



2020

Psychology

PSYC 490: Dissertation Manual



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DEADLINES, COMPUTING, AND DISSERTATION INFO

Deadlines

Many problems in presenting a dissertation result from a hurried finish. In addition, **there is a penalty of 2% per day overdue**, so careful planning of the time frame for your project is important. The timeline for dissertation progress is given below. Missing any of these deadlines should cause you concern. Note carefully that the final submission deadline is **NOT** at the end of second semester.

Choose a supervisor and topic	27 February
Set up apparatus and find subjects	24 April
Complete data collection	5 June
Complete data analysis	17 July
Hand first draft to supervisor	31 July
<i>Submit two soft bound copies and one electronic copy to an Administrator (Student Enquiries Office) by 3:00 pm (2% penalty per day or part of day after 3:00 pm, 16 September)</i>	<i>16 September</i>
Poster material submitted	16 October
Dissertation examination (Poster Session)	4 November (may be subject to change)

Dissertation Submission

TWO copies of your dissertation, should be handed in by the deadline to a Client Services Administrator, Student Enquiries Office, Level 1, William James Building. An electronic copy (PDF) should also be emailed, by the deadline, to psy.postgrad@otago.ac.nz. Use the following as a subject of the email:

Dissertation 2020 Surname, Given Name (ID number).

To be fair to all students, the submission deadlines are adhered to strictly. Remember that there are heavy demands on computing facilities in the last few days.

COMPUTER FAILURE OR TEMPORARY UNAVAILABILITY ARE NOT ACCEPTABLE REASONS FOR HAVING ANY PENALTIES WAIVED

Allow yourself plenty of time to finish. If you are unable to meet the final deadline you should consult the 400-level/Honours Coordinator as soon as possible. However, no extensions can be approved before dissertation submission. Applications to have a late penalty waived must be submitted in writing and will be considered at the end-of-year examiners' meeting.

Weighting of the Dissertation

The PSYC 490 dissertation is worth 40 points, that is, it has the same value as four PSYC 400 papers.

Computing

You are strongly advised to use a PC or Mac word processor for dissertation production. You will get a Psychology login account and printing allocation for Psychology related work. Students have access to computers in Eleanor Gibson, Level 1, using your swipe card to access the 400-level rooms. These rooms are available for casual study when not in use for scheduled classes/labs. A laser printer is available in the hallway adjacent to these rooms.

If you need building or network access please visit the following website:
<http://web.psy.otago.ac.nz/psyregistration>

Dissertation Information

Dissertation Examination

The examination of the dissertation normally involves an external examiner from another university, an internal examiner from this Department, and your supervisor. As part of the examination process, you have an oral examination. The oral allows the examiners to discuss the dissertation with you before a final mark is determined and gives you the chance to talk about the project with people who are familiar with it. For the last few years, the oral examination has been incorporated in a Poster Session. The external examiner may recommend small increases (typically a few percent) in marks for those students who perform well at the poster session. No marks will be decreased.

As part of the examination process, the *Discussion* section of your dissertation must be your independent work. Your supervisor will neither read nor correct your Discussion prior to submission. You must not ask other senior students (Master or PhD) in your lab to read or correct the *Discussion* section.

Poster Session

At the Poster Session, you will be asked to provide a brief summary of your dissertation research, which will be formatted into a poster. You are required to attend for the full duration of the Poster Session. This is an open session where staff and many other students attend. Light refreshments will be provided. *Although part of your examination, this is also intended to be an informal celebration of the impressive journey you have undertaken from undergraduate study to graduate completion, so please, enjoy.*

GENERAL GUIDELINES FOR PROJECTS

STEP ONE: Pick a topic

Pick a topic in an area that can be supervised by a member of staff. Staff members have listed topics suitable for PSYC 490 in this Manual (pp. 19-29). You should discuss possible projects with proposed supervisors as soon as possible, and preferably in the weeks preceding enrolment. Staff members supervise only one or two project students, so be prepared to be flexible in your choice of topic and supervisor. An important consideration in choosing a topic is practicality: The project must be suitable for completion in the time available and use resources that are easily available.

Plan to meet with your supervisor about once a week. Most supervisors will request a preliminary proposal to make sure you are on the right track and that your ideas are practical.

STEP TWO: Plan the Project

Overview

An empirical research project involves reviewing the literature, forming hypotheses, designing the research, preparing instruments (e.g. apparatus, questionnaires), obtaining suitable participants, collecting and analysing data, and writing a report.

AUTONOMY on your part will be valued, but discuss your ideas with your supervisor before putting them into practice. ORIGINALITY is also important. If you are replicating an earlier study, include new elements in your project that will demonstrate to the examiners your capacity for original work.

