

# think.

University of Otago Department of Psychology



UNIVERSITY  
of  
**OTAGO**  
Te Whare Wānanga o Ōtāgo  
NEW ZEALAND



**OPSYP**  
Otago Psychology Students

# think.

University of Otago Department of Psychology Magazine

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Photographs by Alan Dove Photography (buildings) and OPSYC (people)

**think.**

# LETTER FROM THE EDITORS



*Photograph by Jessica Johnston*

It was 2012 when the possibility of a Departmental magazine presented itself. Credit here goes to Bridget. There was no fence-sitting, no dawdling, it seemed like a good idea, and we quickly got support from others in the Department. How hard could it be anyway? A few pages on the staff, some on the students, and (of course) some to cover our social events!

Little did we know that our “wee rag” (also referred to as a small newsletter by some) would turn into a 60-page adventure, filled with delight and wonder. We’re only being slightly sarcastic here, it was quite an enjoyable process in which we learnt a lot about our colleagues, and all the exciting and world-class research being conducted around us.

We are very pleased with the final product, though we are looking forward to getting back to our theses. If you haven’t guessed yet, it was a much bigger project than any of us had imagined. It took a lot of time, but meetings were accompanied by great chat, lots of hearty laughter, and fantastic food. Our editing process involved listening to a lot of Les Mis, debating the placement of commas, and, whether Pinot Noir should be capitalised or not.

This year was incredibly action packed, with staff and students earning multiple shared and individual honours. The depth of quality in the Department was showcased in our outstanding ranking in the Performance-Based Research Fund (PBRF) national research assessment exercise.

We are a busy bunch, with many jet-setters heading overseas to conferences as well as a lot of exciting events being held

within the Department. Not to mention the highly competitive social events, and the countless other extra-curricular activities. Needless to say, we had more than enough to write about and plenty of talented writers to contribute their own individual slant on a plethora of topics.

We would like to extend our most gracious thanks to everyone who helped us in our endeavour to resurrect the Psychology Magazine, after a rather long pause since May 1996. In particular, thank you to Cara Duffy and Jess Johnston. Cara was always a click away, responding to our numerous requests, as well as preempting many; and Jess took a lot of the beautiful photographs that you’ll see throughout the magazine - including our great editors’ photo (notice the fantastic composition of layers).

Last but not least, we would like to thank David Bilkey and the Department for funding this little project and taking a gamble on four post-grads with no magazine publishing experience, let alone any training in journalism or design. In many ways, it’s still a gamble and hopefully we won’t see too many tables propped up with left over magazines! We had a fantastic time putting everyone’s work together into what we hope is an enjoyable and informative read. So, without further ado, please enjoy **think**.

Bridget, Emma, Max, and Sarah

Pictured: Sarah Morton, Bridget Irvine, Emma Beeby, Cara Duffy (Staff Adviser), and Max Major.

**think.**



# HELLO FROM HOD



Hello and welcome, whenever and wherever you are reading this. I have been asked to comment on some of our academic accomplishments over the last year and it is a delight to be able to do so. As a department we have been able to celebrate a number of successes this year. For example, in April we heard about the results of the latest national research

assessment exercise. This exercise is run every six years and is an attempt to measure the research success (or otherwise), of every department in every University (and many other tertiary institutions) in New Zealand. We were extremely pleased to see that our department was rated as the top 'academic unit' when comparisons were made across all the other institutions. Remarkably, we topped out the score, not just in Psychology but across all disciplines. A little later in the year we were very pleased to see this result backed up in a university ranking exercise (QS rankings by subject) that was international in scope. Psychology at Otago was rated 15<sup>th</sup> in this world-wide comparison. To put that into perspective, the rating procedure is conducted across hundreds of universities across the globe and so to even get into the top 100 is an achievement in itself. As a result of our high ranking we were in very prestigious international company. Furthermore, when one stepped back to look at the wider picture, a number of our neighbours were up there with us, so it was very encouraging to see the overall strength of Psychology in Australasia.

We should remember that the recognition that we get for our teaching and research is ultimately all down to the work of individuals and the teams that work with them. We are doing so well, then, because of the effort and ability of our academic, research and support staff and, not to forget, our postgraduate students. In this vein it was great to see the University recognising the work of three of our staff members in particular. Congratulations to Liz Franz, Jamin Halberstadt and Elaine Reese who were promoted to Professor this year. This is well-deserved recognition of outstanding and sustained contributions in the areas of teaching, research and service to the University.

These are just some of the positive outcomes that we have experienced this year, and overall they are indicative of the strength in research and teaching that can be seen right across our department. This is not something that has developed overnight, but rather, it has resulted from continued development of, and innovation in, our teaching, research and support programmes over a period of several decades. In 2014 we will celebrate the 50<sup>th</sup> anniversary of the Psychology Department at Otago. Looking back, we can reflect on how those 50 years have taken us to our current position. We are excited by the opportunities that are now resulting from this prior work and we look forward to seeing how that impacts on the future success of our staff and students.

Professor David Bilkey  
Head of Department



Photograph above by Sharron Bennett, photograph of David by Alan Dove Photography

# BEHIND THE MAN

**think.** *interviews the man who keeps us all in a job*



Photograph by OPSYC

**What does your job involve?**

What I'm supposed to do is keep the place ticking along. The IT stuff, all the technicians, make sure the place keeps running, ordering the equipment, and just dealing with day-to-day operational stuff with the teaching and research labs. This involves paperwork, or making things, stuff like that.

**How many staff are currently under your management?**

At the moment we have five technicians, one ICT, two programmers, and three animal technicians.

**Would you say that your role is to be the captain of the ship?**

Haha, yeah, I'd say so. The HOD is really good as well, and they provide good guidance and support. But yeah, we mainly look after the operational side of things. So, for example, we make sure that the lab rooms are running and the software is working, so that the teaching side of things can run as smoothly as possible.

**What is the best part of your job?**

It's never the same. That's the best part. The University also looks after you really well, and it's a fun place to work.

**What has been the strangest request that you've received while working here?**

Well, at the moment there is a garden shed going on the roof. Not to maintain the roof garden, that is, but to house GPS tracking pigeons. That's a bit different.

**I understand that you make a lot of things yourselves.**

**Where does the magic happen?**

Haha, yeah the workshop downstairs is where we'll spend a fair bit of time, dealing with the strange requests that we get. But we also buy a lot of things in, sometimes that is just easier.

**You guys have had some recent renovations, that's pretty neat.**

Yeah, well, we've spread out a little bit. Given the programmers a bit of quiet space. We also wanted to try a help desk where staff and students can come with whatever they may need help with. We like to be open and accessible, and it seems to be working well. We don't want to be behind closed doors.

**Tell me about that big award that you won?**

Yeah, that was a bit of a surprise [chuckles]. That's the team award for the nine of us for our work here on campus as well as our involvement in the community. I do a lot of stuff for Mornington School, I'm on the PTA there, sometimes I'll go cook sausages at the school during lunchtime. Meric helps with the discos, setting up the lighting gear. Jason helps with a lot of community church stuff. William helps out with the Skateboarding Trust that is run in conjunction with the DCC. So, yeah we're pretty happy with it. Really honored to be nominated, and we got some funding!

**think.**



**How important is it to keep up-skilling in your line of work?**

Mostly just reading and playing with new toys. That's a lot of fun, and technology is changing all the time, so you're always on your toes. Plus the boys are all doing that too, so they let you know about their recent discoveries, and everyone has a go and sees what it's about.

**Out of all the things you've made, which is your favourite?**

I think it was something that I made for Tamar. It's a blue box, and inside the box you can see a toy. But when you reach in to grab the toy it drops away out of reach. It sounds a little mean, but it's a pretty cool toy. I think I must have made that 15 years ago, and I've probably made over 2000 different things since then, but that's my favourite.

**Is there a joker in the crew?**

Meric. He's got a pretty good sense of humour. But I think we're all sort of the joker, we all like to have a laugh, and everyone gets along. It's a really good team, and time flies by because we all have so much fun and enjoy what we do.

**OK, well, thanks for that.**

No worries, I better get back to what I was doing, whatever that was.

**I think you were building us a coffee robot?**

Ha! Now that's my biggest worry. Boy, do I hear about it when the coffee machine's not working!

Interview conducted by Max Major

# JIM FLYNN GIVES TED TALK

It would be no surprise to most supervisors that their post-grad students are familiar with TED (not Ruffman). TED talks are the ultimate procrastination tool – you can learn from the world's most inspiring and innovative thinkers, without leaving your desk, and in a mere 18 minutes! However, we now no longer have to turn to the internet to get our daily TED fix – as we now have our very own speaker residing in the Department – Emeritus Professor James Flynn!

Earlier this year, Jim was invited to give his talk titled "Why our IQ levels are higher than our grandparents" at TED2013 Conference in Long Beach, California. In this talk, Jim explains the way in which IQ levels have changed, and will continue to change, across generations. While many of us were fortunate to be members of the audience at Jim's practice talk, OPSYC highly recommends you see him in action under the bright lights in California. Jim was among illustrious company, with musician and activist Bono, undercover journalist Anas Aremeyaw Anas, and Google co-founder Sergey Brin also presenting. The conference attracted more than 1400 attendees from 50 countries!

To see Jim in action, go to:  
<http://www.ted.com/talks>



Photographs by James Duncan Davidson

# STUDENT SUPPORT SERVICES

*The Department of Psychology aims to provide support, equity, and inclusion for all students. This involves providing specific support for Māori and Pacific students, and students who are experiencing any form of disability (both temporary and permanent).*

*Support includes advice about your programme of study, assistance with enrolment, and ongoing advice throughout the year. This advice is provided within the larger framework of support across the University.*

## Pacific student support Dr Mele Taumoepeau



Talofa lava, Kia orana, Malo e lelei, Fakaalofa lahi atu, Bula vinaka, Namaste, Malo ni, Halo ola keta, Mauri, Fakatalofa atu and very warm

Pacific greetings to you all.

My name is Mele Taumoepeau and I am the Pacific student support advisor for the Department of Psychology at the University of Otago. My job is to support you as best I can while you undertake your degree study. I'm here to answer any questions you may have about studying Psychology. You may be a first year student grappling with the challenges of studying towards a degree, or a more senior student who has questions about future pathways. I am here to discuss any difficulties, concerns or career ideas you may have, as well as being a friendly Pacific point of contact in the department.

Feel free to send me an email or pop in for a chat.

Tel 64 3 479 4029  
Email [mele@psy.otago.ac.nz](mailto:mele@psy.otago.ac.nz)

## Māori student support Tia Neha



Ngā mihi mahana ki ngā tauira Māori ā Te Tari Whakamātou Hinegaro.

A warm greeting to Māori students pursuing their studies in Psychology.

Tia Neha is the Department of Psychology's Kaiāwhina; she is of Ngā Puhi, Ngāti Kahungunu, Te Whānau Ā Apanui and Ngāti Porou descent.

The role of the Kaiāwhina is multi-faceted, and is linked to six main goals that were initiated from the University of Otago's Māori Strategic Framework. These goals seek to enhance Māori education by promoting leadership, partnership, Māori research, growth and development of Māori staff and students, quality programmes, and to promote and support Te Reo to staff and students. The duties of Tia's role is varied, and includes providing advice for Māori students during course approval, helping with conditional enrolment, and talking with whānau about relevant Psychology papers for their child, among other things.

Tia works within the broader University framework, and she therefore meets on a regular basis with Kaiāwhina from both the Division of Sciences and Humanities. The Department of Psychology is supportive of developing the role of the Kaiāwhina, and Tia meets regularly with Head of Department, Professor David Bilkey to discuss other ways to promote Māori education.

Māori students who wish to seek advice on their Psychology courses are welcome to contact Tia Neha.

Tel 64 3 479 5952  
Email [tia@psy.otago.ac.nz](mailto:tia@psy.otago.ac.nz)

## Support for students with disabilities Dr Gareth Treharne & Michelle Moss



The Department of Psychology is committed to making reasonable adjustments that will facilitate participation in our papers so that

students with any impairment are treated equally. We recognise that additional assistance is often required to equitably accommodate students with impairment of their hearing, vision, dexterity, or mobility. The same goes for students with specific learning difficulties or with health conditions that are physical or psychological in nature including injuries and bereavements.

You are encouraged to seek support if you find you are having difficulty with your studies due to any disability. We accommodate students whose impairment is permanent or temporary – the crucial thing is for our central contact person, Michelle Moss, to be made aware of the situation as soon as is possible via email so that help can be put into place prior to a problematic situation arising in a paper (e.g., requesting an extension before the deadline is important).

For further information or assistance, please contact either Gareth or Michelle.

Dr Gareth Treharne  
Academic Issues  
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Michelle Moss  
Department Disabilities Adviser  
Tel 64 3 479 6541  
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## STUDENT SUPPORT SERVICES CONT...

### Health and Safety Officer Lindsay Robertson



Psychology is a very diverse subject. Therefore, staff and students are

regularly engaging in tasks that involve some element of danger. Specifically, staff and students often use hazardous chemicals and drugs, electrically connect human subjects to EEG machines, use power saws and welders, and build 230 volt equipment. It's my job to make sure that everyone has the skills and equipment they need to not get hurt doing whatever they need to do. Sometimes that will involve researching and advising on the risks involved with a new process, or often it is as simple as adjusting someone's computer desk so they are working ergonomically.

The idea is that I'm a go-to guy for anything related to the health and safety of staff and students, so please come and see me if you have any questions or concerns.

Lindsay Robertson  
Senior Technician (NZCE)  
Departmental Health and Safety Officer

Tel 64 3 479 7668  
Email [lindsay@psy.otago.ac.nz](mailto:lindsay@psy.otago.ac.nz)

# news bites

## **Louis Leland retires**

After 40 years of dedication to the Department of Psychology, Dr Louis Leland retired in April. He worked as a lecturer and senior lecturer in his time with us, and is best known for his work on behaviour change in the community. He was widely regarded as an excellent teacher and research supervisor. We wish him well in his retirement.

## **Our department tops rankings**

**PBRF:** During 2013, the Department of Psychology at the University of Otago (yes, us) was rated as the top department at the University in the latest PBRF rating exercise. We also received the country's highest score (6.9) for any nominated academic unit at any tertiary institution.

**QS World University Rankings by Subject:** Also during the year, the Department was ranked as 15th place internationally within the discipline. A quick look at the list shows that we are up there with some big names. This was the highest ranking of any subject area at a New Zealand University.

## **Kally Barton celebrates 20 years with the department**

Congratulations to Kally Barton, who has been working in the Department for 20 years!

Kally is the PSYC 400/Postgraduate Administrator, and has over the years ensured that countless postgraduate theses are submitted on time. She has even been known to rush around getting these bound for soon-to-be Doctors out of town, away overseas, or those who are hopelessly disorganised. As the go-to-person at Poster Session time, Kally has spent many hours making sure that students' posters are just right.

Kally is the much appreciated instigator of bickie Friday. This is only one of the benefits she has brought to the Department of Psychology over the past two decades, though it is likely to be the one everyone is still talking about in another 20 years time.

## **Congratulations to our three new Professors**

Congratulations must go to our three new Professors, Liz Franz, Jamin Halberstadt, and Elaine Reese!

## **Clinical Psychology students get involved with Mental Health Awareness week**

Clinical Psychology students Rebecca Grattan, Shika Das, and Hannah Macgregor-Wolken got seriously involved in Mental Health Awareness Week this year. The trio founded the event "Get off the couch for mental health", a run-walk event aimed at promoting the importance of exercise for mental health. The event saw 98 participants complete the run or walk, and raised \$230 for the Mental Health Foundation. Hannah, Rebecca, and Shika are hoping to run the event again in 2014. Great work, girls!



Kick-starting the social events for 2013 were the foosball finals. In typical Department of Psychology fashion, the competitors were cleverly named, ridiculously dressed, and hungry for a win. Notably, both the doubles and singles matches held only post-graduate students. I'll leave it to the reader to ponder whether the demise of past staff finalists (think Jackie and Richard) was due to a lack of practice, poor choice of teammates, or age. Alternatively, it could be that while completing their theses may lead to a higher social status and perhaps even paid employment, the lure of the foosball table is simply too much for the procrastination-prone students, and they have racked up the hours honing their skills.

The doubles final saw a face-off between a pair of Mario Brothers ("The Super Contendos", Ben Riordan and Jess Johnston) and two football players ("Safety Squad", Sam O'Sullivan and Ben Jaquiere). Regardless of whether the athletic getup was intended to

intimidate their opponents or bolster their own confidence, Safety Squad brought game. They never let the win out of their sight, matching each of The Super Contendos' goals for the majority of the game. However, as Ben and Jess gained momentum, Ben and Sam began to crumble. Ultimately, Safety Squad was undone by a stellar combination of defense at the hands of Johnston (ouch, boys, beaten by a girl), and attack by Riordan. The Super Contendos were victorious, marking Ben's first win of the night.

The crowd wondered, would he be able to repeat his performance in his looming singles match, and would he be able to cope without Jess?

Enter Matt "The Matt" Moore, and Ben "Blue Steel" Riordan. The boys showed their feminine sides with complementing fur coats, as well as a turtle neck, glitter, and a flowing wig between them. Beneath the layers, however, were two determined competitors. Neither was to be made a

fool of as they sent the ball back and forth, and past the goal lines. The crowd was excited and enthusiastic, egging on their lab mate, friend, or the person whose name they happened to remember. All good battles must end though, and despite his grit and panache, Matt "the Matt" Moore fell at the hands of Ben "Blue Steel" Riordan, as others had before. So there it was, Ben's second win of the night. In one clean sweep he had earned two of the coveted Psychology trophies!

Congratulations to the night's winners, Ben and Jess, and thanks to everyone who attended the Foosball finals! Keep an eye out for next year's event, which will most likely feature a bonus staff round.

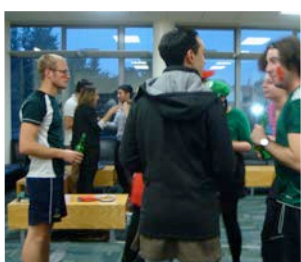
Sarah Morton

#### DOUBLES WINNERS

Jessica Johnston and Ben Riordan

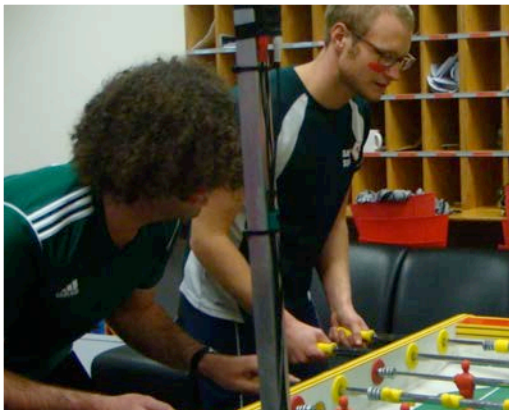
#### SINGLES WINNER

Ben "Blue Steel" Riordan



Photographs by OPSYC





DOUBLES CHAMPS:  
BEN RIORDAN +  
JESS JOHNSTON



RUNNER-UP:  
MATT MOORE



CHAMPION:  
BEN RIORDAN



DOUBLES  
RUNNERS-UP:  
BEN JAQUIERY +  
SAM O'SULLIVAN

## HOW TO GET A TASTE OF

**PSYCHOLOGY!**

IF YOU'RE A SECONDARY SCHOOL STUDENT, THIS PAGE IS FOR YOU

Although Psychology is listed as an NCEA subject, very few secondary schools in New Zealand actually teach Psychology as part of their school curriculum. Here are some of the ways you can get a taste of what Psychology is all about while still in school!

**HANDS-ON SCIENCE**

Hands-on Science is a one-week long summer camp organised by the University of Otago. It is held in January for students entering Years 11-13. Two hundred and fifty students from around the country stay in one of our residential colleges and learn about a range of science areas. You choose a main research project to study every morning, based in one department at the University. In the afternoons, there are "snacks" available for some of the other sciences that you may be interested in.

