficulties, personality disorders and other complex mental health difficulties. In the process of examining personality development, especially the role of attachment and maltreatment, some coverage of family processes will be provided to examine their impact on individual development, including repetitive patterns of interaction based on earlier life experiences. Students will learn about various recently developed, evidence based treatment models, such as Dialectical Behaviour Therapy and Acceptance and Commitment Therapy, which are currently being used in mental health settings.
KATIE BRENnan, PHD (VICTORIA), TEACHING FELLOw

Behavioural pharmacology, drug addiction

My primary research interests are the neurological mechanisms and consequences of exposure to drugs of abuse. My experimental work mainly involves rats, where I have studied MDMA (ecstasy), methamphetamine, the party pill ingredient BZP and most recently, nicotine and tobacco extracts. I have been working with Environmental Science Research Limited (ESR) to investigate several compounds from tobacco smoke that might have a previously unrecognised role in tobacco addiction.


DEIRDRE BROWN, PHD (OTAGO), PGDIpCLPS, SENIOR LECTURER

Child clinical and developmental psychology

My research interests relate to different domains of development in children. My primary research involvement relates to children’s eyewitness testimony, and specifically, interview techniques that may support them in recalling and reporting their experiences, without compromising the accuracy or reliability of their evidence. I am particularly interested in children with developmental delays or disabilities (e.g. intellectual disabilities, autism spectrum disorders, ADHD). Other areas of research activity relate to assessment techniques in clinical practice with children (e.g. use of drawings, likert scales, projective drawing techniques), and family-based interventions for prevention of childhood overweight or obesity.


**MATT CRAWFORD, PHD (INDIANA), SENIOR LECTURER**

Social cognition; impression formation, group perception, attitudes, decision-making; social neuroscience; memory

My primary research interests involve the processes underlying social inference and social memory. My research is laboratory-based and uses a number of traditional cognitive measures (e.g. eye-tracking, recall, reaction time latencies, etc.) to investigate various social phenomena including, but not limited to: impression formation, group perception, decision-making, attitudes, social identity, and stereotyping (as well as some interests in social cognitive neuroscience). I am Associate Editor for the Journal of Experimental Social Psychology, and on the editorial board of the Journal of Personality and Social Psychology.


BART ELLENBROEK, PHD (NIJMEGEN), PROFESSOR

**Behavioural Pharmacology**

My research focuses mainly on the origin of individual differences, especially as it relates to the development of psychiatric illnesses such as schizophrenia, drug addiction and autism.

In recent years we have developed a series of unique genetic rat models and the research is shifting now towards studying the interaction between these genetic risk factor and early environmental challenges. Using state of the art technologies (such as advanced video-tracking and ultrasonic vocalisation analysis software), we study the long term consequences of these interactions for the development of brain and behaviour. The goal of this research is to help us understand why certain individuals are more susceptible for developing certain psychiatric disorders to be able to improve the treatment and perhaps prevention of these conditions.


Ronald Fischer, DPhil (Sussex), Associate Professor

Cross cultural psychology, applied social psychology

My research is broadly situated in cultural and applied social psychology. I use evolutionary thinking and multi-level methods to understand behavioural differences in populations around the world. I have worked extensively on human values and social norms, specifically focusing on their structure, functions and measurement. In this research, we have examined whether values are important for well-being, optimism and morality, how values are shaped by different economic and ecological niches and how listening to music can communicate something about your personal values (among other things). As part of this research, we have been developing new tools for meta-analysis and cross-cultural psychometrics (especially around equivalence, bias and isomorphism).

More recently, I have been working with a number of colleagues on cultural rituals. We are trying to understand why people sing, dance, walk across fire, pierce their skin with metal rods or engage in other seemingly crazy acts. What are the functions of these behaviours? What can these behaviours tell us about different cultures and us humans?


Fischer, R. (2013). What values can (and cannot) tell us about individuals, society and culture. Advances in Culture and Psychology.