Ethics

All students undertaking an empirical project must complete an Ethics proposal form which requests approval from either the University of Otago Human Ethics Committee or the University of Otago Animal Ethics Committee. Students and supervisors should be aware that the UO committee may take some time to consider some projects and may deny approval, so you should plan accordingly. All applications require HoD approval and so allow plenty of time for this to be done prior to the University meetings.

Dates for the UO committee meetings can be found on the webpages listed on this page.

Human Ethics Committee

<http://www.otago.ac.nz/council/committees/committees/HumanEthicsCommittees.html>

Animal Ethics Committee

<http://www.otago.ac.nz/council/committees/committees/otago000865.html>

In-depth information about the different types of ethical approval required is provided on the above web pages. Please read through these carefully.

Category A vs Category B Applications

The University of Otago Human Ethics Committee has two categories of application; Category A and Category B. Category A applications are considered and approved by the Committee, whereas Category B Reporting Sheets are audited by the Committee after having been approved by the Head of Department on the Committee's behalf. The Human Ethics Committee has delegated authority to Heads of Department to approve low risk research involving human participants who are NOT recruited in their capacity as patients. Research falling under Category B is considered to be approved once the relevant Head of Department has signed it. The signed form is sent directly to the Human Ethics Committee and a copy sent to your supervisor.

A proposal can only be classified as Category B if **NONE** of the following is involved:

- Personal information - any information about an individual who may be identifiable from the data once it has been recorded in some lasting and usable format, or from any completed research (Note: this does not include information such as names, addresses, telephone numbers, or other contact details needed for a limited time for practical purposes but which is unlinked to research data and destroyed once the details are no longer needed). ***See note on the next page.**
- The taking or handling of any form of tissue or fluid sample from humans or cadavers (refer to University of Otago Human Ethics Committee [Health]).
- Any form of physical or psychological stress.
- Situations which might place the safety of either participants or researchers at any risk.
- The administration or restriction of food, fluid or a drug to a participant.
- A potential conflict between the applicant's activities as a researcher, clinician or teacher and their interests as a professional or private individual.
- The participation of minors (children and young people).

- The participation of any other vulnerable individuals, in particular patients (refer to UOHEC [Health]).
- Any form of deception which might threaten an individual's emotional or psychological well-being.
- The research is being undertaken overseas by students.

If your research involves patient information, for example an audit of patient data, and/or access to any health information/data obtained from the Ministry of Health, District Health Boards, or Pharmac etc, please refer to the University of Otago Human Ethics Committee (Health) Departmental Conditional Approval of Projects (Low Risk Studies or Audits).

***Exception:** Please note that Category B applications can be used where you are interviewing a public figure(s) about their work/profession (e.g. a writer, artist, musician, politician, government official). Public figures can expect to be interviewed and quoted about their professional practice, so this is considered minimal risk.

However the public figure needs to be offered the opportunity to give informed consent to be interviewed, named and quoted.

NO PROJECT MAY COMMENCE BEFORE ETHICAL APPROVAL HAS BEEN RECEIVED.

Literature Review

A literature review will normally be necessary before detailed planning can begin.

Your supervisor should be able to provide you with references and advice on how to proceed. Sources such as *Psychological Abstracts* and *Index Medicus*, which are available via the library website, can provide you with relevant references. The *ISI Source and Citations Index* and the *Social Science Citations Index* are particularly useful for obtaining recent papers that cite critical papers that you have already located.

Make sure, when you are collecting materials, to record the full reference of the item (authors with initials, title, journal, volume, pages, editors and publishers if it is in a book). You should make a reasonable effort to find and read all the important references. Use secondary citation (i.e. citing something after reading about it in other articles) only when the original is not available in New Zealand or is in a foreign language. Secondary citations should be cited in your dissertation as, for examples, Bloggs (1966, cited in Boring & Review, 1985).

STEP THREE: Collect and Analyse the Data

The statistical methods to be used and the computer facilities required should be decided BEFORE a project is started. You should make sure that your data can be analysed with the available facilities. It is particularly important to note that minor modifications in experimental design can often permit the use of more powerful statistics.

Collect your data as early in the year as possible. Consult with your supervisor on how best to access participants and to obtain the highest possible response rate.

When analysing your data, focus initially on those statistical tests that you have planned in advance for evaluating your hypotheses. After you have completed this primary analysis, carry out secondary analysis to probe more deeply into the significance of your results.

WRITING

Examiners like short, well-organised theses, in which the results and their wider significance are clearly spelled out. Your dissertation should be a clear and succinct exposition of why you did your project, how you did it, what you found, and what the results mean.

Most students underestimate the time required for drafting and revising the dissertation. **Remember, your supervisor will not read or comment upon the draft of your Discussion.** You should allow two months for writing up. Bear in mind that the examiners will mark your work primarily on the basis of what you have written. A poorly organised, hastily written dissertation that misreports or reports data incoherently will be given a low mark. Presentation format should closely follow APA style (see the *APA Publication Manual*, a copy of which is held in the Postgraduate Administrator's office).