The Department of Psychology offers both "main project" and also snack options as part of Hands-on Science. The leaders for the projects and snacks consist of staff members and senior students in our Department. In our main project, students get to be both experimenter and participant as we introduce you to intriguing aspects of human behaviour. We look at things such as: What do males and females look for in a mate? Why does prejudice occur? How do we measure personality? Students explore issues like these while learning about how scientific research is conducted in psychology and how to design your own experiments. We also arrange tours around the Department where students get to meet with scientists and clinicians working in different areas of psychology. For our snacks, students receive a brief introduction to what Psychology is, and you get to participate in a couple of fun experiments in Psychology. For more information, see <http://handsonscience.otago.ac.nz/>

**OTAGO UNIVERSITY  
ADVANCED SCHOOL SCIENCES  
ACADEMY (OUASSA)**

OUASSA is very similar in format to Hands-on Science, but it is aimed at Year 13 students with a passion for science from rural, provincial, or low decile schools throughout New Zealand. Students attend both a 1-week January camp and also a 1-week July camp, held at the University of Otago. The Department of Psychology offers a short 2-hour elective project as part of the OUASSA programme. In this elective,

students explore how the experiences of animals (and humans) shape their behaviour. We also look at some of the equipment that researchers use to study how animals learn through the consequences of their actions. For more information, see <http://ouassa.otago.ac.nz/>

**TERTIARY INFORMATION DAYS**

Tertiary Info Day happens in early May every year at the University of Otago. A large number of people from the Otago region (and beyond) come to visit the Info Day as it's a way to see the University in action. A number of talks and presentations occur throughout the day, as well as tours of departments and an interactive expo. The Department of Psychology runs a 1-hour presentation and discussion which is very popular with students. For more information, see [www.otago.ac.nz/about/open\\_days.html](http://www.otago.ac.nz/about/open_days.html)

**INTERNATIONAL SCIENCE  
FESTIVAL**

Every two years, Dunedin hosts the International Science Festival. As part of the festival, the University of Otago runs a two day interactive Science Expo on campus. This is open to everyone and has free entry. The Expo involves displays and events involving many different science topics. The Department of Psychology has been involved in the past two Expos, with interactive activities and interesting posters at our expo stand that have proved to be very popular for children and adults alike. Stay tuned for the next Science Festival in 2014! For more information, see [www.otago.ac.nz/scifest](http://www.otago.ac.nz/scifest)

**OTHER RESOURCES AND  
CONTACTS**

Our department is full of very exciting research conducted by world-class researchers. Check out our website or Facebook page to keep up to date with what's going on in our Department! [www.otago.ac.nz/psychology](http://www.otago.ac.nz/psychology) or <https://www.facebook.com/PsychologyatOtago>

Dr Celia Lie

Dr Celia Lie, a Teaching Fellow in our Department, is involved in a large range of activities involving high-school students. You are more than welcome to contact her (03 479 3765 or [celia@psy.otago.ac.nz](mailto:celia@psy.otago.ac.nz)) if you have any questions about



# WELCOME TO NEW STAFF

## DR DAMIAN SCARF

Dr Damian Scarf is not a new face in the Department, though he does have a new role.

Damian received his PhD from the University of Otago in 2011, the focus of which was representation and planning of sequences in pigeons. His PhD journey, under the supervision of Professor Mike Colombo, was a successful one. Damian received a Fullbright Scholarship and worked as a visiting researcher in Professor Herb Terrace's Primate Cognition Lab at Columbia University. He also received several other scholarships and travel grants over this time, and had 9 first author publications at the time that his

PhD was conferred. In addition, Damian's PhD was placed on the University of Otago Division of Sciences List of Exceptional PhD Theses.

It is not surprising, then, that after Postdoctoral and Research Fellow positions in Professor Harlene Hayne's lab, Damian became a Lecturer in the Department of Psychology. Damian teaches PSYC 472 - Special Topic: Current Controversies in Psychology. The paper encourages critical thinking, an important skill for any researcher. Damian also has his own research lab, where he continues with both developmental and animal research.



Photograph by Alan Dove Photography



Photograph by William van der Vliet

## BRAIN HEALTH RESEARCH CENTRE

The Brain Health Research Centre (BHRC), based in the Department of Psychology, has added three new staff members to its team. Headed by Professor Cliff Abraham, the Centre has this year welcomed on board Publicity Consultant, Irene Mosely (left); Administrative Assistant, Jane Reynolds (centre); and Communications Manager, Alexis Poppelbaum (right).

# FROM PIGEONS TO PEOPLE

## PSYCHOLLOQUY 2012

One of the great things about our discipline is the eclectic nature of the research that falls under the umbrella of psychology. This was particularly evident at Psycolloquy 2012 as students from around the Department showcased their work, covering everything from cell function to complex behaviours, in presentations that spanned several species and cultures. In addition, we were lucky to have Associate Professor Donna-Rose Addis (University of Auckland) present the keynote address on her recent neuroimaging and behavioural research that focused on how we think about the future and imagine future events.

The judging panel, which included Donna-Rose, was impressed with the excellent quality (and good time-keeping) of all the student presentations and awarded the prize for best presentation jointly to Bridget Irvine and Paula Magalhães. Bridget

presented her talk on "Preparing children for cross-examination: Can children generalise from practice questions to the real deal?". Although children typically have difficulties when they are required to give eye-witness testimony, the work Bridget presented, in collaboration with Dr Rachel Zajac, indicates there are ways in which we can ameliorate these difficulties. Specifically, providing children with the opportunity to practice answering cross-examination style questions (regardless of whether the practice questions were similar to the target questions or not), increased children's performance at testing. Working with animals, Paula presented her work on "The Sunk Cost effect in the pigeon". As she explained, the Sunk Cost effect is the tendency to persist at something once an investment in time, money or effort has been made, despite a better option being available. Despite earlier researchers arguing that only humans

fell into this behavioural trap, Paula created a pigeon-appropriate analogue to the sort of situation that elicits this type of behaviour in people, and found that pigeons also make the Sunk Cost error. One of the really enjoyable things about these presentations for the

judges was that both presenters were enthusiastic about, and excited by, the research they were presenting.

However, Psycolloquy isn't just about the high quality, informative presentations, there is also free food! Due to generous support by the Department (thanks David!) as well as invaluable assistance from Cara Duffy and Lindsay Robertson, Psycolloquy is a highlight of the academic year. This year, we are pleased to announce that Dr Paul Trotman, a documentary maker based in Dunedin, will be giving the keynote address. We look forward to Psycolloquy 2013, which will be held on 21 November.

Many thanks to the 2012 Psycholloquy conveners, Dr Jules Gross, Dr Fiona Jack, and Dr Helena McAnally.

Helena McAnally



**Paula Magalhães**



**Bridget Irvine**

### 2012 student presenters:

Katie Appleyard	Frederica Artioli
Bridget Forsyth	Sabrina Goh
Burt Hatch	Timi Horne
Bridget Irvine	Azra Jahanitabesh
Ben Jaquiere	Paula Magalhães
Sarah Morton	Ella Myftari
Helen Owen	Susan Tyree
Katharina Ulrich	Fu Yan

*Photographs provided by Paula and Bridget*



# PSYC NEWS

Here are some news bites, we suggest you follow them up!

## NEW RESEARCH SUGGESTS THAT CONCEALING WHO YOU REALLY ARE ON THE JOB, SUCH AS YOUR SEXUAL ORIENTATION, HAS AN ENORMOUS COST

Critcher, C. R., & Ferguson, M. J. (2013). The cost of keeping it hidden: Decomposing concealment reveals what makes it depleting. *Journal of Experimental Psychology*. doi: 10.1037/a0033468

## SCIENTISTS HAVE IDENTIFIED A GENE ALLELE THAT APPEARS TO BE LINKED WITH WEDDING BLISS, OR MISERY!

Haase, C. M., Saslow, L. R., Bloch, L., Saturn, S. R., Casey, J. J., Seider, B. H., . . . Levenson, R. W. (2013). The 5-HTTLPR polymorphism in the serotonin transporter gene moderates the association between emotional behavior and changes in marital satisfaction over time. *Emotion*. doi: 10.1037/a0033761

## USING 4D SCANS, PSYCHOLOGISTS HAVE FOUND THAT FETUSES ARE LEARNING HOW TO ANTICIPATE TOUCH WHILE IN THE WOMB

Reissland, N., Francis, B., Aydin, E., Mason, J., & Schaal, B. (2013). The development of anticipation in the fetus: A longitudinal account of human fetal mouth movements in reaction to and anticipation of touch. *Developmental Psychology*. doi:10.1002/dev.21172

## INCREASING EYE CONTACT MAY BE COUNTERPRODUCTIVE

Chen, F. S., Minson, J. A., Schöne, M., & Heinrichs, M. (2013). In the eye of the beholder: Eye contact increases resistance to persuasion. *Psychological Science*. doi: 10.1177/0956797613491968

## A DOLLOP OF PEANUT BUTTER AND A RULER CAN BE USED TO CONFIRM A DIAGNOSIS OF EARLY STAGE ALZHEIMER'S DISEASE

Stamps, J. J., Bartoshuk, L. M., & Heilman, K. M. (2013). A brief olfactory test for Alzheimer's disease. *Journal of the Neurological Sciences*, 333, 19-24.

# TECH TALK

A LOOK INTO TECHNICAL, PROGRAMMING, AND IT SUPPORT IN PSYCHOLOGY DEPARTMENT

RUSSEL PHILLIPS

Psychology's active interest in research requires purchase of equipment, computers, applications software along with design and construction of a huge variety of apparatus. While research grants and Departmental funding go so far, it is necessary to consider ongoing costs and not overspend getting projects off the ground.

Technical, Programming, and IT support in Psychology is all about finding simple cost effective solutions to complex problems. Much pioneering research relies on equipment being made or software applications written in-house as they cannot be purchased 'off the shelf'. In many cases purchasing commercially could be many times more expensive to do the same job. By having an in-house support team we are able to economise with setup costs and get research projects running quicker without the delays of waiting on external providers.

A close relationship has formed between academic, research, and support staff to allow researchers to collect the data they require and process this to

the point of publication. In the process of this, a student achieves their master's or PhD, a paper is published, and the academic staff member makes a breakthrough which helps the human race progress.

So how is this technically achieved you may ask? It's all quite simple really, just put together a collection of people who want to help, provide them with specialised education, give them the tools they need, and then employ them as permanent staff. Now you have a highly skilled technical, programming, and IT support team who have an active interest in Psychology and can tackle most problems.

There was a day when we built electro-mechanical equipment to collect information for a research project. Once the project was finished this equipment was often thrown away as it was only built for one purpose. This changed radically with the advent of computers as they could be interfaced to the real world to collect data. The main advantage came when the project had finished and you were able to re-program

computers to take on another task. The technical support team soon built an in-depth knowledge of using computers to interface, collect, share, and process data from experiments.

Over the years Psychology has built on this winning formula to now employ six technical staff, two programmers, and one IT support staff member. Facilities include small fabrication engineering and woodwork shops along with an electronics design workshop and software development. IT equipment is kept up-to-date allowing the processing power to push Psychology onto the leading edge of research.

Of course there is ongoing helpdesk support but this is activated by personally visiting the research lab, academic, or student rather than on the end of a telephone. For us, support is all about providing a service to the department, it is not about telling people what they are allowed. It is often quoted "You can have anything you like as long as there is enough time and money to achieve it". We wouldn't have it any other way!



Photograph supplied



# CONFERENCE BLOG

## SWAPPING WINTER FOR A SUMMER CONFERENCE

### BY BEN JAQUIERY

In June, I was fortunate enough to escape the grim weather of Dunedin to bask in the glorious, global warming inspired, European summer! Oh, and attend my first international conference at the International Society for Research of Childhood Psychopathology (ISRCAP) in Leuven, Belgium.

The conference was held at the Katholieke Universiteit Leuven, a majestic old university founded in 1425. The vaulted ceilings and huge oil paintings of frowning academics in the symposium rooms and poster hall looked like they came straight out of a medieval movie, and really set the scene for some academic posturing. Leuven, which I had never heard of prior to the conference, turned out to be a charming little European University town about 15km from Brussels where everybody appears to spend their time riding bikes, wearing leather jackets, drinking beer, and looking stylish – my kind of place!

During the conference, I felt like I was back in undergrad with jetlag and the warmth of summer making it near impossible to stay awake during all of the symposiums. However, presenting my research to famous academics (within the ADHD field at least) was awesome. I received some great advice and comments, and made some invaluable contacts for continued correspondence as I progress with my thesis. I found the experience of actually meeting and talking to people in my field so much more helpful and illuminating than just sending them an email or reading their research!

Between symposiums, I spent my time following Dione and Timi around (fellow Otago people at the

conference), which largely involved shopping for shoes. I had no idea so many shoe shops could fit in such a little town! Not wanting to brag, but in the end, I became quite good at spotting stylish shoes and recommended a pair that Dione bought. So if any girls in the Department need some help with shopping, let me know...

After the conference, I took advantage of being on the other side of the world to have a holiday and work on my tan. Over three weeks I travelled through Belgium, Turkey, and Germany. I loved all of it, but found Istanbul and Berlin particularly fantastic! Istanbul is a juxtaposition of ancient and modern, Asian and European, and third- and first-world. Berlin is full of the most interesting people you could imagine encountering, and fully lived up to its reputation of having an awesome nightlife and club-scene! Both had the best kebabs I have ever had. I also visited both of my great uncles' WWI graves in Ypres and Gallipoli, and met up with some friends in their home country whom I met as students in Dunedin in the Department of Psychology.

Overall, I had an amazing time, and while it was a bit of a shock getting back to Dunedin and going for my first run with the temperature below zero, I have to be honest, I did miss it.

Ben Jaquery

PS. A big thanks to the Maurice and Phyllis Paykel Trust, and the University of Otago, Division of Sciences for the funding that allowed me to go!



Rosemary Tannock and me



Dione and Timi in Leuven



Bikes in Leuven



KU Leuven Library and bug



Anzac Cove

Photographs provided by Ben Jaquery

**think.**

# A DEPARTMENT 50 YEARS IN THE MAKING

AS THE DEPARTMENT APPROACHES IT'S 50TH ANNIVERSARY, WE TAKE A LOOK BACK

In 2014, the Department of Psychology will reach a significant milestone - the 50 year anniversary of the formation of the Department at the University of Otago. It is remarkable how far this department has come in 50 short years. But as we celebrate the achievement, it is also important we sit back, and reflect on how it all begun.

Psychology had long been taught at the University of Otago, but was a sub-discipline within the Chair of Philosophy (basically like a department we think!). While the University of Otago was the first New Zealand University to teach psychology (opened in 1871), it was the last of the four New Zealand Universities to recognise psychology as an autonomous discipline (1964). Due to a wide range of factors, but most notably through the influence of the Presbyterian Church of Otago and Southland, it was at Otago University that psychology encountered the most difficult transition in establishing an independent department.

In 1961, the University Council opted to establish an independent Chair of Psychology. This position was first offered to Peter McKellar, who turned it down to go travelling as a visiting Professor (and find a wife!). It wasn't until 1964 that Professor Steven Griew was appointed as the first Chair of Psychology, and the Department of Psychology was born.

As can be expected, it took a while for the department to gain momentum. In 1964, Prof Griew headed a

UNIVERSITY OF OTAGO,  
DUNEDIN, NEW ZEALAND.

CHAIR OF PSYCHOLOGY.

Applications are invited for the Chair of Psychology. The successful candidate will be responsible for setting up and developing the teaching of Psychology within the University.

It is hoped that he will be able to take up his duties during the current year, with a view to commencing teaching in March, 1963.

The salary is £2,800 per annum.

Further particulars may be obtained from the Secretary, Association of Universities of the British Commonwealth, Marlborough House, Pall Mall, London, S.W.1, or from the undersigned.

Applications close on July 31, 1962.

J. W. HAYWARD,  
26/5/62 Registrar.

department of one, and understandably with only one lecturer there were very limited papers on offer. In fact, in 1964, there was only Stage I Psychology offered to students. However, Stage II was added in 1966, and Stage III in 1968.

31/5/62  
Three New  
Chairs at  
University

Three new chairs are to be established at Otago University this year. In addition to the chair of psychological medicine for which a professor was yesterday appointed, chairs of psychology and statistics are also to be established.

"The professional positions have been advertised throughout the Commonwealth, and we are hoping to make appointments before next year," the Registrar, Mr J. W. Hayward said today.

"Psychology has previously been taught as part of the Department of Philosophy, but the new chair will involve expansion into a separate department.

"Immediate plans for temporary housing of the department are in one of the houses in Castle Street facing the University Union and next door to the house that has been adapted for the Department of Philosophy."

The chair of statistics would be, at least in the meantime, within the Department of Mathematics.

All article clippings retrieved from the Hocken Library



In 1969, Peter McKellar returned to Dunedin (with a wife!) and took up the position as Head of Department after Prof Griew departed for the University of Dundee. At this time there were now seven lecturers in the department. Naturally, with more academic staff there were also more papers on offer and by the 1970's a BA/BSc programme offered around 20 papers in Psychology. 50 years on, the list of papers has continually grown with 40 papers being offered in 2014.

With the separation of the psychology discipline from philosophy, there was also a marked departure in the topics taught. The new department ensured that the academic teaching moved away from the traditional philosophical teachings into new areas, such as social, cognitive, physiological, and clinical psychology. The academic focus in these early years is also evident through the

## Otago University Graduate For Chair Of Psychology <sup>25/8/68</sup>

A graduate of the University of Otago has been appointed to the Chair of Psychology at the University to succeed Professor Stephen Griew who left Dunedin in June this year to take up an appointment at the University of Dundee.

He is Dr Peter McKellar, at present senior lecturer in psychology at the University of Sheffield. He is expected to take up his appointment before the start of the next academic year.

Dr McKellar graduated at Otago in 1952 and completed his Ph.D. at University College, London.

After a period of war service with the R.N.Z.A.F., he lectured for two years in psychology at the University of Otago. He then went to Britain where he held teaching appointments at London University, the

University of St Andrews, the University of Aberdeen, and since 1955, at the University of Sheffield.

Dr McKellar is chairman of the North of England branch of the British Psychological Society and a council member of the society.

His main research interests are in the psychology of thinking, remembering and related problems of visual perception. He has a substantial list of books and published papers.

Other appointments announced at yesterday's meeting of the University Council included: Mr D. E. Ward, lecturer, Department of Philosophy; Dr R. H. Jones, lecturer in Clinical Virology, Department of Microbiology; Dr B. G. Williams, lecturer in Zoology and Marine Biology.

Resignations include: Mr J. H. Sinclair, senior dental surgeon, Dental School; Miss N. S. G. Ribailier, lecturer in French; Dr R. S. Booth, lecturer, Department of Mathematics; and Dr M. C. Davison, lecturer, Department of Psychology.

Master's and Doctorate theses submitted.

Post-graduate research also demonstrated impressive growth within the department. In the 1960's, there were 2 Master's and 2 Doctorate theses submitted during the decade.

By comparison, there are now 60 Doctoral and 30 Master's candidates enrolled in the Department of Psychology in 2013 alone.

