School of Psychology
Graduate Handbook
Welcome to Waikato

The University of Waikato is ranked in the top 1.1% of universities worldwide and is the university of choice for more than 12,000 students each year.

Established in 1964 as a result of the demands of a local community, the University of Waikato offers a comprehensive range of programmes and attracts outstanding students from the Waikato and Bay of Plenty Regions, from the rest of New Zealand, and from around the world. The University is a vibrant multicultural community providing a high quality student experience in a beautiful park-like campus environment.

Research is the driving force that distinguishes universities from other tertiary institutions, and the researchers and postgraduate students at the University of Waikato are providing unique perspectives on issues of importance to contemporary society and answers to some of the key problems being faced by industries, governments and nations around the world. We have seven research institutes, including a new Institute for Security and Crime Science, which enable our academic staff and postgraduate students to contribute to regional, national and global research.

Our graduates are committed to making a real difference for their employers. The newly implemented Curriculum Design Framework will see the University delivering a more future-focussed curriculum that is responsive to changing student, employer and societal needs. This includes a focus on cultural competency and work-integrated learning opportunities, helping to create work-ready graduates with the skills employers need.

Data from Universities New Zealand and the Graduate Longitudinal Survey continue to demonstrate the value of a university degree. A typical university graduate earns about $1.6 million more over their working life than a non-graduate. Two years after graduation, 80% of graduates said that getting a degree was well worth the time and cost, and graduates expressed high levels of satisfaction with their lives following university.

Whatever your aspirations may be, the University of Waikato provides an outstanding learning environment and we look forward to seeing you on campus.

Professor Neil Quigley
Vice-Chancellor
Kia ora and welcome to graduate study in the School of Psychology

Psychology is a fascinating and dynamic academic discipline. The graduate programme in the School of Psychology at the University of Waikato provides exciting study opportunities in Animal Behaviour, Behaviour Analysis, Community Psychology, Clinical Psychology, Human Cognition, Kaupapa Māori Psychology, Organisational Psychology, Social Psychology, and Forensic Psychology/Crime Science.

Graduate students work in collaboration with academic staff in our research programmes. We provide intensive research training and opportunities to interact with other researchers in the School. Graduate students play an important role in our research laboratories, and receive careful mentoring by their supervisors. A variety of graduate degrees require the completion of one or more supervised research projects, dissertations or theses.

We also offer professional programmes that prepare students for a range of careers in psychology, including as a New Zealand registered psychologist or clinical psychologist. By gaining entry to one of these programmes students receive training in the building blocks needed to become a competent and safe practitioner in the relevant field.

For postgraduate students who want to concentrate more intensively on research, enrolling in a PhD in Psychology at Waikato leads to several years of specialist training designed to lead on to careers at the cutting edge of research and scholarship.

This handbook will provide answers to many questions you may have about graduate study in psychology. It contains information about the qualifications we offer, the entry criteria, descriptions of our papers and some of the resources available. If you have more questions, or need assistance in enrolling in a programme of study with us, please do not hesitate to contact us.

Every year the range of career opportunities grows for students with graduate degrees in psychology. If you are curious, creative and energetic, it’s a great time to be pursuing advanced study in psychology at the University of Waikato.

Professor Devon Polaschek,  
DipClinPsych, PhD
Contents

Contact information 4
Graduate qualifications in Psychology 5
Postgraduate Certificate in Psychology – PGCert(Psych) 6
Postgraduate Diploma in Psychology – PGDip(Psych) 6
Bachelor of Social Sciences with Honours – BSocSc(Hons) 6
Master of Arts – MA 6
Master of Social Sciences – MSocSc 6
Master of Applied Psychology – MAppPsy 6
Master of Science – MSc 7
Postgraduate Diploma in Clinical Psychology – PGDipPsych(Clin) 7
Postgraduate Diploma in the Practice of Psychology – PGDipPracPsych 7
Master of Philosophy – MPhil 7
Doctor of Philosophy – PhD 7

Admission to graduate study 8
Psychology major in an undergraduate degree 8
Appropriate research methods training 8
Grade requirements 9
Other admission requirements 10

How to enrol 11
PGDip, PGCert 11
BSocSc(Hons), BA(Hons) and BSc(Hons) 12
MSocSc, MAppPsy, MSc and MA 12
MPhil and PhD 14

Graduate specialisation 15
Community and Applied Social Psychology 15
Clinical Psychology 16
Behavioural Psychology 16
Applied Cognitive and Human Experimental Psychology 17
Kaupapa Māori and Psychology 18
Organisational Psychology 18

Selecting papers 19
Paper offerings 21
Key to paper codes 21
Masters only 29

Information in this handbook is correct at the time of printing but may change subject to considerations such as staffing, viability, and other causes outside the Faculty’s control. The University’s official statement of degree requirements, papers offered, and managed entry criteria is the current University of Waikato Calendar, to which students should also refer.
Postgraduate Diploma in Clinical Psychology 29
Postgraduate Diploma in the Practice of Psychology 29
Postgraduate research degrees 30

Master of Applied Psychology (MAppPsy) 31
Entry to the MAppPsy 31
Organisational Psychology (MAppPsy(Org)) 32
Behaviour Analysis (MAppPsy(BA)) 34
Community Psychology (MAppPsy(Com)) 36

Postgraduate Diploma in Clinical Psychology (PGDipPsych(Clin)) 38
Postgraduate Diploma in the Practice of Psychology (PGDipPracPsych) 42

External assessment and grades 44
Student responsibility 45
Academic integrity 46
Amount of work required 47
Deadlines for coursework 47
School research seminars 47

Graduate resources and support 48

Psych Café 48
Graduate mailbox 48
Computer support 48
Email 48
Graduate computer laboratory (J1.12) 48
Computer labs 48
Internet access 49
Graduate Studies Committee 49
Academic support 49

Student advisers 50

Research facilities 51

Important policies and regulations 52
Policy relating to the query of marking and final grades 52
Medical certificate requirements 53
Kaupapa Māori policy 53
Policy relating to directed studies 53

Information for international students 54

Academic staff profiles 55
Examples of recently completed thesis topics 59

Please assist us in looking after the environment by returning this handbook (unmarked and undamaged) to the FASS Reception when you are finished with it so that we may reuse it. Thank you.
Contact information

School Graduate Convenor
Phone: +64 7 838 9227
Email: psychology@waikato.ac.nz

School Manager
Sue Carnaby
Phone: +64 7 838 4032
Email: carnabys@waikato.ac.nz
Website: psychology.waikato.ac.nz
Fax: +64 7 858 5132

Administrative staff

TBD
Room: K1.12
Extn: 9288

Joy Fellows
Room: K1.12
Extn: 9222
Email: j.fellows@waikato.ac.nz

Technical staff

Experimental Support Technician
Rob Bakker
Room: J1.13
Extn: 8896
Email: rob@waikato.ac.nz

Software Engineer
Andrew Malcolm BCMS
Room: J1.15
Extn: 9204
Email: amalcolm@waikato.ac.nz

Academic staff office hours
All academic staff are available for consultation during specified office hours or by appointment. Office hours are indicated on staff doors or are available from the Psychology paper outlines or Moodle.
Graduate qualifications in Psychology

The School of Psychology offers a number of different graduate and postgraduate qualifications that prepare students for a wide range of careers. An overview of some of these degree programmes are shown in the diagram below followed by a brief description of each.

An overview of some of the postgraduate qualifications offered in psychology.
Postgraduate Certificate in Psychology – PGCert(Psych)
Consists of 500 level papers totalling 60 points.

Postgraduate Diploma in Psychology – PGDip(Psych)
Consists of 500 level papers totalling 120 points, with a minimum of 90 points in psychology papers.

Bachelor of Social Sciences with Honours – BSocSc(Hons)
Consists of 500 level papers totalling 120 points, with at least 60 points in psychology papers, and at least 90 points within the field of the degree. A 30 point honours dissertation or equivalent programme of supervised research must be completed for this degree. The honours dissertation (a maximum 7,500-10,000 words) is due in early November for students in the honours programme.

Note: BA(Hons) and BSc(Hons) degrees are also available for students entering with undergraduate degrees in the Arts or Sciences but special conditions may apply.

Master of Arts – MA
Comprises a 120 point thesis,* or a 90 point thesis and 500 level papers up to a total of 30 points. At least 60 points must be taken in psychology papers, with 90 points taken from within the field of the degree.

Master of Social Sciences – MSocSc
Comprises a 120 point thesis,* or a 90 point thesis and 500 level papers up to a total of 30 points. At least 60 points must be taken in psychology papers, with 90 points taken from within the field of the degree.

Master of Applied Psychology – MAppPsy
Consists of 240 points specialising in organisational psychology, behaviour analysis or community psychology. In the first year, students take 500 level papers to the equivalent of 120 points. On completion of their 120 points and after discussion with staff, students enrol in either a 120 point thesis,* or a 90 point thesis and 500 level papers to a total of 30 points.
Master of Science – MSc

Consists of 240 points. In the first year, students take 500 level papers to the equivalent of 120 points.

On completion of their 120 points and after discussion with staff, students complete a 120 point thesis.*

Postgraduate Diploma in Clinical Psychology – PGDipPsych(Clin)

Is taken after completion of a PGDip(Psych) or BSocSc(Hons), and may be taken concurrently with a MSocSc or PhD. More detailed information about the clinical training programme can be found on page 38 of this handbook.

Postgraduate Diploma in the Practice of Psychology – PGDipPracPsych

Is a 12-month fulltime (but also available part-time) programme of study available to graduates with a MAppPsy degree in Psychology who have specialised in either Organisational Psychology, Applied Behaviour Analysis or Community Psychology. The student is required to pass three compulsory papers totalling 120 points. It is designed to meet the requirements for registration as a psychologist under the Health Practitioners Competency Assurance Act. More detailed information can be found on page 42 of this handbook.

Master of Philosophy – MPhil

Involves a minimum of one year of original research culminating in the writing of a thesis.

Doctor of Philosophy – PhD

Involves a minimum of three years of original research culminating in a thesis.

*Masters students complete a 90 point thesis of 22,500 words (to a maximum of 30,000 words), or a 120 point thesis of 30,000 words (to a maximum of 50,000 words). In special circumstances (eg where a student requires additional taught coursework), a 60 point Dissertation (15,000 words to a maximum of 20,000 words) can be taken instead of a 90 or 120 point Thesis in the MA, MSocSc or MAppPsy.
Admission to graduate study

Briefly, the criteria for admission to graduate study are:

- An undergraduate degree with a major in Psychology,
- Undergraduate papers supplying an adequate preparation in psychological statistics and research,
- An adequate grades average in undergraduate psychology papers (the grade average required depends on the graduate degree, as described later).

Psychology major in an undergraduate degree

To enter graduate study in Psychology, internal candidates must have completed a first degree with a major in Psychology. At the University of Waikato, Psychology majors are required to have a minimum of 120 points of the 360 points of their BSocSc, BA, or BSc in Psychology papers.

*Note: Psychology majors who begin their undergraduate degree from 2018 will need to have 135 points in Psychology papers.*

External and overseas candidates must have at least a three-year undergraduate degree with credit in Psychology for at least one third of their undergraduate papers. The School reserves the right to assess the nature of an applicant’s undergraduate degree. In cases in which the Psychology component of the degree is deemed insufficient for graduate study, the candidate may be required to take additional papers in Psychology and to meet minimum grade criteria set by the School for these papers.

Students who wish to undertake graduate study in Psychology, but have not majored in Psychology for their undergraduate degree, may take a Graduate Diploma in Social Sciences. Details of the Graduate Diploma in Social Sciences in Psychology can be obtained from the School of Psychology Office. Please note that many specific papers and programmes have particular undergraduate paper prerequisite(s). Students may need to take papers in addition to those for the GradDip(Psych), to achieve the necessary background for entry into some graduate programmes.

Appropriate research methods training

Competence in research planning, data analysis and report writing are essential skills for graduate papers and for thesis study. If students lack competence in these areas they may have difficulty at graduate level. All candidates for graduate study must have an adequate background in statistics and research skills. For internal candidates this requirement is met by having completed PSYC208 Psychological Research: Analysis, Design and Measurement and PSYC307 Research Methods – the latter is compulsory for students intending to enrol in graduate study. External candidates must have completed equivalent papers.