(a) Length

Aim for no more than about 30 pages of main text. The maximum allowable is 35 pages. ***Do not exceed this limit without first discussing it with the Coordinator.***

Excessive length almost always means you have failed to use appropriate data reduction techniques. Calculations, examples of questionnaires, complete ANOVA tables, and other items that need not be read, but could be referred to, should be put in the Appendices. Summary descriptive statistics (means and SDs) should appear either in the main text, or in an appendix.

(b) Format of thesis

1. Use A4 paper, double spaced, with at least 3 cm margin all around. For each of the following sections, start a new page.
2. **Cover page:** This contains the title of dissertation in capitals, the name of author, and a statement such as: *A thesis submitted in partial fulfilment of the degree of... at the University of Otago, 2020.*
3. **Acknowledgements (page ii):** Acknowledge and thank anyone who has supplied you with data, advice, or help.
4. **Abstract (page iii):** Summarise your project's aims, method, and findings as concisely and clearly as possible. A good abstract should not exceed 300 words.

5. **Table of Contents (page iv):** This should refer to sections or subsections of your dissertation by page number. Pages covering the information in points 2 to 5 above are known as front matter and are numbered in small Roman numerals (i, ii, etc). The pages of the main text are numbered with Arabic numerals, beginning with 1.
6. **Introduction:** This section provides enough background material to understand why you started your particular project. Discuss only relevant references; a very large number of references will usually only be necessary if the area is particularly controversial.
7. **Method:** This section should provide enough precise detail to enable any other researcher to replicate your project exactly. Divide the section into subheadings such as *Participants*, *Design*, *Measures*, *Apparatus*, and *Procedure*. Include the kind of statistical analysis you intend to use and, if necessary, justify the use of the particular method.
8. **Results:** In this section, you should report your results together with descriptive statistics and the results of statistical tests. Concentrate on theoretically important findings based on the primary and, wherever appropriate, secondary data analyses. Try and arrange the results in an order that will make your conclusions easy to comprehend. Minor points of detail or interpretation can be discussed in this section. Include figures, tables, and their captions near the text to which they refer.
9. **Discussion:** In this section you should discuss your interpretation of the results and state clearly your conclusions about the main findings of your study. Integrate your findings with the literature cited in the Introduction and state the wider implications of your findings.
10. **References:** All materials cited in the text should be referenced in alphabetical order by author and date. For the formats of different types of references, consult the *APA Publication Manual*.
11. **Appendices:** These should be identified by capital letters. Each should contain only one class of item. Items that can be placed in Appendices include: Samples of questionnaires used; complete ANOVA tables and tables of results from which individual items in the text have been taken; mathematical derivation of unusual formulae used in the text; and if they are not very numerous, your raw data. The examiners may read the materials you put in this section, and will expect to find them self-explanatory. Ensure that each appendix is referred to in the main text.

(c) Roscoe's Rules of Good Writing

Rule One: Good writing isn't written, it's rewritten.

Rule Two: Exposition is the constant repetition of one process, namely, the making of a general statement and its amplification by detail.

Rule Three: Each paragraph should consist of an opening sentence, stating the main point, followed by two or three amplifying sentences. Where appropriate, there should be a transition sentence, or phrase, to prepare the reader for the next subject or thought; this should add up to an average of 100 words with a standard deviation of 10.

- Avoid the phrase, "A number of studies". Be as specific as you can. Use "a few," "several," or "many" to indicate that an indeterminate number is relatively small, intermediate, or large. Better yet, don't mention how many studies have been conducted on the subject in question; just name the investigators, with the year of publication in parentheses, and say what they found or concluded.
- Avoid the phrase "In order to ...". Order has nothing to do with what you are about to say. Just say, "To win friends and influence people...". The same goes for "So as to ...".
- Avoid anthropomorphisms, attributions of mortality to inanimate things by implied motivation such as, "The aim of this review is to consider Š" or "This report attempts to Š". A review doesn't aim to do anything, and a report doesn't attempt to do anything; the author does.
- Look up "effect" and "affect" in a dictionary and use them appropriately.

(d) Other presentation details

1. Submit two hardcopies of your dissertation to a Client Services Administrator. An electronic copy (PDF) using the file name *Dissertation 2020 Surname, Given Name (ID number)* is also to be emailed to psy.postgrad@otago.ac.nz
2. Text citations should follow APA format. That is, they should be limited to name of author and date: Bloggs (1984) said...; it has been shown (Bloggs, 1984; Master & Slave, 1942)... In cases of ambiguity, use, Bloggs (1984a), Bloggs (1984b). For multiple authored papers, give full authorship on first occurrence and use et al. thereafter.

