WELCOME


A warm welcome and greetings to all from the Department of Psychology for 2019.

This booklet provides general information and descriptions of the papers offered within the Department of Psychology.

Information about the clinical psychology training programme which the Department offers is also available in the *Postgraduate Diploma in Clinical Psychology* handbook and is available online.

Master’s and PhD degree information is available from the Department’s website: http://www.otago.ac.nz/psychology/study/postgraduate/index.html

www.otago.ac.nz/psychology

Cover

*Professor Cliff Abraham and Dr Shane Ohline.*
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HISTORY OF THE DEPARTMENT OF PSYCHOLOGY

In 1964, Stephen Griew was appointed as the University’s first Professor of Psychology. He recruited two lecturers from the University of Sydney to form the new Department and in 1965 about 90 students were enrolled in the first Stage 1 class. The Department was based in Mellor House, with the Stage 1 lab classes held upstairs. Professor Griew decided that operant behaviour was the ‘new’ development for Psychology and in the 1960s he persuaded the University to build a modest concrete block Annex for animal research that, although no longer in use for that purpose, still stands near the corner of Leith and Union Streets.

Professor Griew moved to Dundee University in 1968 to start their Psychology Department and a new Professor, Peter McKellar, was recruited in 1969. Professor McKellar was a New Zealander who in 1949 had completed a Master’s thesis on colour perception in the University of Otago’s Philosophy Department before moving to London for his PhD, supervised by Sir Cyril Burt. The Department grew steadily during the 70s with a number of new staff coming on board. These included Bob Knight who was appointed to the Department’s newly established Clinical Psychology Programme, which he later ran for many years. In 1981, with Professor McKellar approaching retirement, the University recruited a new Professor and Head of Department, Graham Goddard. Graham was a Canadian who was famous for his discovery of ‘kindling’, a brain mechanism which modelled epileptic seizures and brain plasticity. Graham had a major impact on the development of the Department but died tragically in January 1987. The Goddard Laboratory is named after him and his legacy is the exceptional research strength of neuroscience in the Department and across the University of Otago.

Over the following decade the Department grew in size at a dramatic rate, and by the mid-1990s the first-year class was well over 1000 students and there were more than 50 PhD students. The new Professor and Head of Department during this period was Geoff White. Professor White was a student at Otago in the early 1970s and returned after a stint at Victoria University of Wellington. Strong technical and administrative support underpinned the Department’s success and at this time Barry Dingwall, the Department’s Senior Technical Officer, and Isabel Campbell, Secretary, both of whom were appointed by Professor Griew, ably led the Department’s support staff. This continued for many years and set
the stage for the wonderful support we currently enjoy, recognised by
the University in 2012 through a General Staff Award for Exceptional
Performance. Immense growth in the numbers of students and staff
put considerable pressure on resources as for much of its history the
Department was housed in a collection of prefabs and old houses. In 2010
the space problem was finally resolved by the construction of the current
William James building.

A recent survey lists the Otago Psychology Department as being ranked in
the top 40 psychology departments in the world, and it was also recently
ranked first in New Zealand for its research, this comparison being across
all disciplines. All current staff members are highly respected both for their
international research contributions as well as for their teaching. It was
Professor Geoff White who received the University’s first ‘supervisor
of the year’ award, and he was followed by Professors Mike Colombo,
Harlene Hayne, Liz Franz, Jamin Halberstadt and Associate Professor
Tamlin Conner. Dr Kristin Hillman was the winner of the 2014 OUSA Top
Teacher Award and in 2018 the University’s Teaching Excellence Award.
In 2015 Associate Professor Rachel Zajac won both the University’s
Teaching Excellence Award and the Division of Sciences Senior Teacher of
the Year and in 2016 a National Tertiary Teaching Excellence Award. Over
the last 50 years, many staff and graduates have had a major impact in
the discipline and gone on to take up influential positions in universities,
and community and professional organisations. To give just five recent
examples, Professor Harlene Hayne, who joined the Department as a
lecturer in 1992, and who helped develop the Department’s strengths
in developmental psychology, is now the University’s Vice-Chancellor.
Professor Geoff White was appointed as a Deputy Vice-Chancellor
for the University, Professor Bob Knight was the University Provost,
Professor Jeff Miller is New Zealand’s most highly cited cognitive
psychologist, and Professor Cliff Abraham recently won the University’s
Distinguished Research Medal, whilst Professor Richie Poulton, Director of
the Dunedin Multidisciplinary Health & Research Unit has been awarded
the New Zealand Association of Scientists’ Research Medal and the Health
Research Council of New Zealand’s (inaugural) Liley Medal for Excellence
in Health Research. In 2015 he was appointed as Chief Science Adviser
to the New Zealand Ministry of Social Development and in 2017 was
awarded the Companion of the New Zealand Order of Merit for services
to science and health.

As a Department we are proud of all of our achievements, and we look
forward to the further success of staff and students over the next 50 years.
INTRODUCTION

The University of Otago was established in 1869 as New Zealand’s first university. It has Divisions of Sciences, Humanities, Health Sciences, and Commerce. Psychology is in the Division of Sciences.

The academic staff of the Department of Psychology supervise undergraduate and graduate research in a wide range of areas of experimental and applied psychology, including behavioural processes, clinical psychology, cognition, cognitive neuroscience, developmental psychology, human factors, memory, neuropsychology, perception, psychobiology, psychopharmacology, psychophysiology, and social psychology.

Interdisciplinary approaches are encouraged and there are well-established links with other university departments in the Division of Sciences, the Division of Humanities, and in the Division of Health Sciences. Distinguished visitors to the Department and members of the university contribute to the Departmental Seminar series and our staff members regularly give seminars in related departments and research centres.

All research in the Department of Psychology is supported by a well-equipped workshop and computer laboratories. The technical and administrative staff of the Department provide enthusiastic and skilled assistance over a wide range of areas of research. Research in neuroscience, psychopharmacology, psychophysiology, and behavioural processes is supported by specialised laboratories and neurophysiological apparatus. Clinical, developmental, and social psychology laboratories include interview rooms, computer recording facilities for coding behaviour, and audio-visual recording equipment. Research in cognition and perception includes equipment for recording evoked potentials and EEG, for measuring eye movements, for investigating hemisphere asymmetry, and a flight simulator.
GENERAL INFORMATION
FOR STUDENTS

The University Calendar
The official Regulations of the University are contained in the University of Otago Calendar which students should study carefully.

The Paper/Point System
The Department, like the University, works on a system of papers and points. Psychology 100 consists of two 100-level papers (PSYC 111 and 112), each worth 18 points. Psychology 200 consists of five 200-level papers all worth 18 points. PSYC 210, 211 and 212 are required for continuation to Psychology 300. PSYC 203 and PSYC 204 are optional Psychology 200 papers. In Psychology 300, all papers are worth 18 points (see University of Otago Calendar for detailed BA and BSc regulations).

Statistics Requirement
STAT 110 Statistical Methods or STAT 115 Introduction to Biostatistics are prerequisites for PSYC 310 and PSYC 311. Because PSYC 311 is a prerequisite for Psychology 400, students planning to enrol for postgraduate study must complete either STAT 110 or STAT 115 or an equivalent paper. Those who have already passed, or are contemplating other papers in Statistics or Mathematics of an equivalent standard to STAT 110 or STAT 115 are advised to consult the Psychology 300 Coordinator.

Assessment
Each student’s marks in a paper are based on a combination of two performances:

1. Marks on internal assessment.
2. Marks on the final examination.

The percentage of marks derived from internal assessment is 40% in Psychology 100. Psychology 200 is 50% internally assessed except for PSYC 204, which is 33.3% internally assessed. Psychology 300 is 50% internally assessed except for PSYC 310 which is fully internally assessed. At 400-level please refer to the paper descriptions and if the information is not available, contact the lecturer directly. The internal assessment in a paper is based on items such as laboratory reports, essays, and tests as assigned by the Instructor. Students will be informed of internal assessment requirements at the start of each paper.
**Terms**
In order to sit the final examination in a paper, students must meet certain minimum requirements during the semester or year. These requirements are called the terms of the paper. In Psychology, terms are usually met by attending a given number of laboratories or classes and satisfactorily completing associated assignments. Students in Psychology 100 are advised to read carefully the definitions of terms in the relevant laboratory manuals.

**Marking System in Psychology**
In the Department, marks may be given in the form of letter grades or percentage grades. These systems of marking can be translated from one to the other by using the *Standard University Grading Scale* given at the end of this book. Work in different laboratory streams at Psychology 100 and 200, and in different courses at all levels, is normally marked by different people. Although checks are made during the year to ensure consistency of marking standards, it is possible for different practices to emerge. Thus it is usually necessary, in fairness to all students, to rescale marks to achieve equivalence across different markers or courses. It is not, however, normal practice to rescale marks from papers containing fewer than 10 students.

**Academic Integrity**
The Department of Psychology, and the University of Otago, require the highest standards of academic integrity.

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University’s Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else’s misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University’s Student Academic Misconduct Procedures.
It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University’s Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

Guidelines defining the nature of certain academic misconduct are also included in the Psychology 100 and 200 laboratory manuals. Types of misconduct include plagiarism, defined as copying or paraphrasing another’s work and presenting it as one’s own (in either written or oral work). Plagiarism can be intentional or unintentional. Cooperating with someone else’s plagiarism also constitutes plagiarism.