*Note: Students beginning their undergraduate degree from 2018 will instead need to include PSYCH211 Understanding Psychological Research.*
Grade requirements

Entry to the BSocSc(Hons), BA(Hons), BSc(Hons), PGDip(Psych), PGCert(Psych)

All candidates must have gained at least an average of B or better in the undergraduate Psychology papers required for a major (ie 120 points), or an average of B or better in their 300 level Psychology papers to a value of 60 points, and must have passed PSYC307 Research Methods or an equivalent paper. Applicants who do not satisfy the grade requirement for entry may take additional 300 level Psychology papers (but not a directed study) to raise their grade average. Please note that many graduate papers have undergraduate prerequisite(s). These are listed as part of the information on individual graduate papers set out below.

Entry to the MSocSc, MA and MSc

Candidates must have gained at least a B average in the papers for their PGDip(Psych), BSocSc(Hons), BA(Hons) or BSc(Hons). Where this requirement has not been achieved, students may take further 500 level papers to raise their grade average.

Entry to the MAppPsy

For admission to the first year of the MAppPsy programme, candidates must have gained at least a B in the undergraduate Psychology papers required for a major (ie 120 points), and must have passed PSYC307 Research Methods or an equivalent paper. For admission to the MAppPsy programme after completion of a BSocSc(Hons) or PGDip degree in Psychology, candidates must have gained at least a B average in their BSocSc(Hons) or PGDip. There are further entry requirements for the MAppPsy and these are outlined in detail on page 31.

Entry to Psychology graduate papers taken for other qualifications

Students taking a graduate degree in a subject other than Psychology who wish to include Psychology graduate papers in their degree must a) have gained a B average in papers for their undergraduate major subjects, and b) have completed any prerequisite(s) for Psychology papers in which they wish to enrol.

Entry from other universities

Students who completed graduate papers in Psychology at other universities may apply for admission to the graduate programme in Psychology at the University of Waikato. Their application must include their undergraduate record and the marks gained in their graduate papers. The School of Psychology may, however, require them to take additional papers either before commencing or concurrently with their graduate study.
Entry after a break from study

Where applicants completed their Psychology major five or more years ago and obtained less than the averages stated above, but have subsequently gained additional relevant experience in a) psychological research, b) a setting requiring the application of psychological knowledge, and c) report writing skills, they may apply to the School of Psychology’s Graduate Convenor for special consideration for entry. To do this they should submit a brief outline (no more than one page) of relevant work experience (including research experience) and an example of their written work. Where applicants completed their undergraduate degree more than seven years ago, they may be required to take some further undergraduate papers to update knowledge in appropriate areas prior to or concurrently with their graduate enrolment.

Other admission requirements

BSocSc(Hons), BSc(Hons), BA(Hons), MSocSc, MA and MSc

In addition to the grade requirements outlined above, enrolment in these degrees requires that the School can provide appropriate supervision of their dissertation or thesis. Thus students must seek appropriate supervision prior to enrolment. To start this process, students may approach the Chair of the School or the School’s Graduate Convenor to talk about potential supervisors. Students may also approach academic staff members to talk about potential topics and supervision (for further information see the next section – How to enrol).

PGDipPsych(Clin)

Admission to the PGDipPsych(Clin) is by selection following an application and interview process. Further details on the PGDipPsych can be found on page 38 of this handbook.

PGDipPracPsych

Admission to the PGDipPracPsych is subject to candidates having a masters degree with a specialisation in either organisational psychology, behaviour analysis or community psychology and appropriate employment. Further entry requirements for this qualification are outlined on page 42.
How to enrol

All applicants for initial entry into any psychology graduate qualification or a thesis/dissertation must complete the appropriate School of Psychology graduate enrolment form in addition to their Application to Enrol Form (ATE) or online application.

Graduate enrolment forms are available from the Psychology Office or online. All enrolments in a directed study must also be accompanied by a School of Psychology directed study enrolment form.

Once a student’s entry into the graduate programme has been approved, enrolment into specific graduate papers can be finalised.

Note: Students wishing to enrol in the BSocSc(Hons), BSc(Hons), BA(Hons), the MAppPsy, PGDipPsych(Clin) or the PGDipPracPsych must apply for entry to that programme and be accepted prior to undertaking the enrolment procedure outlines here. See the sections on each programme later in this handbook.

PGDip, PGCert

In order to apply to undertake PGDip or PGCert, students must complete the School of Psychology PGDip PGCert Application and Approval Form (available from the Psychology Office or online) as well as the University enrolment form.

PGDip students must complete a minimum of 120 points at 500 level or above. PGCert students must complete a minimum of 60 points at 500 level or above.
BSocSc(Hons), BA(Hons) and BSc(Hons)

In order to apply to undertake an honours degree, students must complete the School of Psychology Honours Application and Approval Form (available from the Psychology Office or online) as well as the University enrolment form.

Honours Psychology students must complete a minimum of 120 points at 500 level or above, including the Psychology Honours Dissertation (30 points).

Entry to honours requires the availability of appropriate supervision for the honours dissertation (very similar to the supervision requirement for the MSocSc, MA or MSc thesis described in the following section). The availability of dissertation supervisors will determine the number of students accepted into honours each year. The honours application form requires an indication of the preferred supervisor for the honours dissertation (staff available to supervise honours dissertations and possible research topics are listed on the School’s website). Where the preferred dissertation supervisor is not available, the Graduate Studies Committee will attempt to find an appropriate dissertation supervisor based on the information provided on the student’s application form. In cases where a supervisor in the requested subject area is not available, students may be asked to reconsider the subject area for their honours dissertation or enrol in a PGDip(Psych) instead.

Honours students are expected to play an active role in the social and intellectual life of the School. All honours students are expected to attend the weekly honours seminar meetings which are intended to introduce students to the practical issues involved in the completion of the dissertation research project as well as the School’s regular Research Seminars. Honours students are also strongly encouraged to give brief presentations of their research at one of these seminars sometime during their honours year. The deadline for the School application is the first Monday in December for acceptance into the programme beginning in February/March (mid-year enrolments are not possible).

MSocSc, MAppPsy, MSc and MA

In order to apply to undertake a masters degree, students must complete the School of Psychology Masters Enrolment and Supervisors’ Approval Form (available from the Psychology Office or online) as well as the University enrolment form. The masters enrolment form requires a brief statement of the student’s proposed thesis research project and must normally be signed by the staff members who have agreed to supervise the research. For a 90 point or 120 point thesis two staff members with experience in the proposed area of research must indicate that they are willing and available to supervise the thesis. Usually one of these staff members will be the chief supervisor of the project; in others, staff may work as co-supervisors. For a 60 point dissertation only one supervisor is required although finding two supervisors is still encouraged.

Students do not need to have their topic defined before seeking supervision but should develop their topic with their supervisors. Students should approach staff with whom they might like to work to discuss potential topics, and students may discuss topics with several staff members before nominating their preferred supervisors (see the staff profiles section of this handbook for some of the research areas that staff are available to supervise).

The Chief Supervisor must be a member of the Psychology School but in some cases an appropriately qualified off-campus psychologist with research experience may be involved in supervision as a second supervisor (this requires the consent of the primary supervisor and an application to the Graduate Studies Convenor). When a student is having difficulty in finding supervision they should see either the Chair of School, the Graduate Studies Convenor or the School Manager.
It is important for students and their supervisors to discuss their responsibilities and expectations as early as possible in the process. Some of the key areas to discuss include:

**The responsibilities of the chief supervisor**
- Assisting in the development of a research plan,
- Establishing a timetable of regular meetings with the student,
- Ensuring that the student seeks ethical approval for the research where appropriate,
- Provide constructive criticism and feedback on written drafts within agreed-to time frames,
- To arrange for an external examiner of the thesis.

**The responsibilities of the second supervisor**
- Provide additional expertise and advice in the development of a research plan,
- Attend, as appropriate, meetings between the student and Chief Supervisor,
- Provide feedback on written drafts as requested by the student and Chief Supervisor,
- Provide for continuity of supervision in the event of the absence or departure of the Chief Supervisor.

**The responsibilities of the student**
- Attend regular meetings or arrange for other formal communication (at least monthly) with the supervisor(s),
- Develop a research plan and timetable in consultation with the supervisors,
- Seek ethical approval for the research where appropriate,
- Present work in progress or findings from time to time as agreed with the supervisor(s),
- Submit written thesis drafts for comment and discussion as agreed with the supervisor(s),
- To bring any problem that may be interfering with study or research (including those of a social or medical nature) to the attention of the supervisor(s) or the Graduate Studies Convenor.

*Note: When planning a thesis the student needs to talk to supervisors about their availability throughout the year. Staff may be away at conferences for periods and not all staff are available for supervision over the summer period – students should clarify this in discussion.*

More information on theses and dissertations, including topics such as thesis/dissertation planning, a suggested timetable for thesis/dissertation preparation and execution, approval processes, etc can be found in Guide for Masters Thesis and Dissertation Students, available on Psych Café (Moodle).
MPhil and PhD

Two higher degrees in Psychology are available at the University of Waikato – the Master of Philosophy (MPhil), involving a minimum of one-year of original research culminating in the writing of a thesis, and the Doctor of Philosophy (PhD), involving a minimum of three years of original research culminating in a thesis. Both can be taken fulltime or part-time.

These degrees are overseen by the University of Waikato Postgraduate Research Committee, which must approve any student’s registration as a candidate for MPhil or PhD.

The School of Psychology will support applications for entry into these higher degrees where the candidate has completed an MA, MSocSc or MSc degree with first or second class honours (Division 1) in psychology, which includes a substantial research component. The candidate should also have had training in research relevant to their research proposal. Such proposals are made to the University Postgraduate Research Committee through the Faculty representative on that committee, with the approval of the School and can be made at any time of the year.

The Faculty of Arts & Social Sciences does not normally encourage entry into the MPhil or PhD directly from an honours degree, but students may do so under some circumstances. For further details of the Faculty of Arts & Social Sciences policy see the Faculty’s Graduate Handbook. In addition, in special circumstances, a candidate who does not have the required formal academic qualification but who has appropriate research experience might also be accepted into these advanced research degrees.

Students wishing to undertake a higher degree should first find appropriate supervision (ie a chief supervisor and a second supervisor or two co-supervisors). The School Graduate Convenor is available to discuss the students’ research plans and to suggest potential supervisors.
Graduate specialisations

The School of Psychology offers graduate papers in a wide range of areas. Students not taking one of the specialist programmes can design a programme of study specific to their needs.

They are advised to consult Psychology staff for help in selecting the appropriate combination of papers and research topic so that they construct a coherent programme of graduate study in the area of their interest. 500 level papers that are core papers for the specialist programmes may be taken by students not in those programmes but who have the appropriate prerequisite(s).

Below are some of the areas of study and papers which can be taken.

Community and Applied Social Psychology

Applied social psychology and its close cousin, community psychology, emphasise the study of people and groups of people within the context of the social, cultural, political and economic processes in which they lead their lives. This includes the examination of colonisation, classism, economic exploitation, racism and other processes of social exclusion and oppression. Examining the interactions between people and their environment is necessary if we are to fully understand such diverse issues as health status, crime, educational achievement, poverty and homelessness. Applied social and community psychologists work in a wide range of settings including social services, government, schools, research organisations and advocacy groups. Typically, they are working to promote policies, programmes and social change initiatives which aim to enhance community life and the health and well-being of community members.

Graduate papers in community and applied social psychology offered in the School are:

PSYC511 Evaluation Research Design* 15 points
PSYC513 Evaluation Research Analysis* 30 points
PSYC517 The Social Psychology of Anti-Social Behaviour 15 points
PSYC518 Family Violence: Research and Interventions 15 points
PSYC575 Indigenous Psychologies* 15 points
PSYC582 Community Health Psychology* 15 points
PSYC583 Foundations of Community Psychology* 15 points

These papers can be taken for credit towards PGCert(Psych), PGDip(Psych) BSocSc(Hons), BA(Hons), BSc(Hons) or MAppPsy(Community). Enquiries can be directed to any of the following staff: Cate Curtis, Bridgette Masters, Mohi Rua, Ottlie Stolte or Neville Robertson.