3. Footnotes should be few and short.
4. Long quotations within the text should normally be indented, have no quotation marks, and be single spaced. Short quotations should be set in inverted commas in the text. The citation should include the page numbers from which the quote was taken.
5. When referencing statistics, give all appropriate parameters:
e.g., $F(1, 24) = 5.40, p < .05$, or $t(300) = 2.41, p < .01$
6. Binding of dissertations can be done cheaply by means of a clear plastic cover and plastic binder. See examples of previous dissertations by contacting a Client Services Administrator.
7. Useful additional help on writing up your Dissertation can be found in:

Findlay, B. (2012). *How to write psychology research reports and essays* (6th ed.). French Forest, NSW: Pearson Australia.

Maher, B. A. (1978). A reader's, writer's, and reviewer's guide to assessing research reports in clinical psychology. *Journal of Consulting and Clinical Psychology, 46*, 835-838.

O'Shea, R. & McKenzie, W. (2013). *Writing for psychology*. (6th ed.). Melbourne: Cengage.

HONOURS POSTER SESSION: PREPARING YOUR POSTER

The examination process for dissertations will involve attendance at a poster session where the external examiner, internal examiner, and other researchers will have the opportunity to talk to you about your work. Final marks are assigned after the poster session, which will be held on **5 November**. *You are required to attend.*

1. Poster Examples

A poster example and template (plus guidelines) will be emailed to you for your poster preparation. Please use this to make up your poster. The example will be in the format of a PowerPoint slideshow, and it will have suggested headings and font sizes set up for you already.

2. Title Page: Name, Title and Photo

- Your name can appear on your poster any way you like (Jethro Gibbs, or L J Gibbs, or Leroy Jethro Gibbs).
- Your Poster title should preferably be a **maximum of eight words**. This does not need to be the title you used in the written dissertation.

3. Text describing your project

Design your poster for **maximum visual impact**. Yours will be one of many on display simultaneously. Make good use of illustrations, figures, graphs, etc as these can convey a great deal of information at a short glance. Try and be as concise as possible with the text – an absolute maximum of 600 words but **preferably no more than 500 words**. Less is more! You can organise your material under the template headings (Introduction, Method, Results and Discussion) or use different headings if you wish.

4. Figures/Tables

Try to use no more than three figures or tables. These should contain the most important results from your dissertation. You can include diagrams or photos if you want. Be careful labelling your figures/tables when copying and pasting from your Dissertation.

5. Proofing

You must proof-read your poster material for spelling and grammatical errors. Also check that your figures/tables are showing correctly.

Submitting and Printing

Email your completed poster material to psy.postgrad@otago.ac.nz using the subject heading *Poster 2020 Surname, Given Name (ID number)*

A Client Services Administrator will check the formatting, and print A4 proofs of the poster for you. You will be able to make final amendments to your poster before it is printed in its final form (A3).

Once the A3 poster is printed, no other corrections will be made. You will receive a Poster Information Sheet upon submission of your Dissertation.

DISSERTATION TOPICS AND SUPERVISORS

The following is a list of possible dissertation topics and supervisors for PSYC 400 students. Students are advised to contact supervisors who are offering projects they are interested in. If you are interested in conducting a project that is not related to the topics below, you should consult the list of staff interests in the Course Information booklet or seek advice from the 400-level/Honours Coordinator.

CLIFF ABRAHAM BA(Virg) PhD(Flor) FRSNZ

Professor



William James Building, Level 4, Rm 408

Email: cliff.abraham@otago.ac.nz

Topics:

- How does a potential therapeutic protein work to enhance neuronal function in the hippocampus?
- How does a potential therapeutic protein work to enhance neurogenesis in the hippocampus?
- How do neurons and synapses adapt in response to neural hyperactivity?

BRENT ALSOP MSc PhD(Auck)

Senior Lecturer



Leith 3

Email: brent.alsop@otago.ac.nz

Topics:

Factors that determine the way that humans and other animals make choices. These factors include rewards, punishments, response costs, and time.

VANESSA BEANLAND BAppSC(Deakin) GradCertInfoMgt(RMIT) BSc(ANU)
MBioethics(Monash) PhD(ANU)

Senior Lecturer



Goddard Building, Level 3

Email: vanessa.beanland@otago.ac.nz

Topics:

- Visual attention and visual search for information in real-world contexts (e.g. driving).
- Driver distraction and inattention.
- Safety of vulnerable road users (e.g. motorcyclists, cyclists, pedestrians) and horse riders.
- Usability of human-machine interfaces.

DAVID BILKEY BA(Hons) PhD(Otago)

Professor



William James Building, Level 4

Email: david.bilkey@otago.ac.nz

Topics:

- Biological basis of memory and learning.
- Spatial memory and navigation.
- Hippocampal function in schizophrenia.