GARTH FLETCHER, MSOCSC, PHD (WAIKATO), PROFESSOR

Social cognition, close relationship, evolutionary psychology

I am primarily an experimental social psychologist focusing on the interface between social cognition and close relationship processes. However, I am increasingly adopting an interdisciplinary perspective, paying particular attention to evolutionary psychology. My theoretical and research interests are tied to one central theme—the understanding of lay social theories, or knowledge structures, and how these are causally related to cognition, emotion, and interpersonal behaviour. Current (collaborative) research projects include the study of bias and accuracy of judgments in relationships, regulation and communication in intimate relationships, and judgments and sex differences in the very early stages of mate selection.


CLARE-ANN FORTUNE, PHD (AUCKLAND), PGDIPCLINPSY (AUCKLAND), LECTURER

Youth forensic clinical psychology

My primary interests are in the area of youth forensic clinical psychology including children and youth who engage in sexual abusive behaviours, conduct problems and youth offending, and the interface between youth offenders with mental health issues and intellectual disabilities and the youth justice system (e.g. Fitness to Stand Trial). I am also interested in rehabilitation approaches, particularly the application of strengths based rehabilitation approaches to the treatment of youth offenders.


MARYANNE GARRY, PHD (CONNECTICUT), PROFESSOR

Memory, memory distortions, false memories, photographs and memory

I am interested in how we can come to believe we saw or did something that we never did, and how we decide whether our memories are true or false. I have testified in court and consulted with defense attorneys on the legal implications for these issues (for instance, the accuracy of eyewitness testimony and ‘recovered’ memories of childhood sexual abuse).


GINA GRIMSHAW, PHD (WATERLOO), SENIOR LECTURER

Cognitive and affective neuroscience, cognition-emotion interactions, hemispheric specialisation

Research in my lab explores the cognitive and neuropsychological mechanisms that allow us to perceive, interpret and act on emotional information. We use a variety of research methods—behavioural experiments, eyetracking, EEG/ERP, psychophysiological recordings, brain stimulation—to examine how we process emotion in faces, voices, words, stories, and images, and the mechanisms we use to control our emotions. We also apply that knowledge to our understanding of emotional disorders including depression and anxiety. We are particularly interested in how the two hemispheres of the brain contribute to emotional processing, and how individual differences in hemispheric asymmetry might play a role in vulnerability to mental illness.


MAREE HUNT, DPHIL (WAIKATO), SENIOR LECTURER

Experimental and applied analysis of behaviour

My current areas of interest within the experimental analysis of behaviour focus on human behaviour and animal analogues of complex human behaviours and include research on impulsivity, gambling, establishing operations and evaluative conditioning.


SUE JACKSON, PHD (AUCKLAND), DIPCLINPSYC (MASSEY), SENIOR LECTURER AND HONOURS COORDINATOR

Girlhood identities, gender and sexuality, media and feminist psychology

My research areas focus primarily on young people, gender and sexuality issues, including sexual health. Some of the specific topics within these areas include investigations related to bodies, sexual coercion, sexuality education, safer sex and ‘growing up girl’. I am particularly interested in popular culture both from the perspective of messages about gender/sexuality/body it delivers and how young people make sense of that information. Part of my research on popular culture includes work with younger children examining gender issues in particular. I use feminist, poststructuralist frameworks and discursive methods in my research.

Jackson, S. & Vares, T. (in press) "Too many bad role models for us girls": Pre-teen girls, female pop celebrity and 'sexualisation" Sexualities


TODD JONES, PHD (RICE UNIVERSITY), SENIOR LECTURER

Cognitive psychology

My research focuses on memory and attention. In my memory research, I investigate how automatic and controlled aspects of memory contribute to overall performance in different situations and with different materials (e.g. words or photographs). Another line of memory research examines the benefits of giving brief descriptions of faces on a later recognition test relative to a control condition. For the attention research, I am studying the effects of interruptions, multi-tasking, and task switching. Typically, these effects involve a slowing of response time or decrease in response accuracy (or both) upon resuming a task. The aim of the work is to provide a better understanding for the basis for these effects. Most of my work is done in collaboration with colleagues and students. References for some of my publications appear below.