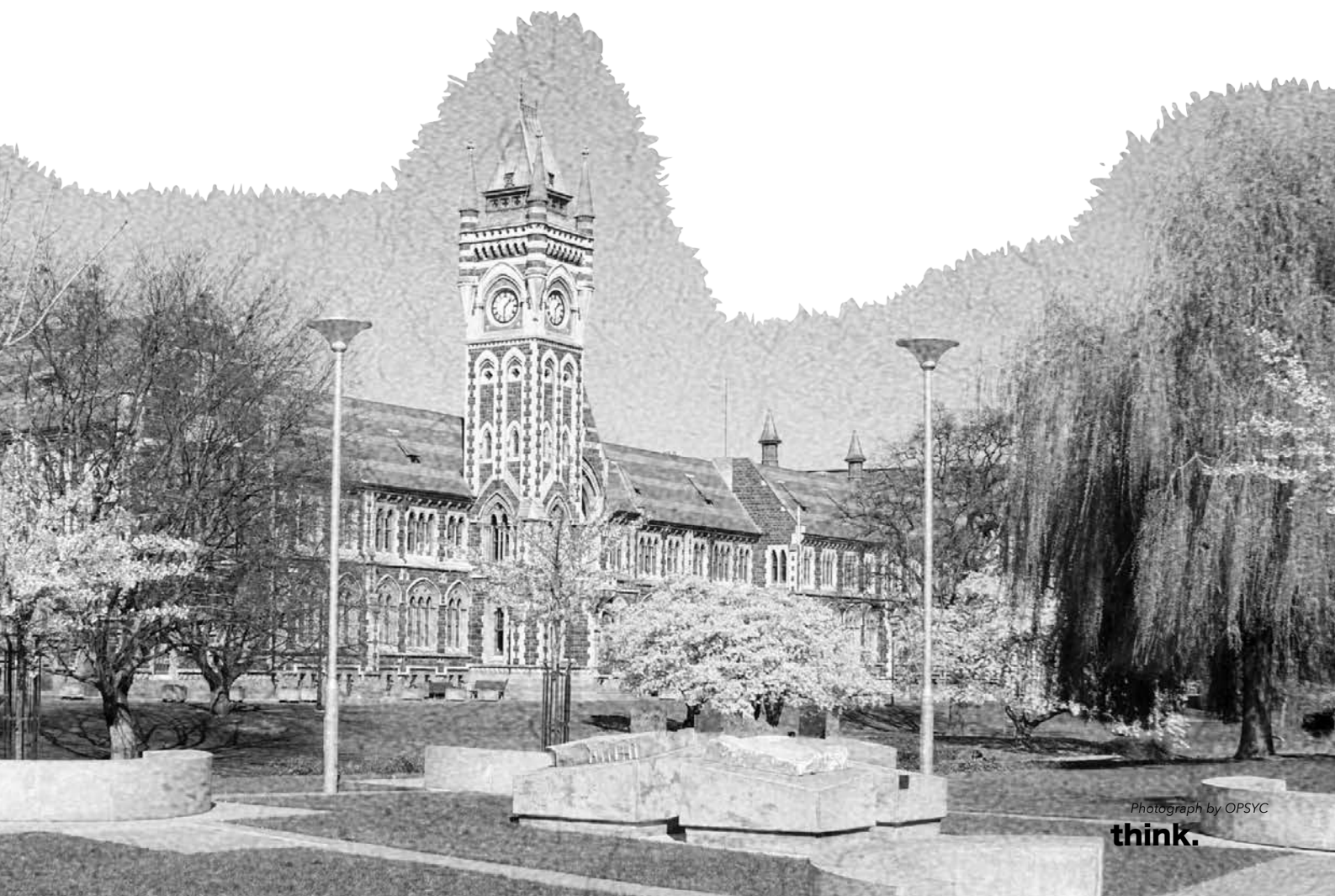
Interestingly, it wasn't until the 1970's

that females appear for the first time in postgraduate study, albeit still hugely outnumbered by the males. However, this trend quickly reversed with females soon taking the lead in enrolment numbers in the late 1980's.

So 50 years down the track, a brief review reveals that the Department of Psychology has just gone from strength to strength. While we no longer have a "Chair" of Psychology, we do still have a "Head". The

academic staff list has grown to an impressive 25 lecturers, and the Department boasts a huge number of support staff who are indispensable in many ways. Based on this impressive history, one can only imagine where the Department of Psychology will be in 2064!

*Thank you to the PhD thesis of Peter Jackson (1998) for informing our "50 Year History" piece.  
Written By Bridget Irvine*







# I REMEMBER WHEN...



**Bob Knight**

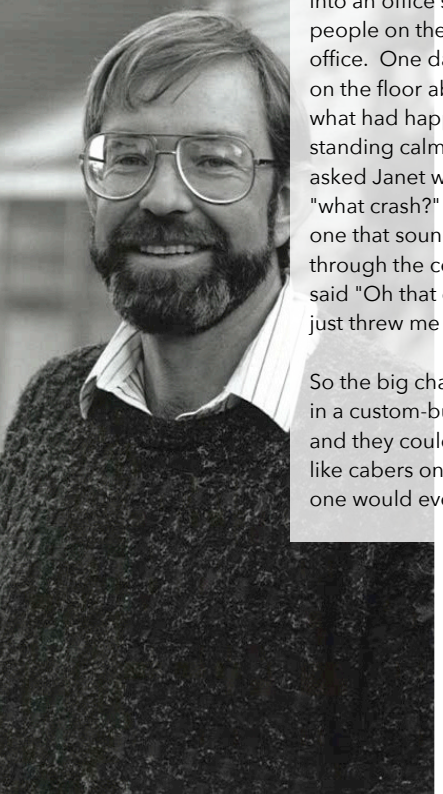
"The big change between now and then, as far as the clinical programme is concerned, was that then clinical students lived in the flimsy prefab Leith Walk Building; now they have an excellent view of the stadium. The students working in the clinic back then were rostered into an office space suitable for about 3 or 4 people on their clinic days, right above my office. One day there was a thunderous crash on the floor above and I raced upstairs to see what had happened. I found Janet and John standing calmly by their desks, chatting. So I asked Janet what had happened, and she said "what crash?" So I indicated that it was the one that sounded like someone coming through the ceiling above my head and she said "Oh that one. That was nothing. John just threw me across the room". As you do.

So the big change is that now the students live in a custom-built office with concrete floors and they could be tossing each other around like cabers on a Scottish Sports Day, and no one would ever know."

**Ione Wooles**

"I remember when the clinic moved into the Leith Walk building from a house where Goddard labs are now to be found. My first office was the size of a large cupboard which I co-shared with a PSYC601 intern student. The PSYC501 class increased to 10 in 1993 and for the first time all students were trained in the clinic rather than going out on placements in the community. This was an immensely positive change as they shared adversities and clinical triumphs for the year and lifelong friendships (and romantic liaisons) were formed.

One thing that has never changed is the responsiveness of the general staff to technical problems and issues. I remember a time when a student complained about lighting in their room. As a consequence, 20 table lamps were helpfully purchased (2 for each student in the room) prompting the students to come up with new therapy procedures involving light therapy (see photo). The student never complained again."

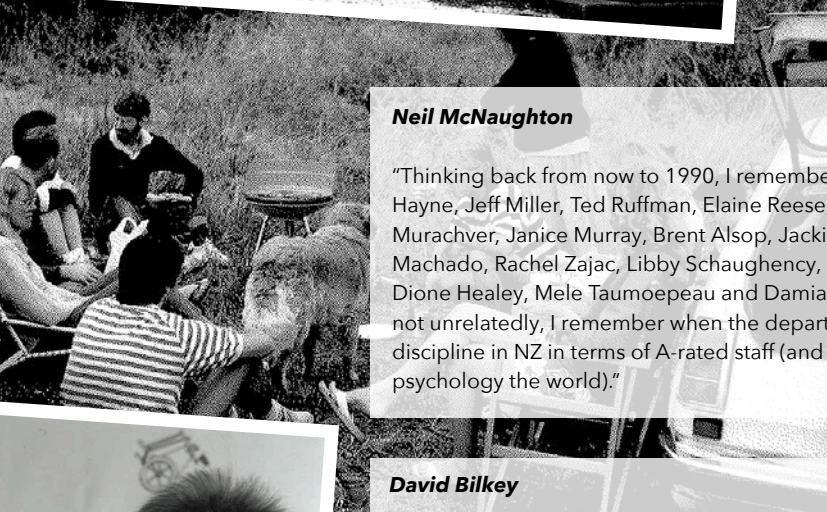






### **Neil McNaughton**

"Thinking back from now to 1990, I remember when Mike Colombo, Harlene Hayne, Jeff Miller, Ted Ruffman, Elaine Reese, Liz Franz, Jamin Halberstadt, Tamar Murachver, Janice Murray, Brent Alsop, Jackie Hunter, Richard Linscott, Liana Machado, Rachel Zajac, Libby Schaughency, Tamlin Conner, Gareth Treharne, Dione Healey, Mele Taumoepeau and Damian Scarf joined the department and, not unrelatedly, I remember when the department became ranked the best in any discipline in NZ in terms of A-rated staff (and when it was ranked 15th in psychology the world)."



### **David Bilkey**

"I remember when an iPad was something you used to make binocular rivalry experiments more agreeable."

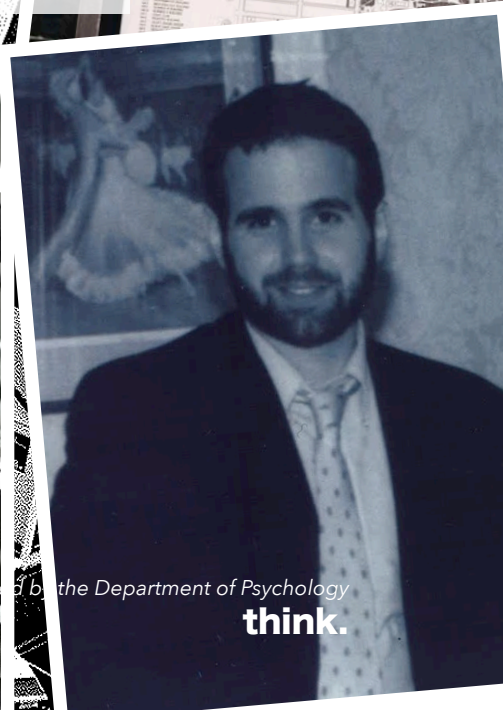
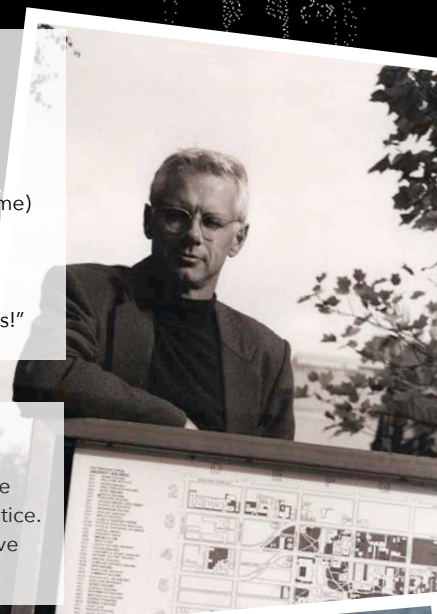
"I remember when asking Barry Dingwall (our Senior Technical Officer at the time) for a mobile phone would result in him bringing you a longer cable."

"I remember when half the buildings currently in the department were located somewhere else. We seem to have been playing musical buildings for 30 years!"



### **Janice Murray**

"I remember (1993 I think) when Tamar, Mike and I took turns wearing the same shirt to each of our respective 300-level classes to see if the students would notice. For those of you playing at home, the shirt was Mike's - a button up, short sleeve Gap; white with blue stripes."



Photographs provided by the Department of Psychology  
**think.**





The prestigious Psychology Bowling Tournament is always a popular and fiercely fought contest, and this year was no different. For the first time in the tournament's history (at least, as far as this writer can remember), the Department of Psychology completely took over Bowl Line. With a record-equalling 16 teams playing this year, and two lanes out-of-order, Psychology staff and students were the only ones contending for ten pin supremacy; and what a glorious battle it was. The environment was intense and competitive; down-right intimidating for the mangy teenagers who wandered in hoping for a game.

The reigning champions of the past five years, the Halberstadt Lab, set out to defend their title and maintain their vice-like grip on the coveted Team trophy. However, the second-place getters of the last few years, the tenacious technicians (a.k.a. the Bowling Stones), were determined not to let Jamin and his crew crush them once more. Elsewhere, the ambitious

Abraham Lab, perhaps sensing an opportunity to blindsides the two teams locked in a ferocious rivalry, set out on their own quest for victory.

In what was a tough competition, the technicians did finally conquer the Halberstadt Lab (who took third spot), though had to settle for second, having perhaps failed to notice the challenge of the quiet, but consistent, Abraham Lab. With a grand total across two games of 1161, Cliff and his cohorts were (finally) victorious.

As with any great battle, there were individual heroes who rose to the challenge and achieved their own levels of greatness. The Individual competition saw some outstanding performances, and while my battle analogy is wearing thin, these warriors' string of strikes certainly did not. In third place, tied on 161 points each, were Shinayd van Rooy and David Barton. In the battle for first place, Damian Scarf scored a commendable 164 points to claim the runner-up spot, only to be pipped at the

post by his student, Grace "brings the" Payne, who scored 166 points and claimed the Individual trophy for 2013.

Not to be forgotten in my tale are the Lords and Ladies of the Linscott Lab - the T-Birds and the Pink Ladies - who took out the Best Dressed competition. Thus, the story of the 2013 Psychology Bowling Tournament concludes. Well done to all the competitors and congratulations to all our champions for this year. We look forward to another fiercely fought battle next year.

Max Major

#### TEAM COMPETITION

1st. Abraham Lab	1161
2nd. The Bowling Stones	1071
3rd. Halberstadt Lab (#1)	996

#### INDIVIDUAL COMPETITION

1st. Grace Payne	166
2nd. Damian Scarf	164
3rd. Shinayd van Rooy	161
3rd. David Barton	161



Photographs by OPSYC





TEAM  
CHAMPIONS:  
THE ABRAHAM LAB



INDIVIDUAL  
CHAMPION:  
GRACE PAYNE



BEST DRESSED:  
THE PINK LADIES + T-BIRDS  
(LINSKOTT LAB)



# CLASS OF 2013

## COMPLETE STAFF LIST (ALPHABETICAL)



Department of Psychology staff

Photograph by Sharron Bennett

Professor Cliff Abraham  
Dr Brent Alsop  
Jeremy Anderson  
Norma Bartlett  
Kally Barton  
Professor David Bilkey  
Jason Campbell  
Dr Yan Chen  
Dr Andrew Clarkson  
Jackie Clearwater  
Professor Mike Colombo  
Dr Tamlin Conner  
Brian Dixon  
Cara Duffy  
Emeritus Prof James Flynn  
Professor Liz Franz  
Dr Julien Gross  
Professor Jamin Halberstadt  
Richard Hamelink

Professor Harlene Hayne  
Dr Dione Healey  
Andrea Heaven  
Dr Kristin Hillman  
Meric Hoffman  
Dr Jackie Hunter  
Sara-Lee Illingworth  
Diane Inder  
Dr Fiona Jack  
Owen Jones  
Professor Bob Knight  
Dr Celia Lie  
Dr Richard Linscott  
Barbara Logan  
Dr Liana Machado  
Dr Emily Macleod  
Dr Danette Marie  
Dr Helena McAnally  
James McKearney

Margaret McMurtie  
Professor Neil McNaughton  
Professor Jeff Miller  
Dr Bruce Mockett  
Diane Morrison  
Michelle Moss  
Dr Janice Murray  
Dr Phoebe Neo  
Natasha O'Docherty  
Paul O'Donnell  
Assoc Prof David O'Hare  
Aggie O'Leary  
Dr Shane Ohline  
Dr Tess Patterson  
Russell Phillips  
Joanna Prince  
Professor Elaine Reese  
Dr Ann Reynolds  
Lindsay Robertson

Sarah-Jane Robertson  
Dr Ming Ruan  
Professor Ted Ruffman  
Dr Damian Scarf  
Dr Elizabeth Schaugency  
Dr Lucia Schoderböck  
Stephanie Sherburd  
Dr Mele Taumoepeau  
Jacinta Taylor  
Dr Gareth Treharne  
William van der Vliet  
Emeritus Prof Geoff White  
Ione Wooles  
Philippa Youard  
Hadyn Youens  
Dr Rachel Zajac

## SUPPORT STAFF

**Staff members:** Norma Bartlett, Kally Barton, Cara Duffy, Andrea Heaven, Diane Inder, Margaret McMurtie, Michelle Moss, Aggie O'Leary, Jacinta Taylor

When asked what the support staff do for our students, the answer I received was EVERYTHING! This includes *ANYTHING*, from printing and binding years of work amassed into that all important thesis, to receiving band aids, and everything in between...

... assignment extensions, organising students' experiment participation, disability support, paying the hard-working demonstrators, temporary lab forms, directing lost participants to research studies, publicity of success stories on Facebook and the web, payment for research projects, directions to Goddard... the stairs... the loo..., printing conference posters, booking car parks and rooms, exam supervision, stationery, maintenance of thesis database, development and maintenance of lab websites, shopping for (at times, very interesting) items, conference travel grants...

But, the most critical 'in between's' by far are the lunchtime knitting classes, cups of herbal tea and a chat after grazing that knee, and most importantly; ensuring there are plenty of those small, brown, and v. pungent coffee beans - and hopefully, a bit of a laugh too!



*Photograph by Jessica Johnston*

## TECHNICIANS/PROGRAMMERS

**Staff members:** Jeremy Anderson (Senior Technical Officer), Jason Campbell (Technician), Richard Hamelink (Technician), Meric Hoffman (Technician), Paul O'Donnell (IT Support), Russell Phillips (Technical Officer), Lindsay Robertson (Senior Technician), William van der Vliet (Computer Programmer), Hadyn Youens (Computer Programmer)

Programmers, IT, and Technical staff support many teaching and research programs in the Department of Psychology. Their main function is to design, construct, programme, and maintain both equipment and IT infrastructure used in offices, research areas, and teaching laboratories. Helpdesk support is provided for a variety of scientific and administrative software applications running on PC and Macintosh workstations. People require assistance in research labs to collect and process data for publication. There is also a demand to support desktop publishing and database applications used in offices and administrative areas. The programmers and IT support staff design and administer a variety of systems used with teaching, research, and administration in Psychology, eg,

web based applications to recruit research participants and undergraduate lab administration database applications. Programmers generate and maintain an array of lab experiments used in undergraduate teaching laboratories and are also involved with the processing of lab results and examination material.



*Photograph supplied*

## ABRAHAM LAB

**Supervisor:** Professor Cliff Abraham

**Lab members:** Dr Bruce Mockett, Dr Lucia Schoderböch, Dr Shane Ohline, Owen Jones (PhD), Tim Hintz (BSCH NEUR), Kimberley Wake (BSCH), Fairuz Yahaya, Katarina Ulrich, Barbara Logan, Valeria Tan, Maddie Kyrke-Smith, Megan Elder

Cliff Abraham's research focuses on the rules and mechanisms governing synaptic plasticity, metaplasticity, and memory formation in the brain, with a particular focus on cellular and molecular events in the hippocampus. Cliff's research uses



*Photograph by Alan Dove Photography*

## ... ABRAHAM LAB CONTINUED

electrophysiological, behavioural, and immunofluorescent microscopy approaches to studying the mechanisms mediating the induction and persistence of synaptic plasticity in vivo and in vitro, and their relevance to memory. Research extends to clinical research areas such as Alzheimer's disease, schizophrenia, neurogenesis, and neuroprotection, using animal models. A major current research interest is in biomarkers and therapeutic molecules for Alzheimer's disease.



Photograph by Jessica Johnston

## ALSOP LAB / EXPERIMENTAL ANALYSIS OF BEHAVIOUR

**Supervisor:** Dr Brent Alsop

**Lab members:** Stephanie Jensen (PhD), Emma Beeby (PhD), Nick Farrelly (MSc)

The Alsop lab has three very different lines of research at the moment. Nick is looking at the role of punishment and reward in sensation seeking and how they influence behaviour in

humans. Emma is looking at how pigeons make choices when there are more than two options available. Stephanie is using a signal-detection task to investigate differences in reward sensitivity between children with ADHD and children without ADHD, and using a second task to look at possible differences in sensitivity to negative outcomes between the same groups.

## BILKEY LAB

**Supervisor:** Professor David Bilkey

**Lab members:** Kirsten Cheyne (PhD), Jessica Miller (PhD), Aleisha Restieaux (PhD), Vanessa Bates (PhD)

Professor David Bilkey's general research area is systems neuroscience, with a particular focus on the role of the temporal cortex regions of the brain in memory and learning processes. Specifically, investigating how the brain encodes an episodic memory. Research in the lab focuses on the hippocampal area of the brain which seems to code "where" information, and links to the perirhinal cortex, which appears

to encode "what". The group also looks at how the brain combines information from these different locations in order to form a coherent memory, focusing on the idea that the prefrontal cortex has a role in integrating this information with prior experience and motivation. This is being investigated using a variety of behavioural and electrophysiological techniques. More recently, the lab has been investigating how the function of the hippocampus is altered in schizophrenia using an animal model of the disorder.