MICHAEL COLOMBO BA(Colorado) MS PhD(Rutgers)

Professor and Head of Department



William James Building, Level 1

Email: mike.colombo@otago.ac.nz

Topics:

- How and where is reward information coded in the avian brain?
- Neural basis of face processing in the avian brain
- Neural basis of learning and memory in the avian brain.

TAMLIN CONNER BA(Colorado) PhD(Boston College)
Associate Professor



Leith 5
Email: tamlin.conner@otago.ac.nz

Topics: (NOT AVAILABLE 2020)

Well-being and happiness, health, nutrition, eHealth, smartphone experience sampling.

LIZ FRANZ BA(Whittier) MSc PhD(Purdue)
Professor



William James Building, Level 4
Email: lfranz@psy.otago.ac.nz

Topics:

Planning, attention, and memory processes of complex actions in neurologically-normal and impaired individuals, with a specific focus on bimanual skills and action concepts.

JAMIN HALBERSTADT BA(Swarth) PhD(Indiana)
Professor



William James Building, Level 3
Email: jamin.halberstadt@otago.ac.nz

Topics:

- Cognitive science of religion.
- Ambiguity and social judgment.
- Truth, emotion, and memory.

HARLENE HAYNE ONZM BA(Colorado) MS PhD(Rutgers) FRSNZ

Professor



Topics:

Memory development in infants and children, childhood amnesia, the development of children's drawing skills, interviewing children in clinical and legal contexts.

DIONE HEALEY BA(Hons) MSc PhD DipClinPsych(Cant)

Associate Professor



93 Union Street East

Email: dione.healey@otago.ac.nz

Topics:

- Factors associated with functioning in children with ADHD

KRISTIN HILLMAN BSc PhD(North Dakota)

Lecturer



William James Building, Level 2

Email: kristin.hillman@otago.ac.nz

Topics:

- Delineating the neural mechanisms of effortful goal-directed behaviour (rat).
- Examining ultrasonic vocalization patterns during social interaction (rat).

JACKIE HUNTER BSc DPhil(Ulster)

Associate Professor



Leith 2

Email: jackie.hunter@otago.ac.nz

Topics:

Intergroup relations, social identity and social motives (belonging, meaning, control and self-esteem).

RICHARD LINSCOTT BSc(Hons) PhD PGDipCIPs(Otago)

Associate Professor



William James Building, Level 5

Email: linscott@psy.otago.ac.nz

Topics:

- Distinguishing and understanding the mechanisms that link subclinical psychosis with suicidal thinking and behaviour.

NEIL McNAUGHTON MA(Oxf) PhD(S'ton)

Professor



William James Building, Level 2

Email: neil.mcnaughton@otago.ac.nz

Topics:

My laboratory offers projects working on brain rhythms in either humans or rats. With humans we are interested in “theta” in the EEG as a specific marker of conflict processing; as a biomarker for an anxiety process that we have just shown underlies an anxiety disorder; and as a basis for the Reinforcement Sensitivity Theory of human personality. We are also looking at relaxation EEG as a means of predicting depression and in relation to therapeutic effects of ketamine on treatment-resistant neurotic disorders. In rats, we employ high-density neurophysiological recordings and optogenetic/electrical stimulation in multiple areas to dissect how population activity is related to behaviour. We are also examining how structural plasticity may underlie the biological bases of mood and psychiatric disorders.

- Dose response analysis of effects of anxiolytic and antidepressant drugs on a new EEG biomarker of anxiolytic action (healthy humans).
- Exploring EEG measures of depressivity (healthy humans).
- Using EEG to assess types of externalising disorders
- Effects of ketamine on EEG during therapy of treatment-resistant neurotic disorders (human patients with anxiety, depression, obsession, PTSD).
- Use of EEG biomarkers to anchor human personality theory (humans)
- EEG analysis of the role of anxiety in neuroeconomics (humans)
- Testing effects of rhythm neurofeedback on mood (human patients with depression).
- Validation of in-ear EEG recordings for a wearable device (healthy humans).
- Linking cognition and behaviour through recording neuronal activities in targeted brain circuits (rats)
- Understanding stress resilience and susceptibility in mental disorders through rodent behaviour with brain recordings
- Engineering a novel anxiolytic/antidepressant drug screen test

LIANA MACHADO BA(UCLA) PhD(UCDavis)

Associate Professor



William James Building, Level 4
Email: liana.machado@otago.ac.nz

Topics:

Neuropsychology, cognitive functioning, and visual attention.

- Brain stimulation and cognitive functioning
- Physical activity and cognitive performance
- Neuropsychology, cognitive functioning, and visual attention
- Cognitive functioning in relation to lifestyle choices (e.g. diet and exercise)

JEFF MILLER BA(Ohio State) PhD(Mich) FRSNZ

Professor



William James Building, Level 4
Email: jeff.miller@.otago.ac.nz

Topics: (NOT AVAILABLE 2020)

- Multi-tasking and prioritized processing.
- Divided attention (visual and multimodal).
- Response selection, preparation, and inhibition.