*Required for the MAppPsy(Community) and are prerequisite(s) for the PGDipPracPsych(Comm).
Clinical Psychology

Students wishing to pursue a career in clinical psychology should apply for entry into the PGDipPsych(Clin), details of which and the core papers required are outlined on page 38.

Students interested in including a component of clinical psychology in their graduate degree should consider including papers from the following list:

- PSYC511 Evaluation Research Design 15 points
- PSYC513 Evaluation Research Analysis 30 points
- PSYC515 Special Topic: Traumatic Memories and Repression 15 points
- PSYC539 Graduate Research Methods in Psychology 15 points
- PSYC556 Advanced Topics in Abnormal Adult Psychology 15 points
- PSYC557 Positive Psychology Research: Theory and Practice 15 points
- PSYC560 Applied Behaviour Analysis: Theory and Issues 15 points
- PSYC562 Theories of Psychotherapy 15 points
- PSYC564 Developmental Psychopathology 15 points
- PSYC575 Indigenous Psychologies 15 points
- PSYC580 The Psychology of Criminal Conduct 15 points
- PSYC581 Psychological Assessment 15 points

Behavioural Psychology

Graduate study in behavioural psychology provides a background for a range of careers in the private sector and in government departments, depending on the areas studied. In particular, students will be able to read and interpret research papers, critically analyse psychological methods and theories, carry out data analysis, and design research. The papers available can be combined in a number of ways and students should talk with the appropriate staff when planning their course of study.

The papers in behavioural psychology can be combined with papers from other specialities such as clinical, organisational or social psychology to produce coherent programmes of study.

Students wishing to specialise in Behaviour Analysis or Applied Behaviour Analysis may be able to take the MAppPsy in Behaviour Analysis (see page 34).

The following papers cover aspects of applied behaviour analysis, and the experimental analysis of both human and animal behaviour:

- PSYC538 Applications of Behaviour Analysis 15 points
- PSYC559 Animal Behaviour and Welfare Research 15 points
- PSYC560 Applied Behaviour Analysis: Theory and Issues 15 points
- PSYC561 Behaviour Analysis Research and Theory 15 points
- PSYC577 Recent Research in Behaviour Analysis 15 points
- PSYC587 Behaviour Analysis Practicum 15 points
- A directed study on a suitable topic.

Various combinations of these papers are possible to form a range of coherent programmes of study. Some examples of these such paper combinations are: Animal Behaviour and Welfare, Applied Behaviour Analysis, and Experimental Analysis of Behaviour.

Enquiries on graduate study in this area can be directed to the following staff: Tim Edwards.
Applied Cognitive and Human Experimental Psychology

Our approach to graduate study in cognitive psychology and human experimental psychology has a strong applied focus, enabling students to apply for careers either in academia, public service or private industry. Students from our applied cognitive psychology programme have gone on to study or teach overseas, work in government research and policy-making capacities, and gain private employment as researchers and consultants. The applied cognitive psychology papers shown in the list below can be combined with other graduate papers in several ways and students should talk with the appropriate staff when planning their course of study.

The following papers cover aspects of human experimental psychology, human factors, applied behaviour analysis and the experimental analysis of both human and animal behaviour:

- PSYC539 Graduate Research Methods in Psychology 15 points
- PSYC515 Special Topic: Traumatic Memories and Repression 15 points
- PSYC557 Positive Psychology Research: Theory and Practice 15 points
- PSYC568 Techniques in Applied Psychology 15 points
- PSYC561 Behaviour Analysis Research and Theory 15 points
- A directed study on a suitable topic.

Enquiries on graduate study in this area can be directed to any of the following staff: Samuel Charlton, Robert Isler, John Perrone, Maryanne Garry or Nicola Starkey.
Kaupapa Māori and Psychology

Graduate study in the area of kaupapa Māori and psychology draws together the thematic areas of Māori development, evaluation research, inter-ethnic relations, culture change and resilience, and Treaty perspectives in policy analysis. In addition to an increased psychological understanding of the Māori world, students can expect to develop valuable skills in programme evaluation, Māori focused research, and bicultural policy analysis. Students will also benefit from involvement in the research and professional development activities of the Māori and Psychology Research Unit. To meet the requirements of the BSocSc(Hons) or BA(Hons) degrees and to develop a firm grounding in the kaupapa Māori psychology area students should include in their programme:

- PSYC511 Evaluation Research Design 15 points
- PSYC513 Evaluation Research Analysis 30 points
- PSYC575 Indigenous Psychologies 15 points

A directed study (see below).

Directed studies in this area are offered in association with research carried out by the Māori and Psychology Research Unit (MPRU). Students undertaking such a directed study may then proceed to a masters thesis with a kaupapa Māori and psychology focus.

Students who have interests in other areas of psychology (eg behaviour analysis, community psychology, clinical psychology, organisational psychology, health psychology or disabilities) should complement their kaupapa Māori programme with papers from these areas.

Enquiries on graduate study in kaupapa Māori and psychology can be directed to Mohi Rua, Bridgette Masters, Armon Tamatea or Maree Roche.

Organisational Psychology

Career opportunities for graduates specialising in organisational psychology include government departments, public and private sector organisations which employ graduates who have expertise in personnel selection, training and development, performance evaluation, and organisation development and change, as well as consulting services that require application of psychological theory and research.

Students interested in a career in organisational psychology are advised to apply for entry in the MAppPsy in Organisational Psychology. The core papers for this programme are described later in this handbook on page 32.

Students who may wish to include some organisational psychology papers in their BSocSc(Hons), BA(Hons) or MSocSc degrees should select from the following:

- PSYC571 The Psychology of Careers 15 points
- PSYC572 Personnel Selection 15 points
- PSYC573 Training and Development 15 points
- PSYC579 Advances in Organisational Psychology 15 points
- PSYC585 Leading Organisation Development 15 points

Enquiries about graduate study in organisational psychology can be directed to Maree Roche or Anna Sutton.
Selecting papers

All taught graduate papers in the School of Psychology carry 15 points with the exception of PSYC513 – Evaluation Research Analysis. However, directed studies are available for either 15 or 30 points credit. A fulltime course of study is 120 points per year.

Some graduate programmes require specific (core) papers to be taken. It is ultimately the responsibility of the student to check their paper selection with the staff involved in the programme before finalising their enrolment. For details of core papers for the BSocSc(Hons), BA(Hons), MAAppPsy, PGDipPsych(Clin) and PGDipPracPsych, please refer to sections later in this handbook. Students may take some papers outside of the School of Psychology for qualifications, if the regulations allow and with the approval of the Graduate Studies Convenor, provided the papers are related to their overall course of study. However, to be eligible for registration those papers must have a substantial psychology component and fall within the guidelines set by the New Zealand Psychologists Board for registration, under the Health Practitioners Competency Assurance Act.

PGCert(Psych)
60 points from List A (on the next page).

PGDip(Psych)
120 points in 500 level papers with at least 90 points from List A (on the next page).

BSocSc(Hons), BA(Hons) and BSc(Hons)

For the BSocSc(Hons), take 120 points in 500 level papers, including the 30 point Honours Dissertation and with at least 60 points from List A and no more than 30 points outside the Social Sciences. Arts and Science students should check the current University of Waikato Calendar for the requirements of the BA(Hons) and BSc(Hons).

For the BSc(Hons) please note: PSYC511, PSYC513, PSYC517, PSYC518, PSYC575, PSYC581, PSYC582 and PSYC583 do not count toward a Psychology qualification in Science but may be taken as papers outside the field of the degree.

MSocSc and MA

120 points comprising a 120 point thesis, or a 90 point thesis and 30 points in 500 level papers, or a 60 point dissertation and 60 points in 500 level papers, and no more than 30 points outside the Social Sciences. Science students should check the calendar for the requirements of the MSc.

Candidates for MSc degrees are required to complete 240 points at 500 level toward these degrees. Each fulltime student will normally enrol in 120 points of taught papers in the first year and 120 point thesis in the second year (PSYC594). Students are advised to consult the Science and Engineering Graduate Handbook and/or the current online University of Waikato Calendar for further information.

Note: Course requirements for the MAAppPsy, PGDipPracPsych, and PGDipPsych(Clin) are described separately in the next section.
List A

*Note:* Not all of the papers listed below are available for selection each year.

PSYC511 Evaluation Research Design
PSYC513 Evaluation Research Analysis
PSYC515 Special Topic: Traumatic Memories and Repression.
PSYC517 The Social Psychology of Anti-Social Behaviour (alternates with PSYC518)
PSYC518 Family Violence: Research and Interventions (alternates with PSYC517)
PSYC538 Applications of Behaviour Analysis
PSYC539 Graduate Research Methods in Psychology
PSYC556 Advanced Topics in Abnormal Adult Psychology
PSYC557 Positive Psychology Research: Theory and Practice
PSYC559 Animal Behaviour and Welfare Research
PSYC560 Applied Behaviour Analysis: Theory and Issues
PSYC561 Behaviour Analysis Research and Theory
PSYC562 Theories of Psychotherapy
PSYC564 Developmental Psychopathology
PSYC568 Techniques in Applied Psychology
PSYC571 The Psychology of Careers
PSYC572 Personnel Selection
PSYC573 Training and Development
PSYC575 Indigenous Psychologies
PSYC577 Recent Research in Behaviour Analysis
PSYC579 Advances in Organisational Psychology
PSYC580 The Psychology of Criminal Conduct
PSYC581 Psychological Assessment
PSYC582 Community Health Psychology
PSCY583 Foundations of Community Psychology PSYC585 Leading Organisation Development
PSYC587 Behaviour Analysis Practicum
PSYC588 Directed Study (Entry at the discretion of the Graduate Studies Convenor)
PSYC589 Directed Study (Entry at the discretion of the Graduate Studies Convenor)
PSYC590 Directed Study (Entry at the discretion of the Graduate Studies Convenor)
PSYC591 Honours Dissertation
Paper offerings

The paper descriptions set out below are brief descriptions only. More detailed information on coursework, recommended reading and assessment in each paper is available from the lecturers involved.

*Note:* Not all papers are offered each year and semester and delivery modes may differ from year to year. Please refer to the online University Calendar to see what is available for the current year, as well as details of semester and delivery modes (e.g. whether HAM, TGA, BLK or NET).

Key to paper codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Papers taught over March – June</td>
</tr>
<tr>
<td>B</td>
<td>Papers taught over July – November</td>
</tr>
<tr>
<td>C and D</td>
<td>Papers taught in periods which do not correspond with the normal semester periods</td>
</tr>
<tr>
<td>S</td>
<td>Papers taught over January – February (eight weeks)</td>
</tr>
<tr>
<td>Y</td>
<td>Papers taught over March – November</td>
</tr>
<tr>
<td>T</td>
<td>Papers taught over November – December (six weeks)</td>
</tr>
<tr>
<td>HAM</td>
<td>Papers taught on the Hamilton campus</td>
</tr>
<tr>
<td>BLK</td>
<td>Papers taught in a block period</td>
</tr>
</tbody>
</table>

**PSYC511-A (HAM) Evaluation Research Design** 15 points

Provides a theoretical grounding in programme evaluation, with an emphasis on the evaluation of programmes in the not-for-profit sector. Emphasis is placed on qualitative methods, collaborative approaches and evaluation as a strategy of incremental social change. Students develop a comprehensive research plan for undertaking an evaluation of a social service or health programme.

*Convenor(s):* Dr Bridgette  
*Masters Restriction(s):* PSYC510  
*Assessment:* 1:0 – Internal assessment/examination ratio

**PSYC513-C (BLK) Evaluation Research Analysis** 30 points

Involves completing a small scale evaluation for a client organisation. Students carry out an evaluation of a social service or health programme. Engagement with the client through refining and negotiating an evaluation plan are part of setting up, collecting and analysing information and presenting the results of the evaluation in the appropriate format(s). Students are expected to take the lead responsibility of reporting evaluation progress to the client (which involves undertaking agreed tasks on time and reporting back on them).