Staff of the Department of Psychology expect students to know the Departmental and University guidelines on academic integrity. Staff will deal with any instances of academic misconduct by following the University guidelines. In the case of plagiarism, this could mean reporting the case to the Pro-Vice Chancellor who has the power to recommend various penalties including exclusion from University.

**Prizes**
Four prizes are awarded each year for academic achievement in Psychology.

**T P H McKellar Prize**
A book award to the student with the highest academic standing in Psychology 400

**Department of Psychology Prize**
A book award to the student with the highest academic standing in Psychology 300

**Dostoevsky Prize**
A book award to the student with the highest academic standing in Psychology 200

**Janet Ferguson Prize**
A book award to the student with the highest academic standing in Psychology 100
Recent Recipients 2016 2017
T P H McKellar Prize J Arrell S Mathiesen
G V Goddard Prize G Cowan S Jutel
Dostoevsky Prize T Hayward R Kent-Royds / J Chae
Janet Ferguson Prize J Chae P Sadipiralla

Scholarships
Please refer to the Postgraduate Studies entry page 77.

Disabilities Contact Information
Students experiencing difficulties due to an impairment are encouraged to seek support from the University of Otago’s central Disability Information and Support. The Department of Psychology is committed to making reasonable adjustments that will facilitate participation in our papers for students with impairments (eg, impacting hearing, vision, dexterity, mobility), specific learning disabilities, or diagnosed health conditions including injuries. Extensions are only possible for some forms of internal forms of assessments and must be requested in advance of the deadline unless there are extenuating circumstances such as hospitalisation. Extensions are only considered after supporting documentation has been provided. This documentation can be held by Disability Information and Support for students who are eligible for their service and they can confirm whether an extension is required. Any enquiries from students with impairments about alternative arrangements for terms tests and internal examinations should be directed to Disability Information and Support where you will receive information and be provided with an application form if eligible. This information is correct at the time of preparation but may be subject to change.

Contact: Disability Information and Support
Tel 479 8235
disabilities@otago.ac.nz
www.otago.ac.nz/disabilities

Departmental disability contact:
Associate Professor Gareth Treharne
Tel: 64 3 479 7630
gtreharne@psy.otago.ac.nz
**Smoke Free Policy**
The University of Otago became a completely smoke-free campus on 1 January 2014. The University promotes a healthy environment on its campuses for all staff and students which includes a smoke-free environment - [http://www.otago.ac.nz/administration/policies/otago046901.html](http://www.otago.ac.nz/administration/policies/otago046901.html). The smoke-free policy applies to all University of Otago buildings (including residential accommodation), grounds, vessels and vehicles owned or leased by the University of Otago.

Associate Professor Gareth Treharne (gtreharne@psy.otago.ac.nz) can provide Quitcard vouchers to people who would like nationally subsidised nicotine replacement therapy (patches, gum, or lozenges).

**Library**
If you are new to University of Otago, it is worthwhile taking a guided tour of the libraries. Material relevant to Psychology courses is found at the Central, Science, and Health Science Libraries. Knowing how to use the library facilities, especially journals, computer databases, and the interloan service, is an important aspect of study.

**Demonstrators**
Each year senior students (usually Psychology 400 or above) are employed as part-time demonstrators to help teach undergraduate laboratory courses. Students seeking work of this kind should approach the respective Administrators before the start of the academic year.

**Māori Student Advisers/Kaiāwhina Māori**
Nau mai haere mai ki Te Tari Whakamātau Hinekaro. I ōku whakaaro kia rawe mo to whakaako i tēnei tari.

We extend a warm welcome to our Psychology Department and wish you well in your studies in our Department.

For course advice, students are welcome to contact their course coordinators. Māori students are also invited to contact any of our Kaiāwhina Māori:

Julien Gross  
Elizabeth Schaughency  
Gareth Treharne  
Rachel Zajac

Email them at: kaiawhina@psy.otago.ac.nz
The Māori psychology postgraduate network extends a warm welcome to the University of Otago and the Department of Psychology to all whānau.

The network of Māori postgraduate students in the Department of Psychology was established in 2014. The network is comprised of current students at 400-level and above, and aims to foster strong connections between Māori psychology students on their postgraduate journeys and to tautoko (support) Māori undergraduate students.

The students who make up the Māori psychology postgraduate network are currently in many different places along their postgraduate journeys and in their knowledge of Te Ao Māori. The network provides opportunities to build friendships and professional contacts, to regularly meet with other Māori psychology postgraduates, and to attend university events for Māori students as a group. The network also provides a space to engage in Te Ao Māori.

The members of the network in 2019 are:

Hitaua Arahanga-Doyle
Amanda Clifford
Carrie Clifford
Tame Kawe
Sophie Mathiesen

Members of the Māori psychology postgraduate network are passionate about Māori psychology and student success and are happy to be contacted to awhi (assist) you through your university journey and advise you about postgraduate study.

If you are an undergraduate or postgraduate student and would like to find out more, don’t be whakamā (shy) but please get in touch by emailing the network at:

maoripostgrad@psy.otago.ac.nz
Further Support for Tauira Māori

The University of Otago Māori Centre (Te Huka Matauraka) is located at 515, 519 and 523 Castle Street North. The Centre provides advocacy for Māori students on campus, study rooms, information on welfare, finance, scholarships, and grants, and a small resource library.

Te Rōpū Pūtaiao (TRP, the Māori Science Students’ Association) and the Humanities Māori Students’ Association (HMSA) also encourage students to make contact. Both rōpū provide opportunities for students to connect with other students studying similar subjects, and to compete against other rōpū in shield events. To keep informed about upcoming events, join their Facebook pages, or you can contact them by email.

trp.maoiriscience@otago.ac.nz
hmsa@otago.ac.nz

Mariana Te Pou is the Kaiārahi Pūtaiao within the Division of Sciences. Mariana’s motivation is to support and encourage Māori science students to achieve their potential in tertiary education, regardless of whether that is academically, culturally, or with regards to leadership. You can contact Mariana by email at mariana.tepou@otago.ac.nz

Ana Rangi is the Kaiāwhina Māori – Māori Student Support Officer for the Division of Humanities. You can contact Ana by email at humanities.kaiawhina@otago.ac.nz

Pacific Student Adviser

Dr Mele Taumoepeau (mele@psy.otago.ac.nz) is the Pacific Student Adviser for the Department. The aim of this role is to foster the success of Pacific students in Psychology.

International Student Adviser

The aim of this position is to provide ongoing support for international students in Psychology. Dr Celia Lie (celia@psy.otago.ac.nz) is the International Student Adviser for the Department.
**Support Relating to Gender Identity and Sexual Identity**

The Queer Support service at Otago University Students’ Association provides information and support relating to gender and sexual identity. The service offers appointments with the Queer Support Coordinator (q.support@ousa.org.nz), peer support from a network of queer student interns, weekly discussion group meetings during semester (https://www.ousa.org.nz/support/queer-support).

Associate Professor Gareth Treharne (gtreharne@psy.otago.ac.nz), Associate Professor Jackie Hunter (jhunter@psy.otago.ac.nz), Dr Kristin Hillman (khillman@psy.otago.ac.nz) and Lindsay Robertson (lindsay@psy.otago.ac.nz) are members of University’s Queer Friendly Staff Network.
DEGREES IN PSYCHOLOGY

The Department of Psychology is in the Division of Sciences and is affiliated with the Division of Humanities. The course regulations for the Division of Sciences apply to both Science and Arts degrees in Psychology. The type of degree a Psychology major receives (Science or Arts) depends on the other papers taken alongside Psychology. The Department of Psychology offers courses of study towards a PhD and the following degrees and postgraduate diplomas:

**In Science**
- Bachelor of Science (BSc)
- Bachelor of Science with Honours (BSc(Hons))
- BSc, BSc(Hons) (Neuroscience)
- Postgraduate Diploma of Science (PGDipSci)
- Master of Science (MSc)
- MSc in Neuroscience
- MSc in Cognitive Science
- Postgraduate Diploma in Clinical Psychology (PGDipClPs)

**In Arts**
- Bachelor of Arts (BA)
- Bachelor of Arts with Honours (BA(Hons))
- Postgraduate Diploma of Arts (PGDipArts)
- Master of Arts (MA)

**Honours Degree**
The honours degree in Psychology is a postgraduate degree involving one year of full-time study after completion of a three-year Bachelor’s degree. The course of study is the same for BA(Hons) and BSc(Hons). To be admitted you must have completed your undergraduate degree, majoring in Psychology with at least a B+ average in your best four PSYC 300 papers (PSYC 311, 313-328). The honours programme must be completed in one year of full-time study.

**Postgraduate Diploma (PGDipSci, PGDipArts).** This course is entirely equivalent to the honours programme, including the entry requirements, except that it may be taken part-time and completed over two or more years.
Double Degrees
Students may wish to consider enrolling for a second degree in conjunction with a degree in Psychology (eg, BSc Psyc/BCom, BSc Psyc/BPhEd, BA Psyc/LLB, BSc Psyc/BA). Students may cross-credit 100- and 200-level papers that are common to both degrees to a maximum number of points determined by the type of degrees. Double degrees normally take four to five years of study. Students interested in double degrees should see the Double Degree Adviser, Dr Ryan Ward.