## COLOMBO LAB

**Supervisor:** Professor Mike Colombo

**Lab members:** Hannah Phillips (MSc), Sarah Andrews (MSc), Aimee Peacock (MSc), Ben Jarvis (MSc), Scott Wyngarden (4th year project), Chris Smith (4th year project), Marijn Kouwenhoven (3rd year project)

The lab supports four lines of research. In one line, we conduct single-unit electrophysiology studies and examine the neural basis of learning, memory, gambling, reward mechanisms, and

recently the neural basis of magnetic-based navigation. In a second line, we examine the effects of hippocampal lesions on learning and memory. In a third line, we explore the cognitive abilities of birds, focusing on serial-order expertise, numerical competence, concept formation, as well as basic mechanisms of learning and memory. In a fourth and recent line, we have begun to examine the effects of nootropics (cognitive enhancing drugs) on learning and memory.



## CONNER LAB / DAILY EXPERIENCES LAB

**Supervisor:** Dr Tamlin Conner

**Lab members:** Maria Polak (PhD), Izuru Sato (PhD), Natalie Kladnitski (MSc), Roisin Hegarty (MSc), Aimee Richardson (MSc), Vanessa Stark (MSc), Kate Brookie (4th year project), Samantha Jones (4th year project), Alysha Simonsen (3rd year project), Claire Mitchell (3rd year project), Kathryn Bees (RA), Jayde Flett (RA), Rocio Lopez (visiting student)

We are a great bunch of positive people who are interested in psychological, cognitive, and genetic factors that influence our emotional and physical wellbeing. We use technology – computers and mobile phones – to track people's daily experiences close-to-real time, in their natural environment. At present, we are running the 4-year micro-longitudinal Daily Life Study on the daily experiences of University of Otago students. This study is leading to many exciting interdisciplinary projects investigating the interplay between genes, nutritional factors, and wellbeing. Lab projects include Social Psychology interests in Positive Psychology and hedonic

experience—such as the consequences of repeatedly introspecting on and verbalising our emotional states; and Health Psychology, investigating health behaviours such as alcohol and drug use.



*Photograph supplied by Tamlin Conner*

## FRANZ LAB / ACTION, BRAIN AND COGNITION LAB

**Supervisor:** Professor Liz Franz

**Lab members:** Jessica Goei (PhD), Max Major (PhD), Fu Yan (PhD), Ranjan Debnath (PhD), Matt Moore (PhD), Paul Crane (PhD), Soo Jeong (PhD), Jeremy Haakma (MSc), Terence Mayne (MSc), Jessica McTavish (MSc), Eugene McTavish (Master's), Taylor Winter (3rd year project), Catherine Stringer (visiting student)

How and why do we perform a particular action at a specific time? Why not do something else? What are the influences on that choice of action? Did we consciously choose? The Action, Brain, and Cognition Lab and fMRIotago investigates all of these questions using a variety of techniques, including brain imaging (fMRI, DTI, MRI, EEG), kinematic analysis, behavioural variables, TMS, and gesture analysis. Our primary tool to investigate these issues is bimanual actions. That is, we view bimanual actions as a window into the workings of the brain. In addition, we investigate an action selection model, according to which the basal ganglia (and frontal-striatal circuitry) play a critical role in what actions get selected and

what actions get inhibited. Our lab investigates neurological patient populations including people with Parkinson's disease, essential tremor, stroke, Autism Spectrum Disorder, congenital disorders (eg, mirror movements), and other conditions that affect the action system.



*Original photograph by Graham Warman, photoshop by Franz Lab*

## HALBERSTADT LAB / THE SOCIAL COGNITION LABORATORY

**Supervisor:** Professor Jamin Halberstadt

**Lab Members:** Azra Jahanitabesh (PhD), Chris Jackson (PhD), Helen Owen (PhD), Jo Secher (PhD), Kahla Redman (PhD), Tristan Philip (PhD), Victoria Alogna (PhD), Arnika van den Berg (MSc), Ben Riordan (MSc), David Barton (MSc), Laura McCambridge (MSc), Sam O'Sullivan (MA), Phoebe Poulter (4th year project), Sharon Cox (4th year project), Lianne Atkinson (3rd year project), Rachael Butler (RA), Sophie Graham (RA), Cathy Ng (volunteer)

Research in the Social Cognition Laboratory is aimed at improving our understanding of how people process social



*Photograph by Jessica Johnston*

## ... HALBERSTADT LAB / THE SOCIAL COGNITION LABORATORY

information. The inclusive nature of social cognition as a subfield of psychology, combined with Professor Halberstadt's numerous interests, has led to diverse research projects emerging from the lab. Presently, many students are exploring the apparent connection between religiosity and fear of death – a legacy of recent graduate Dr Jonathan Jong's interest in this topic. Projects are evaluating factors that may explain or influence this connection, including the ease of providing reasoning for beliefs, agency detection, self-regulation, and ritualistic behavior. Other students have chosen to focus on emotion and perception within various contexts, including depressive rumination, attitude and belief change, categorisation, and the fit of names with shapes and people. Moral cognition and risk perception have emerged as additional themes within the lab, with projects including the influence of perceived motivations on judgments of moral goodness, the relationship of risk to the perception of moral badness, the perception of honesty through language, and how people's views of occupations are influenced by gender stereotypes.



Photograph by Jessica Johnston

## HEALEY LAB / ADHD LAB

**Supervisor:** Dr Dione Healey

**Lab members:** Burt Hatch (PhD), Ben Jaquiere (PhD), Shinayd van Rooy (MA), Elle Black (MA), Brodie McKinlay (MA), Kira Polonowita (3rd year project)

We are the ADHD lab in the Department, and we love investigating and fixing all things inattentive and hyperactive. Currently, Dione's main project is an HRC funded intervention study where she is comparing an intervention that she has developed, called ENGAGE (Enhancing Neurobehavioural Gains with the Aid of Games and Exercise), which uses games to teach self-control skills, to reduce the disruptive behaviours of preschool children exhibiting high levels of hyperactivity/impulsivity; to a well-known parent behavioural management programme called Triple P (Positive Parenting Programme). Burt and Ben are both using physiological measures such as heart rate variability and pupillometry in their research on children with ADHD. Burt is investigating how social functioning may be impacted by difficulties with emotion recognition and emotional reactions, and Ben aims to disambiguate attention fluctuations from executive functioning

deficits. Shinayd and Elle are examining the predictors of impairment and symptom severity in children with ADHD; such as parenting style and temperament, while Brodie is using qualitative methods to look at parents' experiences of having a child with ADHD. Lastly, Kira is exploring the relationship between classroom attentional behaviour and academic achievement.



Photograph by Jessica Johnston

## HAYNE LAB / EARLY LEARNING PROJECT

**Supervisor:** Professor Harlene Hayne

**Lab members:** Dr Julien Gross (Research Fellow), Timi Horne (PhD), Melinda Elfield (MSc), Trixie Gardiner (MA), Kate Goonan (4th year project), Catherine Ross (4th year project), Michaela Hickey (4th year project)

The Hayne lab focuses on investigating learning and episodic memory (memory for specific events) in young children and age-related changes in episodic memory through childhood

and adolescence. Participants of different ages are tested in order to measure both verbal and nonverbal episodic memory. Recent research from this lab has shown that 3-year-old children can be taught to delay gratification, that perhaps babies do not have an innate moral compass, and that children's drawings have no link to their IQ. Research in this lab has impacted on theories of memory development and has led to changes in how children are interviewed in clinical and legal contexts.



## HUNTER LAB

**Supervisor:** Dr Jackie Hunter

**Lab members:** Mike Banks (PhD), Jill Hayhurst (PhD), Sarah Kafka (PhD), Sabrina Goh (PhD), Martha Del Carpio Zevallos (MSc), Hannah Moodie (MSc), Kieran Moffat (MSc), Olivia Scobie (MSc)

Jackie Hunter's lab focuses on social identity, self-esteem, and intergroup discrimination. More specifically, the group investigate the question of whether discrimination and prejudice between members of different groups is in part

motivated by attempts to achieve and maintain positive self-esteem. One area of research is looking at what extent different forms of intergroup discrimination are affected by different types of self-esteem. A second area of research is investigating how threats to self-esteem affect patterns of discrimination. A third area of research looks at how other factors such as belongingness, meaning, anxiety, and perceptions of control are related to various forms of intergroup discrimination.

## KNIGHT LAB

**Supervisor:** Professor Bob Knight

**Lab members:** Helen Tsui (PhD), Eve Hermansson-Web (PhD), Matt McDonald (PhD), Samantha Groves (MSc), Angela Smith (4th year project)

Research in Bob's lab focuses on measurement in Clinical Psychology and the neuropsychology of memory. It is important when assessing clients who have psychological

problems that the assessment tools used are well-validated. Bob Knight's research focuses on the construction and validation of clinical tests and measures. In particular, the area of Clinical Neuropsychology, where the lab's main focus is looking at older persons with mild cognitive impairments. This research aims to understand memory processes that decline in both normal and abnormal aging.

## LINSCOTT LAB

**Supervisor:** Dr Richard Linscott

**Lab members:** Chew Wei Chong (PhD), Sarah Morton (PhD), Rebecca Grattan (PhD), Jaimee Maha (MSc), Max Nicolson (MSc), Charlotte Levings (MSc), Hannah Macgregor-Wolken (MA), Kate Goss (MSc), Ellen Warhurst (4th year project), Rosie Marsh (4th year project), Buaphrao Raphiphathana (3rd year project)

This year in the Linscott Lab, many hands have been working on a large project assessing performance on numerous indicators that are related to personality differences. We are testing things like eye tracking performance, motor coordination, reaction time, attention, speech perception, and reward sensitivity, as well as other behaviours and experiences. The results of the project will be able to tell us about the relationships between ethnicity, alcohol and cannabis use, motor performance, speech perception, and personality differences. Two new studies are extending the project to further investigate these relationships. Chong this year submitted his PhD thesis, and has kept busy writing and tutoring. He will be missed by us and the Psychology undergrads when he returns to Malaysia at the end of the year. Our lab looks forward to the Psychology social events, where we try to match our supervisor's fiercely competitive spirit!

NB: We may have a penchant for photoshopping...



*Photograph provided by Linscott lab*



*Photograph by Jessica Johnston*



## MACHADO LAB

**Supervisor:** Dr Liana Machado

**Lab members:** Polly Chen (PhD), Roanne Hurley (PhD), Chris Brett (MSc), Tracy Cameron (4th year project), Amelia Lee (4th year project), Laura Thompson (3rd year project), Bridget Forsyth (RA)

Dr Liana Machado's laboratory conducts research in the areas of Neuropsychology and Cognitive Psychology. The majority of the ongoing projects are investigating the mechanisms and machinery underlying cognitive functions in healthy brains, cognitive deficits that emerge as a result of brain disease and healthy aging, and methods by which these deficits can be minimised via simple accessible means. Research tools currently being utilised include transcranial direct current stimulation, near infrared spectroscopy, transcranial Doppler ultrasound, and eye tracking. Research questions currently under investigation relate to benefits of electrical brain

stimulation and habitual physical activity for executive functions, influences of cerebrovascular factors and prescription drugs on cognitive performance, and, as part of a community project, methods by which the attention of motorists might be attracted by cyclists to reduce risk.



Photograph by Jessica Johnston

## MCNAUGHTON LAB

**Supervisor:** Professor Neil McNaughton

**Lab members:** Sima Sadeghi (PhD), Shabah Shadli (PhD), Michael Young (4th year project)

Research in Neil McNaughton's lab combines the psychological analysis of emotion and memory with physiological analysis of rhythmical electrical activity called "theta" in both rats and humans. Anxiolytic drugs are used to link the psychological and physiological levels of analysis and to generalise from laboratory experiments to clinical situations.

In rats, these drugs impair theta and therefore the function of the temporal lobe - which is thought to be crucial for some types of memory. Currently, at the neural level, we are investigating the pharmacology and neural control of hippocampal theta activity and its relation to theta recorded from frontal cortex. This includes the use of a "brain bypass" and other techniques to restore function after neural damage. At the psychological level, we are analysing the human EEG for specific neural signatures of goal conflict and linking this to personality measures and the neuroeconomic theory.

## MILLER LAB

**Supervisor:** Professor Jeff Miller

**Lab member:** Celia Guido (PhD)

Jeff Miller's research interests are Cognitive Psychology, Cognitive Psychophysiology, and investigative mathematical and statistical models and methods. Recent research has

looked at divided attention and redundancy gain. It has been found that people react more quickly when two stimuli are presented simultaneously, rather than just one. This is the redundancy gain effect, an effect which is larger in split brain individuals. Such findings allow investigation into the sensory and motor causes of the redundancy gain effect.

## MURRAY LAB / FACE RESEARCH LAB

**Supervisor:** Dr Janice Murray

**Lab members:** Chen Yan (Lab Manager/Assistant Research Fellow), Anna Campbell (PhD), Rachel Barham (MSc), Nicole Campbell (4th year project), Kevin Chan (4th year project), Andrea Chin (3rd year project)

The Face Research Lab looks at how young and older (>60 years) adults recognise emotions from faces. Emotion recognition is generally thought to decline over the lifespan, with older adults showing worse performance than young adults when labelling the emotions of anger, fear, and sadness. However, we have found that not all is lost in ageing.



Photograph by William van der Vliet

## ... MURRAY LAB / FACE RESEARCH LAB CONTINUED

Older adults have difficulty directly labelling emotions, but perform as well as young adults in tasks assessing indirect emotional knowledge. We want to know what other emotional abilities remain intact with ageing. There may also be better ways to assess emotion knowledge than asking participants to label faces, such as using force as an indirect measure. We

are also interested in why these changes are occurring in ageing. One possibility is a decline in neuropeptides, because administration of oxytocin improves emotion recognition for older males. We are working toward an understanding of how emotion recognition changes with ageing and the mechanisms behind these changes.

## O'HARE LAB / COGNITIVE ENGINEERING AND HUMAN DECISION MAKING LABORATORY

**Supervisor:** Associate Professor David O'Hare

**Lab members:** Abdulaziz Alshaer (PhD), Brittany Cullen (MSc), Shannon Tumataroa (4th year project), Andrew Mills (RA)

We are currently investigating implicit learning of categorisation decisions as a basis for understanding how best to train sports officials, risky decision making in financial settings, supporting medical practitioners' assessment and diagnosis of patients with Autism-Spectrum Disorders and the development of a powered wheelchair simulator. We are also

conducting studies in our flight simulator of pilot decision making and investigating approaches to reducing flight anxiety in non-pilots. We are involved with Australian government funded research on power system operators' expertise and skill acquisition in conjunction with Macquarie University in Sydney. Previous graduates have gone on to jobs in industry (e.g., Airbus, Queensland Rail, Helicopters NZ, RNZAF, etc.) and academia.

## REESE LAB / AUTOBIOGRAPHICAL MEMORY AND LITERACY DEVELOPMENT IN YOUNG CHILDREN

**Supervisor:** Professor Elaine Reese

**Lab members:** Tia Neha (PhD), Ella Myftari (PhD), Jessica Johnston (PhD), Abigail Pigden (PhD), Michelle McGrath (MSc), Lucy Macfarlane (MSc), D'Neal Le Roux (MSc), Joanne Todd (MSc), Deborah Nicholas (MSc), Gemma Lindsay (4th year project), Emma Martin (4th year project)

Research in Elaine Reese's lab focuses on how children develop autobiographical memory, language, and literacy. The way that parents talk to their children influences the child's development. Research in the lab has found that the quantity and quality of the stories that parents tell their children makes a difference in development. Open ended questions allow children to put experiences in their own words; helping with language development and memory development. Talking about more emotional aspects of stories creates a more positive self in children, this helps them understand their emotions and past experiences. Recent research is focusing on the outcomes of early conversations using longitudinal

studies. Children who were told elaborative stories as children have earlier memories and stronger self-concepts in adolescence. These effects are also being investigated in other cultures.



Photograph by Jessica Johnston

## RUFFMAN LAB / DEVELOPMENT ACROSS THE LIFESPAN

**Supervisor:** Professor Ted Ruffman

**Lab members:** Min Hooi Yong (PhD), Genevieve Iversen (PhD), Anna Campbell (PhD), Burt Hatch (PhD), Jill Hayhurst (PhD), Abigail Dawson (Master's), Katherine Withington (4th year project), Rachael Butler (4th year project), Kate McWilliams (4th year project)

Our lab investigates social understanding (theory of mind) in infants, children, young and older adults, and in domestic dogs. We examine emotion recognition, faux pas recognition, verbosity, and lie detection. Examples of the current research: Abi is investigating differences in moral judgement and prejudice between older and younger adults, and associated patterns of eye gaze during moral problems.



## ... RUFFMAN LAB / DEVELOPMENT ACROSS THE LIFESPAN

Rachael is looking at how perception of emotion changes with aging using musical stimuli and if it is applicable to deception in false advertising. Genevieve will examine whether there are differences in facial expressions when someone is lying, compared to when they are telling the truth. Min is investigating whether domestic dogs "understand" human emotional cues using both behavioural and physiological measures.



Photograph provided by the Department of Psychology

## SCARF LAB

**Supervisor:** Dr Damian Scarf

**Lab members:** Josh Hewitt (MSc), Surahbi Shukla (MSc), Rosanne Taylor (MSc), Lisa Labuschagne (4th year project)

Damian Scarf's lab has two main focuses; developmental psychology and comparative animal cognition. The lab's developmental work focuses on mental time travel in young children and children's ability to delay gratification. Very little is known about how children reflect on a past event and how they are able to use the memory to plan for upcoming events.

The lab is using nonverbal tests to investigate this. How well children can delay gratification when they are young has been linked to many factors in later life. Research has been focused on helping children to delay gratification and seeing if this relates to other abilities, eg, executive function, mental time travel, and inhibition. Damian's work with animals focuses on identifying brain areas involved when pigeons learn a list of items. Future work will investigate the cognitive abilities of parrots and tracking of homing pigeons.

## SHAUGHENCY LAB

**Supervisor:** Dr Libby Shaughency

**Lab members:** Rebekah Luo (PhD), Philippa McDowall (PhD), Laurelle Smith (PhD), Katie Appleyard (PhD), Sarah Maessen (PhD), Rebecca Harding (MSc), Joon Choi (MSc), Shika Das (Master's), Lianne ten Have (4th year project), Larnee Flannery (3rd year project), Carmen Lobb (RA)

The Schaughency lab has students involved with three different programmes of research. The Paediatric Sleep Research Group engages in multidisciplinary research that investigates the impact of childhood sleep disorders on cognitive and sensory development, learning, and daytime functioning. Currently, we have four students from the Department of Psychology conducting research at the postgraduate and undergraduate level. Their research covers topics such as sleep disordered breathing (SDB) and learning and behavioural development in young school children, sleep maturation from birth linked to cognitive development and sensory processing, and technological advancements for measuring SDB. Philippa [nee Struthers] McDowall is finishing

up her PhD research around family involvement and literacy development in primary school students. Shika Das is involved with the beginning stages of a new programme of research that is a collaboration with Elaine Reese and one of her PhD students, Jess Johnston, in which we're developing a preventive intervention for families of kindergarten age children to promote school readiness and family support for learning.



Cartoon by Jessica Johnston

## TAUMOEPEAU LAB

**Supervisor:** Dr Mele Taumoepeau

**Lab members:** Ekta Gupta (MA), Amanda Clifford (3rd year project), Jane Carroll (RA), Albany Lucas (RA), Jarrod Moors (RA), Matt Foster (RA), Cathy Ng (volunteer)

Ever wondered what toddlers know about the minds of others; how children learn language; how parent-child interactions influence children's cognitive and social development; or, how culture influences the way children and teenagers develop? Well, these are just some of the questions we ask in Mele's lab. We're broadly interested in how children learn language and how language helps them understand their social world. It's hard to find the answers to these questions because infants and toddlers can't tell you! Some of the techniques we use include following children and their caregivers around for years observing how children develop in a social context. We also use implicit methods that involve coding infants' eye gaze

to gain insights into the process involved in learning language. More recently, we've started working with the Pacific Trust Otago to understand better how social and cultural factors support the health and wellbeing of Pacific teenagers.