NARUN PORNPATTANANANGKUL BSc(Chula) MSc PhD(Northwestern)

Lecturer



William James Building, Level 2

Email: narun.pat@otago.ac.nz

Topics:

- Neural-computational mechanisms of reward-processing and motivation in humans and animals
- Alterations in reward-processing and motivation in mental disorders
- Big data in mental health
- Human cognitive neuroscience (EEG, fMRI and computational modeling) of motivation

RICHIE POULTON MSc PGDipCIPs(Otago) PhD(NSW) FRSNZ

Professor



Dunedin Multidisciplinary Health and Development Research Unit,
Dunedin Study Building, 163 Union Street East

Email: richie.poulton@otago.ac.nz

Topics:

Developmental psychopathology; gene-environment prediction of complex disorders; and Psychosocial determinants of chronic physical disease.

ELAINE REESE BA(Trin Texas) MA PhD(Emory)

Professor



93 Union Street

Email: ereese@psy.otago.ac.nz

Topics:

- Adolescents' life stories and well-being
- Preschoolers' language and literacy development

TED RUFFMAN BA(York Can) MEd PhD(Tor)

Professor



99 Union Street East

Email: ted.ruffman@otago.ac.nz

Topics:

- Exploring relations between mothers' prejudicial attitudes and those of children, and how these relate to the child's theory of mind (understanding of other people).
- Exploring empathy in children and adults.
- Reducing prejudice in children and adults.

MARTIN SELLBOM BA(Tri State) MA(Ball State) PhD(Clinical)(Kent State)

Associate Professor



William James Building, Level 5

Email: martin.sellbom@otago.ac.nz

Topics:

- Self-report questionnaires represent an economical method for assessing psychopathic personality traits, but can we trust the results given psychopathic individuals' propensity to lie? The PPM lab evaluates the validity of various self-report psychopathy measures.
- The MMPI-2-RF is one of the most frequent used tests in clinical Psychology practice. The PPM lab has several projects that examine the validity of the MMPI-2-RF psychological test in forensic, community, or university samples for a variety of purposes, including assessment of psychopathy, personality disorders, and other clinical phenomena.

DAMIAN SCARF BSc PhD(Otago)

Senior Lecturer



Galton House

Email: damian@psy.otago.ac.nz

Topics:

- Adolescent alcohol consumption
- Adolescent mental health
- Adolescent identity development
- Mental illness stigma

ELIZABETH SCHAUGHENCY BS(Pittsburgh) MS PhD(Georgia)

Senior Lecturer



Leith 3

Email: libby.schaughency@otago.ac.nz

Topics:

In general, my research considers children's development over time, factors (health, social) influencing this development, and how to use information about development and developmental influences to support children's developmental progress.

Possible projects for 2017 are anticipated in the following areas:

- Care-giver – child interactions and children's development from preschool through the transition to primary school.
- Aspects of children's/young people's sleep and their day-time functioning.
- Following children's literacy development from school entry across the first two years of school.

MELE TAUMOEPEAU BA(Well) BSc(Hons)(QM Edin) PhD(Otago)

Senior Lecturer



Galton House

Email: mele.taumoepeau@otago.ac.nz

Topics: (NOT AVAILABLE 2020)

My general research interest is in the language acquisition and social understanding of infants and toddlers. I have a particular interest in conversations about the mental states of the child and others; how these conversations develop over preschool years, and the effect these conversations have on children's understanding of the emotional, social and cognitive underpinnings of behaviour. I examine various cultural and social factors that might influence the nature of these conversations.

Current projects include:

- Cross-cultural analysis of social understanding and theory of mind in pre-schoolers.
- Empathy and the development of self-awareness in toddlers.
- Cultural identity and wellbeing in teenagers.

GARETH TREHARNE BSc(Hons) PhD(Birm)

Associate Professor



Mellor House

Email: gareth.treharne@otago.ac.nz

Topics: (NOT AVAILABLE 2020)

- Discrimination experienced by LGBTIQ people.
- Educating health professionals about providing care for trans people.
- Experiences of fatigue among people with arthritis.
- Evaluating sexual violence prevention programmes.

RYAN WARD BS MS PhD (Utah State)

Senior Lecturer



William James Building, Level 3

Email: ryan.ward@otago.ac.nz

Topics:

- Neurobiology of cognition-motivation interactions.
- The role of dopamine in encoding the content of learning.
- Ketamine and maternal immune activation in multiple-hit models of schizophrenia risk
- The relation between synaptic plasticity and learning.

RACHEL ZAJAC BSc BA(Hons) PhD PGDipCIPs(Otago)

Professor



William James Building, Level 2

Email: rachelz@psy.otago.ac.nz

Topics:

Psychology and the law, eyewitness testimony, legal/investigative procedures for witnesses, biases in forensic decision-making.