Diploma for Graduates
Students who have completed a degree in another discipline may qualify for entry to postgraduate courses in Psychology by completing a one-year undergraduate course, the Diploma for Graduates (DipGrad). This is a 120-point course normally comprising at least 90 points of Psychology 300 papers including PSYC 311. For further information about the DipGrad, contact Dr Libby Schaughency or Professor Ted Ruffman, Department of Psychology. Any general information on the DipGrad programme and enquiries should be directed to: dipgrad@otago.ac.nz

Master’s and PhD Degrees
Visit the Departmental website for up to date information:
http://www.otago.ac.nz/psychology/study/postgraduate/index.html

Postgraduate Diploma in Clinical Psychology (PGDipClPs)
The PGDipClPs, in combination with an advanced research degree (Master’s or PhD), can be used to register and practice as a clinical psychologist in New Zealand. Students who have completed the requirements of a Bachelor’s degree in Psychology are eligible to apply for admission to the clinical programme. Training takes a minimum of three years.
DEPARTMENT OF PSYCHOLOGY STAFF

ACADEMIC STAFF

CLIFF ABRAHAM  BA(Virg) PhD(Flor) FRSNZ
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Neural mechanisms of learning and memory, cellular and molecular events underlying nervous system plasticity, metaplasticity, and Alzheimer’s disease.

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Research Interests:
Experimental analysis of human and animal behaviour in detection and choice procedures.

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Research Interests:
Biological basis of memory and learning. Spatial memory and navigation. Hippocampal function in schizophrenia.

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Neural basis of learning and memory, effects of brain damage on behaviour, comparative animal cognition, neural basis of reward and effort.

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Emotional and physical well-being, happiness, genetics, nutrition, computerised experience sampling methods with mobile phones.

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Research Interests:
Planning, attention, and memory processes of complex
actions in neurologically-normal and impaired individuals,
with a specific focus on bimanual skills. Key methods
include MRI, fMRI, and EEG.

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Interaction of emotion and cognition, intuition and
reasoning in decision making, the cognitive science of
religion, social cognition.

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Professor
Research Interests:
Memory development in infants and children, childhood
amnesia, the development of children’s drawing skills,
interviewing children in clinical and legal contexts, risk-
taking by adolescents, affective forecasting.
DIONE HEALEY BA(Hons) MSc PhD DipClinPsych(Cant)
Senior Lecturer
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Research Interests:
Attention Deficit Hyperactivity Disorder, temperament and psychopathology, neuropsychological development in childhood.

KRISTIN HILLMAN BSc PhD(North Dakota)
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Research Interests:
Neural basis of decision-making and motivation, effects of training/drugs/brain stimulation on goal-directed behaviour.

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Research Interests:
Social identity, self-esteem, prejudice, intergroup relations.

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Research Interests:
Schizophrenia and risk for psychosis; mechanisms giving rise to suicidal thinking and behaviour; stress sensitivity; and neuropsychological endophenotypes.

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Research Interests:
The neural basis of anxiety and development of biomarkers for its disorders; the Reinforcement Sensitivity Theory of human personality; neuroeconomics; the contribution of the brain’s theta rhythm to these various aspects of mental processing.

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William James Building, Level 4
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Research Interests:
Neuropsychology, cognitive psychology, cognitive interventions, visual attention, eye movements, automaticity, and control.
JEFF MILLER  BA(Ohio State) PhD(Mich) FRSNZ  
Professor

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

Research Interests:
Cognitive psychology and psychophysiology, visual perception and attention, mathematical and statistical models and methods.

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Associate Professor

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Research Interests:
Visual cognition, face and object recognition, face perception and aging, visual attention.

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Cognitive engineering, human factors, aviation psychology, expertise and decision-making.

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Lecturer

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Decision-making; reward-processing; cognitive, affective and social neuroscience; human neuroimaging and electrophysiology (fMRI and M/EEG); mood disorders; aging.
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Social influences on cognitive development; autobiographical memory development; early literacy.

ANN REYNOLDS  BA(Massey)  MA  PhD(Otago)
PSYC 200 Teaching Fellow
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Email: ann@psy.otago.ac.nz
TED RUFFMAN  BA(York Can) MEd PhD(Tor)
Professor
99 Union Street East
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Research Interests:
We examine how mothers help children learn about the social world, how social understanding deteriorates with age and links to brain changes, and what facial cues liars emit when telling a lie.

MARTIN SELLBOM  BA(Tri State) MA(Ball State) PhD(Clinical)(Kent State)
Associate Professor
William James Building, Level 5
Email: msellbom@psy.otago.ac.nz
Research Interests:
Personality disorders; psychopathy; personality assessment; forensic psychology.

DAMIAN SCARF  BSc PhD(Otago)
Senior Lecturer
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Email: damian@psy.otago.ac.nz
Research Interests:
The Adolescent Behaviour and Child Development (ABCD) Lab focuses on multiple aspects of, and impacts on, adolescent behaviour (eg, resilience, alcohol, violent media, identity, etc) and child development (eg, memory, morality, media, etc).

ELIZABETH SCHAUGHENCY  BS(Pittsburgh) MS PhD(Georgia)
Senior Lecturer
Leith 3
Email: schaughe@psy.otago.ac.nz
Research Interests:
How to promote evidence-based practices and decision-making to bridge the research-to-practice gap in professional practice with children and young people.
MELE TAUMOEPEAU BA(Well) BSc(Hons)(QM Edin) PhD(Otago)
Senior Lecturer
Leith 5
Email: mele@psy.otago.ac.nz
Research Interests:
Preschoolers’ socio-emotional development; parent-child language and social interactions; child language development; language and culture.

GARETH TREHARNE BSc(Hons) PhD(Birm)
Associate Professor
Mellor House
Email: gtreharne@psy.otago.ac.nz
Research Interests:
The application of critical research methods to understanding the experience of illness, treatment decisions and constructions of health in the media.

RYAN WARD BS MS PhD (Utah State)
Senior Lecturer
William James Building, Level 3
Email: rward@psy.otago.ac.nz
Research Interests:
Neurobiology of motivation, cognition, and their interaction, temporal information processing and learning.

GEOFF WHITE ONZM BSc PhD(Otago) FNZPsS FAPS FABAI FRSNZ
Emeritus Professor
Mellor House
Email: kgwhite@psy.otago.ac.nz
Research Interests:
Memory and discrimination in animals; human memory; impulsivity.
PHILIPPA YOUDAR BSc(Hons) MSc PGDipClPs(Otago)
Professional Practice Fellow
   William James Building, Level 5
   Email: philippa@psy.otago.ac.nz

RACHEL ZAJAC BSc BA(Hons) PhD PGDipClPs(Otago)
Associate Professor
   William James Building, Level 2
   Email: rachelz@psy.otago.ac.nz

Research Interests:
Psychology and the law, eyewitness evidence, legal/investigative procedures for witnesses, interpretation of forensic evidence.
SUPPORT STAFF

ADMINISTRATION
Norma Bartlett Administrator Client Services
Kally Barton Administrator Client Services
Diane Inder Administrator Client Services
Neka Kater Administrator, Brain Research New Zealand – Ranghau Roro Aotearoa
Joanna Ling BTchLn(Primary)(Cant) Administrator Client Services
Michelle Moss Lead Administrator Client Services
Alex Sweetman BA/LLB(Auck) Business Manager, Brain Research New Zealand – Ranghau Roro Aotearoa
Jacinta Taylor BCom(Otago) Finance Associate
Jane Wilcox BSc(Hons)(Manc) Administrator Client Services, Dunedin Multidisciplinary Health and Development Research Unit

IT SUPPORT and PROGRAMMERS
Paul O’Donnell
William van der Vliet BA BSc(Otago)
Hadyn Youens BSc BCom(Otago)

TECHNICAL STAFF
Jeremy Anderson Senior Technical Officer/Lab Manager NZCE
Francis Baster Technician
Jason Campbell Technician NDE
Richard Hamelink Technician NZCE
Sophie French Technician
Natasha O’Docherty Technician
Russell Phillips Technical Officer NZCE
Lindsay Robertson Senior Technician/Dept H&S Officer NZCE
Stephanie Sherburd Technician
RESEARCH STAFF

SENIOR RESEARCH FELLOWS
Julien Gross BSc DipSci MSc PhD(Otago)
Sandhya Ramrakha BA(Chaminade) MA(Syd) MA(Hons)(W’gong) PhD(Otago)
Moana Theodore BA(Auck) PGDipArts(Otago) PhD(Auck)

RESEARCH FELLOWS
Owen Jones BSc(Hons)(Liv) PGDipSci PhD(Otago)
Bruce Mockett BSc DipSci PhD(Massey)
Karen Tustin BA(Hons) PhD(Otago)
Calvin Young BSc(Hons) MSc(Otago) PhD(Calg)

POSTDOCTORAL FELLOWS
Jill Hayhurst MSc PhD(Otago)
Shane Ohline BA(Grinnell College) PhD(UCLA) DipGrad(Otago)
Blake Porter BA(Hons)(BU) PhD(Otago)
Shabah Shadli BSc MSc(Islamic(B’desh) PhD(Otago)
Anurag Singh BSc(VBS Purv) MSc(Jiw) PhD(Otago)
Weiwei Zhang BS(BNU) MS(SWU) PhD(Otago)

RESEARCH STAFF
Jane Carroll PGDipLitEd(Auck) BEd(Cant) DipTchg(SLT)(ChchCE) PhD(Cant) Assistant Research Fellow
Jackie Clearwater Research Assistant
Vanessa Hayes BA(Hons)(Brighton Poly) MSocWk(York) Research Technician
Sean Hogan BA(Hons)(Surrey) MSW(York) GIPM(KingstonBus) Cohort and Assessment Manager
Imogen Kaack Research Assistant
Barbara Logan BSc DipSci(Otago) Research Technician
Chelsea Rhyne BA DipGrad(Otago) Research Assistant
Sarah-Jane Robertson BA MA(Otago) Assistant Research Fellow
Fu Yan BSc(SWU) MED(BNU) PhD(Otago) Assistant Research Fellow
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<th>GRADUATE RESEARCH STUDENTS</th>
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<td>J Aitken</td>
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There is a wide variety of research being conducted in the Department. Here are just a few examples of current or recent PhD topics:

- Identifying whether a deficiency in the reward system precedes the onset of schizophrenia; or whether reward system changes occur after the onset of the illness.