*Photograph by Alan Dove Photography*

## TREHARNE LAB / THE HEALTH PSYCHOLOGY RESEARCH TEAM

**Supervisor:** Dr Gareth Treharne

**Lab members:** Beth Mayland (PhD), Lynne Clay (PhD), Bruno Aldaz (PhD), Helen Paterson (PhD), Susan Baxter (PhD), Philippa Aimer (PhD), Warren Scott (MA), Julia Kibblewhite (MSc), Roisin Hegarty (MSc), Anna Barham (MSc), Brodie McKinlay (MA), Paris Pidduck (MSc), Aryanah Paul (MSc), Katie Graham (3rd year project)

Health Psychology is a recent addition to the specialities within psychology. This speciality involves research into physical health, illnesses, and healthcare from a psychological perspective. Fourteen students are doing their research in the Health Psychology Research Team this year. Beth Mayland is doing her PhD research on how having a hand injury impacts on people's lives leading to a sense of blame and changes to identity. Lynne Clay is doing her PhD research on how farmers reduce their risk of quad bike accidents and how they cope if they have had an accident. Bruno Aldaz is doing his PhD research on how people with cancer cope with their diagnosis and treatments, and how psychologists can support them. Susan Baxter is doing her PhD research on how people with arthritis can be encouraged to be more physically active by removing barriers to regular walking. Warren Scott is doing his master's research on how men with arthritis handle the impact of reduced physical activity on their masculinity. Julia Kibblewhite is doing her master's research on what forms of exercise people with arthritis enjoy doing and how this compares to before they had arthritis. Roisin Hegarty is doing her master's research on daily experiences of fatigue among people with arthritis and how this impacts on their mood. Philippa Aimer is doing her PhD research on how people with arthritis can be supported in quitting smoking (in collaboration with Arthritis New Zealand). Anna Barham is planning her master's research on the impact of having a brain injury or the

neurological condition prosopagnosia that makes it hard to recognise faces. Brodie McKinlay is planning her master's research on how parents of a child with attention deficit/hyperactivity disorder support their child in achieving in life. Paris Pidduck is planning her master's research on Māori pre-teen children's view of Hauora as a holistic concept of health related to behaviours like exercising. Helen Paterson is doing her PhD research on how pregnant women feel about eating and weight gain during pregnancy. Aryanah Paul is doing her master's research on students views of schizophrenia - what they think causes it, how much it impacts the individual's life and how it is best treated. Katie Graham did her 300-level undergraduate project on how lesbian, gay, and bisexual individuals feel about health and chronic illnesses like arthritis. These students form an active community who support each other through the trials and excitement of health psychology research.



*Photograph by Jessica Johnston*



## ZAJAC LAB / FORENSIC PSYCHOLOGY LAB

**Supervisor:** Dr Rachel Zajac

**Lab members:** Dr Fiona Jack (Research Fellow), Dr Niki Osborne (Assistant Research Fellow), Bridget Irvine (PhD), Jess Morten (PhD), Shannon Westgate (PhD), Ella Barrett (4th year project), Danielle O'Brien (4th year project), Regina Hegemann (4th year project), Kate Edgar (3rd year project), Sarah Zydervelt (RA), Andrew Mills (RA)

In the Zajac lab, we work at the intersection of Psychology and Law. Our primary goal is to conduct research that helps to identify and prevent miscarriages of justice. More specifically, we study the factors that influence people's ability to provide reliable evidence about events that they have witnessed. We also look at how expectations and biases can impair people's ability to interpret forensic evidence. Some of our current research questions include:

- How should we interview child, adolescent, and adult witnesses to ensure that their accounts are as complete and accurate as possible?
- Can an eyewitness's evidence become contaminated through discussions with another witness to the same crime?
- What effect does cross-examination have on children's and adults' testimony?
- Why is mistaken identification such a large contributor to wrongful convictions, and how can we help people to avoid this error?
- How can cognitive shortcuts interfere with the interpretation of forensic evidence such as fingerprints, bitemarks, and bloodstains?

The research produced by the Zajac laboratory continues to be in demand from the forensic community, with Dr Zajac regularly disseminating the laboratory's findings to the professionals who operate within the criminal justice system.

Zajac lab members are also fierce competitors in the 'costume' categories of the social events, and have dramatically improved on their early bowling scores! Over the last couple of years, the lab has expanded to include two baby members - Anna and Lucy - whose visits are always gladly welcomed as a distraction from work!



Photograph by Jessica Johnston

## CLINICAL PSYCHOLOGY CENTRE

The Clinical Psychology Centre (CPC) is on Level 5 of the William James Building. We are a training centre for students in the Clinical Psychology Training Programme and provide a referral based assessment and treatment service to children and adults referred from the community. Each year, post graduate students work part-time at the CPC seeing referrals under close supervision from Registered Clinical Psychologists. In 2013, our clinical psychology trainees are: Bruno Aldaz, Elle Black, Christopher Brett, Shika Das, Rebecca Grattan, Genevieve Iverson, Hannah Macgregor-Wolken, Brodie McKinlay, Shinayd Van Rooy, and Shannon Westgate. Our current clinical staff and Registered Clinical Psychologists are: Brian Dixon, Dr Dione Healey, Professor Bob Knight, Dr Richard Linscott (Programme Director), Dr Jackie Lodge, Sasha McComb, Joanna Prince, Dr Libby Schaughency, and Ione Wooles (Clinic Director). This year, we farewell Aggie O'Leary (Clinic Administrator), and welcome back Andrea Heaven. Philippa Youard is on leave. Working in the clinic is a

challenging time but is also very rewarding as the students learn how to apply their academic knowledge and develop their clinical skills to help people overcome their personal problems.



Photograph by Jessica Johnston

# CONFERENCE BLOG

## HEALTH PSYCHOLOGY CONFERENCES IN EUROPE

BY DR GARETH TREHARNE

This winter I attended two Health Psychology conferences in Europe that were conveniently timed to coincide with some summer weather over there. Attending international conferences is an important thing for university staff and postgraduate students as it allows us to hear about the latest developments in research and to share our latest findings with our international colleagues. My trip was funded by the Division of Sciences and Department of Psychology at the University of Otago and the Health Research Council of New Zealand.

The first conference I attended this year was the annual meeting of the European Health Psychology Society, which is attended by hundreds of delegates from around Europe and the rest of the world. The conference was held in Bordeaux in the south of France. Interestingly, Bordeaux used to be a colony of the UK because of the importance placed on the wine produced in the region. I presented a poster about my research using the "think aloud" method in three studies that I have carried out with my collaborators Drs Jean Hay-Smith and Helen Paterson (Department of Women's & Children's Health here at the University of Otago) and two psychology students, Gina Anderson-Lister and Zoe McGavock. In our research we investigated what students know about chronic illnesses like arthritis, diabetes, and HIV/AIDS and what pregnant women think about foods they are told to avoid during pregnancy. We found that people have trouble completing standardised

questionnaires about these health issues and, at the same time, people can tell us about what they think is important for their health. I described the poster during one of the guided tours that were held to help people see all the posters. I also managed to squeeze in time for a guided tour of some vineyards where the wine is almost as good as Central Otago Pinot Noirs. Grapevines live for around 100 years, and tending to their health is almost as complex as the psychology of human health. Rose bushes are planted by rows of vines to allow vintners to screen for illnesses in the vines that can be seen affecting the roses first. This process is similar to the way we screen for illnesses like cancer to detect them early. The most important thing I learnt at this conference is that snails can cause food poisoning – definitely one for pregnant women to avoid.

The second conference I attended this year was the biennial meeting of the International Society of Critical Health Psychology, which was held in Bradford in the north of England and attended by over 100 delegates from around the world with a big turnout of Kiwis. At this conference I presented posters on behalf of two of my postgraduate students whose research covers what men with arthritis think about keeping active (by Warren Scott with Dr Simon Stebbings of Dunedin School of Medicine) and how people cope with a hand injury (Beth Mayland with Dr Jean Hay-Smith). I also presented posters on my research on how researchers can best ask people about their gender and sexuality in health research and on

helping people with an intellectual disability exercise to avoid falls (a study funded by the Health Research Council with Dr Leigh Hale of the School of Physiotherapy at the University of Otago and Dr Brigit Mirfin-Veitch of the Donald Beasley Institute here in Dunedin). My postgraduate student Pip Aimer was also able to attend this conference and she presented her research on support for arthritis patients who are trying to quit smoking (a study funded by Arthritis New Zealand and the Health Research Council with Prof Lisa Stamp of Department of Medicine, University of Otago, Christchurch, Dr Simon Stebbings and Dr Natalia Valentino of Arthritis New Zealand). I also gave an invited talk about how Health Psychology researchers could consider the stories that people tell us about their health to be like artworks that we curate in an exhibition when we present our analysis of these stories, each of which is unique and valuable. I did all of that with ongoing food poisoning – did you know it's common for food poisoning to last two weeks? Fortunately, I was able to recuperate at my mum's house before returning to New Zealand a little wiser about international health research and what not to eat.

\* An art installation at the Bordeaux Town Hall during my first conference – a great depiction of the way psychology addresses what goes on inside people's heads, not as individuals but as we interact with others.



Clevedon Pier – you can't go to the UK and not go to the 'beach'.



Sunset over Clevedon, near \* where my mum lives.



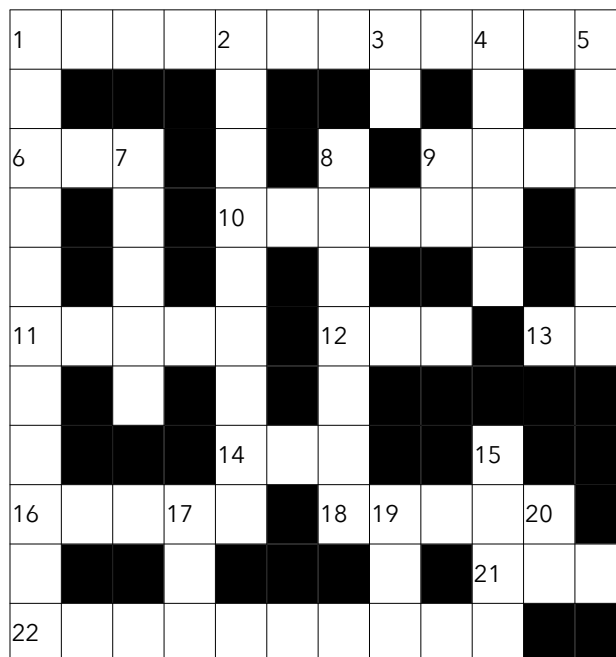
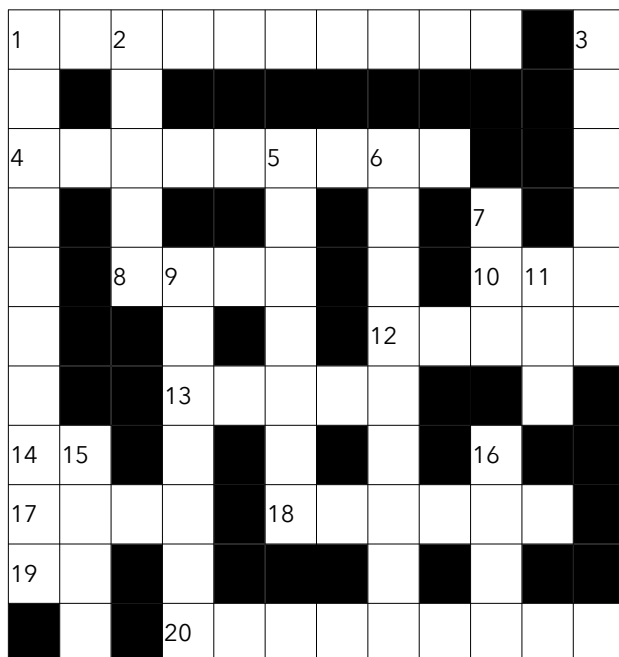
Midday sun over Bradford.

*Photographs provided by Gareth Treharne*

**think.**



# DIVER



Across

1. Country whose longitudinal study is making headway in the nature-nurture debate (3, 7)
4. Creator of the inkblot test
8. 365 days
10. Organised, realistic part of psyche
12. Limit of items we can recall in short-term memory tasks
13. Important (though dreaded by most) in research
14. Aspect of psyche that seeks immediate gratification
17. NZ was the first country to adopt this as an official language
18. A PhD student aspires to become a \_\_\_\_\_ of Philosophy
19. If I am a narcissist, the most important person is \_\_\_\_
20. Facts, information, and skills acquired through experience of education

Down

1. The tendency to be preoccupied with oneself
2. Core symptom of GAD
3. Father of behaviourism
5. University where William James taught
6. Conditioning that occurs when things appear repeatedly together (or in close proximity)
7. Vygotsky's first name
9. Which German psychologist believed that IQ was dependent on your racial group?
11. Use a lot of this when setting up an EEG cap
15. Paleo is a form of \_\_\_\_
16. Decreased \_\_\_\_ is the primary symptom of depression

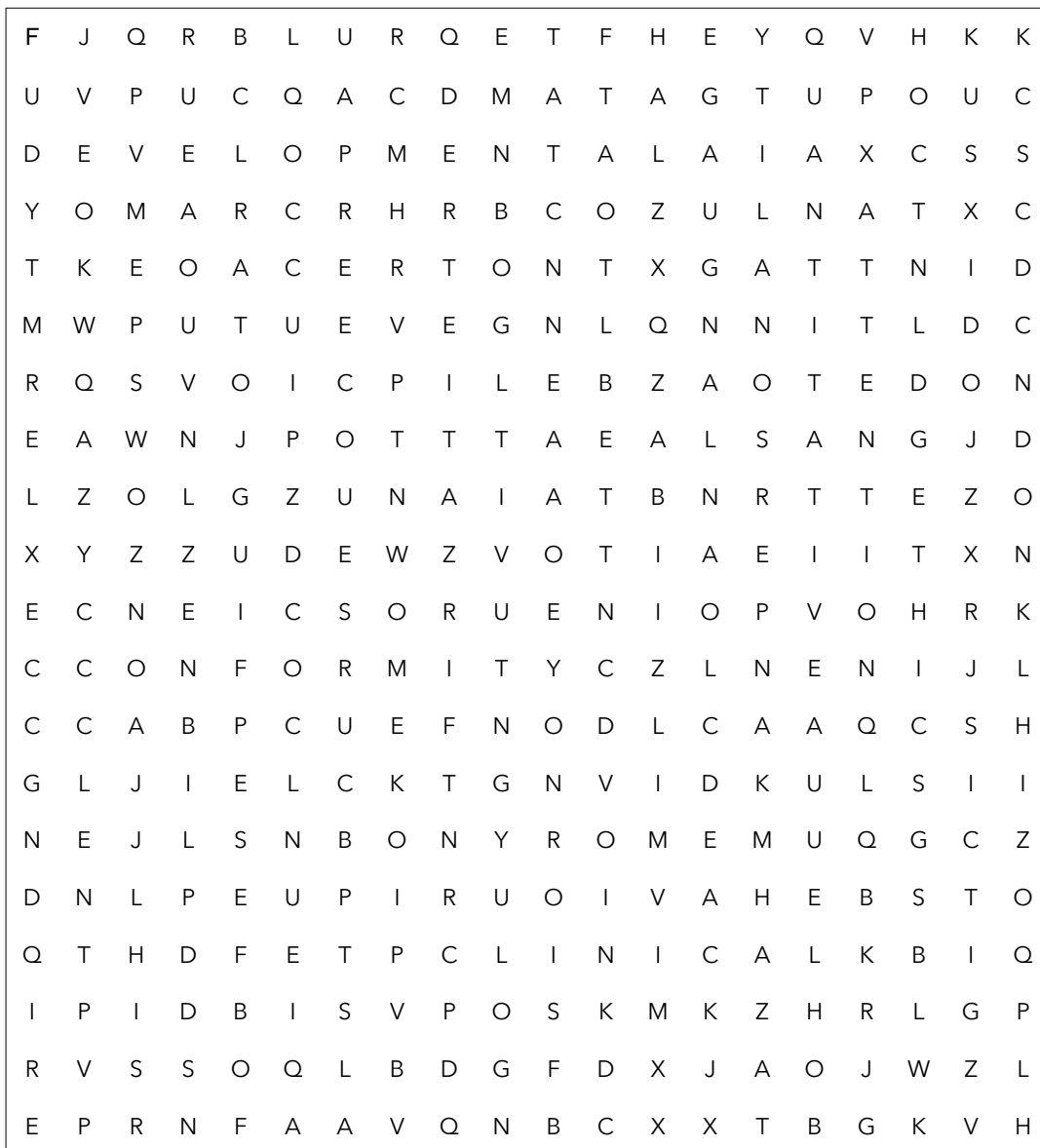
Across

1. First of Piaget's developmental stages
6. Chimpanzee at the centre of Terrace's study of animal language acquisition
9. In, at, or to this place or position
10. Responsible for the theory of evolution
11. Something you look for in qualitative research
12. Nothing
13. Synonym for "we" or "ourselves"
14. Opposite of cannot
16. In the intervening period between (the time mentioned) and the time under consideration
18. People tend to go along with others, rather than cause a disruption when they are part of a \_\_\_\_
21. When depressed, people often feel \_\_\_\_
22. Disorder becoming more prevalent as society ages

Down

1. Perceptual condition of mixed senses
2. In a word, Milgram investigated factors that influence what in his shock study?
3. The Oedipus Complex involves a desire of one's \_\_\_\_
4. General direction
5. Harlow investigated the bond between mother and child in what kind of monkey?
7. Psychologist best known for his controversial decision to raise David Reimer as a girl?
8. Process of eliminating unused synapses in the brain
9. Colloquial for "hello"
15. A weak or ineffectual person
17. Musical alias of artist and engineer, Ivan Pavlov
19. Synonym for regret
20. The Electra Complex involves a desire of one's \_\_\_\_

# SATIONS



ABNORMAL  
ATTENTION  
BEHAVIOUR  
CAUSAL  
CLINICAL

COGNITION  
CONFORMITY  
CORRELATIONAL  
DEVELOPMENTAL  
EMOTION

EVIDENCE  
LANGUAGE  
LONGITUDINAL  
MEMORY  
NEUROSCIENCE

PERCEPTION  
PERSONALITY  
QUALITATIVE  
QUANTITATIVE

See page 58 for answers



# RAWSHARK

A name synonymous with ROCK. The Band has gone through musicians like Bolivians go through beans.

With its roots going back to the 1990s, Rawshark, in it's current incarnation, has been relatively stable for nearly three years. Reformed in 2010 after a 10-year hiatus, Rawshark played a rocking Psychstein gig at the Union Hall that reignited the passion for rock music in the Department. In 2011, the call went out for musos to re-form the band, and regular practices started. Working on old standards, Rawshark started to build a tight and efficient unit that could anticipate and feed off each other.

Rock-steady rhythm is provided by Steph Sherburd on drums. Steph, a metalhead by nature, has also been known to drive the bass guitar and sing.

Neil McNaughton on bass guitar has been providing low down support for Rawshark since the 90s and can play just about anything by ear.

Guitars are wrangled by Russell Phillips and Lindsay Robertson. Lindsay on electric rhythm and Russell working his magic with acoustic guitar, and you'll often hear his fabulous harp soaring over the top of it all.

The sweet tones, looks and moves of the band come from the delightful female vocals of Dr Janice Murray (another 90's original) and Dr Libby Schaughency.

Merik Hoffman is the front man for the band and has a long (oh so long) history of stage work and singing. His cowboy hat



and stage antics are nicely complemented by his punchy, powerful voice.

The band's greatest trial came with the tragic loss of Dr Tamar Murachver at the start of this year. Tamar had been a member of the band since the early 90s, working the keys with skill and grace. She also was a great source of inspiration and enthusiasm that we all sadly miss. Tamar's passing left a sadness that saw most band activity cease for most of 2013. The Psychology Social Committee has kicked us into gear and has booked Rawshark for an end of year party. This has galvanised the members into action and we are currently rehearsing weekly, returning to the drive and energy of old.

Wander through the Department on a Thursday evening - you might just find the cleaners dancing to the beat!