*Convenor(s):* Dr Bridgette  
*Masters Prerequisite(s):* PSYC511  
*Restriction(s):* PSYC510  
*Assessment:* 1:0 – Internal assessment/examination ratio
PSYC515-A (HAM) Special Topic: Traumatic Memories and Repression 15 points
We examine the misconceptions and reality of traumatic memories and repression, with an emphasis on application to the legal system.

We study the misconceptions people have about trauma and stress—especially the way traumatic or stressful experiences are remembered. We will learn about how we perceive and remember traumatic events; the problems with many diagnoses such as PTSD; the theory and history of repressed memories; dangerous psychotherapeutic practices, and the impact of traumatic, repressed, and/or recovered memories on the legal system and the field of psychotherapy and clinical practice.

Convenor: Professor Maryanne Garry
Prerequisite(s): PSYC230 or PSYCH203; PSYC340 is recommended.
Professor Garry is happy to consider your entry on the basis of similar skills acquired elsewhere.
Restrictions: None
Assessment: 1:0 internal assessment/examination ratio

PSYC517-B (HAM) The Social Psychology of Anti-Social Behaviour 15 points (alternates with PSYC518)
Builds upon undergraduate papers, in particular social and community psychology, and current research on group dynamics and social influence processes to explore anti-social behaviours such as the bystander effect, bullying and group deviance through to genocide. Concrete examples will be utilised to apply theory to real-life events, both in New Zealand and internationally.

Convenor(s): Dr Cate Curtis
Prerequisite(s): PSYC301 or equivalent
Assessment: 1:0 – Internal assessment/examination ratio

PSYC518-B (BLK) Family Violence: Research and Interventions 15 points (alternates with PSYC517)
Reviews theories about the incidence of behaviours that are labelled violent. Topics include the violent person (such as violent offenders), violence in the family (such as wife beating and child abuse) and violence in society (such as television, sports, political style, gangs). Beyond the particular phenomena lie historical and cultural influences and supports for being violent.

Convenor(s): Dr Neville Robertson
Restriction(s): PSYC516
Assessment: 1:0 – Internal assessment/examination ratio

PSYC538-B (HAM) & B (NET) Applications of Behaviour Analysis 15 points
Provides a depth of coverage on applying behaviour principles to interventions in applied settings. The objective is to examine and critique recent applications of the methods and theories of behaviour analysis in a range of settings to both prevent and change problems. Students should gain the knowledge and background to be able to design, monitor and evaluate behavioural programmes in applied settings.

Convenor(s): TBA
Prerequisite(s): PSYC314 or equivalent
HAM Assessment: 1:2 or 2:1 Internal assessment/examination ratio
NET Assessment: 1:0 – Internal assessment/examination ratio
PSYC539-A (HAM) Graduate Research Methods in Psychology 15 points
Gives students the opportunity to broaden their knowledge and skills base in research methods in Psychology. Its focus is in assisting students to understand, critique and conduct and report on research in experimental and quasi-experimental designs, multivariate/correlational designs, meta-analysis, and this paper will have a broad background in graduate level research methods that can be applied in conducting these as well as research positions within employment settings.

Convenor(s): Dr Rebecca Sargisson
Prerequisite(s): PSYC307 or equivalent
Assessment: 1:0 – Internal assessment/examination ratio

PSYC544-B (HAM) Psychology of Security and Crime Science
This paper introduce students to key psychological explanations of criminal events and criminality, and emerging topics in psychological crime science.

Convenor(s): Professor Maryanne Garry
Assessment: 1:0 – Internal assessment/examination ratio

PSYC556-A (HAM) Advanced Topics in Abnormal Adult Psychology 15 points
Investigates theories of individual adult psychopathology with particular reference to major psychiatric syndromes, emotional disorders and maladaptive behaviours. The paper focuses on the nature and incidence of these psychiatric disorders and their part in clinical psychology.

Convenor(s): TBA
Prerequisite(s): PSYC307 and PSYC338 or equivalents
Assessment: 7:3 – Internal assessment/examination ratio

PSYC557-A (HAM) Positive Psychology Research: Theory and Practice 15 points
This paper offers opportunities to conduct small research projects in positive psychology. This will enable students to broaden their skills in developing research ideas and conducting data analyses in applied areas of character strengths, good life, resilience, and psychological and physical wellbeing.

Convenor(s): Associate Professor Robert Isler
Prerequisite(s): PSYC307 and PSYC344
Assessment: 1:0 – Internal assessment/examination ratio

PSYC559-B (NET) Animal Behaviour and Welfare Research 15 points
Surveys research in animal behaviour and welfare. Topics include various definitions of appropriate welfare and the limitations and implications of these. Ways of assessing welfare are examined. The paper considers relevant research techniques, along with the limitations and implications of the resulting findings. Where possible a range of animals will be included, as will issues relating to farm, zoo and companion (pet) animals.

Convenor(s): Dr Tim Edwards
Prerequisite(s): PSYC307 and PSYC314 or equivalents
HAM Assessment: 1:2 or 2:1 – Internal assessment/examination ratio
NET Assessment: 1:0 – Internal assessment/examination ratio
PSYC560-A (HAM) & A (NET) Applied Behaviour Analysis: Theory and Issues 15 points
Considers the conceptual theory behind and the issues raised by the implementation of behavioural programmes across a wide range of applied areas, such as clinical, educational, and intellectual disability. The design and implementation of such programmes in practice is considered, and topics currently under debate are included. Issues relating to both conceptual and applied aspects of Behaviour Analysis are considered. It aims to help students understand current thinking in behavioural psychology, what maintains and regulates behaviour, and the methodology used in behavioural research. The paper provides a framework within which students can understand, study and work practically with behaviour.

Convenor(s): TBA
Prerequisite(s): PSYC307 and PSYC314 or equivalents
HAM Assessment: 1:2 or 2:1 – Internal assessment/examination ratio
NET Assessment: 1:0 – Internal assessment/examination ratio

PSYC561-A (HAM) & A (NET) Behaviour Analysis Research and Theory 15 points
Covers theory and research in several selected areas relevant to the understanding of behaviour and provides students with a) an understanding of the theoretical/conceptual principles underlining the research, b) the ability to examine and critique research in the area and c) an understanding of how theories, techniques and research in the Experimental Analysis of Behaviour are relevant to the understanding of behaviour and behaviour change. Topics covered will include choice and preferences in humans and animals (including self-control) psychophysics, memory, and behavioural economics.

Convenor(s): Dr Tim Edwards
Prerequisite(s): PSYC307 and PSYC314 or equivalents
HAM Assessment: 1:2 or 2:1 – Internal assessment/examination ratio
NET Assessment: 1:0 – Internal assessment/examination ratio

PSYC562-B (HAM) Theories of Psychotherapy 15 points
Surveys the prominent systems of therapy in order to provide students with knowledge of how each type of therapeutic school conceptualises the processes used to describe personal problems, relevant change mechanisms, and treatment modalities. Students are encouraged to develop knowledge of an integrative model to use as an intellectual framework for using the effective components of various therapeutic methods in the treatment of psychological problems.

Convenor(s): Dr Armon Tamatea
Prerequisite(s): PSYC338 or equivalent
Assessment: 3:1 – Internal assessment/examination ratio

PSYC564-B (HAM) Developmental Psychopathology 15 points
Examines the behavioural and emotional problems of children and adolescents in the context of development and the multiple interacting factors that influence children and families. Emphasises the application of contrasting theoretical frameworks as windows into understanding these problems, along with careful evaluation of the empirical literature on aetiology, phenomenology and treatment.

Convenor(s): Dr Carrie Barber
Prerequisite(s): PSYC307 and PSYC338 or equivalents
Assessment: 7:3 – Internal assessment/examination ratio
PSYC568-A (HAM) Techniques in Applied Psychology 15 points
Familiarises students with current methods and theories in applied psychology. Students have an opportunity to apply these theories and methods to the design and analysis to applied psychology research projects.

Convenor(s): Associate Professors Robert Isler and John Perrone
Assessment: 1:0 – Internal assessment/examination ratio

PSYC571-B (HAM) Psychology of Careers 15 points
This paper introduces students to vocational psychology including the theory and practice of psychology applied to analysis, assessment and practice of career development and management. Students will apply career development theory and practice to the development of their own career portfolio.

Convenor(s): TBA
Assessment: 7:3 – Internal assessment/examination ratio

PSYC572-A (HAM) Personnel Selection 15 points
Blends personnel selection theory, research and practice, including job analysis and the most prevalent selection methods: interviews, references, application blanks, paper and pencil tests, assessment centres and work samples. This course is particularly relevant for students interested in organisational psychology, and others interested in psychological assessment within organisational settings.

Convenor(s): Dr Anna Sutton
Assessment: 7:3 – Internal assessment/examination ratio

PSYC573-A (HAM) Training and Development 15 points
Focuses on the development, implementation and evaluation of training programmes. This paper is particularly relevant for students interested in organisational psychology, as well as those interested in developing training- or workshop-based interventions to improve professionals' knowledge, skills or work behaviour.

Convenor(s): Dr Anna Sutton
Assessment: 1:0 – Internal assessment/examination ratio

PSYC575-A (HAM) Indigenous Psychologies 15 points
Indigenous psychologies are sensitive to context, conscious of history and responsive to multiple ways of knowing and being in the world. This module will cover topics relevant to students who wish to work as psychologists in applied settings, in particular, clinical, community and organisational settings and applied psychological research. Working responsibly with Māori and other indigenous peoples will be a central issue in this module. The themes to be covered include: developing a Treaty of Waitangi analysis, understanding Treaty principles and provisions and developing applications for engagement with indigenous peoples. Development of a critical analysis through in-class discussion and activity forms the foundation of the teaching method.

Convenor(s): TBA
Assessment: 1:0 – Internal assessment/examination ratio
PSYC577-B (HAM) & B (NET) Recent Research in Behaviour Analysis 15 points
Covers a range of topics in the applications of laboratory-derived principles to the understanding and change of human behaviour. Students will be brought up to date with the recent research in these areas and will learn to read, understand and critically evaluate the literature which attempts to apply the laboratory findings to human behaviour change. Examples of topics are: adjunctive behaviour, animal analogues of human problem behaviours (e.g., activity anorexia), behavioural momentum and its relation to behaviour change, biological and environmental bases of behaviour, classical conditioning and the development of fear, equivalence relations and verbal behaviour, leaning and eating (including problem eating), learning and physiology (e.g., of the immune system, and of pain), origins of new behaviour (including shaping, imitation, observation etc.), picture and object recognition, psychopharmacology (including drug-conditioning and drug-seeking behaviour), rule-governed behaviour and instruction following, stimulus control and stimulus generalisation and taste-aversion learning.

Convenor(s): Dr Tim Edwards
Prerequisite(s): PSYC307 and PSYC314
HAM Assessment: 1:2 or 2:1 – Internal assessment/examination ratio
NET Assessment: 1:0 – Internal assessment/examination ratio

PSYC578-B (HAM) Vision and the Brain 15 points
The aim of this paper is to provide a good grounding in key areas of perception and vision science. The topics have been selected to supplement other areas in applied cognitive science and to develop skills required for a wide range of career opportunities or for further academic study.

Convenor(s): Associate Professor John Perrone
Prerequisite(s): PSYC307 and either PSYC305 or PSYC341
Assessment: 1:0 – Internal assessment/examination ratio

PSYC579-B (HAM) Advances in Organisational Psychology 15 points
Covers theories, research and applications in organisational psychology. The focus is on critical appraisal of areas such as work attitudes and motivation, job stress, and organisational processes.

Convenor(s): Dr Maree Roche
Restriction(s): PSYC506
Assessment: 1:0 – Internal assessment/examination ratio

PSYC580-B (HAM) The Psychology of Criminal Conduct 15 points
Is designed to introduce individuals to the theory and practice of psychology applied to the analysis, prevention, assessment, and treatment of criminal behaviour. The paper is based around the three key principles of risk, needs and responsivity. Participants will develop an understanding of key developments in correctional psychology, and programming overseas and in Aotearoa/New Zealand. A range of teaching strategies including lectures, video presentations, small group exercises and invited speakers are be employed in this paper.