- Examining the physiological and psychological experiences that children with and without ADHD have when processing and responding to emotional and socially relevant information.

- Looking at longitudinal research that explores the link between whānau reminiscing and school readiness.

- Looking at how forensic decision-makers can be swayed by more than just the evidence in front of them.

- An interdisciplinary study to examine the relation between circulating vitamin D status and wellbeing, as well as examining genes related to vitamin D function and wellbeing.

- Finding a blood test that can diagnose Alzheimer’s disease at an early stage.

- Investigating whether domestic dogs understand human emotional cues.

- Studying the effect of religious belief on people’s fear of death.

- Investigating the brain mechanisms underlying Alzheimer’s disease.

If you are interested in Master’s or PhD study please contact a potential supervisor directly, or talk to the Master’s or PhD Coordinators (see page 80 for contact information).
Two papers provide an introduction to a broad range of topics in psychology through lectures and laboratory classes. A summary of these topics is given below and full timetable details are given in the Laboratory Manual for Psychology 111/112 (available in March 2019). The two papers may be taken separately, or together in the same year. Each paper is worth 18 points and covers four broad topics.

**Prerequisites:** None

**PSYC 111**  
**BRAIN AND BEHAVIOUR**

- Biological Bases of Behaviour, Memory  
  Prof David Bilkey
- Sensation, Perception, and Neuropsychology  
  Prof Mike Colombo
- Learning  
  Dr Brent Alsop
- Developmental Psychobiology  
  Prof Ted Ruffman

**PSYC 112**  
**HUMAN THOUGHT AND BEHAVIOUR**

- Child Development  
  Assoc Prof Rachel Zajac
- Thought and Language  
  Dr Mele Taumoepeau
- Abnormal Psychology  
  Assoc Prof Martin Sellbom
- Social Psychology  
  Assoc Prof Jackie Hunter
Lectures
PSYC 111 Monday, Wednesday, and Friday 10.00 am or 12.00 noon
PSYC 112 Monday, Wednesday, and Friday 10.00 am or 12.00 noon

Laboratory Classes
Students must attend a two-hour laboratory class every week for each paper. Details of the laboratory classes can be found in the Laboratory Manual for Psychology 111/112.

Laboratory Class Times
Monday, Tuesday, Wednesday, and Thursday 9.00 am - 10.50 am
Monday, Tuesday, Wednesday, and Thursday 12.00 noon - 1.50 pm
Monday, Tuesday, Wednesday, and Thursday 3.00 pm - 4.50 pm
Monday, Tuesday, and Wednesday 6.00 pm - 7.50 pm

Terms
Permission to sit the final examinations (ie, terms) is granted to all students who attend laboratory classes regularly and submit the required laboratory work (see Laboratory Manual for Psychology 111/112).

Internal Assessment
Forty percent of each paper is based on internal assessment, and is contributed to by grades for laboratory written work and a test (see Laboratory Manual for Psychology 111/112).

Required Reading for each Paper
Lab Manual for Psychology 111/112. Supplied by the Department.

Recommended Readings for each Paper
Psychology 200 consists of five papers containing lectures covering a variety of central topics in psychology and laboratory or tutorial work related to the same topics. The lecture courses cover elements of abnormal psychology, applied psychology, biopsychology, cognition, perception, philosophy, research methods, and social psychology.

The five papers are each worth 18 points and may be taken together in the same year or separately. PSYC 210, PSYC 211, and PSYC 212 are prerequisites for Psychology 300 papers. PSYC 203 and PSYC 204 are each optional papers. Each paper consists of lectures and associated laboratories or tutorials.

**Prerequisites for PSYC 210, PSYC 211, PSYC 212, and PSYC 203**
A student who has attempted one only of PSYC 111 and 112, but who has achieved a grade of at least B and has passed additional papers worth at least 90 points, may take the other 100-level PSYC paper concurrently with any of PSYC 203, 210-212.

**Prerequisites for PSYC 204**
Either PSYC 111 or PSYC 112, or PHIL 103, or POLS 101, or SOCI 101. These can be waived for those with a special interest and for overseas students. PSYC 204 is optional for Psychology majors.
**Laboratory Work**

Psychology is an empirical subject and laboratory work is an important part of it. Topics in the laboratory programme are related to those covered in the lecture courses. PSYC 210 and PSYC 204 have tutorial programmes in place of laboratory programmes.

**Internal Assessment**

Internal assessment contributes 50% to the final grade for PSYC 210, PSYC 211, PSYC 212, and PSYC 203. For PSYC 204, internal assessment contributes 33.3% to the final grade. Full details of all paper requirements are contained in the course information available on Blackboard.
The objectives of this paper are to familiarise students not only with the range of methodologies in psychological research but also with the underlying rationale and evidence on which these rest. Students will learn to choose an appropriate method for investigating a psychological issue, justify that choice, and interpret the results obtained. Students will develop the ability to think critically about research design and outcomes in Psychology. Topics covered include: principles of experimental design, measurement and analysis of psychological variables; hypothesis testing; methods of measuring brain activity; psychophysiological measures; ethical principles of psychological research; interviewing individuals and groups; using photographs and media as qualitative data.

Recommended Reading

For Professor Franz’s lectures, suggestions for supplementary readings will be given in class and notes, but there is no required or recommended text book.
In this paper we will examine cognitive behaviour and its biological basis. Topics will include sensation and perception, learning and memory, executive function, and motor control. We will consider these abilities and their underlying brain mechanisms across the developmental spectrum (from infancy to advanced aging), as well as in populations with neurological conditions.

**Recommended Reading**

**SOCIAL PSYCHOLOGY**

Professor Jamin Halberstadt

Social psychology is the study of how people construe and respond to social and situational information, and how they influence and are influenced by others. This component is an introduction to the most important issues and research in the field, with topics including causal attribution, attitudes and attitude change, prejudice, aggression, altruism, emotion, self perception, group behaviour, and applied social psychology. We will give attention to both classic and contemporary theories about these problems, and take a critical approach to the research used to test them.

**Required Reading**
tba

**Recommended Reading**

**APPLIED PSYCHOLOGY**

Dr Vanessa Beanland

This component provides an introduction to applied psychology, which refers to using psychological methods and research to solve practical problems. Students will learn about several aspects of applied psychology, with an emphasis on human factors and traffic psychology. The problems and research discussed will especially focus on understanding and improving performance in real-world settings, including topics such as design of technological devices, human error and decision-making, across contexts including work, study, aviation, driving and sport.

**Required Reading**
tba

**Recommended Reading**
Lectures

Tuesday and Thursday 3.00 pm - 3.50 pm

The first block of lectures covers psychological disorders of childhood – abnormal child development, DSM-5 classifications, ethics, ADHD, conduct disorder, childhood anxiety and depression, and autism. The second block covers psychological disorders of adulthood – classification, psychoanalytic theory, measurement, personality disorders, depression and suicide, anxiety, schizophrenia, and bipolar disorder. The third block covers introductory health psychology – defining health, the role of demographic factors in health, addictions, body image, gender, illness and ways of coping, medication adherence, and representations of illness in the media. The exact lectures may vary from year to year but will follow this general structure.

Required Reading


Additional book chapters and research articles will be set as required reading.

Recommended Reading

Jensen and The Bell Curve are used to show that psychologists study race and class without the necessary philosophical sophistication. Aristotle, Huxley, and Skinner are cited as thinkers who tried to collapse moral philosophy into psychology. An over-riding theme is whether a combination of these two disciplines can provide a defence of humane ideals. This culminates in a critical analysis of Nietzsche’s anti-humane ideals.

**Required Reading**


Additional readings will be assigned.
Students who wish to major in Psychology take at least four papers from PSYC 313-328. All PSYC 300 papers are worth 18 points. Note that a pass in PSYC 311 *Quantitative Methods* is also a prerequisite for entry into Psychology 400 or a psychology Master’s degree. For further information on Psychology 400 papers, see page 58.

**Prerequisites for Psychology 300 Papers**

PSYC 210, 211, and 212 (or PSYC 201, 202) for all papers. Students who have obtained a B+ or better in each of PSYC 210 and 212 may take, with the HoD’s approval, one of PSYC 313-328 as a corequisite with PSYC 211. Students who have obtained a B+ or better in PSYC 211 may take, with HoD’s approval, one of PSYC 313-328 as a corequisite with PSYC 210 and PSYC 212. Either STAT 110 or STAT 115 (or an approved equivalent) is an additional prerequisite for PSYC 311 *Quantitative Methods*, and for the PSYC 310 *Research Project*.