**RAWSHARK**



Photographs provided by Rawshark



# ROMANCE, SEX, AND GENDER ROLES

By Dr Love



Photograph by Alan Dove Photography

Just how “deep” do you think you are? Do you think you are influenced by superficial paraphernalia like a flashy car or the colour a man wears? You might be. Controlling for facial expression and posture, women rated a male target model as more attractive when he was seated in an expensive, high-status car (Silver Bentley Continental GT) versus a neutral-status car (Red Ford Fiesta ST). Although this is consistent with “common sense” notions, it is

also slightly disconcerting (considering the car I drive at least). In contrast, men’s attractiveness ratings were not affected by the car a woman drove<sup>1</sup>. For the guys in the department, what other factors might help you to be more attractive to women? In many species of vertebrates, females are attracted to red on male conspecifics. It seems to be true for humans too. For instance, females view men as more attractive and sexually desirable when seen on a red background and in red clothing because such men are viewed as higher status. Interestingly, red did not influence *men’s* perceptions of other men, nor did it influence women’s perceptions of men’s overall *likeability*, *agreeableness* or *extraversion*<sup>2</sup>. Does this fit common sense? Maybe. See Figure 1 for anecdotal evidence of this effect.

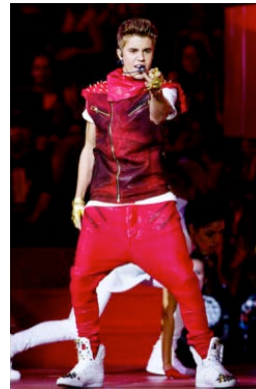


Figure 1. Source unknown

Interestingly, male teams who wear red are also more likely to win<sup>3</sup>, possibly because red might unconsciously signal competitiveness and affect how opponents respond. Men who wear red also tend to have higher levels of testosterone<sup>4</sup> and testosterone is associated with sporting success (perhaps because testosterone is associated with competitiveness). So, who do you know who wears red?

<sup>1</sup> Dunn, M. J., & Searle, R. (2010). Effect of manipulated prestige-car ownership on both sex attractiveness ratings. *British Journal of Psychology*, 101, 69-80.

<sup>2</sup> Elliot, A. J., Kayser, D. N., Greitemeyer, T., Lichtenfeld, S., Gramzow, R. H., & Maier, M. A. (2010). Red, rank, and romance in women viewing men. *Journal of Experimental Psychology: General*, 139, 399-417.

<sup>3</sup> Hill, R. A. & Barton, R. A. (2005). Red enhances human performance in contests. *Nature*, 435, 293.

<sup>4</sup> Farrelly, D., Slater, R., Elliott, H., Walden, H., & Wetherell, M. (in press). Competitors who choose to be red have higher testosterone levels. *Psychological Science*.

# LIFE IS SO MUCH BETTER ON A VESPA

By Dr Janice Murray



Photograph by Alan Dove Photography

There are certain things that can readily bring a smile to one’s face, and for me riding a Vespa is definitely one of them. Conceived in 1946 (Vespas, not me) as an affordable, practical means of transport in post-WW2 Italy, the Vespa soon became the world’s premium scooter and an icon of Italian style. My scooter riding began in the mid 80s in Auckland, went on hold

for a while, and began anew about 6 years ago. My current Vespa is a new (one month old) elegant, white LX 150 cc. We have two other committed enthusiasts in the department, Paul O’Donnell and Stephanie Sherburd, and I’ve really enjoyed riding with them (and conversing about all things Vespa). We have a habit of collecting Vespa riders throughout Dunedin (the Otago Vespa Collective) who join us on ride outs. And once a year we let the departmental motorcycle riders tag along for the annual “Motorpsychos” January lunchtime ride. Why a scooter? Take a ride out on the peninsula to Tairoa Head, scoot to Middelmarsh through backcountry and you’ll know; life is so much better on a Vespa.



# PSYC NEWS

Here are some news bites, we suggest you follow them up!

## A NEW WAY TO TREAT PHOBIAS — EXPOSING PEOPLE TO THE FEAR MEMORY OVER AND OVER AGAIN WHILE THEY SLEEP!

Hauner, K. K., Howard, J. D., Zelano, C., & Gottfried, J. A. (2013). Stimulus-specific enhancement of fear extinction during slow-wave sleep. *Nature Neuroscience*. doi: 10.1038/nn.3527

## SPECIFIC MEMORIES CAN BE CREATED IN THE HUMAN BRAIN BY DIRECTLY ALTERING BRAIN CELLS IN THE CEREBRAL CORTEX

Kim, D., Pare, D., & Nair, S. S. (2013). Assignment of model amygdala neurons to the fear memory trace depends on competitive synaptic interactions. *Journal of Neuroscience*, 33. doi: 10.1523/JNEUROSCI.2430-13.2013

## SCIENTISTS ERASE UNWANTED MEMORIES IN MICE AND RATS WITHOUT AFFECTING OTHER MEMORIES

Young, E. J., Aceti, M., Griggs, E. M., Fuchs, R. A., Zigmond, Z., Rumbaugh, G., & Miller, C. A. (2013). Selective, retrieval-independent disruption of methamphetamine-associated memory by actin depolymerization. *Biological Psychiatry*. doi: 10.1016/j.biopsych.2013.07.036

## OVER 90 PERCENT OF DEMENTIA CASES IN CHINA ARE UNDETECTED

Chen, R., Hu, Z., Chen, R., Ma, Y., Zhang, D., & Wilson, K. (2013). Determinants for undetected dementia and late-life depression. *British Journal of Psychiatry*. doi: 10.1192/bip.bp.112.119354

## COFFEE CONSUMPTION LINKED TO LOWER SUICIDE COMPLETION

Lucas, M., O'Reilly, E. J., Pan, A., Mirzaei, F., Willett, W. C., Okereke, O. I., & Ascherio, A. (2013). Coffee, Caffeine, and risk of completed suicide: Results from three prospective cohorts of American adults. doi: 10.3109/15622975.2013.795243

## CHILDREN ARE SMARTER THAN CHICKENS — PHEW

Macrae, F. (2013, June 18). Can chickens REALLY be cleverer than a toddler? Studies suggest animals can master numeracy and basic engineering. *The Daily Mail*. Retrieved from [www.dailymail.co.uk](http://www.dailymail.co.uk)

# CONFERENCE BLOG

## NEW ZEALAND PSYCHOLOGICAL SOCIETY CONFERENCE 2013

BUILDING BRIDGES: DIALOGUES ACROSS PSYCHOLOGY - WHAKATINA: NGĀ KŌRERO O TE MĀTAI HINENGARO

BY NICK FARRELLY



Photograph provided by Nick Farrelly

Like most students, I am always looking for the most efficient, fun way of learning. Needless to say I was excited about rocking up to the University of Auckland for the New Zealand Psychological Society's (NZPsS) Annual Conference. The menu included forums on Health, Developmental, Clinical, and Bicultural Psychology, among others, with speakers from Canada, USA, Australia, Indonesia and New Zealand. The conference was opened by the current New Zealander of the Year, Dame Anne Salmond, Distinguished Professor of Māori Studies and Anthropology. Spoilt for choice, I found the Forensic and Youth Justice streams consumed the majority of my three day experience. Our own Department was well

represented on the stage by Tia Neha, who presented research conducted with Elaine Reese, Mele Taumoepeau, and Sarah Jane Robertson. Jill Hayhurst also received the award for Best Student Conference Poster for her work with Ted Ruffman and Jackie Hunter. Personal highlights of the weekend included attending a workshop on the Assessment of Sexual Offenders, winning a book on Criminal Profiling (through a raffle - no special skill involved!), and becoming a member of the Institute of Criminal Justice and Forensic Psychology - one of several institutes within the NZPsS, many of which offer free student membership! I look forward to the 2014 conference which will be held in sunny Nelson!

# STUDENT ACHIEVEMENTS

**LET'S BE HONEST, OUR STUDENTS ARE PRETTY GREAT**

Paris Pidduck, a 4th year student, has been very busy over the past few years. Being admitted to a Master's in Psychology within the Clinical Psychology Programme for 2013, she has also represented New Zealand in canoe polo "a couple of times". Paris started playing canoe polo at high school and she has since competed in many local, regional, national, and international competitions. In 2010 - her first year of university - Paris competed in the World Championships in Italy for the New Zealand Women's team. Last year New Zealand sent an Under 21 team over to the world championships in Poland for the first time, and Paris, opting to play for this team rather than for the NZ Women's, was selected as vice-captain. The New Zealand contingent sent four teams over to Poland. Both the U21 Men's and the NZ Women's placed 4th. Paris was unable to trial for the NZ Women's team this year due to her commitment to the Clinical Psychology Programme, though has not ruled out future competitions!



Photograph provided by Paris Pidduck

**think.**



# STUDENT ACHIEVEMENTS

**LET'S BE HONEST, OUR STUDENTS ARE PRETTY GREAT**



**JES LEOV**  
**3 MINUTE THESIS FINALIST**

One dreaded question for any post grad is "So what do you do?" How can you explain your thesis with all its subtleties and nuances in mere minutes? Daunting as this sounds it is the premise of the three minute thesis (3MT) competition. As the name suggests you have three minutes and one slide to present your research to an audience. It was both my best and worst idea to enter.

My master's thesis investigates if an online mindfulness intervention can be used to help reduce pain in post-surgical patients. After having surgery, patients can log on to my intervention that teaches mindfulness techniques, completing exercises like mindful breathing, and mindful chocolate eating. I hope that patients who complete my intervention will experience a greater decrease in pain compared to controls.

I was lucky enough to make it to the 3MT finals as a wild card entry. While being in Castle One brought HUBS flashbacks, I was privileged to share the stage with eight other outstanding competitors who covered a diverse and interesting range of topics. Even though public speaking is still not one of my favourite things it was a fantastic experience that I will be back for next year.

**KIERAN MOFFAT**

**MEMBER OF THE RANFURLY SHIELD-WINNING OTAGO RUGBY TEAM (!!!)**

Kieran Moffat has a lot going for him: he is a Master's student, has a fantastic beard, and is a member of much-loved Otago rugby team. He talked to us about his recent successes, and how he can use his newfound fame to benefit those in need.

After leaving St Kevin's College, Oamaru, Kieran took up a rugby scholarship at Lincoln University, completing his undergrad studies in Sport and Recreation Management. "This is where I found my passion for Psychology. After completing the two intro to PSYC papers I knew this is where I wanted to progress with my study, so I completed all the Psychology papers Lincoln had to offer." After completing a Graduate Diploma in Science at Canterbury, Kieran decided to head south to start his Master's in the Department of Psychology at the University of Otago. As his studies progressed, so did his rugby. In 2012, Kieran was selected for a New Zealand Sevens training camp and later in the year, the Otago ITM side. "Unfortunately I broke my foot at the start of the season, requiring surgery. This resulted in me playing no part in the season. This year began better - starting every game for Otago, and playing a part in winning the Ranfurly Shield, a feat not achieved since 1957."

His rugby success has meant that his studies have taken a back seat, though he is slowly, but surely, working away on his thesis under the supervision of Dr Jackie Hunter. "Jackie has been amazing, helping immensely with the juggling of my commitments. Without his support and understanding both studying and playing rugby would not be possible. I cannot thank him enough - or the psychology support staff, who have also ensured I can sustain both my passions."

Kieran is hoping to finish his study this year and progress through to HR work in Dunedin while playing rugby for Otago. "The goals are to play Super Rugby and make NZ Sevens. Otago has offered me so much and I will always remember my time here fondly." In case you didn't think Kieran was great enough, he has recently formed a charity called the Bearded Brothers Foundation which supports children in hospitals (look them up on Facebook or go into any ANZ branch to donate). "This initiative was started as a way to give back to the community and as a way to use the exposure rugby has given me in the community."



Photographs provided by Jes and Kieran

## ...BECAUSE ONE AND A HALF PAGES JUST ISN'T ENOUGH

### **JULIE ZHANG**

#### **PAST STUDENT AND SECOND PLACE GETTER IN JAMIE OLIVER'S SEARCH FOR A FOOD TUBE STAR**

Julie studied undergraduate psychology here at the University of Otago. She was the top 300-level Psychology student in 2010, and the top 400-level student in 2011, while working under the supervision of Professor Ted Ruffman. Julie is also a recipient of the prestigious William Georgetti Scholarship (3 years, worth up to \$45,000 per year) for postgraduate study. There seems to be a trend here...

Julie now resides in London, where she is completing a Master's in Criminology. Julie and her sister, Amy, complete the cooking duo, The Dumpling Sisters. The "Chiwi" girls, create Youtube cooking videos that allow for people at home to make delicious Chinese food. To give readers an idea, their recipes include things like chicken and corn soup, soy salted caramel sauce with "ice cream in a flash", and vermicelli salad. They also provide tips for cooking and eating Chinese food. In one video, Julie demonstrates how to clean chopsticks, properly!

Their Youtube channel has gained much positive attention during the year, and the girls were finalists in Jamie Oliver and Uncle Ben's Search for a Food Tube Star. They eventually placed second in the competition (congratulations!), and garnered much praise during their journey. A lot of support came from NZ, with celebrities like Rachel Hunter and Rhys Darby supporting the girls. Local media got onboard, and Julie and Amy featured on Seven Sharp, the Morning Report (radio), and they had a story in The Press. Another story was located in the South China Morning Post. It seems everyone wants to claim these two!

Competition over, the girls are continuing to post tips and recipes on their website: [dumplingsisters.com](http://dumplingsisters.com)

Check out the great picture of Julie (left) and Amy with Jaime Oliver.



### **DAVID BARTON**

#### **WINNER OF THE 3 MINUTE THESIS STUDENT'S CHOICE AWARD**

"Does your name match your face? If it does people will like you more. This was the basis of my recent presentation at the Three Minute Thesis competition finals. The event was quite nerve wracking me, as even though I was familiar with speaking to an audience, the added stress of competition heightened my nerves more than usual. I was pleased with the outcome though, as receiving the student's choice award meant I had managed to convey my message clearly to the audience. What's more, they really seemed to enjoy it and their laughter helped put my nerves at ease. The experience was definitely worthwhile for me, as preparing to enter the competition forced me to take a long hard look at my research. It helped cement the ideas circulating in my head. Finally, I could tell people in simple terms what I had found. The way we name faces is not as arbitrary as we may once have thought. People will like you more or less based on how well your name matches your face. It may be small, but there could be important implications as a result. For example, in high pressure competitive environments, where opponents are closely matched, the person with the better matched name may have the advantage. This is an area I am currently doing further research in, so I hope to tell you more in the future."

Photographs provided by Julie and David

**think.**



## IN RECOGNITION OF OUR A-LIST CELEBRITIES

It has always been abundantly clear to those that work in the Department of Psychology that our academic staff and students conduct world-class research across a range of interesting areas. However, every year local, national, and occasionally international media also recognise this fact and give coverage to what we dub "A-List Celebrities". OPSYC wanted to highlight four celebrities who have been recognised by various media bodies in 2013. When dealing with celebrities, it is only fitting that we have an awards ceremony.



### BEST ALTERNATIVE MEDIA APPEARANCE PROFESSOR ELAINE REESE

OPSYC would like to recognise Professor Elaine Reese's amazing achievement of her book launch with the award for "Best Alternative Media Appearance". Following the launch of Elaine's book, *Tell me a Story: Sharing stories to enrich your child's world*, she is featuring prominently on what OPSYC likes to refer to as 'Alternative Media'. These include the shelves (both virtual and real) of Amazon, Book Depository, Fish Pond, Whitcoulls and The University Bookshop. We also have it on good authority that Elaine's book is proudly displayed on various bookshelves throughout the Department of Psychology.

*Tell Me a Story* explores the role of storytelling in the family home. The book shows parents how telling and sharing stories about family experiences can help children grow into happy and healthy adults. It is an enjoyable read no matter the age of your children (or as yet non-existent children!), and is supported by extensive correlational and experimental evidence. It is written with the 'lay' person in mind and is, therefore, both understandable and practical. In her book, Elaine teaches her audience how Rich Reading (interactive story book reading) and Rich Reminiscing (interactive sharing of family stories) with your children can increase our children's understanding of their own and others' desires, emotions, thoughts, dreams, and imaginings. Because different techniques are used depending on the age of your child, the book is broken into age-group chapters, making for easy navigation.

Congratulations to Elaine - make sure you stop her in the corridor to hear her acceptance speech!



Photograph provided by University Book Shop



### BEST TELEVISED PERFORMANCE DR TAMLIN CONNER

While most of us in the Department of Psychology are happy to share our research on paper, it takes a brave academic to share his or her research in person... on television... to the country! This year the award for "Best Televised Performance" must go to Dr Tamlin Conner for her interview with TV3 Firstline on 25 January 2013.

In this interview, Tamlin discussed important findings that she and collaborators have recently published in their paper *Many apples a day keep the blues away - Daily experiences of negative and positive affect and food consumption in young adults* (White, Horwath, & Conner, 2013). The research team sought to examine the association between food consumption and mood by using daily diet records. In this study, 281 undergraduate students completed daily diaries, which required participants to answer questions about their mood and food consumption over a 21-day period. An extremely interesting finding emerged, with participants reporting more positive mood on the days that they had a high consumption of fruit and vegetables. The next step was to understand the direction of this relationship - does positive affect mean you are more likely to eat fruit and vegetables, or is the converse true? Further analyses have allowed Tamlin and her colleagues to tentatively infer that an increase in healthy food results in an increased positive mood.

Understandably various media bodies were interested in these findings. OPSYC wants to acknowledge Tamlin's interview with Frontline as an outstanding example of a researcher clearly conveying scientific findings to the lay person and then responding to quick-fire questions while keeping a smile on her face!



Photograph provided by Tamlin Conner





### BEST MEDIA EXPOSURE PROFESSOR JAMIN HALBERSTADT

OPSYC are agreed that the award for the "Best Media Exposure" in 2013 must be awarded to Professor Jamin Halberstadt. This year, Jamin has been recognised in a variety of media bodies - ranging from our humble *Otago Daily Times* through to the more illustrious *Huffington Post*, and rather strangely the *Australian Financial Review*! In 2013, the main media interest has been in two of Jamin's research areas: "excessive entitlement" and the "two faces of attractiveness".

The role of excessive entitlement made international headlines early in 2013 when the paper *Entitlement attitudes predict students' poor performance in challenging academic conditions* (Anderson, Halberstadt, & Aitken, 2013) was published by the International Journal of Higher Education. In a study conducted by his PhD student Donna Anderson, using University of Otago commerce students, the researchers identified an association between people who have an inflated belief in their right to success and maladaptive behaviours, such as a lack of motivation. This association became apparent in difficult University courses, as participants with excessive entitlement generally had lower grades compared to participants without excessive entitlement. Understandably, there was widespread interest in this study, and Jamin is quoted in numerous media sources, both locally and abroad.

There was not long between media appearances for this A-List celebrity, as his research paper *Two faces of attractiveness: Making beauty in averageness appear and reverse* (Halberstadt, Pecher, Zeelenberg, Wai, & Winkielman, 2013) quickly brought Jamin back into the spotlight. This research sits at an interesting intersection between two competing psychological phenomenon: faces that are morphed towards the population average are generally perceived to be more attractive and difficult to identify stimuli are generally judged negatively. To examine this, the researchers had students from New Zealand and The Netherlands rate the attractiveness of morphed faces of locally known celebrities from both countries. As expected, the participants rated morphs of unknown celebrities as *more* attractive than the original faces. Interestingly, however, they rated the morphs of local, well-known celebrities as *less* attractive than the original faces. This finding is a major deviation from the previously robust beauty-in-averageness effect, and I suggest you stop Jamin in the corridor to ask why!



Photograph by Dr Cindy Hall



### BEST NEWCOMER SAM O'SULLIVAN

This was a tough category to judge as generally our post-grads are all eager to tell anyone that will listen about the major contribution of their research. However, the "Best Newcomer" is awarded to Sam O'Sullivan following his recent experience of giving an interview to Radio New Zealand. Here are his thoughts on the experience:

"Ruth Beran recently interviewed my supervisor Professor Jamin Halberstadt and myself on a radio talk show called "Our changing world." My fellow lab members, David Barton and Helen Owen joined us also. The show features "an eclectic mix of sound-rich stories about science, the environment and medical research" (radionz.co.nz). It is broadcast on Radio New Zealand: National, and will be aired sometime in the coming month....so stay tuned!