Convenor(s): Professor Devon Polaschek
Assessment: 1:0 – Internal assessment/examination ratio
**PSYC581-A (HAM) Psychological Assessment** 15 points
Provides the knowledge required to evaluate psychological assessment. It includes coverage of the administration and interpretation of psychometric instruments and of behavioural assessment in the New Zealand context.

*Convenor(s):* Professor Nicola Starkey  
*Prerequisite(s):* PSYC307 and PSYC337 or equivalents  
*Assessment:* 1:0 – Internal assessment/examination ratio

**Note:** Enrolment in this paper is limited to 25 students.

**PSYC582-C (BLK) Community Health Psychology** 15 points
Provides an introduction to community health psychology and the theoretical and practical dilemmas faced by psychologists working with participative approaches within the health arena. Central topics include: the social determinants of health, health as a human right, health inequalities, models of health and illness, core areas of research and practice within community health psychology, 'lay beliefs' of health and illness, and the use of participative methods to promote health. This paper provides half a core paper for graduate students in community psychology and builds on PSYC301 Community Psychology, although the latter is not a prerequisite.

*Convenor(s):* Dr Ottilie Stolte and Dr Mohi Rua  
*Assessment:* 1:0 – Internal assessment/examination ratio

**PSYC583-C (BLK) Foundations of Community Psychology** 15 points
Emphasises the application of community psychology in Aotearoa/New Zealand, especially in relation to its emergence as a bicultural nation. Students are strongly recommended to also enrol in PSYC575, which deals specifically with the Treaty of Waitangi. This paper provides half a core paper for graduate students in community psychology and builds on PSYC301 Community Culture and Diversity, although the latter is not a prerequisite.

*Convenor(s):* Dr Neville Robertson  
*Prerequisite(s):* PSYC301  
*Equivalent(s):* PSYC514  
*Assessment:* 1:0 – Internal assessment/examination ratio

**PSYC585-B (HAM) Leading Organisation Development** 15 points
Focuses on the processes and outcomes of organisational change management, and the knowledge and skills required of organisational psychologists who function as organisational consultants.

*Convenor(s):* Dr Maree Roche  
*Equivalent(s):* PSYC503  
*Assessment:* 1:0 – Internal assessment/examination ratio

**PSYC587-Y (HAM) & Y (NET) Behaviour Analysis Practicum** 15 points
Focuses on the research knowledge and skills required in Behaviour Analysis. Students will gain academic knowledge and professional skills related to designing and undertaking a practical project in this area. They will gain knowledge of the ethical issues involved in undertaking such practical work. They will gain practical skills through the experience of undertaking a supervised project in Behaviour Analysis.

*Convenor(s):* Toby Campbell  
*Prerequisite(s):* PSYC307 and PSYC314 or equivalents  
*Assessment:* 1:0 – Internal assessment/examination ratio
PSYC588-A (HAM), A (NET), A (TGA), B (HAM), B (NET), B (TGA), S (HAM), S (NET) & S(TGA)
Directed Study 15 points
Please refer to Directed Study under PSYC590 below for a further description. It is possible to enrol in two 15 point directed studies involving different areas of study. In this event, students should enrol in PSYC588 and PSYC589, and not in two papers with the same paper code.

Assessment: 1:0 – Internal assessment/examination ratio

Note: Entry into a directed study is at the discretion of the Graduate Studies Convenor.

PSYC589- A (HAM), A (NET), A (TGA), B (HAM), B (NET), B (TGA), S (HAM), S (NET) & S(TGA)
Directed Study 15 points
Please refer to Directed Study under PSYC590 below for a further description. It is possible to enrol in two 15 point directed studies involving different areas of study. In this event, students should enrol in PSYC588 and PSYC589, and not in two papers with the same paper code.

Assessment: 1:0 – Internal assessment/examination ratio

Note: Entry into a directed study is at the discretion of the Graduate Studies Convenor.

PSYC590-A (HAM), A (TGA), B (HAM), B (TGA), S (HAM), S (TGA), Y (HAM) & Y (TGA)
Directed Study 30 points
Students who are interested in a particular area of graduate study, which is not covered in the papers offered above, may be permitted to follow their own course of study up to 30 points. Students must obtain prior approval from a member of staff who is willing to act as a supervisor for the paper. A paper outline must be prepared by the student during enrolment, on the form available for this purpose from the Psychology Office, including a brief description of the intended project and the detailed assessment requirements. Students should talk with staff to find potential supervisors for topics they are interested in.

Further information regarding directed studies can be found in the back of this booklet, on the noticeboard in the main Psychology foyer, or available in a handout sheet available from the School. Sometimes directed studies are advertised in the School. The School’s website has some information on staff interests.

Assessment: 1:0 – Internal assessment/examination ratio

Note: Not all staff are available to supervise directed studies over the summer period. Students should first determine staff availability. Entry into a directed study is at the discretion of the Graduate Studies Convenor.

PSYC591-Y (HAM) & Y (TGA) Honours Dissertation 30 points
Introduces students to the theoretical and methodological aspects of research through a research project undertaken under close supervision by a staff member; and introduces students to wider issues in practice and science of psychology through general and special seminars.

Prerequisite(s): Completion of PSYC307 and acceptance into Psychology BSocSc(Hons), BA(Hons), BSc(Hons)
Equivalent(s): PSYC590
Assessment: 1:0 – Internal assessment/examination ratio

Note: BSocSc(Hons), BA(Hons) and BSc(Hons) students only.
Masters only

Students should have prior discussions with staff members prior to enrolling in these papers to ensure that both parties are aware of start and end dates and the availability of supervision. Academic staff are entitled to four weeks vacation (normally taken in January) during which they will not be available for any supervision. Students should clear with potential supervisors when they intend to be away.

PSYC592-C (HAM) & C (TGA) Dissertation 60 points  
Assessment: 1:0 – Internal assessment/examination ratio

PSYC593-C (HAM) & C (TGA) Psychology Thesis 90 points  
Assessment: 1:0 – Internal assessment/examination ratio

PSYC594-C (HAM) & C (TGA) Psychology Thesis 120 points  
Assessment: 1:0 – Internal assessment/examination ratio

Postgraduate Diploma in Clinical Psychology

The following papers are available only to those students who have been accepted into the PGDipPsych(Clin) programme:

PSYC521-Y (HAM) Professional Issues in Clinical Practice 20 points  
PSYC522-Y (HAM) Bicultural Approaches to Clinical Practice 20 points  
PSYC523-A (HAM) Clinical Practicum 1: Fundamental Clinical Skills 20 points  
PSYC524-B (HAM) Clinical Practicum 2: Advanced and Specialist Skills 20 points  
PSYC526-C (HAM) Clinical Internship: Assessment Focused 30 points  
PSYC527-C (HAM) Clinical Internship: Treatment Focused 30 points

Further information relating to the PGDipPsych(Clin) can be found on page 38.

Postgraduate Diploma in the Practice of Psychology

Note: All three papers are required to be taken concurrently. These papers are available only to those students who have been accepted into the PGDipPracPsych.

Organisational

PSYC531-C Case Study Analysis in Organisational Psychology 40 points  
PSYC532-C Professional Issues in Organisational Psychology 20 points  
PSYC533-C The Practice of Organisational Psychology 60 points

Community

PSYC541-C Case Study Analysis in Community Psychology 40 points  
PSYC542-C Professional Issues in Community Psychology 20 points  
PSYC543-C The Practice of Community Psychology 60 points
Applied Behaviour Analysis

PSYC551-C Case Study Analysis in Applied Psychology ABA 40 points
PSYC552-C Professional Issues in Psychology ABA 20 points
PSYC553-C The Practice of Psychology ABA 60 points

Further information relating to the PGDipPracPsych can be found on page 42.

Postgraduate research degrees

PSYC800-C (HAM) Master of Philosophy
PSYC900-C (HAM) Doctor of Philosophy
Master of Applied Psychology MAppPsy

The Master of Applied Psychology (MAppPsy) is a two-year (fulltime or equivalent part-time) degree offered to students who have completed a major in Psychology in their undergraduate degree, and who are interested in further study in one of three specialised programmes; Organisational Psychology, Behaviour Analysis and Community Psychology.

Students who have completed a four-year undergraduate degree may apply to have some course requirements waived, depending on courses completed during their fourth year of undergraduate studies.

For the regulations for the MAppPsy, see the current University of Waikato Calendar.

Entry to the MAppPsy

Students considering enrolment in the MAppPsy must, in addition to fulfilling the requirements set out in the appropriate regulations, meet the School’s requirements for entry into the programme. Entry may be limited, and all applications are subject to approval by the Programme Convenor.

Entry to the MAppPsy requires a major in Psychology at undergraduate level, an average grade of at least B in Psychology undergraduate papers and a pass in PSYC307 Research Methods (or an equivalent paper). In addition, students are normally required to have completed 20 points at 300 level in the relevant area.

Students who have already completed a four-year Bachelor degree (e.g. BSocSc(Hons) degree), majoring in Psychology, and have achieved at least a B average over their papers in that four-year degree, may also be accepted for enrolment in the MAppPsy.

Applications for either programme should be made to the Convenor (indicating either Organisational Psychology, Behaviour Analysis or Community Psychology), MAppPsy, School of Psychology.
Organisational Psychology (MAppPsy(Org))

This specialist programme enables students to develop their knowledge and competencies in the following areas:

- A sound understanding of organisational and personnel psychology.
- Skills in conducting applied organisational research, such as job/competency analyses, surveys, and rigorous evaluations of organisational and human resource interventions.
- Familiarity with how organisational psychology initiatives relate to the wider goals of organisations.
- Analytic and library research skills, as well as skills in presenting proposals and reports in both written and oral format.

Students in the MAppPsy in Organisational Psychology must pass the equivalent of 240 points, including a thesis in their second year (normally a 90 point thesis). The remaining points come from the compulsory taught papers in Organisational Psychology and from other elective papers chosen in consultation with the Convenor of the Organisational Psychology programme.

Up to 120 points of the MAppPsy may be waived for students who have already completed four-year degrees (e.g. an honours degree or other four-year undergraduate degree) provided that:

- No required papers are waived, unless the student has already taken these papers (or equivalent papers) in their fourth year of study, and
- At least 195 of the 240 points must have been psychology papers.
Compulsory courses in the MAppPsy(Org) include:

PSYC539 Graduate Research Methods in Psychology 15 points
PSYC571 Psychology of Careers 15 points
PSYC572 Personnel Selection 15 points
PSYC573 Training and Development 15 points
PSYC579 Advances in Organisational Psychology 15 points
PSYC585 Leading Organisation Development 15 points

Elective courses are typically a selection from the areas of Psychology, Labour Studies, Human Resource Management or Strategic Management.

For further information about the MAppPsy specialising in Organisational Psychology, please contact the Programme Convenor at orgpsych@waikato.ac.nz
Behaviour Analysis (MAppPsy(BA))

MAppPsy(BA) PLANNER // 2 YEAR PROGRAMME (240 POINTS)

Entry:
- Undergraduate degree majoring in Psychology
- B average in undergraduate degree
- PSYC314 and PSYC307 (or equivalents) required
- PSYC337 and PSYC338 (or equivalents) recommended

First Year:
120 points at 500 level including the following (all 15 points each)
- PSYC538
- PSYC560
- PSYC561
- PSYC577
- PSYC587 or a directed study

Elective papers for human behaviour include PSYC564 and PSYC581
Other elective papers are available for students interested in animal behaviour

Second Year:
120 point thesis OR
90 point thesis and 30 points from 500 level papers

Other entry options:
Transfer on completion of
- Honours (BSocSc or BA or BSc), OR
- PGDip including the core papers for Year 1

This specialist programme enables students to develop their knowledge and competencies, including the following:

- A sound understanding of the underlying concepts and principles associated with Behaviour Analysis, and of the applications of these concepts and principles.
- A knowledge of the research skills required for Behaviour Analysis, including the ability to read, interpret and appraise published behavioural research critically, and the ability to conduct fundamental and, where appropriate, applied research in Behaviour Analysis.
- An understanding of functional analyses of problem behaviour and of how to develop an appropriate programme for behaviour change in their area of speciality.
- More generally, analytic and library research skills, as well as skills in presenting proposals and reports in both written and oral format.