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<tr>
<th>Paper Code</th>
<th>Course Title</th>
<th>Duration</th>
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<tr>
<td>PSYC 310</td>
<td>Research Project</td>
<td>(Whole year)</td>
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<tr>
<td>PSYC 311</td>
<td>Quantitative Methods</td>
<td>(1st Semester)</td>
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<tr>
<td>PSYC 313</td>
<td>Cognition and Neuropsychology</td>
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<td>PSYC 315</td>
<td>Social Psychology</td>
<td>(2nd Semester)</td>
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<td>PSYC 317</td>
<td>Biopsychology</td>
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<td>PSYC 318</td>
<td>Developmental Psychology</td>
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<td>PSYC 319</td>
<td>Comparative Cognition</td>
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<td>PSYC 321</td>
<td>Special Topic</td>
<td>(Not offered in 2019)</td>
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<td>PSYC 323</td>
<td>Sensation and Perception</td>
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<td>PSYC 324</td>
<td>Health Psychology</td>
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<td>PSYC 325</td>
<td>Psychology in Legal Contexts</td>
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<td>PSYC 326</td>
<td>Cognitive Engineering</td>
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<td>PSYC 327</td>
<td>Psychology of Language</td>
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<tr>
<td>PSYC 328</td>
<td>Behaviour Analysis in Everyday Life</td>
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Course Approval
Students intending to graduate at the end of their third year are strongly encouraged to seek course advice from a Psychology 300 Coordinator at the time of enrolment. It is the responsibility of every student to ensure that the options chosen will meet the requirements for graduation.

Internal Assessment
Fifty percent of the final grade in each paper (except for the PSYC 310 Research Project), is based on internal assessment including essays, tests, project work, and laboratory reports, as assigned by the instructor at the start of the paper. PSYC 310 is 100% internally assessed.

Admission to Postgraduate Courses including the Clinical Programme
Students wishing to apply for entry into the postgraduate psychology programme may do so having satisfied the prerequisites for entry into Psychology 400. We highly recommend that students considering postgraduate study, including honours, take PSYC 310. Students intending to apply to the clinical programme beginning in one year should do so by 20 October of the preceding year. Intending students should read the Postgraduate Diploma in Clinical Psychology handbook available from either the Clinic Administrator, Clinical Psychology Centre, Department of Psychology, University of Otago, PO Box 56, Dunedin 9054 or from the Department’s website.
PSYCHOLOGY 300 PAPERS

PSYC 310 RESEARCH PROJECT  
Professor Mike Colombo  
(in conjunction with Project Supervisor)

This paper provides an individualised opportunity to conduct research with a staff member and to develop skills in research design, execution, data analysis, and report writing. Potential topics are chosen from the areas of expertise of staff in the Department.

PSYC 310 is highly recommended as preparation for postgraduate study in Psychology, including Honours. Students attaining at least a B+ average in PSYC 210, 211, 212 will be considered for enrolment; students attaining higher marks in PSYC 210, 211, 212 will receive priority. You will be advised of the decision before the first week of classes.

PSYC 311 QUANTITATIVE METHODS  
Professor Jeff Miller

Lectures - 1st Semester
Monday, Wednesday, and Friday 11.00 am - 11.50 am

In this paper, students learn how to analyse research data using the general linear model. This model is the basis for most commonly used statistical techniques in psychological research, including analysis of variance (ANOVA), correlation, and regression. Students will gain a conceptual understanding of what the model is, how it is used to analyse data, and what it teaches us about how research studies should be designed in the first place.

Types of Classes
Three 1-hour lectures per week, with an optional additional 1-hour tutorial per week.

Internal Assessment
Weekly homework exercises (20%); Computer competency exam (5%); Test (25%); and Final Examination (50%).
*Required Reading*

Some course material is provided electronically via Blackboard.

*Required Calculator*
Students require calculators for this paper. For the test and examination, students may use any model of calculator provided this is battery powered, silent, truly portable and free of communication capabilities.

PSYC 313 | Associate Professor Liana Machado
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COGNITION AND NEUROPSYCHOLOGY

*Lectures - 1st Semester*

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This paper considers human brain-behaviour relationships and mechanisms of cognition. We will study cognitive processes, including the methods by which information is normally represented, retrieved, and used, as well as the behavioural changes that occur as a result of damage to the underlying neural machinery. Brain disease and its impact on higher cognitive functions will be examined. Topics investigated may include object recognition, face recognition, attention, problem solving, memory, language, and motor control.

*Types of Classes*
One 1-hour lecture and one 2-hour lecture per week.

*Internal Assessment*
One mid-semester test, plus a laboratory report (25% each).

*Recommended Reading*
Selected readings to be assigned during the course.
This paper will examine research and theory pertaining to group-based socio-psychological phenomena. Underscoring the importance of identity, self-esteem, and social comparison processes in intergroup relations, the subject matter of the paper will focus on several distinct areas. Topics covered will include diverse theoretical approaches to the study of social psychology, social influence, cooperation, the development of prejudice, attribution, self-esteem, intergroup relations, and violence. The paper will consist of lectures, tutorials, and laboratory classes.

Types of Classes
Lectures, tutorial, laboratory classes.

Internal Assessment
Essay (25%) and laboratory (25%) report.

Required Reading

Recommended Reading

Course material is provided electronically via Blackboard.
Biopsychology is the study of behavior from a biological perspective. Consider why do we eat? sleep? get stressed? have sex? take drugs? These behaviors are driven by biological processes occurring in the brain, often in response to cues from the environment. In this class we will combine the disciplines of neuroscience and psychology to build an appreciation of why - biologically - we do some of the things we do.

**Internal Assessment**
Two in-class tests (2 x 25%).

**Recommended Reading**
As a reference text students may wish to use:

This paper is concerned with the development of human behaviour, with an emphasis on social and cognitive development from infancy to old age. Theories of development are introduced in the context of topics such as the emergence of a concept of self, attachment, theory of mind, peer relations, prosocial and antisocial behaviour, and autism. We will examine the implications of research in development for applied questions such as the effects on children of television, parenting, and childcare.

Types of Classes
One 1-hour lecture and one 2-hour lecture per week.

Internal Assessment
One mid-semester test and one essay (25% each).

Required Reading

Peterson, Candida (2014). *Looking forward through the lifespan: Developmental psychology* (6th ed.).

Most lecture materials will be available through Blackboard.
In this course we will compare the ability of different species to remember, communicate, form concepts, recognise themselves in a mirror, possess a theory of mind, and engage in episodic memory, planning, and mental time travel. The course is taught as a critical thinking course. You will be taught to challenge dogma and think laterally by reading and criticising original pieces of scientific work.

A large component of the class centres on class discussion of current topics in comparative animal cognition.

**Types of Classes**
One 1-hour and one 2-hour lecture per week.

**Internal Assessment**
Two tests each worth 25% of the final mark.

**Recommended Reading**
Reading material will be made available.
Health Psychology is an increasingly popular and important sub-field in psychology that examines the interplay between psychological processes and physical health. This is a new paper (commencing in 2019) that provides an introduction to Health Psychology, covering both social and biologically-oriented topics such as stress and coping, the role of emotions and personality in susceptibility to illness, health and wellness interventions, and the role of psychology in the immune system. By bridging the social with the biological, this paper will appeal to a wide range of students—from those who are mainly interested in the social side of psychology, to those interested in the biological side of psychology.

**Types of Classes**
One 3-hour lecture per week.

**Internal Assessment**
Reading critiques (20%). You will be required to submit four reading critiques (5% each) during the semester. Each critique is two pages and will require you to reflect on the main ideas in that week’s reading and to develop constructive criticism of the research.

Test (30%). There will be an in-class test consisting of multiple choice and short-essay style questions on the material from the first half of the semester.

**Recommended Reading**
Textbook to be determined. Target readings (journal articles) will be posted to E-Reserve.

**Recommended Reading**
Almost every area of psychology has some relevance to the law. For example, research in psychology has been instrumental in helping us to understand how jurors make their decisions, why eyewitnesses are often mistaken, how people come to confess to crimes they did not commit, and why a fingerprint expert might testify that two prints match when they don’t. In this paper, we will use psychological science to examine how crimes are perpetrated, witnessed, investigated, tried and punished. The major topics covered are: witnessing a crime, memory decay and distortion, interviewing eyewitnesses, visual identification of a perpetrator, recovered and false memories, offenders and offending, criminal profiling, interrogations and confessions, alibis, detecting deception, trial tactics, juror decision-making, dealing with the guilty offender, and wrongful conviction.

**Types of Classes**
One 1-hour lecture and one 2-hour lecture per week.

**Internal Assessment**
One written assignment (25%) and one class test (25%).

**Required Reading**
A selection of journal articles and other material.
Cognitive engineering is the study of factors that affect cognition and decision making in naturalistic task settings. It is a field of study particularly concerned with human performance in technological settings. These include transportation (road, rail, air, sea), manufacturing, mining and health care. This paper provides an introduction to the topic and preparation for further study in the area.

The emphasis is on the characteristics of human cognition in real-world settings for individuals, teams or individuals teamed with intelligent systems. Topics will include: the analysis of human error from both a practical and theoretical perspective, display design, automation, attention, workload, skill and decision making.

**Types of Classes**
One 1-hour lecture and one 2-hour lecture per week.

**Internal Assessment**
Fifty percent of the final grade in this paper, consisting of one written assignment (35%) and one class test (15%). The written assignment includes two exercises designed to promote individual research and considered reflection on key aspects of the course. The class test is a short test consisting of multiple-choice and short answer questions.