PAUL E JOSE, PHD (YALE), ASSOCIATE PROFESSOR

Social development, adolescent stress and coping, family dynamics and their effects on adolescents, cross-cultural research on social development, positive psychology, statistical mediation and moderation

Historically I have been interested in how children and adolescents cope with the problems in their lives. I assess stress, coping, and adjustment and examine their interrelationships at one point in time or longitudinally. This research includes issues of cross-cultural and cross-national investigations of how adolescents cope with stressors. Recently I have been turning to issues of positive psychology and positive youth development. Much of my current work focuses on savouring and happiness. I also have a strong interest in methodological issues in general, and statistical moderation and mediation in particular.


**WENDY KELLY, DIPCLINPSYCH (CANTERBURY), CLINICAL PRACTICE ADVISOR**

My role on the clinical programme involves arranging placements, liaising with placement supervisors and supervising placements, conducting video and group supervision, and teaching clinical subjects such as interviewing, professional skills, cultural competency, family therapy, trauma and interventions for parent-child relationships. I have been a Clinical Psychologist for over 25 years and my current clinical work involves supervision and training. I am doing a PhD in the area of foster care and as part of this I run training groups for foster parents, social workers and clinicians. I frequently consult on matters relating to foster care. My areas of interest are attachment, early relationships, emotional communication and foster care and I have taught one day workshops on these topics for over 1500 practitioners. I have worked in the areas of care and protection, child abuse assessments and counselling, child and adolescent mental health and private practice.

**JAMES H LIU, PHD (UCLA), PROFESSOR / CO-DIRECTOR CACR**

Social identity and intergroup relations, cultural and cross-cultural psychology, action research and political psychology

I am a social and cross-cultural psychologist who works mainly in the area of inter-group relations and social identity. I have a particular specialisation in identity and history, where
my research examines how ethnic and national identities are shaped by perceptions of history, like those surrounding the Treaty of Waitangi in New Zealand, or World War II globally. My research examines how peoples and their ideas about who they are change over time, especially in Aotearoa New Zealand and in Asia. I am also engaged in community-based action research around both local and international issues in the domains of social/political identities and environmental sustainability. I am currently coordinating a world history and identity survey involving 35+ nations, as well as action research on ethnic diversity and environmental sustainability in New Zealand.


**JASON LOW, PHD (WESTERN AUSTRALIA), SENIOR LECTURER**

**Theory of mind and core cognition**

My main research interest is in understanding the nature and development of false-belief theory of mind reasoning in infants and preschool children. Current projects are examining: (1) the extent to which implicit (unconscious) false-belief understanding is sign-posted in children’s (and adults’) automatic anticipatory responses (e.g. eye gaze); (2) how complex grammatical understanding and executive functioning bridge implicit and explicit (conscious) false-belief understanding; (3) whether there are dissociations in looking and verbal responses over a range of theory of mind relevant tasks; and (4) signature limits on implicit theory of mind understanding. I also have interests in comparative cognition and engage in collaborative research on the evolutionary basis of theory of mind and other core cognitive capacities (e.g. animals’ sensitivity to perspective-relevant cues and numerical information).


ANNE MACASKILL, PHD (FLORIDA), RESEARCH FELLOW

Experimental analysis of behaviour, gambling, impulsivity, attention

I am interested in contexts in which many people make choices that are not in their own long-term best interests. My research investigates the contextual factors that contribute to gambling (particularly pokie machine gambling), and impulsivity. I am also interested in behavioural models of attention.


Macaskill, A. C. & Branch, M. N. (2011). Tolerance to cocaine’s effects on schedule-controlled behavior: Role of delay between pause-ending responses and reinforcement. Pharmacology, Biochemistry, and Behavior, 100, 616-623

JOHN MCCLURE, DPHIL (OXFORD), PROFESSOR
Social psychology, judgment and decision-making, causal reasoning

I'm especially interested in people’s judgments; for example, their causal attributions for events, biases such as unrealistic optimism, and risk judgments, and how these judgments relate to helplessness. Some current projects are working on the following questions:

- What leads people to misjudge hazards such as earthquakes and climate change? How can we get people to be less fatalistic and act on these hazards?
- Why people misunderstand the actions of individuals with invisible conditions such as brain injury and stroke.
- How do we explain people’s intentional actions, and see these actions as different to physical causes; and is free will just an illusion?


JOHN MCDOWALL, PHD (VICTORIA), ASSOCIATE PROFESSOR

Clinical psychology, memory

My research interests are in the areas of implicit memory and implicit learning. My current work includes a study of these processes in individuals suffering from clinical depression and schizophrenia, Parkinson’s disease, Huntington’s disease, and multiple sclerosis.