Students in the MAppPsy in Behaviour Analysis must pass the equivalent of 240 points. They will be required to complete a 120 point thesis or a 90, or 60 point dissertation in their second year. The remaining points come from the core papers in Behaviour Analysis and from elective papers outlined below (elective papers must be selected in consultation with the Convenor of the Behaviour Analysis Programme).

Up to 120 points of the MAppPsy may be waived for students who have already completed four-year degrees (e.g. an honours degree or other four-year undergraduate degree) provided that:

- No required papers are waived, unless the student has already taken these papers (or equivalent papers) in their fourth year of study, and
- At least 195 of the 240 points must have been psychology papers.

Year 1 of the Programme normally comprises the core and elective papers to a total of 120 points.
Core papers
All candidates must take the following core behavioural papers (75-90 points):

PSYC538 Applications of Behaviour Analysis 15 points
PSYC560 Applied Behaviour Analysis: Theory and Issues 15 points
PSYC561 Behaviour Analysis Research and Theory 15 points
PSYC577 Recent Research in Behaviour Analysis 15 points
PSYC587 Behaviour Analysis Practicum 15 points

Elective papers
Then, in discussion with the Programme Convenor, candidates will select their remaining 30-45 points from:

PSYC559 Animal Behaviour and Welfare 15 points
PSYC564 Developmental Psychopathology 15 points
PSYC575 Indigenous Psychologies 15 points
PSYC581 Psychological Assessment 15 points
PSYC588 or PSYC589 Directed Study 15 points

Students with biology or education in their undergraduate degree, in addition to their psychology major, and with an interest in applications of Behaviour Analysis to animal behaviour may consider taking relevant postgraduate papers in Biology or Education.

Year 2 of the Programme normally comprises 120 points from:

PSYC594 Thesis 120 points
or, if in discussion with the Programme Convenor it is decided that the student requires further academic background, they may be required to take:

PSYC593 Thesis 90 points and 30 points from Year 1 papers
PSYC592 Dissertation 60 points and 60 points from Year 1 papers, or in special circumstances.

Optional papers should be selected in consultation with the Behaviour Analysis Programme Co-ordinator.

For further information about the MAppPsy specialising in Behaviour Analysis, please contact the Programme Convenor, behaviouranalysis@waikato.ac.nz
Community Psychology (MAppPsy(Com))

This specialist programme enables students to develop:

- A sound understanding of the underlying concepts, principles and guiding values associated with Community Psychology
- Practical skills in applying psychological techniques to a range of social issues in a fair and culturally sensitive manner that takes into account the increasing diversity in New Zealand society
- A knowledge of the main methods of inquiry gained through empirical research and inquiry, along with practical research experience
- The ability to analyse complex situations and plan appropriate actions.

Students in the MAppPsy in Community Psychology must pass the equivalent of 240 points at 500 level comprising 75 points from the compulsory papers (or equivalent papers from another university):

- **PSYC511 Evaluation Research Design** 15 points
- **PSYC513 Evaluation Research Analysis** 30 points
- **PSYC582 Community Health Psychology** 15 points
- **PSYC583 Foundations of Community Psychology** 15 points
- **PSYC575 Indigenous Psychologies** 15 points

And 30 to 90 points from optional 500 level papers in Psychology, Human Development, Anthropology, Development Studies, Screen and Media Studies, Geography, History, Sociology, Women’s and Gender Studies, Demography, Political Science, Philosophy and Public Policy.
In the second year of study students will complete either a 60 point dissertation (PSYC592) or a 90 point thesis (PSYC593) or a 120 point thesis (PSYC594). Although the regulations offer students the option of a 60 point dissertation, in practice students are strongly encouraged to take either the 90 or 120 point option.

Up to 120 points of the MAppPsy may be waived for students who have already completed four-year degrees (e.g. an honours degree or other four-year undergraduate degree) provided that:

- No required papers are waived, unless the student has already taken these papers (or equivalent papers) in their fourth year of study, and
- At least 195 of the 240 points must have been psychology papers.

Optional papers should be selected in consultation with the Community Psychology Programme Convenor.
Postgraduate Diploma in Clinical Psychology
PGDipPsych(Clin)

Clinical Psychology (PGDipPsych(Clin))

For the regulations for the PGDipPsych(Clin), see the current University of Waikato Calendar.

The Postgraduate Diploma in Clinical Psychology is a three-year programme following completion of the BSocSc(Hons), PGDip(Psych), or their equivalent. The first two years of the programme are often taken concurrently with completing the masters degree (typically an MSocSc), but may also be co-ordinated with work toward a PhD. In any case, either a masters or a PhD degree must be completed before the student can begin the final (internship) year of the programme. Students interested in the option of a PhD should discuss their programme of studies with the director of the PGDipPsych(Clin) programme.

The Diploma programme is comprised of academic coursework and supervised clinical practice. There is a gradual transition over the three years from an emphasis on didactic teaching and observation in the first year, to mainly supervised clinical experience (internships) in the final year. In all years, substantial independent work is required, such as accessing and reading journal articles and writing clinical reports and case studies.

Admission

Entry to the PGDipPsych(Clin) programme is by application only. Applications should be made by 1 October in the year preceding the requested entry. The number of students taken in annually is limited. Requests for the application package and enquiries about the programme should be addressed to:

The Programme Administrator
PGDipPsych(Clin) Programme, School of Psychology
University of Waikato, Private Bag 3105, Hamilton
Email: slomas@waikato.ac.nz
Prerequisite third year papers for clinical training

PSYC307 Research Methods 20 points
PSYC337 Psychological Measurement 10 points
PSYC338 Abnormal Psychology 10 points
or equivalents

Prerequisite graduate papers

PSYC556 Advanced Topics in Abnormal Adult Psychology 15 points
PSYC562 Theories of Psychotherapy 15 points
PSYC564 Developmental Psychopathology 15 points
PSYC575 Indigenous Psychologies 15 points
PSYC581 Psychological Assessment 15 points

In special circumstances, or where a paper was not offered previously, a proven pass in an alternative but relevant paper may be substituted. Any student considering offering an alternative must discuss the possibility of having the substitution accepted with the clinical director at least two months before the start of the academic year.

Recommended graduate papers

Students should select their remaining papers in discussion with staff. The following papers are recommended for consideration:

PSYC511 Evaluation Research Design 15 points
PSYC513 Evaluation Research Analysis 30 points
PSYC515 Special Topic: Traumatic Memories and Repression 15 points
PSYC539 Graduate Research Methods in Psychology 15 points
PSYC557-A (HAM) Positive Psychology Research: Theory and Practice 15 points
PSYC560 Applied Behaviour Analysis: Theory and Issues 15 points
PSYC580 The Psychology of Criminal Conduct 15 points
PGDipPsych(Clin) programme structure

The programme consists of clinical seminars, skills workshops, case conferences, supervised practice, and independent written assignments focused on integrating clinical skills and scholarship. Students may be required to attend training opportunities during study breaks.

Year 1 Clinical Diploma papers

PSYC521 Professional Issues in Clinical Practice 20 points
PSYC522 Bicultural Approaches to Clinical Practice 20 points

Requirements include participation in seminars, clinical skills and bicultural workshops, case conference, agency site visits, and observation of clinical work.

Year 2 Clinical Diploma papers

PSYC523 Clinical Practicum 1: Fundamental Clinical Skills 20 points
PSYC524 Clinical Practicum 2: Advanced and Specialised Skills 20 points

Requirements include participation in seminars, case conference, and supervised practice placements at community agencies.

Year 3 Clinical Diploma internship

PSYC526 Clinical Internship: Assessment Focused 30 points
PSYC527 Clinical Internship: Treatment Focused 30 points

Requirements include participation in seminars, case conference, and supervised internship placement, described below.

The clinical internship

Students are required to complete all other coursework and their masters or PhD thesis before undertaking the internship. To be eligible to start an internship in any year, they must have submitted their thesis, to the Assessment and Graduation Office prior to commencing the internship. This date is typically the Tuesday after Auckland Anniversary day, at the end of January, and may be earlier than the student’s 'normal' thesis submission date. It is recommended that School of Psychology requirements and University regulations are checked well in advance of the internship start date.
The requirements for the internship are as follows:

Students undertake two supervised internships in approved settings. Normally the total time of internships will be at least 10 months. The University cannot assure students of paid internships, but they will be assisted in finding placements. If an approved internship position cannot be arranged in a given year, placement of a student may be deferred, normally for a maximum of 12 months.

Four reports from the field supervisor(s) are required during the year. Satisfactory progress must be maintained, and any unsatisfactory performance must be rectified to the satisfaction of both the field supervisor(s) and the University supervisor before permission will be granted to students to continue with their internship or to proceed to the oral examination.

Internship placements are scheduled for four days per week; Clinical Concepts Seminar and Case Conference classes take place on Mondays. Interns must attend these classes during University teaching weeks, and may use non-teaching Mondays and time before classes begin to read and prepare for clinical work and for written case studies, which are a required part of the clinical programme.

Oral examinations are held twice during the intern year, and are conducted by external examiners who are registered clinical psychologists. The first examination, which follows the first internship placement, focuses on assessment skills, and includes discussion of a video recorded assessment interview, as well as examination of the student’s written case studies, and hypothetical paper cases. The second examination, which follows the second internship placement, focuses on therapeutic skills, also including video recorded samples of the student’s clinical work, written case studies, and response to hypothetical paper cases.

PGDipPsych(Clin) advisory committee and associates

The Advisory Committee to the programme consists of psychologists from participating agencies in the area together with all Programme staff. Those psychologists who make significant contributions to the Programme are awarded Programme Associate status. A list of the Programme Associates can be found in the current University of Waikato Calendar calendar.waikato.ac.nz
Postgraduate Diploma in the Practice of Psychology **PGDipPracPsych**

The Postgraduate Diploma in the Practice of Psychology (PGDipPracPsych) is designed to meet the requirements for registration as a psychologist under the Health Practitioners Competency Assurance (HPCA) Act.

It is available to graduates with a masters degree in Psychology who have specialised in either Organisational Psychology, Applied Behaviour Analysis or Community Psychology, and can be taken either as a 12-month, fulltime programme of study or as a 24-month part-time programme of study. For regulations for the PGDipPracPsych see the current University of Waikato Calendar.

**Entry to the PGDipPracPsych**

Students considering enrolment in the PGDipPracPsych must, in addition to fulfilling the requirements set out in the appropriate regulations, meet the School of Psychology's requirements for entry into the programme. Entry to the PGDipPracPsych is subject to the approval of the Chair of School, and subject to the availability of a suitable academic supervisor. Candidates will have successfully completed a masters or doctoral degree specialising in either organisational psychology, applied behaviour analysis or community psychology. In cases where a candidate has not completed a named degree in one of these three specialisations, the Chair of School will assess whether sufficient graduate level papers and a thesis/dissertation in either specialisation have been taken.

In addition to the above, the candidate will be in ongoing, fulltime employment (in the case of 12-month, fulltime enrolment), or half-time employment (in the case of 24-month, part-time enrolment), either paid or unpaid, in an organisation which provides them with the opportunity to practice significantly in either organisational psychology, applied behaviour analysis or community psychology. This requirement will be determined by the relevant programme convenor from the candidate’s job description. Applications for either programme should be made to the Programme Convenor (indicating Organisational Psychology, Behaviour Analysis or Community Psychology).

**Programme structure**

The Diploma consists of the following compulsory papers, taken concurrently (regardless of whether enrolment is full or part-time), to a total value of 120 points:

**Organisational Psychology**

- **PSYC531 Case Study Analysis in Organisational Psychology** 40 points
- **PSYC532 Professional Issues in Organisational Psychology** 20 points
- **PSYC533 The Practice of Organisational Psychology** 60 points
Community Psychology

PSYC541 Case Study Analysis in Community Psychology 40 points
PSYC542 Professional Issues in Community Psychology 20 points
PSYC543 The Practice of Community Psychology 60 points

Applied Behaviour Analysis

PSYC551 Case Study Analysis in Applied Psychology ABA 40 points
PSYC552 Professional Issues in Psychology ABA 20 points
PSYC553 The Practice of Psychology ABA 60 points

Prior to the oral examination the candidate must produce evidence of the specified period of approved practical work in the form of an employer’s certificate of employment. The certificate should confirm that the candidate has completed the equivalent of one-year of fulltime work.
External assessment and grades

Graduate coursework is assessed by external moderators at the end of each year. As part of each review, the external moderator reviews the provisional grades given to students for assessed work.