**Required Reading**
A selection of journal articles and other material made available on Blackboard.
This paper examines the phenomenon of human language from the perspective of psychological science. The first part of the paper will examine how children develop language, and the psychological processes underlying our ability to speak and understand language. The second part of the paper will explore various selected topics in the study of language such as bilingualism, atypical development and the role of culture in linguistic socialisation.

**Types of Classes**
One 2-hour lecture and one 1-hour lecture per week.

**Internal Assessment**
Three essay questions (15%).
One test (15%).
One research proposal (20%).

**Required Reading**
A selection of journal articles and other material.
This paper takes a closer look at how basic principles of behaviour analysis (eg, operant conditioning) can be used across a range of situations to modify behaviour. Situations include consumer behaviour, physical activity and exercise, education, in the treatment of issues such as substance abuse, and skills training for people with autistic spectrum disorders.

A large component of this course will focus on community behaviour change, looking at how we can modify everyday behaviours, such as reducing littering and petrol consumption, and increasing pro-social behaviours such as foodbank donations and voluntary work. Group project work is involved, where you will design and carry out an intervention to target a local community issue.

**Types of Classes**
One 2-hour lecture and one 1-hour practical per week.

**Internal Assessment**
Research proposal (15%) , group project report (30%) and group project presentation (5%).

**Required Reading**
A selection of journal articles and readings will be made available on eReserve (link on Blackboard).
**Prerequisites**
Entry into Psychology 400 normally requires a major in Psychology, a B+ average or higher in Psychology 300, and a pass in PSYC 311 *Quantitative Methods*. We highly recommend that students have completed PSYC 310. Students from other universities must show evidence of an equivalent level of competence.

**Enrolment Options**
There are three options for enrolment in PSYC 400. Students either enrol for an Honours degree, for a Postgraduate Diploma course, or for the first year of a two-year Master’s degree.

*Honours Degree (BSc[Hons], BA[Hons]).* You must have completed your undergraduate degree, majoring in Psychology with at least a B+ average in your best four PSYC 300 papers (PSYC 311, 313-328).

*Postgraduate Diploma (PGDipSci, PGDipArts).* This course is entirely equivalent to PSYC 400 Honours. It may be taken part-time and completed over two or more years.

*Master’s Degree (MA, MSc).* You must have completed your undergraduate degree, majoring in Psychology with at least a B+ average in your best four PSYC 300 papers (PSYC 311, 313-328). This is a two-year Master’s programme. In the first year, students complete eight papers plus a thesis preliminary (PSYC 495) and in the second year, a research thesis. Before applying, you should contact a potential supervisor directly or talk to the Master’s Coordinator about supervision.
Which course is best to enrol for depends on individual circumstances. There is no need to decide finally until the beginning of the first semester. Some of the advantages and disadvantages of these enrolment options are:

- The Honours degree and Postgraduate Diploma courses allow direct entry into a PhD or to a Master’s degree by thesis only.
- A Master’s degree by papers and thesis requires a two-year commitment. A student who leaves after one year would not normally have any degree or diploma.

**Courses**

Honours, Postgraduate Diploma, and two-year Master’s degree students who are not in the clinical programme can choose any eight of the available papers from PSYC 401 and PSYC 421-439, each of which is a single semester, 10 point paper. An approved 400-level paper from another department may be substituted for one paper.

Students who have been provisionally admitted to the Clinical Psychology Training Programme are required to take PSYC 401-406 as well as PSYC428 and PSYC435, each of which is a one-semester, 10 point paper. PSYC 402-406 are for clinical students ONLY.

| PSYC 401  | Behaviour Analysis |
| PSYC 402  | Assessment in Child and Adolescent Clinical Psychology |
| PSYC 403  | Adult Psychopathology |
| PSYC 404  | Assessment in Clinical Psychology Practice |
| PSYC 405  | Clinical Neuropsychology |
| PSYC 406  | Foundations of Clinical Intervention |
The following papers are available to all students enrolled in BA/BSc Hons; PGDipArts/PGDipSci or MA/MSc.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PSYC 421</td>
<td>Advanced Research Methods</td>
<td>1st semester</td>
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<tr>
<td>PSYC 422</td>
<td>Contemporary Issues in Psychology</td>
<td>2nd semester</td>
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<tr>
<td>PSYC 423</td>
<td>Advanced Topics in Health Psychology</td>
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<tr>
<td>PSYC 424</td>
<td>Contexts of Development</td>
<td>(Not offered in 2019)</td>
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<tr>
<td>PSYC 425</td>
<td>Advanced Topics in Behaviour Analysis</td>
<td>2nd semester</td>
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<tr>
<td>PSYC 426</td>
<td>Social Cognition</td>
<td>2nd semester</td>
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<tr>
<td>PSYC 427</td>
<td>Topical Issues in Child Development</td>
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<td>PSYC 428</td>
<td>Culture and Development</td>
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<tr>
<td>PSYC 429</td>
<td>Advanced Methods in Cognitive Neuroscience</td>
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<tr>
<td>PSYC 430</td>
<td>Synaptic Plasticity Mechanisms</td>
<td>1st semester</td>
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<tr>
<td>PSYC 432</td>
<td>Special Topic: Safety Science and Application</td>
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<tr>
<td>PSYC 433</td>
<td>Advanced Theoretical Topic</td>
<td>(1st or 2nd semester)</td>
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<tr>
<td>PSYC 434</td>
<td>Advanced Quantitative Methods</td>
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<td>PSYC 435</td>
<td>Developmental Psychopathology</td>
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<td>PSYC 436</td>
<td>Topical Issues in Adolescent Behaviour</td>
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<tr>
<td>PSYC 437</td>
<td>Cognitive Neuroscience Seminar</td>
<td>2nd semester</td>
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<tr>
<td>PSYC 438</td>
<td>Nervous System Plasticity in Health and Disease</td>
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<tr>
<td>PSYC 439</td>
<td>Neurobiology and Behavioural Effects of Drugs</td>
<td>2nd semester</td>
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Students enrolled in MA/MSc are also required to take:

**PSYC 495 Thesis Preliminary**

All other students are also required to take:

**PSYC 490 Dissertation**
**Contact Hours**
Except for PSYC 490 and 495, each paper involves two or three contact hours per teaching week made up of lectures, seminars, and practical work as assigned by the instructor. In addition, at least five hours per week should be spent on independent reading and study. Contact hours for the dissertation (PSYC 490) and the thesis preliminary (PSYC 495) may vary from one stage of the project to another. It is advisable for students to arrange a suitable meeting schedule with their supervisors in order to maintain regular and adequate supervision. Bear in mind that PSYC 490 and PSYC 495 are each worth 40 points.

**Internal Assessment**
See the individual paper descriptions. If the information is not available, contact the lecturer directly.

**Dissertation (PSYC 490)**
Students are urged to discuss their project with a staff member as soon as possible, preferably at the end of the previous academic year. *A Dissertation Manual* is available from the Psychology 400 Postgraduate Administrator. The due date for the dissertation is stated in the *Dissertation Manual*.

**Seminars**
Departmental and inter-departmental seminars are held regularly throughout the year. You are encouraged to attend these to broaden your knowledge, and some, in particular will be relevant to the dissertation. Details of all seminars are posted on the Department noticeboard but it is recommended you register with the Seminars List at http://lists.otago.ac.nz/listinfo/psyseminars to ensure you receive all notifications.
PSYCHOLOGY 400 PAPERS

PSYC 401  Dr Brent Alsop
BEHAVIOUR ANALYSIS

Lectures - 1st Semester
Tuesday  2.00 pm - 4.50 pm

(Students who have already completed PSYC 465 are restricted from this paper.)

This paper introduces the principles and methodology of applied and experimental behaviour analysis. The course features lectures covering behavioural approaches and small N research, classical conditioning, choice, self-control, contiguity and contingency, reinforcement, antecedent influences, and decreasing behaviour.

Internal assessment typically involves a major essay on an applied topic, and a smaller presentation to the class.

PSYC 402  Dr Elizabeth Schaughency
ASSESSMENT IN CHILD AND ADOLESCENT CLINICAL PSYCHOLOGY

Lectures - 1st Semester
Tuesday  9.00 am - 11.50 am

(Paper available to probationary clinical psychology students only.)

This paper will survey techniques available for the assessment of children, focusing on practical and theoretical issues pertaining to the evaluation of cognitive academic behavioural, and social emotional functioning. The format of the course will include lectures, presentations, and class discussions.

Internal assessment for this paper will include class presentations and written assignments.

Readings
Weekly readings will be assigned from primary research material and selected book chapters.
The paper will review the current and historical perspectives on adult psychosocial problems and psychopathology, including theory, epidemiology, aetiology, and symptomatology. Its format will be one of problem-based learning.

Internal assessment activities include theory reviews, presentations, and quizzes. The grade value of each internal assessment component is determined by consensus among the students in the course at the start of the course.

**Readings**
Weekly readings will be assigned from primary research material and selected book chapters.
This paper covers topics in psychometric theory and the assessment of clients with psychological disorders. The course is designed to develop knowledge and practical clinical skills in the individualised assessment, formulation, and communication about clients with psychological disorders.

Topics covered include:
1. Foundation issues in assessment including an introduction to the history and ethics of testing.
2. A review of the foundation of psychometric theory, the interpretation of psychometric data, and the use of factor analysis in test development.
3. Procedures for the assessment of adult clients with psychological disorders.
4. An introduction to the use of personality tests in clinical diagnosis.
5. Training in interviewing in clinical practice.