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**TACIANO L. MILFONT, BA (UNICAP), MSC (UFPB), PHD (AUCKLAND), SENIOR LECTURER**

**Applied social psychology**

My research primarily lies within the general area of applied social psychology. I am particularly interested in how social-psychological theories and methods can promote sustainable behaviours and improve human wellbeing.


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**DEVON POLASCHEK, PHD (VICTORIA), DIPCLINPSYCH (CANTERBURY), PROFESSOR**

**Criminal justice psychology**

My research interests are:
• theory and intervention with high risk and violent offenders
• evaluating treatment effects on parole
• psychopathy and criminal risk in prisoners.


KAREN SALMON, MSC, DIPCLINPSYC, PHD (OTAGO), ASSOCIATE PROFESSOR
Child clinical and developmental psychology
I am interested in the development of children’s cognitive and social understanding of the world, how parents and other adults influence this by means of their conversations with their young children, and the implications for clinical interventions and for forensic settings.


**SUSAN SCHENK, PHD (CONCORDIA), PROFESSOR**

**Behavioural, pharmacology and addiction**

I am interested in studying the factors that contribute to the initiation, maintenance and relapse to drug abuse. Most of my work has been done in rats and has measured effects of ecstasy, cocaine and amphetamines. The questions of interest are:

- Are some individuals more susceptible to drug abuse than others? What are the factors that predispose some individuals to drug abuse? Are these factors genetic or environmental or both?

- Is there a ‘switch’ from drug use to drug abuse and, if so, what is the nature of the switch? Is there a way to reverse the process using drug or other therapies?

- What are the factors that control relapse to drug abuse? Can the risk of relapse be decreased using drug or other therapies?


Bradbury S, Gittings D, Schenk S (2012) Repeated exposure to MDMA and Amphetamine:


**COLLEEN WARD, PHD (DURHAM), PROFESSOR / CO- DIRECTOR CACR**

**Cross-cultural psychology, acculturation and adaptation, intergroup perceptions and relations**

At the most general level I am interested in how culture affects human behaviour and experience. I am particularly concerned with acculturation processes and the prediction of psychological and sociocultural adaptation of persons who make cross-cultural transitions. I also conduct research on cultural identity and intergroup processes, including the mutual perceptions of immigrants and members of a host society.


**TONY WARD, PHD, MA (HONS), DIPCLINPSYCH (CANTERBURY), PROFESSOR / DIRECTOR, CLINICAL PROGRAMME**

**Clinical and forensic psychology**

I qualified as a clinical psychologist in 1987 and have worked in a number of mental health
Psychology

and forensic settings. I was formerly Director of the Kia Marama Sexual Offenders’ Unit at Rolleston Prison in New Zealand, and have taught both clinical and forensic psychology at Victoria, Deakin, Canterbury, and Melbourne Universities. I am currently the Director of Clinical Training at Victoria University of Wellington. My research interests fall into four main areas: rehabilitation models and issues; cognition and offenders; evolutionary psychology; ethical issues in psychology.


ANN WEATHERALL, PHD (LANCASTER), ASSOCIATE PROFESSOR

Conversation analysis, discursive social psychology, feminist psychology and gender and sexuality, language and social psychology

I take a broadly discursive approach to psychology and largely use conversation analysis to study naturalistic social interaction. So, the data I examine are audio or video recordings of talk in either everyday or institutional contexts. What is important for the approach I take is that the data exists in the world independently. My recent work has examined the expression and management of emotion in complaint calls to a dispute resolution service and responses to treatment proposals in doctor-patient interaction. Some recent research project supervision projects I have studied include studies of: psycho-therapeutic interviews; cross examination in rape trials; laughter in talk; and calls to an offshore helpline.


My main research area is the cognitive neuropsychology of language (aphasia). My research examines the language of people with aphasia, and aims to interpret their problems in the context of current cognitive theories of language. Much of my work involves the case-study approach, where the emphasis is on detailed, in-depth analysis of individual cases. I'm also interested in applied issues relating to aphasia, for example, developing new diagnostic tests and designing new treatments for aphasia rehabilitation.