DISSERTATIONS SUPERVISED 2017-2019

The following list is presented to provide students with an idea of the range of projects supervised in the past few years. These can be loaned from a Client Services Administrator.

Professor Cliff Abraham

- Investigating peripheral administration of adeno-associated virus serotype 9 (AAV9) as a gene therapy vector. (Sophie Mathiesen, 2017)

Dr Vanessa Beanland

- Safety at rail level crossings: Systematic identification of crash contributory factors. (Liam Kettle, 2018)
- I Believe I Can Drive: Accuracy of self-report measures in young drivers. (John Poulgrain, 2019)
- Attention in young drivers: A predictor of aberrant driving behaviour. (Arabella Pullon, 2019)

Professor David Bilkey

- Alterations in sharp-wave ripple activity, memory performance, and treatment outcomes in the maternal immune activation model of schizophrenia. (Luke Barker, 2017)
- Adaptation and set-shifting signals in the anterior cingulate cortex and ventral tegmental area. (Shivam Kalhan, 2017)
- Sharp wave-ripples in a post-experience rest period in the ketamine model of schizophrenia. (Tara Hayward, 2018)
- Activity of lateral septal cells in rats: Implications for reward-coding, schizophrenia and memory (Niamh Casey-Popovich, 2019)

Professor Mike Colombo

- A 300 million year old puzzle: Face cells in the pigeon (*Columba livia*). (Will Clark, 2017)
- Lateralization of orthographic processing in pigeons. (Huan Wang, 2017)
- Pigeons fail to play the memory game but are able to match to a self-imposed sample. (Adam Bartonicek, 2018)
- An exploratory analysis of the memory game paradigm in pigeons (*Columba livia*). (Phoebe Hillyer-Brandt, 2018)

Associate Professor Tamlin Conner

- To cook, or not to cook? The difference between consuming raw versus cooked fruits and vegetables on mental well-being. (Georgia Best, 2017)

- Self-help tools to enhance wellbeing: An electronic based mindfulness intervention. (Joanne Riley, 2017)
- Examining the effect of low Vitamin C status on mood, vitality and perceived stress. (Shay-Ruby Wickham, 2018)
- Mediating effects of diet on socioeconomic status and mental health. (Eilish Austin, 2019)

Professor Liz Franz

- Examining context as a high-level unifying constraint of bimanual actions (Chen Ye, 2019)

Professor Jamin Halberstadt

- Resolution's effect on humour in incongruous pseudo-jokes. (Samantha Smith, 2017)
- Answering the big questions: Do people use science to explain how, and religion to explain why? (Tyler Atkinson, 2019)
- Moral heuristics in person perception: Cognitive and motivational factors (Nicholas Currie, 2019)

Professor Harlene Hayne

- Avatars in the courtroom: can avatars help adults to tell their story? (Ana Blagojevic, 2017) *Co-supervised with Julien Gross*
- False memory susceptibility in adults with symptoms of borderline personality disorder. (Caitlin Baumann, 2018) *Co-supervised with Julien Gross*
- The relation between HRM and Misinformation False Memory. (Ella Dickison, 2019) *Co-supervised with Julien Gross*

Associate Professor Dione Healey

- The role of child temperament, parenting style, and child ADHD symptom severity on children's academic functioning. (Andre Mason, 2018)
- The role of parenting-related stress and parenting style in adaptive functioning in children (Rebecca Payne, 2019)
- The implications of ADHD and co-occurring anxiety and depression on working memory (Mridula Raj, 2019)

Associate Professor Jackie Hunter

- Does an Acute High-Intensity Interval Stair Climbing Protocol Benefit Inhibitory Control in Healthy Young Adults? (May Huang, 2018)
- Belonging and intergroup behaviour. (Madeline Quinn, 2019)

Associate Professor Richard Linscott

- Pushing the limit: Investigating whether the relationship between over-exercise and suicide attempts is mediated by an increased pain tolerance. (Natasha Amarasekara, 2017)
- Assessing the role of stress sensitivity as a mediator in the relationship between schizotypy and suicidality. (Luke Biggs, 2017)
- Connecting the dots: The roles of social and family connectedness in schizotypy and suicidal ideation. (Elise Fixsen, 2017)
- The perceived importance of social contact as a moderator of the relationship between interpersonal schizotypy and thwarted belongingness. (Tom Ford, 2017)
- Money or the bag: Suicidality and dysfunctional evaluation of reward value in schizotypy. (Olivia Galloway, 2017)