I stumbled across my research idea after talking to my flatmate, Burt Hatch (an Otago Psychology PhD student), who told me about the Bouba-Kiki effect, a phenomenon where people consistently match certain shapes to names with certain acoustic properties, for example, a round "blob-like" shape to "Bouba" (a "round" name) and a spiky "star like" shape to "Kiki" (a "spiky" name). I wondered if I could manipulate people's emotions by playing around with this effect: for example, could I make people feel positive when I paired a round shape with a "round" name, and feel negative if I paired a round shape with a "spiky" name? Jamin agreed that this was an interesting idea, and thenceforth I began my now near complete Master's project. David's findings are strong also, the general idea has been really well received; we have both been awarded prizes in recent presentations.

The radio show has a "prime-time" spot of 3.35pm, so I suspect that there will be many elderly listeners...I may have to wear dark sunglasses and a hat the next time I visit my grandma's retirement village. I began the interview by talking about Snoop Dogg changing his name to Snoop Lion to "fit" his new Rastafarian image, which in hindsight may have been a poor choice for my target audience. Nevertheless, I'm looking forward to hearing the public response, which is a type of feedback I have never received before. I found the experience of being interviewed on radio both nerve wracking and exciting. As I write this article, I find myself reflecting on the interview with fondness, and I would certainly do it again. The New Zealand media wants to hear about psychology research, so if you would like the chance to talk on radio, try sending out emails to the various stations...you only live once.



Photograph provided by Sam O'Sullivan



# WHERE ARE THEY NOW?

**WE TAKE A LOOK AT WHAT SOME OF OUR PAST STUDENTS ARE UP TO**



**ROB MUNN**

**PhD completed 2013**  
**Postdoctoral position at Stanford University**

Rob completed his PhD titled, *Circadian modulation in hippocampal activity: A temporal code for episodic memory?*, under the supervision of Professor David Bilkey. His research focused on the representation of time on circadian timescales in the hippocampus. Rob is taking up a postdoctoral position at Stanford University.

"One of the things I'm most excited about is working in what is maybe the single most exciting place for Neuroscience research in the world at the moment! Karl Diesseroth at Neurobio invented optogenetics: a technique in which cells are made to express proteins called rhodopsins through transfecting them with a virus. Rhodopsins are normally expressed in cells of the eye and make the cell sensitive to light. This means we can insert a fibre-optic cable into the brain and reversibly activate/deactivate cells of interest. This technique is maybe the biggest breakthrough in neuroscience techniques in the last decade (or longer!) One of my first projects will be to prevent cells expressing a certain type of receptor using a viral vector, and a natural extension of the project is to use optogenetics to do this reversibly. Lisa Giocomo is a brand new Assistant Professor, and there's just her, me and a grad student in the lab at the moment. I guess I'm looking

forward to the "Silicon Valley Startup" feel of working in such a small team with such advanced and cutting-edge techniques. I'm also looking forward to meeting a bunch of the heavy-hitters in my field, several of whom are running active collaborations with my principal investigator."

## **LUCY DEVLIN**

**Master's and DipClinPsy completed 2012**  
**Employed as a Clinical Psychologist**

"From a young age I was fascinated by people and what makes people different. It made sense for me to follow my interest by studying psychology. Initially, I studied psychology and neuroscience, but I soon realised that they were pretty closely linked and that I could learn a lot about the brain through psychology. I later realised that what I really wanted to do was to apply my knowledge to real people and to learn practical ways to help them. Clinical Psychology was a perfect way for me to do that.

I am now working in a residential and community-based rehabilitation service for people with traumatic brain injury or stroke. My role is broad and includes providing psychological support and education for clients and their families, managing behaviour, training staff, and conducting cognitive assessments. The role is challenging at times, but it is hugely rewarding. I work with a diverse range of people from all sorts of backgrounds, and who have experienced a wide range of injuries. The most rewarding part of the role is witnessing people progress and realising how much of a difference we make in their recoveries."



**HAYLEY GUINEY**

**Master's completed 2012**  
**Employed by the Health Promotion Agency**

Hayley completed an undergraduate degree in psychology before taking on a multidisciplinary Master's of Science. Supervised in part by Dr Liana Machado, her thesis included elements of cognitive psychology, physiology, and physical education.

Hayley is now a researcher for the Health Promotion Agency (HPA), a Crown entity responsible for promoting public health and informing public health policy through marketing campaigns, research, and other initiatives. The research completed by the HPA is designed to be highly relevant to current public health issues, such as tobacco control, alcohol, immunisation, nutrition, and physical activity (among others).

"My job is great because it is interesting, challenging, and practical. Psychology was an essential precursor to this job as I have to think critically about different research designs and how they might be used to inform us about a wide range of health-related behaviours. My plan for the future is to continue with public health research that leads towards improved health for all New Zealanders."

**NIKI OSBORNE**

**PhD completed 2013**  
**Employed by Environmental Science and Research (ESR)**

Niki Osborne completed her PhD "*Did you find what you were looking for?*" *The effect of context on the interpretation of forensic evidence*, under the supervision of Dr Rachel Zajac. In her thesis, she investigated how decisions about forensic evidence (ie, fingerprints, bite marks, and children's drawings) can be swayed by more than just the evidence itself. She now works for the Institute of Environmental Science and Research (ESR) as a Research Associate within the Forensic Business Group. ESR is the sole provider of forensic services to the New Zealand Police. Niki says that she is learning new skills every day and loves seeing how her results will translate to real crime scene investigations.

Niki's current research projects are focused on two main areas: 1) investigating the decision-making process of bloodstain pattern analysts, and the cognitive factors that influence these decisions, and 2) improving juror understanding of complex forensic evidence through the use of educational tools and 3D crime scene technology. "Every day I have to pinch myself. I feel so lucky to have my dream job, working for the real CSI: New Zealand."

**OFFICER CADET STEPHEN WRIGHT**

**Master's completed 2012**  
**Employed by NZ Royal Air Force**

Stephen completed his Master's thesis under the supervision of Associate Professor David O'Hare in 2012. He was drawn to O'Hare's lab after taking Forensic Psychology (now Cognitive Engineering) in his third year of study. "The videos and explanations of aviation accidents opened my eyes to the world of applied psychology. Being able to apply psychological principals in exciting real world situations really set this area apart." Stephen's thesis focused on the transition from analog to digital flight displays in cockpits, a very current issue in the world of aviation, and one that the Royal New Zealand Air Force (RNZAF) is facing.

As a student, Stephen applied to become a psychologist in the RNZAF. He was accepted, and began work immediately after completing his thesis. His initial work focused on human factors, aviation psychology, post-deployment issues, and the aircrew/Officer selection. "Some of the highlights have been aerobatics in a CT-4 Airtrainer, a flight in an Iroquois, and flying the A109 helicopter simulator."

Stephen will graduate from his Initial Officer Training Course (IOTC) on November 1st 2013. Upon successful completion of the course, he will be commissioned with the rank of Flying Officer, and will begin his psychologist registration year.





Psychology is the scientific study of mental functions and behaviour, so naturally psychologists are pretty smart. Take, for example, the Psychology Quiz Night. Held once per year, this is one of the biggest social events on the Psychology Department's calendar, and this year produced a record-breaking 21 teams in attendance. Needless to say that we're enthusiastic, but the difficulty of the questions left this quizmaster flabbergasted at the very high scores that every team (with the odd exception) managed to produce on this most competitive of nights.

As is tradition, we like to throw a few Psychology-themed rounds into the mix, and this year's offerings seemed to go down a treat. Our first 'Psych-Round' took inspiration from a popular TV show, and was aptly adapted into "My Colleague Could Draw That". In this round, we coaxed staff and students of the Department to draw a major news story from the last year; our quizzers' job was to correctly guess the story and the (very talented) artist. While this was immensely satisfying in itself, the true entertainment came from our artists comical descriptions of their pictures, such as Burt Hatch's depiction of Gareth Morgan's ambition to rid New Zealand of Kiwi-threatening cats. Our second 'Psych-Round' tested how well people knew their workplace. Videos were taken of different places around the Department, and quizzers had to

identify certain aspects shown in the video. This was one of our more difficult Psych-Rounds of late, yet the challenge was embraced and enjoyed by all, and I swear I've seen people counting stairs and the number of windows around the Department ever since.

The rest of the quiz rounds were fairly standard tests of sporting facts, geographical awareness, and general knowledge. All the teams did really well, but congratulations must go to "The Headless Abraham Lab" who took out first place. Second went to "Gloinker and His Friend Splinky" (an amalgamation of the Ruffman and Hunter labs), and third went to Zimbardo's Comrades (from the Linscott lab). As always, we reward the last placed team for their efforts, which, this year (much to Dione's delight) went to "Harlene's Minions". It should be acknowledged that although they did not reach the same heights as others, they did have outstanding costumes. Not as outstanding as others though, because, out of all the Psychology social events, it seems that we love to get dressed up for the Quiz Night, and there were some great costumes! None more so than "Happily Never After" who came as scarily accurate villains from several Disney films, including Captain Hook, Jafar, Cruella de Vil, and Ursula. Unfortunately, this team succumbed to the old self-fulfilling prophecy and

could not achieve the double-whammy: Best Dressed and Best Team-name. This year there were a lot of clever names, and in the end it came down to the team (or teams) that had the best overall theme. This year, the best team-name went to Zimbardo's Comrades and Zimbardo's Desperados, who dressed up as prisoners and guards (and of course, Zimbardo himself) from the infamous Stanford Prison study. Not only were their costumes fantastic, but they maintained an eerily accurate portrayal of their characters as well; much to the prisoners' dislike. Hopefully they'll be released in time for next year's quiz, which as always promises to ruin the careers of many but propel others to stardom. Until then I guess we better get back to what we're supposed to be good at... manipulating thoughts and behaviour.

#### Quiz Placings

1<sup>st</sup> - The Headless Abraham Lab (94 points), 2<sup>nd</sup> - Gloinker and His Friend Splinky (86.5 points), 3<sup>rd</sup> - Zimbardo's Comrades (84 points), Last - Harlene's Minions

#### Best Dressed

Happily Never After

#### Best Team Name

Zimbardo's Comrades and Zimbardo's Desperados

Max Major



Photographs by OPSYC

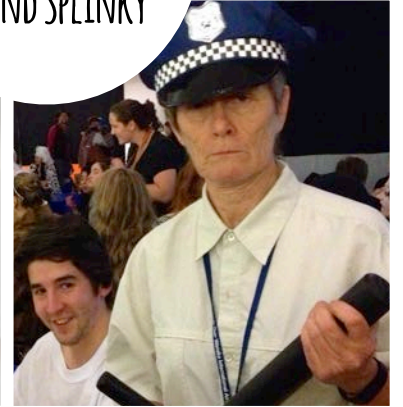




2ND PLACE:  
GLOINKER AND HIS  
FRIEND SPLINKY



BEST NAME:  
ZIMBARDO'S COMRADOS  
AND ZIMBARDO'S  
DESPERADOS



BEST DRESSED:  
HAPPILY NEVER  
AFTER



1ST PLACE:  
THE HEADLESS  
ABRAHAM LAB



3RD PLACE:  
ZIMBARDO'S  
COMRADOS



# PEAS

## PSYCHOLOGY ENVIRONMENTAL ACTION SQUAD ALSO KNOWN AS THE GREEN TEAM

I'm pretty good at signing online petitions to save some coral reef or other. But in June 2012 I realized there was more that I could do. Sure, it would probably involve interacting with actual people, rather than just hiding behind my computer screen and clicking "sign", but that could be fun, right?

It began when I went to a meeting co-ordinated by the University's then-recently-appointed Environmental Sustainability Co-ordinator, Hilary Phipps. She suggested the formation of departmental "Green Teams": groups of people who are keen to help their departments to behave in more sustainable ways. Great! Since the Department of Psychology's William James Building (WJB) is one of the most (if not *the* most) sustainable buildings on campus, we already had a good head start.

Once back in the department, I sent out an email to gauge interest, and quickly established a small but enthusiastic group. At the risk of letting administrative matters stand in the way of saving the planet, our first order of business was to select a new name for ourselves, since not everyone liked the "Green" label. Happily, we did manage to retain a subtle green connotation, naming ourselves the Psychology Environmental Action Squad, or PEAS for short. (Are we sweet PEAS or green PEAS? Hopefully both!)

The group met several times over the winter months of 2012, and strange and wonderful things began to happen around the department. We already had collection bins for paper, plastics 1-7, steel and aluminium cans, and glass bottles and jars in the WJB, but suddenly appeared a wheelie bin in the basement for recycling polystyrene, collection bins for paper recycling in all of the other Psychology buildings, and a receptacle in the photocopy room for the safe disposal of batteries. Cardboard continued to be recycled in the skip outside the Eleanor Gibson Lab, and CFL light bulbs/fluorescent tubes to be left with the technical staff in Goddard.

No longer did department members have to fend off a horde of paper seminar notices every time they checked their mail or brace themselves to receive the weight of

hundreds of pages of telephone numbers they were never likely to call. Instead, Cara serves us well with electronic seminar notices and an opt-in system for the annual phone book delivery.

Discussion was had and awareness raised about how we could save power around the Department. Engaging and informative posters appeared next to the photocopier, telling us how we can scan and send or print double-sided, saving not only physical resources, but also printing credits.

No longer were wooden stirrers and coffee grounds carelessly tossed aside after use. Now they are collected and their useful life extended. (Coffee grounds are good for gardens, though I've been warned that not all plants like them, and it's been suggested that the stirrers could be used for kindling or added to a compost pile to improve aeration - feel free to avail yourself of these great resources, to be found in the staffroom.)

And, finally, after careful consideration of the various composting options, a set of Bokashi bins found a new home in our staffroom. Almost any food scraps can be left in the benchtop bin to be composted in our Bokashi system. (Bokashi waste is also great for gardens - please contact Cara if you would like to be added to the roster for taking a bin home every now and then.)

The PEAS members, happy with their work, then took a break and quietly observed their colleagues saving the planet, one banana peel at a time. Please let me know if you have any ideas for further initiatives!

Thanks very much to my fellow active PEAS members, Cara Duffy, Jeremy Anderson, Mele Taumoepeau, Jules Gross, Ted Ruffman, Gareth Treharne, Peter Shepherd, and Jill Hayhurst for all of their hard work; to Graham Musgrave of Property Services for his advice and help; and to the Department of Psychology for supporting these initiatives.

Fiona Jack



# OUT AND ABOUT



**Zaid Ihrahim, 2<sup>nd</sup> Year**

**What do you want to be when you grow up?**

Something either to do with neurology or psychiatry, maybe neurosurgery!?

**What is the best first year psychology lab you have done?**

The best lab was the one about split brain patients.

**What is your favourite psychology topic you have studied?**

So far, probably PSYC212 – brain and cognition.

**For the second years – how do you get to your lab room in the WJB?**

How do I get there? Elevator!

**Christian Ruzibiza, 3<sup>rd</sup> Year**

**What is your favourite psychology topic you have studied?**

I really enjoyed Abnormal Psychology – especially all the personality disorders, I found that interesting.

**What is the funniest or most random line that a lecturer has used in class?**

The person who comes to mind is Gareth Treharne, he would frequently reference Britney Spears, and Beyonce, and X-Factor, and all that stuff. That was always just funny to me.

**Which lecturer is the best dressed?**

I've heard some things about David Bilkey, apparently he wears suits to lectures. That's pretty well dressed in my opinion.

**What is the coolest psychology experiment you have participated in?**

David O'Hare's flight simulator. You had to fly a plane and stuff. I didn't crash once. That was fun and pretty cool.



**Naomi van der Ploeg, 2<sup>nd</sup> Year**

**Why did you choose to study Psychology?**

I think I watched too much of the Mentalist when I was younger! But I have had an interest for a while, since I was like 15 years old.

**What is the funniest or most random line that a lecturer has used in class?**

Oh cripes! Um Gareth Treharne kept going on about his cats!

**Which lecturer is the best dressed?**

The one that did social psychology, he has a beard, and curly hair, and he always dressed comfortably, wore a jumper (Jamin?).

**What is the best first year psychology lab you have done?**

The sugar one, where we got to have raro, I think it was on classical conditioning.

**Ellen Warhurst, 4<sup>th</sup> Year**

**What do you want to be when you grow up?**

A psychologist, I want to do clinical but I am also really interested in health psychology.

**What is the coolest fact you have learnt in your psychology education?**

We are doing health and behaviour this year, and everything about stress is really interesting.

**Which lecturer is the best dressed?**

Dione, she is always nicely dressed.

**What is the coolest psychology experiment you have participated in?**

Maybe the most interesting was when I was comparing teeth to bite marks so that was kind of cool.





# OUT AND ABOUT



**Sam Madden, 1<sup>st</sup> Year**

**Why did you choose to study Psychology?**

I have always been interested in how people work and what they think, and I was quite unsure about what I wanted to study, so I thought it would be a nice way to ease myself into life!

**What do you want to be when you grow up?**

Not really sure - I am trying lots of different things to work it out.

**What is your favourite psychology topic you have studied?**

Favourite one so far would have to be child development, it is really interesting.

**What is the funniest or most random line that a lecturer has used in class?**

In one lecture, Rachel (Zajac) kept asking questions about weebix and only one person was answering them. Then she asked one more question and no one answered, so she said "Where is the weebix guy"? I was the weebix guy!

**What is the best first year psychology lab you have done?**

The best one so far has to be the stroop effect, although I have only done two.

**Rosie Marsh, 4<sup>th</sup> Year**

**Why did you choose to study Psychology?**

I used to love Professor Winston and his 'Child of our Time' documentary. Have you seen it? It is where they take kids that were born in 2000 and follow them up every 2 years until they are 20. I used to think that was really cool and I wanted to be Professor Winston.

**What is your favourite psychology topic you have studied?**

I really like stress.

**What is the coolest fact you have learnt in your psychology education?**

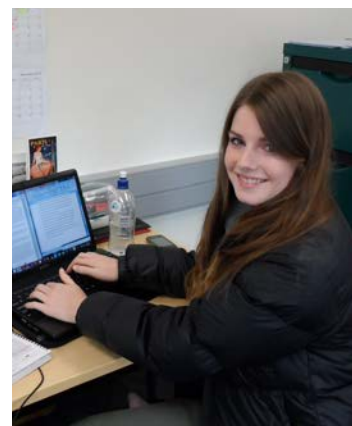
We learnt about the biological processes of love in PSYC352. It was interesting to find out that OCD and infatuation may be linked.

**What is the funniest or most random line that a lecturer has used in class?**

Not in class, but in my 310 project with Mike Colombo I thought it was quite random that pigeons are transported around the lab in measuring jugs.

**What is the coolest psychology experiment you have participated in?**

I liked the one in the Linscott lab where they told me I was predisposed to schizophrenia after they took a saliva sample and added a bit of dye or something. Then they asked me how I felt about, I thought that was really interesting.



**Bona Hicks, 2<sup>nd</sup> Year**

**Why did you choose to study Psychology?**

I have always had an interest in the way the brain works, and the way that people react to the world that they live in.

**What is your favourite psychology topic you have studied?**

I like Abnormal Psychology. But Brain and Cognition, when I get it, is interesting.

**Which lecturer is the best dressed?**

The lecturer for Abnormal Psychology dresses quite well (Dione?).

**What is the coolest psychology experiment you have participated in?**

The Daily Life Study was interesting.

**For the second years - how do you get to your lab room in the WJB?**

Up the stairs!

# OUT AND ABOUT



**Henrietta Thomas, 1<sup>st</sup> Year**

**Why did you choose to study Psychology?**

It sort of interested me because I like to see what people are up to, and I would like to go into it as a career.

**What is the coolest fact you have learnt in your psychology education?**

So far it would probably be classical conditioning and how that all works, I found that interesting.

**What is the funniest or most random line that a lecturer has used in class?**

One time a lecturer used an example and she mucked up as she was reading, so she was talking about children and how they could do things but by mistake during the whole example she called them chickens and then realised at the end! **Note:** The OPSYC committee has heard on good authority that this mistake can be attributed to Mele!