If one or more of your papers is to be externally moderated, your convenor will ask you to return all assessment to him/her for review by the external assessor. This work will later be available for collection at the School office.

External assessment of 500 level papers is carried out at the end of each academic year. If you wish to take out your qualification before that time, this may preclude any A semester papers being included in that process.

All theses are externally examined; information on the examination process is available in the School of Psychology Thesis and Dissertation Handbook.

Overall grade

The PGCert(Psych) is awarded with a PASS. The PGDip(Psych) is awarded with either a PASS or DISTINCTION where a student receives a grade equivalent to a First Class pass.

BSocSc(Hons), BA(Hons) and BSc(Hons) Degrees

The overall grade for the these degrees is the average of the grades given to the papers comprising the first 120 points completed (see the note on IC and D grades below). The degree is awarded with First Class, Second Class (first division), Second Class (second division) or Third Class Honours.

MAppPsy MSocSc, MA and MSc Degrees

The overall grade for these degrees is the average of the grades given to all the components of the degree. In calculating this average the component grades are weighted according to the points that the component contributes to the degree (see also the note on IC and D grades below). These degrees are awarded with First Class, Second class (first division), Second Class (second division) or without Honours.

Graduate students should note the following:

IC grades

Not sitting the final exam will result in an IC grade and IC grades count as FAIL grades.

Withdrawal from a paper

It is possible to withdraw from a graduate paper up to the day the last piece of assessment is due. There is no penalty for this and the student’s record will show a withdrawal rather than an IC grade (but fees will not be refunded if the withdrawal is after specified dates).
Failing papers (including getting IC grades)

If a student fails a graduate paper (including getting any IC grades), they may resit that paper once only or take an agreed alternative paper(s) instead of resitting. They may fail and resit either one 30 point paper or two 15 point papers within a degree. Thus failing the paper(s) a second time or failing the agreed alternative(s) means they cannot proceed further with that qualification.

Calculation of level of honours when fail grades (including ICs) have been obtained

Note that although the student who has failed up to 30 points must pass the resits or alternative papers to get their degree, it is the grade received for the first attempt at that paper (or for the initial paper, where an alternative is substituted) that is used in calculating the level of honours. An IC grade is counted as a ZERO in these calculations and so contributes less to the level of honours than, say, a D grade.

Student responsibility

Graduate students are advised to ensure that they understand what is required of them for each paper. To a varying extent, all papers place a clear reliance on the student’s own resources to search out information and define areas of study.

For some graduate programmes some specific papers need to be taken and it is the student’s responsibility to check their paper selection with the staff involved in the programme before finalising their enrolment.

Graduate students should also take responsibility for being aware of any university and School of Psychology regulations. Many of these are listed at the end of this booklet, in paper outlines, and at the following website address: waikato.ac.nz/wfass/subjects/psychology/forms
Academic integrity

As a School and a discipline, we strive for integrity in all aspects of our work, and we expect students to learn about and comply with principles of academic integrity in their work in the School. The areas of most common concern for students include avoiding plagiarism, performing honestly and independently on assessments, and integrity of data collected during student projects.

Plagiarism, which means representing the work of others as if it were your own, can be intentional or unintentional. Students in the Psychology School are expected to learn to write a well-researched, appropriately cited paper, and to avoid all forms of plagiarism. The most common examples of plagiarism include:

• Taking sections (including phrases or parts of sentences) from a source without citing the source or using quotation marks
• Summarising or paraphrasing ideas from another source without citing the source
• Buying or otherwise using papers someone else has written.

Any of these forms of plagiarism falls under the University’s definition of “misconduct,” and may have serious consequences.

Students also need to be thoughtful and appropriate in the methods they use to prepare for and complete exams and other assessments. Typically, the paper outline will give directions about whether assignments are to be completed independently or may be prepared collaboratively; if there is any question about this, it is important to speak with the paper convener to clarify the expectation. Similarly, exams and tests must be completed honestly, to represent your knowledge and understanding of the material. Improper use of reference materials or consultation is cheating and detracts from your educational experience, as well as the experiences of your classmates as it creates an atmosphere that is not conducive to learning.

Finally, when students work, either independently or collaboratively, on research projects that involve collecting data, it is crucial that this data be trustworthy. Falsification or alteration of data or data analysis is a serious form of academic fraud. Research is a difficult enterprise, and results do not always come easily or as expected. Students should work closely with their supervisors or paper conveners, and should not be afraid to ask for assistance in the process of gathering and analysing data.
Amount of work required

The amount of work expected of a typical graduate student in a 30 point graduate paper (offered over one semester) is approximately 20 hours per week, including class contact time; 10 hours per week for a 15 point paper. These figures are only approximations, as papers vary in their requirements and students vary in both the amount of effort required and the level of grades they wish to achieve.

Deadlines for coursework

Beyond deadlines for coursework set out in paper outlines, or any extensions granted, the last day for submission of graduate coursework for assessment will normally not be later than one week after the conclusion of the examination period.

School research seminars

The School of Psychology holds regular research seminars presented by visiting researchers, School staff, and graduate students. The meetings are organised by the School’s Research Committee and normally held once a month. Masters and PhD students are strongly encouraged to give brief presentations of their research at these seminars (scheduling enquiries can be made with the Research Committee). All students undertaking graduate study are expected to attend these seminars regularly.
Graduate resources and support

Psych Café
This is the Moodle page for all students in Psychology. Think of it as our virtual notice board: it gives information about events, seminars, resources and study options. Electronic and paper application forms for your programmes can be found in Psych Café. Use it to find out what is happening and what the School may provide for you. You can also use it to recruit participants for your research. Once you have ethical approval, send your flyer to slomas@waikato.ac.nz

Graduate mailbox
This is situated in the School of Psychology Office foyer.

Computer support
Computer support for graduates and postgraduates in Psychology is provided by the ITS Service Desk ext. 4008

Email
All enrolled students have access to a University of Waikato email address for the duration of their enrolment. Returning students will be able to access their previous email accounts. Students new to the University of Waikato can activate the email account provided by the University of Waikato by going to help.waikato.ac.nz then clicking on ‘tools’ and then ‘New User’.

Graduate computer laboratory (J1.12)
This room contains computers, a scanner and a laser printer for graduate student use. Please see the Psychology Office Administrators for further information.

Computer labs
There are several computer facilities, in addition to the above, available for graduate students to use.

K1.07 (15 computers) is a School of Psychology Computer Laboratory and is available for graduate and postgraduate student use when it is not being used for teaching. No food or drinks may be taken into this laboratory. This lab is available Mon-Fri, 8.30am-4.45pm.

JB.01, 02 and 03 are Faculty of Arts & Social Sciences facilities with over 60 computers in total. They are open 24 hours/day and can be used when teaching is not scheduled. JB.11 (24 computers) is a School of Psychology facility and is open for 24 hours but is limited to teaching-only access during 8am-5pm weekdays.

After hours access to the J-Basement (JB) computer labs requires a swipe card obtainable from the Security Services Centre (located in B Block Annex, between the Te Piringa – Faculty of Law building and B Block).
The Faculty of Science & Engineering has two computer labs for student use. Both labs are only available to students taking courses in the Faculty of Science & Engineering (e.g., BSc(Hons) or MSc in psychology).

F1.13 is open from 7.45am-6.30pm (Monday to Friday). After hours swipe card access to this lab is provided for graduate students only. The order of priority for using F1.13 is:

- Booked classes
- Graduates
- Undergraduates.

R1.22 is open from 8am-6pm (Monday to Friday). After hours swipe card access to this lab is provided for both undergraduate and graduate students. The order of priority for using R1.22 is the same as that for F1.13. If BSc(Hons) and MSc students require access to laboratories in the Faculty of Science & Engineering, they should obtain a lab-access form from the FSEN office and have their Psychology School supervisor sign it. They can then obtain a swipe card from the Security Services Centre (see above).

Information Technology Services (ITS) is an independent service division that provides computing services for the University. Students may approach the ITS Service Desk for any computing related support. The ITS Service Desk may be contacted at extn 4008.

**Note:** That all students using University computer facilities must abide by the computer systems regulations. Attention is drawn in particular to the provisions relating to the privacy of information on the system, the copyright provision covering most of the software and the unlawful possession of material breaching the Code of Conduct. Disciplinary action will result if students or staff are found contravening these regulations. The systems may not be used for work other than University business without prior arrangement. Private computers/laptops are not covered by University insurance if stolen from University buildings or grounds.

**Internet access**

Charges for internet access and for printing are administered through the ITS account system (see the ITS Help desk).

**Graduate Studies Committee**

The Psychology Graduate Studies Committee normally meets monthly and is open to all psychology graduate students. These meetings provide an opportunity for course representatives to report on any issues of concern, and for staff and students to discuss general matters related to graduate studies. Class representatives for all graduate papers are specifically invited to these meetings.

**Academic support**

Your main source of support in this area will be your supervisor and your School staff members. Student Learning Support can also provide assistance in the following areas:

- Workshops in ‘Research getting started and finished’ and ‘Writing and Research.’
- Help with the process of identifying and clarifying research questions.
- Assistance with the preparation of a research proposal, literature review, abstract, conference paper or presentation.
- Advice on establishing and maintaining a good working relationship with your supervisor.
- Help with many aspects of research writing.
- Help to overcome ‘writer’s block.’

Visit: [waikato.ac.nz/pathways/learningsupport](http://waikato.ac.nz/pathways/learningsupport)
Funding for theses, dissertations and conferences

Some funding is available to support these activities. Please refer to the appropriate Faculty graduate website and Faculty’s Graduate Handbook for information.

International students

As part of the Faculty’s initiatives to support and assist our International Students, the Faculty has appointed Tutoring Assistants for International Students.

These Tutoring Assistants will provide students for whom English is a second language (including international students and permanent residents) with: guidance and advice on understanding an assignment and ensuring that the requirements are adequately addressed; and help in learning to improve their written expression, especially grammar and spelling, in terms of academic writing.

Note: The Tutoring Assistants do not provide a proofreading service.

International graduate and postgraduate students enrolled in Science degrees should make contact with the Associate Dean for International students in the Faculty of Science & Engineering: Dr Alison Campbell, phone +64 7 856 4798, email a.campbell@waikato.ac.nz

The School of Psychology also has an International Student Adviser: Associate Professor Robert Isler, phone +64 7 838 4466, extn 9227, email psyc2255@waikato.ac.nz

For more information on resources, see the School of Psychology website: waikato.ac.nz/fass/about/psychology

Student advisers

All Psychology staff are available to provide advice for students and students should feel free to approach any staff member for advice and help when they feel they need it.

The School Manager, Sue Carnaby, can be consulted on regulations and procedures. The Convenor and members of the Postgraduate Studies committee and the Chair of School are available to assist students with academic concerns.

Postgraduate students may, however, be allocated an adviser selected from the staff of the School of Psychology for the duration of their graduate enrolment. Students should indicate when enrolling if they would like to use this service. An adviser would be available to discuss and provide advice on any matters relevant to progress as a student; for example, course advice, advice on the process of choosing a thesis topic or on how to choose a supervisor, and where to go for career advice. Advisers can also mediate in the event of any problems arising between a student and a staff member.

When they enroll for their masters programme, they will have the same adviser. If a student would like to be allocated an adviser, they should see the School Manager. Students in the Clinical and MAppPsy programmes are not normally allocated an adviser, as they receive a substantial amount of guidance and support from staff within these programmes. If a student prefers not to work with the adviser allocated to them, they should contact the Postgraduate Convenor or the Chair of School to request a change.