Associate Professor Liana Machado

- Can an acute high intensity interval stair climbing protocol improve cognitive switching in young adults? (Emily Fulton, 2018)
- Does an Acute High-Intensity Interval Stair Climbing Protocol Benefit Inhibitory Control in Healthy Young Adults? (Adam Moylan, 2018)
- Alleviating executive function deficits by transcranial direct current stimulation in older adults: Benefit or bust? (Jai Whelan, 2018)
- Benefits of high intensity interval stair climbing on cognitive performance in healthy young adults: Consideration of task difficulty and sex (Navjyot Kaur, 2019)

Professor Jeff Miller

- The effect of stimulus discriminability on human information transmission processes. (Xueyao Lu, 2018)

Professor Neil McNaughton

- Does anticipatory response inhibition generate goal-conflict rhythmicity? (Bede Byers, 2017)
- The factors altering the efficacy of frontal alpha asymmetry neurofeedback training: A pilot study among healthy population. (Ouwen Liu, 2017)

Dr Bruce Mockett

- Regulation of neuronal morphology by secreted amyloid precursor protein alpha and active peptide fragments. (Maya Wilde, 2017)

Professor Richie Poulton

- Childhood psychosocial adversity and cardiovascular health in midlife: A life course study. (Ashleigh Barrett-Young, 2017)

Professor Elaine Reese

- Message matters more than medium? A comparison of media violence effects in print and on screen. (Emily McCall, 2017)
- The role of autobiographical reasoning in identity fusion. (Kelly Reid, 2017)
- The social aspects of memory: Linking the socialisation of memory development and subsequent deliberate remembering in young adulthood. (Tori Shaffett, 2017)
- Understanding the effect of a rich reading and reminiscing shared book reading strategy on children's story comprehension skills (Briana Forbes, 2019)
- Are motivational and affective themes in adolescents' life narratives linked to well-being? (Clare Macleod, 2019)

Professor Ted Ruffman

- Development of social understanding over middle childhood and its relation to parent social attitudes. (Mary Buchanan, 2019)
- Mr Bean: Relation of Theory of Mind and Right Wing Authoritarianism during middle childhood. (Tori Eriksen, 2019)
- The effect of age on empathy: Association with depression and loneliness. (Hannah White, 2019)

Dr Damian Scarf

- White knuckling it? Maternal and child cognitive self-control strategies during a delay of gratification task. (Hannah Boden, 2017)
- Friends without benefits: Investigating the effects of limiting social media use (Sarah Graham, 2019)
- From we, to me: Increasing self-efficacy in adolescents through collective efficacy (Chia-Wei Jao, 2019)
- Are psychology students biological essentialists? How Causal Explanations of mental illness influence stigma (Hannah Zimmerman, 2019)

Dr Libby Schaughency

- Supporting shared reading within home-based early childhood education: Effect on oral language interactions during book reading. (Isabella Crawford, 2018)
- Contributions of phonological awareness and alphabetic knowledge at school entry to developing decoding and spelling skills after one year literacy instruction. (Craig McPherson, 2018)

Associate Professor Martin Sellbom

- Taking a closer look: Is psychopathy inextricably linked with impairment? (Kasey Miles, 2017)
- Validation of the personality disorder scales developed for the MMPI-2-RF. (Tiffany Brown, 2018)

- Validation of the Elemental Psychopathy Assessment - Short Form (EPA-SF) in a large university sample. (Ka Yan Lee, 2019)
- Convergent and discriminant validity of the Comprehensive Assessment of Psychopathic Personality (CAPP). (Claire Liggins, 2019)
- Revision and validation of the Triarchic Psychopathic Scales from the Multidimensional Personality Questionnaire. (Emma Veltman, 2019)

Dr Mele Taumoepeau

- Understanding others: Investigating the association between early empathy and later theory of mind in pre-schoolers. (Manuela Totolici, 2018)
- Beliefs or rules? The role of Theory of Mind and Deontic Reasoning in social understanding development. (Elizabeth Murphy, 2019)

Dr Karen Tustin

- Beyond economic outcomes: University graduate wellbeing 2 years post-graduation. (Gina Wilson, 2017)

Associate Professor Gareth Treharne

- Lesbian, gay, bisexual, transgender, and queer students' perceptions of discrimination and support at University. (Lachlan Bone, 2017)
- "Really tired and just not coping": Exploring workplace experiences of fatigue in rheumatic diseases. (Caitlin Helme, 2017)
- Constructing HIV/AIDS in the popular media : A discourse analysis of New Zealand newspapers. (Jane Reeves, 2017)
- "I think it would be very valuable": Clinical psychology students' perspectives on including transgender community members in teaching activities within their course (Madeline Hayward, 2019)

Dr Ryan Ward

- The effect of the maternal immune activation rat model of schizophrenia on reversal learning. (Rachel Fiskien, 2018)
- Appetitive conditioning and long term potentiation in the central amygdala. (Michaela Morgan, 2019)

Professor Rachel Zajac

- Attention to detail: Adults' ability to remember the particularisation details of their childhood experiences. (Tessa Goldsmith, 2017)