**Which lecturer is the best dressed?**

The man last semester who is shortish with glasses and starts with B – he would probably be best dressed (David Bilkey?).

**Lucie Fowler, 1<sup>st</sup> Year**

**Why did you choose to study Psychology?**

I really like science, but I like the more creative side of science, not physics or chemistry, so I thought it would be more interesting to do people based science. I think it is good to understand how people think.

**What is one thing that you wish you had not learnt in psychology lectures or labs?**

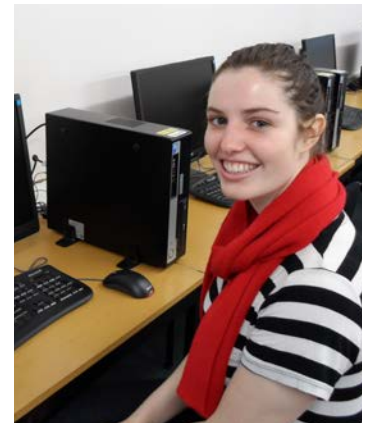
We learnt about child abuse, and kids who had been locked in kennels, and that wasn't fun to learn about. It is interesting, but it wasn't nice.

**Which lecturer is the best dressed?**

I think Brent Alsop.

**What is the coolest psychology experiment you have participated in?**

One that was fun was they interviewed you on Friday and you have to write about something you are doing in the weekend. I think it was to do with alcohol affecting people's expectations of things. Then on Monday they asked what it was like, did it reach your expectations. That was cool and interesting.



**Sarah Zydervelt, 3<sup>rd</sup> Year**

**What do you want to be when you grow up?**

That is the golden question, as I am not quite sure! I really like forensic psychology and I am also interested in restorative justice, so maybe working for the Ministry of Justice or something.

**What is the coolest fact you have learnt in your psychology education?**

I think everything about phantom limbs is really interesting. So how you treat phantom limb pain in particular – by using mirror boxes so that people can see their phantom limb and then the pain of it can go away sometimes.

**What is one thing that you wish you had not learnt in psychology lectures or labs?**

How pervasive prejudice is, and how things aren't necessarily getting any better.

**What is the funniest or most random line that a lecturer has used in class?**

Jackie Hunter was talking in one lecture about how he has too much self-esteem. So when he was trying to lose weight because his doctor said he needed to, he would know that he is overweight, but then he would look at himself in the mirror and be like, 'why would I want to lose any of this!'

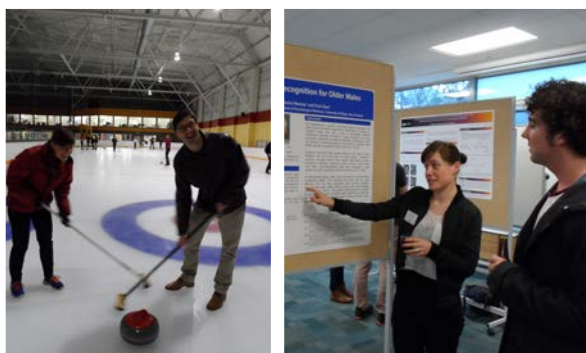


# ALL ABOUT COGNITION

## *KiwiCAM 2013*



This year it was the Department of Psychology's turn to host KiwiCAM, a national student-led conference that is focused on research in memory and cognition. This conference offers students the opportunity to present their research to an informed, sympathetic, and good-humoured audience. With the bulk of the questions coming from the students, presenters are able to give their talk without the foreboding anxiety of getting asked a difficult question from one of their academic heroes (yes - you all know you have one!).



The conference offered a vast array of academic entertainment for the 75 attendees - with 1 keynote speaker, 25 presentations, 10 posters, and 2 workshops. The keynote speaker, Dr Amanda Barnier, opened the conference by taking the audience on an interactive journey looking at the role of collective recall in enhancing autobiographical recall in older adults. Then, over the weekend the attendees heard about a range of interesting and stimulating research from the conference presenters. It quickly became apparent the diverse way in which New Zealand universities are studying memory and cognition, with students using techniques such as surveys, face-to-face interviews, facial recognition, and even MRI scanners! Attendees were also given an opportunity to engage with research in a less formal setting at the poster session, with 10 presenters ready and willing to discuss what they have been up to. The final part of the programme was two workshops offered by the KiwiCAM organising committee. Rachel Zajac (Otago) and Maryanne Garry (Victoria) took us through the challenges and techniques of academic writing (tip of the day = you need to keep your fingers on the keyboard to write!), and were then joined by Donna-Rose Addis (Auckland), Amanda Barnier (Sydney), and Gina Grimshaw (Victoria) to give advice on pursuing a career path in academia.



In addition to the highly engaging material during the day, there was also ample opportunity for fun. On the Saturday, in conjunction with the poster session, there was a wine and cheese evening in the William James Building. Then the majority of the attendees moved on to the Dunedin Ice Skating Rink to test out a southern pastime, curling! After a few falls, cold toes, and furious "sweeping", most of us had started to grasp the concept!

The most important part about this conference is that it is *free*! Therefore the attendees gratefully acknowledge the financial support from the Psychology Departments of three New Zealand universities: The University of Auckland, Victoria University, and the University of Otago. This year KiwiCAM also received generous funding from Psi Chi (The International Honor Society in Psychology).

A highly successful conference such as this does not come about without the dedicated work of numerous people. Therefore, the attendees would like to thank the organising committee, Rachel Zajac, Maryanne Garry, Gina Grimshaw, and Donna-Rose Addis, for putting together a wonderful conference. Also, a special mention must go to Rachel Zajac, Niki Osborne (Otago), Fiona Jack (Otago), and their merry band of volunteers who did all the work behind the scenes.

Bridget Irvine

### AWARDS

#### **Best Talk - Lisa Hunkin (Victoria)**

Dynamics of attention to threat during attentional bias modification.

#### **Highly Commended Talks**

##### **Jordan Searle (Auckland)**

Attention to the front and then rotate: an ERP study of rotated object discriminations.

##### **Rachael Sumner (Auckland)**

Long-term potentiation of the C1 component of visually evoked potentials.

##### **Sam O'Sullivan (Otago)**

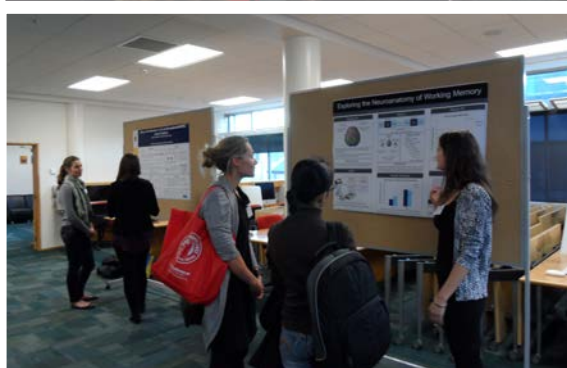
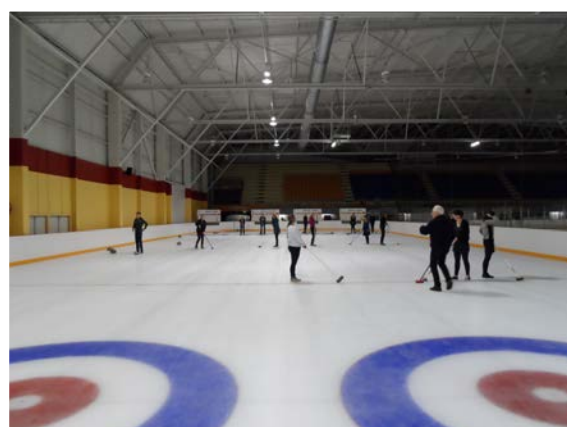
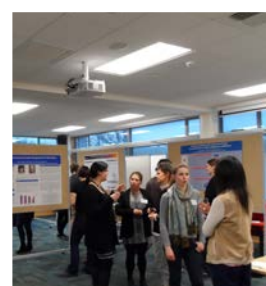
The "right" names feel right: the influence of naming shapes on affective experience.

#### **Best Poster - Azra Jahanitabesh (Otago)**

Rumination and the perception of emotion expressions.

#### **Runner-Up Poster - Adele Quigley-McBride (Victoria)**

First impressions of eyewitness confidence anchor jurors' beliefs about eyewitness accuracy. of naming shapes on affective experience.



Photographs by Bridget Irvine





Every year I try to take part in as many Department of Psychology social events as I can, however, I don't find myself with many trophies in my hands. Enter the Stair Run.

The Psychology Stair Run is the epitome of athletic prowess, and the greatest Psychology social event of all time! Taking place in the internal staircase of the magnificent William James Building, competitors must conquer 131 steps, over 6 floors. It might sound easy, but it is anything but. Starting in the cool, underground carpark, temperatures steadily climb until they peak at the sixth, and final, floor. So overwhelming is this heat, that many competitors seem to become slightly delirious and mistake the fifth floor for the top. Others attempt to continue through the sixth floor, without much success. To have such energy remaining following the marathon climb is the result of one thing and one thing alone: long legs. The ability to take the stairs four-at-a-time, with an average pace of 2.12 seconds per flight, was enough to crush any competitors' dreams of staircase glory this year - mine included. Congratulations, must (begrudgingly) go to Tristan Phillip who took out the Silly Males category (Under 40yo) with a total time of 25.34s. In the Silly Females category, Anna Campbell proved that you didn't, in fact, need to be tall to succeed by running an impressive 30.12s to take top spot (narrowly edging out second place getter, Laura

McCambridge, by 0.46s). For the Wise Males category, David Barton took the title for the second year in a row with a time of 31.49s, affirming his strength at all things under 3-minutes. In the Wise Females category, Maria Polak put CrossFit critics in their place with a commanding 37.36s.

The two remaining events are Team Run and Team Fun. The Team Run category combines the times of four individual runners into a team time. Naturally, a lot of poaching occurs in the lead up to this event - think SBW's snap-departure from the Bulldogs. This year, the competition was fierce, with only 0.08s separating the Halberstadt lab, who took out first place with a total time of 124.83s, and the star-studded Murray lab on 124.91s. The second team event puts a twist on your classic egg and spoon race. In the Fun Run event, teams of four must carry two spoons filled with Jaffas up the stairs in a relay-style race. Each team member must pass on the spoons after two floors and there is a time penalty for any Jaffa that doesn't make it to the top. Apparently this is the event for me. My adoptive team (the Linscott lab, aka. '99 problems but Jaffas ain't one') took out first place with a time of 68.08s.

It was a great day. One of those days when everyone stops working to come and support their friends and colleagues. There were cheers on every floor as runners went past, and a sense

of achievement felt by all when they reached the top. There is even talk of a paid day off work so that everyone can participate in next year's event.

#### **Silly Males**

1<sup>st</sup> - Tristan Phillip (25.34s), 2<sup>nd</sup> - Max Major (27s), 3<sup>rd</sup> - Sid Wales (27.34s)

#### **Silly Females**

1<sup>st</sup> - Anna Campbell (30.12s), 2<sup>nd</sup> - Laura McCambridge (30.58s), 3<sup>rd</sup> - Katherine Bees (32s)

#### **Wise Males**

1<sup>st</sup> - David Barton (31.49s), 2<sup>nd</sup> - Richard Linscott (33.25s), 3<sup>rd</sup> - David Bilkey (34.36s)

#### **Wise Females**

1<sup>st</sup> - Maria Polka (37.36s), 2<sup>nd</sup> - Rachel Barham (38.41s), 3<sup>rd</sup> - Tamlin Conner (39.93s)

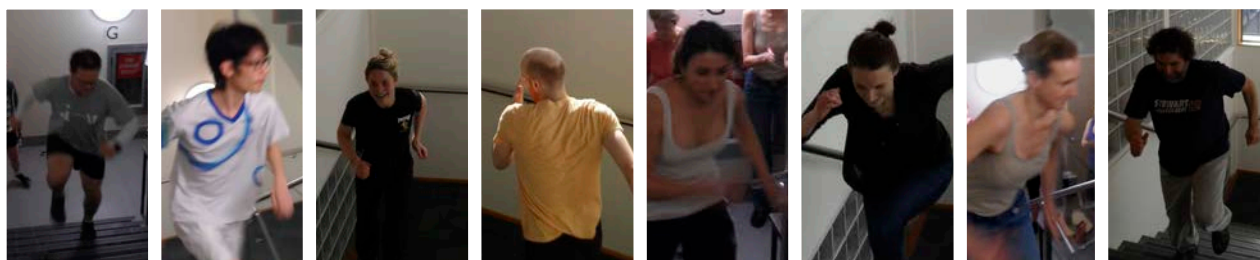
#### **Team-Run**

1<sup>st</sup> - Halberstadt Lab (124.83s), 2<sup>nd</sup> - Murray Lab (124.91s), 3<sup>rd</sup> - Linscott Lab (137.21s)

#### **Team Fun-Run**

1<sup>st</sup> - Linscott Lab (68.08s), 2<sup>nd</sup> - Murray Lab (78.40s), 3<sup>rd</sup> - Halberstadt Lab (87.01s)

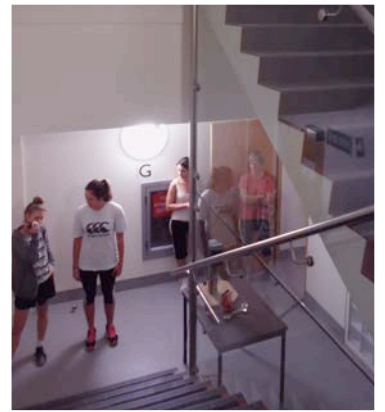
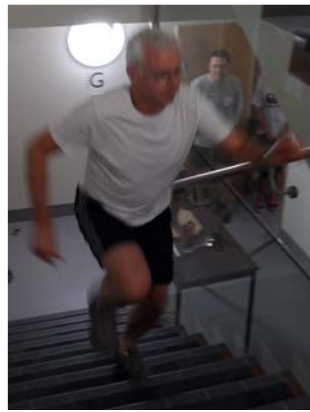
Max Major



Photographs by OPSYC



1ST PLACE  
FUN RUN:  
LINSCOTT LAB



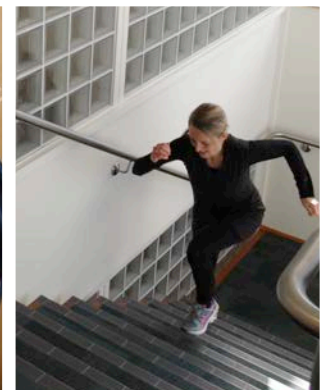
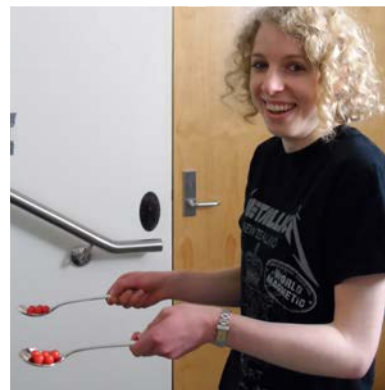
1ST PLACE  
SILLY FEMALES:  
ANNA CAMPBELL



1ST PLACE  
SILLY MALES:  
TRISTAN PHILIP



1ST PLACE  
WISE MALES:  
DAVID BARTON



1ST PLACE  
WISE FEMALES:  
MARIA POLAK



# CONGRATULATIONS

**NEW DOCTORS, SUCCESSFUL FUNDING, ACCREDITATION - IT ALL HAPPENS HERE!**

## PhD COMPLETION

Dr Federica Artioli  
*Memories, families, cultures. Family factors and earliest memories in a cultural perspective.*

Dr Desiree Dickerson  
*Disrupted prefrontal-hippocampal synchrony in a neurodevelopmental animal model of schizophrenia.*  
\*University of Otago Division of Sciences  
list of Exceptional Theses

Dr Rob Munn  
*Circadian modulation in hippocampal activity: A temporal code for episodic memory?*

Dr Niki Osborne  
*"Did you find what you were looking for?"  
The effect of context on the interpretation of forensic evidence.*

Dr Peter Shepherdson  
*Redundancy gain in semantic categorisation.*

## FUNDING

2011 Marsden Fund Recipient  
Professor Liz Franz  
*The genetic basis of independent movement of the left and right hands*  
\$924,000 over three years

2011 Marsden Fund Recipient  
Professor Cliff Abraham  
*Young versus mature neurons: Competition for the representation of memory*  
\$985,000 over three years

2011 Marsden Fund Recipient  
Dr Kristin Hillman  
*Ambition and the anterior cingulate cortex: Neural-level contributions to effortful choice behaviour*  
\$345,000 over three years (Fast-Start grant)

2012 Marsden Fund Recipient  
Professor David Bilkey  
*Brain mechanisms of self-control*  
\$800,000 over three years

2013 Health Research Council Fund Recipient  
Professor Cliff Abraham  
*Astrocyte-neuron communication in a novel homeostatic form of metaplasticity*  
\$569,000

2013 Neurological Foundation Fund Recipients  
Dr Liana Machado and Dr Andrew Clarkson  
Three projects involving stroke recovery, Parkinson's disease, and improving cognitive performance  
\$390,000

## ACCREDITATION

Clinical Psychology Programme accredited for seven years!  
Congratulations to all involved, in particular, Dr Richard Linscott, Director of Clinical Training.

## DIVERSIONS ANSWERS

### Crossword #1

Across

1. New Zealand, 4. Rorschach, 8. Year, 10. Ego, 12. Seven, 13. Stats, 14. Id, 17. Sign, 18. Doctor, 19. Me, 20. Knowledge

Down

1. Narcissism, 2. Worry, 3. Watson, 5. Harvard, 6. Classical, 7. Lev, 9. Eysenck, 11. Gel, 15. Diet, 16. Mood

### Crossword #2

Across

1. Sensorimotor, 6. Nim, 9. Here, 10. Darwin, 11. Theme, 12. Nix, 13. Us, 14. Can, 16. Since, 18. Group, 21. Sad, 22. Alzheimers

Down

1. Synesthesia, 2. Obedience, 3. Ma, 4. Trend, 5. Rhesus, 7. Money, 8. Pruning, 9. Hi, 15. Wuss, 17. CoH, 19. Rue, 20. Pa

F	J	Q	R	B	L	U	R	Q	E	T	F	H	E	Y	Q	V	H	K	K
U	V	P	U	C	Q	A	C	D	M	A	T	A	G	T	U	P	O	U	C
D	E	V	E	L	O	P	M	E	N	T	A	L	A	I	A	X	C	S	S
Y	O	M	A	R	C	R	H	R	B	C	O	Z	U	L	N	A	T	X	C
T	K	E	O	A	C	E	R	T	O	N	T	X	G	A	T	T	N	I	D
M	W	P	U	T	U	E	V	E	G	N	L	Q	N	N	I	T	L	D	C
R	Q	S	V	O	I	C	P	I	L	E	B	Z	A	O	T	E	D	O	N
E	A	W	N	J	P	O	T	T	T	A	E	A	L	S	A	N	G	J	D
L	Z	O	L	G	Z	U	N	A	I	A	T	B	N	R	T	T	E	Z	O
X	Y	Z	Z	U	D	E	W	Z	V	O	T	I	A	E	I	I	T	X	N
E	C	N	E	I	C	S	O	R	U	E	N	I	O	P	V	O	H	R	K
C	C	O	N	F	O	R	M	I	T	Y	C	Z	L	N	E	N	I	J	L
C	C	A	B	P	C	U	E	F	N	O	D	L	C	A	A	Q	C	S	H
G	L	J	I	E	L	C	K	T	G	N	V	I	D	K	U	L	S	I	I
N	E	J	L	S	N	B	O	N	Y	R	O	M	E	M	U	Q	G	C	Z
D	N	L	P	E	U	P	I	R	U	O	I	V	A	H	E	B	S	T	O
Q	T	H	D	F	E	T	P	C	L	I	N	I	C	A	L	K	B	I	Q
I	P	I	D	B	I	S	V	P	O	S	K	M	K	Z	H	R	L	G	P
R	V	S	S	O	Q	L	B	D	G	F	D	X	J	A	O	J	W	Z	L
E	P	R	N	F	A	A	V	Q	N	B	C	X	X	T	B	G	K	V	H



In loving memory of Tamar Murachver  
1958 - 2013



# think.

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