**Readings**
This paper covers advanced topics in the assessment and remediation of clients with neurological deficits. The course is designed to provide an understanding of the cognitive, behavioural, and emotional changes on neurological disorder and acquired brain impairments, including the range of assessment and intervention procedures used in clinical neuropsychology.

The topics include:

1. Foundation issues in clinical neuropsychology, including a review of the brain anatomy, the causes of brain lesions, the rationale of deficit measurement, and the roles of the clinical neuropsychologist.

2. An introduction to theories of intelligence and cognitive functions, the interpretation of test findings and neuropsychological report writing.

3. A review of the clinical neuropsychology of functional deficits in higher order cognitive functions.

4. A review of assessment approaches to specific neurological conditions including traumatic brain injury.

Readings


PSYC 406   Joanna Prince
FOUNDATIONS OF CLINICAL INTERVENTION

Lectures - 2nd Semester
Wednesday 9.00 am - 11.50 am

(Paper available to probationary clinical psychology students only.)

This is a practical paper providing students with pre-clinical training in, and evaluation of, evidence-based intervention techniques, with an emphasis on cognitive-behavioural therapies. Students are involved in the Clinical Psychology Centre through their attendance at the Centre’s weekly case presentations.

Fifty percent of the final grade is based on internal assessment including two written reviews of treatment outcome literature and presentation of one of the interventions taught during the semester. Students must also pass a Cognitive Therapy Mastery Test, which is required for terms but not assessed.

PSYC 421   Dr Ann Reynolds
ADVANCED RESEARCH METHODS

Lectures - 1st Semester
Tuesday 11.00 am - 12.50 pm

Investigates issues in the design, analysis and reporting of experimental and naturalistic studies in psychology. This paper is designed to develop a wide range of advanced skills used in psychological research. The aim is to provide training in skills required for carrying out a research project in any area of psychology (or in the biological and social sciences, more generally) - from literature search and grant writing, to the ability to critically appraise published research. Recommended for postgraduate students interested in advanced research skills.

Readings
Course material will be provided electronically via Blackboard. Students should ensure that they know their user names and passwords and can access Blackboard before the start of classes.
PSYC 422
CONTEMPORARY ISSUES IN
PSYCHOLOGY

Associate Professor Tamlin Conner
Professor Elaine Reese

Lectures - 2nd Semester
Thursday 2.00 pm - 3.50 pm

Do you want to meet with other students to discuss the latest controversies in Psychology like the role of technology in mental health, the use of neuroimaging to deduce lying, or the validity of mental illness categories? PSYC 422 is a seminar paper designed to give postgraduate students the opportunity to engage in lively discussion of topics currently under debate in Psychology. We have selected a range of issues and “hot topics” from across Psychology - from clinical psychology to neuroscience. This 100% internally-assessed paper aims to develop skills related to critical evaluation of research and professional skills like scientific writing and oral presentation. The paper is highly recommended for people wishing to pursue a PhD in psychology or planning to work in fields requiring excellent scientific communication skills.

Internal Assessment
Class preparation and participation - 20%, Essay 1 - 30%, Essay 2 - 40%, Oral presentations (2) - 6% total, Seminar critiques - 4%

Readings
Target readings will be posted to E-Reserve.
Health psychology is a diverse field of research that addresses the role of psychological processes in health and illness as well as the provision and receipt of healthcare. This paper provides an advanced introduction to health psychology. As a student in this paper you will develop an understanding of some major ideas and debates within health psychology, learn to critically evaluate the evidence for those ideas and debates, and develop your skills in academic writing, working in teams, and giving oral presentations.

Readings
Articles will be set on a weekly basis.

Recommended Reading

This is a seminar paper designed to give postgraduate students a deeper understanding of biological, social, and cultural influences on child and adolescent development. The paper explores the way that different environmental contexts – from the antenatal environment to home, school, community, and cultural environments – interact with genetic influences to shape child and adolescent development. This paper will explore current theories of child and adolescent development, and will cover topics such as the antenatal environment and infant development, parent-child interactions and child development, and the role of peers and media in child and adolescent development. The paper will be useful for students going on to work in virtually any area of psychology, whether it is research, policy, or practice.
PSYC 425                  Dr Brent Alsop
ADVANCED TOPICS IN BEHAVIOUR ANALYSIS

Lectures - 2nd Semester
Tuesday                              2.00 pm - 4.50 pm

The paper examines issues over a range of areas in the experimental and applied behaviour analysis from a methodological, empirical, and theoretical perspective.

Readings
Textbooks are not required for this paper.

PSYC 426                  Professor Jamin Halberstadt
SOCIAL COGNITION

Lectures - 2nd Semester
Friday                               9.00 am - 11.50 am

This paper addresses current issues and research in the study of social cognition and social influence.

Social cognition, a subtopic of social psychology, is the study of how information about other people - and about ourselves - is processed, stored and used in social judgements. This paper is an introduction to the major topics and methodologies of the field, including social categorisation, unconscious and “implicit” cognition, decision making, emotion, attitudes and prejudice. Lectures are interspersed with discussion, debate, guest speakers and original research opportunities to provide a broad and timely overview of the discipline.

Readings
All required and recommended readings to be provided electronically by the lecturer.
PSYC 427 Dr Damian Scarf

TOPICAL ISSUES IN CHILD DEVELOPMENT

Lectures - 1st Semester

Friday 9.00 am - 11.50 am

A developmental perspective is critical to understanding any area of psychology. From the origins of mirror neurons to explaining our fundamental need to belong to groups, a developmental perspective provides critical information that helps to answer questions regarding the origins of human traits. PSYC 427 aims to not only build understanding of common development topics (eg, the impact of media on executive function) but also demonstrate how a development perspective can help us answer questions across multiple areas of psychology.

Readings
Primary articles and reviews.

PSYC 428 Professor Elaine Reese

CULTURE AND DEVELOPMENT

Lectures - 2nd Semester

Thursday 9.00 am - 10.50 am

Do you want to understand the way that culture shapes child and adolescent development? PSYC 428 Culture and Development is a seminar paper designed to give postgraduate students a deeper understanding of the way that culture affects psychological processes such as thinking, emotions, communication, identity, well-being, and parenting practices. This paper will critically evaluate cultural research and theories of development in New Zealand and throughout the world. The aim is for students to develop a deeper appreciation of the role of culture in human development. The paper will be useful for students going on to work in virtually any area of psychology, whether it is research, policy, or practice.

Readings
Target readings will be posted to E-Reserve.

Recommended Reading
Cognitive neuroscience addresses questions about how psychological (e.g., mental, cognitive, motor, affective) functions are coded and processed in the brain. A major goal for the field is therefore, to provide an account of “representation” using the language of neural processing. Our advanced course focuses on key questions in the field and the particular methods and techniques that can be used to address and test them. Critical analysis of experiments forms the basis of the interactions in the class, and seminars will be presented both by the instructors and by students in the course.

Reading
There are no required textbooks. Students will be supplied with the readings by the Lecturer via internet and/or Blackboard. Students will also be required to find their own research articles for some sessions and will also find articles for internal assessments (class presentations and written essays).
Animals must learn to survive, and the brain is the learning machine that does the job. But how does it do it? In this paper, we investigate the neural mechanisms of learning and memory, with particular emphasis on the physiological, molecular and anatomical mechanisms of synaptic plasticity in the hippocampus and related brain regions. We take a critical look at the evidence regarding the mechanisms underlying Long-term potentiation, and long-term depression, and whether they have the behavioural relevance that is commonly assumed.

Readings
Primary articles and reviews.

Drug use and abuse is an unavoidable aspect of today’s world. Ideas, theories, and policy around drug use and abuse are a function of changing social and political systems throughout history. The objective of this paper is to explore the history of drug use throughout different world societies and cultures. We will also discuss and critique a range of theories of drug abuse, as well as social and political factors that have shaped theories of drug addiction and drug policy. Being literate in this area will allow students to better evaluate and critique the social and political response to this difficult issue, and will assist in making informed decisions and engaging in policy discussions and advocacy.
Safety is the absence of incidents and accidents - seems simple enough. Or is it? This course will examine traditional views on safety and accidents as reflected in current approaches to safety and risk management particularly in high-risk industries. The course will begin by considering traditional person-based approaches to human error, risk, and safety. We will briefly look at some other widely used approaches such as Human Reliability Analysis and Leveson’s control theory of safety. Lastly we will traverse a range of contemporary approaches such as ‘Safety I v Safety II’ and the ‘Drift to Failure’ by way of some of their precursors such as Perrow’s ‘Normal Accidents’ and Vaughan’s ‘Normalisation of Deviance’.

Readings
All the recommended readings – books and journal articles will be available on-line (Blackboard or e-reserve). A collection of accident investigation reports will also be made available electronically via Blackboard.

PSYC 433  Dr Damian Scarf
ADVANCED THEORETICAL TOPIC

A student may, in collaboration with any staff member, propose an individual course of study equivalent to one 400-level Psychology paper. Any such course should be discussed with the Psychology 400 Coordinator and must be approved by the Head of Department.
PSYC 434
ADVANCED QUANTITATIVE METHODS

Professor Jeff Miller

Lectures - 1st Semester
Tuesday 1.00 pm - 1.50 pm
Thursday 11.00 am - 11.50 am

A practical introduction to a broad range of sophisticated statistical concepts and techniques used in psychological research. The emphases are on identifying research scenarios in which each concept or technique should be considered and on using SPSS to extract insights from a given data set.