Clothier, K. K., & Wilshire, C. E. (under review). It’s all about the task: Word naming and lexical decision tasks elicit distinctly different eye movement patterns.


MARC WILSON, PHD (VICTORIA), ASSOCIATE PROFESSOR, HEAD OF SCHOOL

Social/political psychology, weird beliefs, and a touch of clinical

Broadly, I am interested in the application of social psychological theory to important social issues. Much of my research revolves around the relationship between the concepts of Social Dominance Orientation, authoritarianism, and social values, and attitudes to such issues as the Treaty settlement process, New Zealand national identity, and political preference. I am
also interested in social psychological factors influencing peoples’ food preferences (e.g. to eat or not eat meat), the psychology of religion, and people’s beliefs about paranormal phenomena, conspiracy theories, and urban myths. Most recently I have been working on understanding the reasons why young people might deliberately hurt themselves.


GENERAL INFORMATION

Students are encouraged to view the websites for current information.

FUNDING

The Research Funding Guide is published by the University’s Research Policy Office and is available on the University website at

www.victoria.ac.nz/home/publications/research_funding_guide.pdf

The Postgraduate Students’ Association has information on StudyLink funding.

www.victoria.ac.nz/pgsa

POSTGRADUATE RESEARCH SUPERVISION

Academic Board requires all supervisors to provide six-monthly written reports on students enrolled in Master’s by thesis and PhD courses. These reports are expected to identify what has been achieved, outline agreed timetables for future work and identify any problems with a student’s performance that require to be rectified. Copies of the formal written reports are provided to the student and the School’s Postgraduate Coordinator, and put on file in the Faculty Student Administration Office.

Theses are prepared and written in close consultation with a staff member who acts as supervisor. Research students are expected to participate in and contribute to research-in-progress seminars organised from time to time by the School.

POSTGRADUATE SCHOLARSHIPS, PRIZES AND GRANTS

Students should check out the University’s Prizes and Scholarships database at

www.victoria.ac.nz/scholarships

Faculty Research Grants and Summer Scholarships may also be available, visit www.victoria.ac.nz/science/study/scholarships or contact Margot Neas for more information margot.neas@vuw.ac.nz

POSTGRADUATE STUDENTS’ ASSOCIATION

The Postgraduate Students’ Association provides representation and other services for all Victoria’s postgraduate students www.victoria.ac.nz/pgsa. You can subscribe to the PGSA email list by emailing pgsa-members-subscribe@vuw.ac.nz

VICTORIA ABROAD

Students studying course-taught postgraduate studies are able to participate in an exchange, however not all of our partner universities are open to postgraduate students—talk to the Victoria Abroad Office about which universities will be open to you.

www.victoria.ac.nz/exchange
WHO TO CONTACT

Student Services provides a range of services to all students to help you make the most of your time at university. If you have an issue, need guidance to get through your studies, help is available. www.victoria.ac.nz/home/viclife/studentservice/default.aspx

STUDENT AND ACADEMIC SERVICES—FACULTY OF SCIENCE

Te Wāhanga Pūtaiao
Address: Level 1, Cotton Building
Phone: 04-463 5101
Email: science-faculty@vuw.ac.nz
Web: www.victoria.ac.nz/science
Hours: 8.30 am–5 pm Monday, Wednesday, Thursday, Friday
      9.30 am–5pm Tuesday

At the Faculty of Science Student Administration Office, student advisers can help with admission requirements, degree planning, changing courses and transfer of credit from other tertiary institutions. They also deal with other aspects of student administration such as enrolment, exams organisation and the maintenance of student records.

Patricia Stein manages all postgraduate students:
patricia.stein@vuw.ac.nz  04-463 5982

Johan Barnard  Manager, Student and Academic Services  04-463 5980
Shona de Sain  Associate Dean (Academic)  04-463 5092

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Te Rōpū Āwhina whānau in the Faculties of Science, Engineering and Architecture and Design at Victoria University was established in 1999. Āwhina is about people and collective success. The kaupapa of Āwhina is to produce Māori and Pacific science, engineering, architecture and design professionals to contribute to Māori and Pacific community and leadership development. Anyone who assists the building of Āwhina is part of the whānau.