Readings
Course material will be provided electronically via Blackboard. Students should ensure that they know their user names and passwords and can access Blackboard before the start of classes.

PSYC 435
DEVELOPMENTAL PSYCHOPATHOLOGY

Dr Elizabeth Schaughency

Lectures - 1st Semester
Monday 1.00 pm - 1.50 pm
Thursday 9.00 am - 10.50 am

Advanced study of developmental differences is important to many sectors in society - parents, policy analysts and practitioners. Developmental psychopathology has particular relevance for practitioners is reflected in its inclusion as a core competency for psychologists who aim to register as psychologists under the clinical and educational psychology scopes of practice.

This paper addresses issues in atypical development, with an emphasis on research-informed teaching and considerations regarding the implications of knowledge of typical development, factors influencing development, and research evidence for practice and policy.

Readings
Weekly readings will be assigned from primary research material and selected book chapters.
PSYC 436  
TOPICAL ISSUES IN ADOLESCENT BEHAVIOUR  

Lectures - 2nd Semester  
Wednesday  
9.00 am - 11.50 am  

Adolescents have been referred to as “engines without skilled drivers” and many argue that they are “programmed to take risks”. PSYC 436 will take a critical look at the research conducted on adolescent brain development and behaviour. The issues covered in class will be framed as questions such as “Do violent video games cause adolescents to become violent?” and “Does marijuana impact adolescent brain development?”.  

Readings  
Primary articles and reviews.

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PSYC 437  
COGNITIVE NEUROSCIENCE SEMINAR  

Lectures - 2nd Semester  
Tuesday  
9.00 am - 10.50 am  

Key questions in cognitive neuroscience address how biological organisms plan and select actions, which can range from simple motor responses to stimuli, to interactions with other organisms and objects in a complex environment. In this seminar course, students are encouraged to pursue areas of cognitive neuroscience which spark their own interest, in a directed reading and discussion format. Target articles will be selected by the instructor and by students, and students will regularly participate in presentations, discussions, and debates.  

Readings  
There are no required textbooks. Students will be supplied with some readings by the Lecturer via internet and/or Blackboard. Students will also be required to find their own research articles for presentations and other internal assessments.
Animals must learn to survive, and the brain is the learning machine that does the job. But how does it do it? In this paper, we critically examine the neural mechanisms of learning and memory beyond synaptic plasticity, such as homeostatic plasticity, metaplasticity, intrinsic plasticity and neurogenesis. We also explore the evidence as to whether humans show synaptic or other plasticity, and how plasticity mechanisms become impaired in Alzheimer’s disease.

Readings
Primary articles and reviews.

Drugs are everywhere in our lives, from cold remedies to prescription pain killers to study aids and morning coffee to illicit psychoactive substances. Use and abuse of drugs is associated with enormous financial costs and personal burden. The objective of this paper is to explore the neurobiological mechanisms of action of a wide range of drugs and to examine how environmental factors impact the effects of drugs. We will also examine and critique New Zealand drug policy.

Readings
tba
An individual research project carried out under the supervision of a staff member. The student will develop skills in research design and analysis and will write a full report of approximately 30 pages in length. Most studies will involve original data collection from human or animal participants. At the conclusion of the dissertation students will gain practice in presenting and communicating the results of their research at a student poster presentation.

All two-year Master’s students must enrol for this paper in preparation for their thesis in the subsequent year. Students must (a) have a thesis topic approved by the Master’s Degree Coordinator by the end of the first semester, (b) present their topic to the rest of the class near the beginning of the second semester, and (c) submit a written thesis proposal by the end of the second semester. Students are encouraged to embark on their thesis research during this preliminary year.

NB: PSYC 495 is 100% internally assessed.
Clinical Psychologists are applied scientist/practitioners employed in a variety of health-related services. Traditionally, they have worked alongside such mental health professionals as psychiatrists and social workers, and their training has focused on assessment, psychological intervention, and research. Clinical psychologists work in a variety of settings, working with children, adults, and families as patients.

The majority of students admitted to the programme complete three qualifications over three years of full-time university study. During the first year, students complete a Bachelor of Arts with Honours or a Bachelor of Science with Honours in Psychology, or the equivalent. During the second and third years (also called the first and second professional years), students complete the Postgraduate Diploma in Clinical Psychology concurrently with a Master of Arts or Master of Science in Psychology (by thesis only). There are two common variations to this. In some cases, students complete a Doctor of Philosophy in Psychology instead of a Master’s degree and, in doing so, undertake at least two additional years of study. In other cases, students substitute the Honours degree in the first year with the coursework component of a Master of Arts or Master of Science in Psychology (by papers and thesis) and, in doing so, complete two qualifications over three years. From time to time, case-by-case variations are permitted (eg, if the student already holds a Master’s or PhD research degree in Psychology).

Candidates for provisional admission to the clinical training programme should have completed the requirements for a Bachelor’s degree in Psychology or its equivalent and have satisfied the prerequisites for entry to Psychology 400 (see page 54). Provisional admission will be ratified at the end of the probationary year, if the candidate has reached a satisfactory level of academic and professional competence during that year.
Admission to the programme is limited, and the Admissions Committee will take into account each applicant’s academic record as well as motivation and personal suitability for clinical work.

A student will be awarded the PGDipClPs only after satisfactorily completing an MA, MSc, or PhD.

Interested students are strongly recommended to obtain full details regarding regulations, course content, and application procedures from the Postgraduate Diploma in Clinical Psychology handbook which may be obtained from either the Administrative Assistant, Clinical Psychology Centre, Department of Psychology, University of Otago, PO Box 56, Dunedin 9054 or from the Department’s website.

Courses offered as preparation for, or as part of the programme of training for the Postgraduate Diploma of Clinical Psychology include:

- **PSYC 401**  Behaviour Analysis
- **PSYC 402**  Assessment in Child and Adolescent Clinical Psychology
- **PSYC 403**  Adult Psychopathology
- **PSYC 404**  Assessment in Clinical Psychology Practice
- **PSYC 405**  Clinical Neuropsychology
- **PSYC 406**  Foundations of Clinical Intervention
- **PSYC 428**  Culture and Development
- **PSYC 435**  Developmental Psychopathology

These courses are usually taken along with PSYC 490 or PSYC 495 during the probationary year of training.

**PSYC 501 CLINICAL INTERVENTION**

This course incorporates the practicum component of the first year of the PGDipClPs. Students engage in supervised clinical practice in the Clinical Psychology Centre, a community clinic within the Department of Psychology. They also attend seminars on relevant clinical and practical issues.
PSYC 501 CLINICAL INTERVENTION

Sasha McComb

Dr Richard Linscott

Clinic Group Supervision Meetings

Monday 8.30 am - 9.00 am
Thursday 8.30 am - 9.00 am

Seminars

Friday 9.00 am - 11.00 am

This paper is for students enrolled in the Postgraduate Diploma in Clinical Psychology only.

This course incorporates the practicum component of the first year of the Postgraduate Diploma in Clinical Psychology (PGDipCIPs). Students engage in supervised clinical practice in the Clinical Psychology Centre, a community clinic within the Department of Psychology. They also attend seminars on relevant clinical and practical issues.

PSYC 601 CLINICAL PSYCHOLOGY INTERNSHIP

This course incorporates the practicum component of the second and final year of the PGDipCIPs. Students engage in supervised practice (four days per week) in a range of health and justice related settings. They also attend weekly seminars in the Department of Psychology on ethical and practical issues in clinical psychology.

LAWS 448 LAW AND PSYCHIATRY

Highly recommended.

MAOR 102 MĀORI SOCIETY

This paper is a prerequisite for PSYC 601.
POSTGRADUATE RESEARCH PROGRAMMES
Masters and PhD

MASTER’S DEGREE COORDINATOR

PROFESSOR ELAINE REESE (SEM 1)

DR RICHARD LINSCLOTT (SEM 2)

PHD COORDINATOR

ASSOCIATE PROFESSOR JACKIE HUNTER

ADMINISTRATION EMAIL: postgrad@psy.otago.ac.nz

General information on Postgraduate Studies in the Department can be found at the following website:
http://www.otago.ac.nz/psychology/study/postgraduate/index.html

Further information can be found at the following websites:
http://www.otago.ac.nz/graduate-research/study/researchmaster/index.html
http://www.otago.ac.nz/graduate-research/study/phddoctoral/programme

Scholarship Information
The University’s Scholarships Office has available information on sources of funding and scholarship support at
http://www.otago.ac.nz/study/scholarships

For Māori students, the Māori Centre on Castle Street North has information available on Māori specific scholarships or students can make an appointment to see Frank Edwards (frank.edwards@otago.ac.nz) or Pete Russell (maori.postgrad@otago.ac.nz).

Demonstrating
Demonstrators in 100- and 200-level laboratory classes are paid on an hourly basis (about 6-9 hours per week over the teaching year). Applications should be made directly to the relevant Administrator Client Services, preferably before December of the preceding year.
**General Enquiries**

Enquiries of an academic nature should be addressed to either the Master’s Degree Coordinator or the PhD Coordinator at the Department of Psychology.

For contact information: see page 80.
## STANDARD UNIVERSITY GRADING SCALE

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KEY CONTACTS

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