A student who is allocated an adviser should make contact with them early in the academic year. We would expect that they will meet about once a semester, or more often if necessary. Initial contact may be made through email or during the adviser’s office hours (available from the School of Psychology administrators or advertised on staff members’ doors). Thereafter, advisers will be available to students by appointment.
Research facilities

The School of Psychology has a technical workshop which holds the loan pool of research equipment (including audio recorders, microphones, video recording equipment, data recording devices, counters etc) that is available to assist with research.

Rob Bakker is the technician responsible for this equipment and for building teaching and research equipment. Andrew Malcolm is the School’s computer programmer. Allan Eaddy is responsible for the School’s computers.

The School has a number of research facilities, which include:

- The Māori and Psychology Research Unit (MPRU) situated within the Psychology School provides a catalyst and support network for enhancing psychological research with a Māori kaupapa, and which has at its centre the psychological needs, aspirations, and priorities of Māori people. The MPRU brings together activities that have been ongoing as well as an attempt to make a co-ordinated and positive response to the need for high quality research and research scholars in the Māori world. Students interested in working on MPRU-associated projects should contact the Director, Linda Waimarie Nikora.

- The Applied Cognitive Psychology research laboratory which includes motion perception and eyetracking facilities, a psychophysiological lab, and the TARS driving simulator, the only one of its kind in New Zealand. Contact the Applied Cognitive staff for more information (Associate Professors Charlton, Isler, Starkey and Perrone).

- The canine research facility where, in collaboration with staff in the School of Science, scent-detection research and other research related to canine behaviour is conducted. This laboratory operates using pet dogs; no animals are permanently housed on site.

The School of Psychology also works in collaboration with The Psychology Centre (5 King Street Frankton, PO Box 5556, Hamilton, New Zealand, phone +64 7 846 6907, fax +64 7 846 6943) which provides some of the practical training for the School’s clinical training programme and which can provide facilities to help support clinical research relevant to the aims of the Centre (see tpc.org.nz).
Important policies and regulations

All students should make themselves conversant with the following:

University policies and regulations which are contained in the current University of Waikato Calendar calendar.waikato.ac.nz including:

- Assessment regulations.
- Policy on the use of Māori for assessment.
- Human research ethics regulations.
- Discipline regulations.
- Computer system regulations.
- Student research regulations.
- The University’s ‘Students Concerns and Complaints Policy’ which is outlined in a brochure available from the School or Faculty offices, The Gateway or Student Services Division.
- The Class Representative System, details of which can be found at the following website: waikato.ac.nz/sasad/enrolment/studrep.shtml
- Health and Safety Requirements. Students are required to comply with any safety regulations, including fire evacuation procedures (which are displayed below the fire alarms in every building).
- School of Psychology policies below, which are also displayed on the General Information noticeboard in the foyer of the main office. If you have any queries relating to School of Psychology policies, please see the School Manager.

Policy relating to the query of marking and final grades

Where you do not wish to have your coursework marked by the person who has been assigned the task of marking your assignments, you should discuss this with the paper convenor (where the marking would be done by a sessional assistant or tutor) or with the appropriate graduate year co-ordinator if the marker is the paper convenor. If an acceptable resolution cannot be achieved, you or the paper convenor may approach the Chair of School.

The following procedures should be followed if you are not satisfied with a mark or grade you have received in a paper:

The mark or grade given on a specific piece of internally assessed coursework

You should first discuss your concerns with the paper convenor. If you find it difficult to do this, you may ask one of the student representatives for the paper to accompany you when you meet with the paper convenor, or to approach the paper convenor on your behalf. It the paper convenor agrees that a reconsideration of the mark or grade is warranted, and believes that the piece of work should be remarked by another staff member within the School, it is the convenor’s responsibility to ensure that the work is remarked by another staff member. Any discrepancy between the mark/grade allocated will be resolved by negotiation between the two markers, including consultation with the Chair of School if necessary.

If you are not satisfied with the outcome of this process, you may make representation to the Chair of School, personally or with the support of the paper representative. If discussion with the Chair of School does not lead to an acceptable resolution, you may express your concerns, in writing, to the Dean of Arts and Social Sciences.
The final grade for a paper

You must make formal application in writing to the Director of Academic Services within 13 days of notification of the grade. For further information on this procedure, see the University's 'Assessment Regulations', as set out in the current University of Waikato Calendar calendar.waikato.ac.nz and also at the following website: waikato.ac.nz/sasd/examinations

Note: All graduate work is externally assessed at the end of each year. If you wish to take out your qualification before that time, this will preclude any A Semester papers being included in that process.

Medical certificate requirements

The School requires all medical certificates to be certified by a registered medical practitioner or other qualified medical personnel, and should indicate the severity and duration of the illness.

Kaupapa Māori policy

The Psychology School has a comprehensive kaupapa Māori policy which recognises psychology as a platform for Māori development. This policy is intended to encourage and support Māori students to reach their potential in their chosen specialities and to provide all psychology students with Māori and bicultural perspectives in psychology in Aotearoa/New Zealand. The full staff policy is available on the School of Psychology website.

Policy relating to directed studies

• Directed studies provide an opportunity for students to explore topics not covered in the taught papers. Directed studies take different forms, depending on the area of study. Some may be empirical and gather new data; others may involve extensive literature reviews and in depth analysis.

• A student cannot be enrolled in a directed study without the prior consent of an academic staff member to supervise the project. The format of a directed study is determined by the student in discussion with the supervisor. It may consist of one or more pieces of written work and include field work, library research or experimental investigations.

• Students must complete the directed study enrolment form available from the Psychology Office. This requires information about the area of study, the proposed assessment and the supervisor’s comments and signature. The completed form must be returned to the School Manager in order to complete the enrolment process.

• Undergraduate students should note that they may only enroll in a directed study if they are currently enrolled in or have already achieved a pass grade in other 300 level psychology papers to the minimum value of 60 points.

• A directed study cannot
  a) count towards a Psychology major,
  b) be used to raise the student’s grade average for entry into an graduate programme in Psychology.

• 500 level directed studies will be double-marked (see policy on the supervision and assessment of masters theses, dissertations and graduate directed studies projects).
Information for international students

Under the Ministry of Education’s Code of Practice for the Pastoral Care of International Students there are statutory requirements regarding the information we must include in our publications. These are:

**Code**

The University of Waikato has agreed to observe and be bound by the Code of Practice for the Pastoral Care of International Students. Copies of the Code are available from the New Zealand Qualifications Authority website at [nzqa.govt.nz/studying-in-new-zealand](http://nzqa.govt.nz/studying-in-new-zealand)

**Immigration**

Full details of immigration requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available from Immigration New Zealand, and can be viewed on their website at [immigration.govt.nz](http://immigration.govt.nz)

**Eligibility for health services**

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly funded health services are available through the Ministry of Health, and can be viewed on their website at [health.govt.nz](http://health.govt.nz)

**Accident insurance**

The Accident Compensation Corporation provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website at [acc.co.nz](http://acc.co.nz)

**Medical and travel insurance**

International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand.
Academic staff profiles

Professor Devon Polaschek
DipClinPsych Canterbury University, PhD Victoria University
Chair, School of Psychology
Research interests: Theory, intervention, intervention evaluation with serious violent and sexual offenders, family violence perpetrators. I am currently interested in supervising PhDs in the areas of family violence perpetration, burglary, and psychopathy.

Dr Carol C Barber
BA Swarthmore, PhD Vanderbilt
Research interests: Perinatal mental health and transition to parenting; attachment theory and developmental psychopathology; effectiveness of mental health services for children and adolescents.

Associate Professor Samuel G Charlton
BA San Jose, MA, PhD New Mexico
Research interests: Applied cognitive psychology and human factors, particularly aviation and road transport psychology; issues of attention, perception, decision-making and performance.

Dr Cate Curtis
BA Canterbury, BSocSc(Hons), PhD Waikato
Research interests: Applied social and community psychology, particularly in regards to the well-being of youth and women, including the impacts of health and social policy, constructions of ‘risk’ and ‘resilience’ and social exclusion.

Dr Tim Edwards
BS Utah State, MA, PhD Western Michigan
Research interests: Analysis of the influences of environmental factors on behaviour, including investigations of Pavlovian-instrumental transfer, establishing operations and stimulus discrimination.
Professor Maryanne Garry  
**PhD UConn**

Research interests: Memory, memory distortions, false memories, traumatic memories, repressed memories, memory and its overlap with the law.

---

Associate Professor Robert B Isler  
**Dipl Natw. ETH, PhD ETH Zürich**

Research interests: Positive Psychology: mindfulness, the good life, signature strengths, resilience, flourishing, life and work satisfaction, physical and psychological health. Eye movement behaviour, executive functions and safe (driving) behaviour.

---

Dr Bridgette Masters 
**BSocSc, MSocSc, PGDipPsych(Comm), PhD Waikato**

Research interests: Use of applied research methods towards developing culturally appropriate programme evaluation processes for Māori (specifically within the areas of public health – health promotion programmes).

---

Associate Professor John A Perrone 
**MSc, PhD Canterbury**


---

Dr Neville R Robertson 
**BA Canterbury, MSocSc, DipPsych(Com), PhD Waikato**

Research interests: Applied research on community issues, particularly those in which issues of social justice are at stake; programme evaluation – research which helps the development of social services and assesses their effectiveness; institutional responses to violence against women; child abuse, the prevention of family violence, crime prevention, gender and cultural justice.
Dr Maree Roche  
**MMS, PhD Waikato**  
Research interests: Leadership, Positive Psychology in the workplace, Māori well-being at work and other topics within the field of organisational psychology.

Dr Mohi Rua  
**BSoSc(Hons), MSocSc, PGDipPsych(Com) Waikato, PhD Waikato**  
Research interests: The deconstruction of Māori cultural societal patterns and behaviours toward the betterment of Māori health and wellbeing. This consists of evaluating customary practices and the demystification of neo-Māori narrative about how Māori were and are today.

Dr Rebecca Sargission  
**BSoSc, MSocSc Waikato, PhD Otago**  
Research interests: Behavioural psychology; animal psychology; educational psychology.

Dr Sabine Seehagen  
**PGDipSci Otago, DipPsych Trier, PhD Sheffield**  
Research interests: Developmental psychology; particularly cognitive and social-emotional development in infancy and early childhood, the role of sleep for early learning and memory, relations between maternal well-being and infant development.

Professor Nicola J Starkey  
**BSc(Hons), PhD Leeds**  
Research interests: Neuropsychology, health and wellbeing, driver behaviour, outcomes from brain injury.
Dr Ottilie Stolte
BSocSci, MSocSci, PhD Waikato
Research interests: Poverty, inequalities, homelessness, social determinants of health, unemployment, disadvantage, urban environments, migration, and the policy-community interface. A particular interest is qualitative research that seeks to understand contemporary psychological issues within the broader social, cultural and political contexts of people’s everyday lives.

Dr Anna Sutton
BSc (Hons) Manchester, MSc Aston, PhD Leeds
Research interests: Personality and the role of self-awareness at work; employee well-being and engagement; mixed and multi-level research methods in organisational psychology

Dr Armon Tamatea
BSocSci, MSocSci, PGDipPsych(Clin) Waikato, PhD Massey
Research interests: Clinical psychology; psychotherapy and behaviour change; criminal justice and forensic psychology; personality and personality disorders (especially psychopathic personality); culture and psychology; and New Zealand gangs.

Dr Jaimie Veale
BA Canterbury, MA, PhD Massey
Research interests: Social determinants of health, transgender health and wellbeing, gender and sexuality.

The School also has a number of Research Associates and Honorary Lecturers. For a full list, please refer to the following website: calendar.waikato.ac.nz/officershonoursstaff/people/fass/psychology.html
### Examples of recently completed thesis topics

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Bremner, S J. Sub-Optimal Choice In The Brushtail Possum (Trichosurus Vulpeca): The Effect Of Terminal Link Duration On Choice.</td>
</tr>
<tr>
<td>2016</td>
<td>Bright, J G. Visual Estimation Of The Direction Of Complex Moving Patterns By Domestic Chickens (Gallus Gallus).</td>
</tr>
<tr>
<td>2016</td>
<td>Brown, J. “We’re Like The Sex Cpr Dummies”: Negotiating (Hetero) Sex In A University Residential Setting</td>
</tr>
<tr>
<td>2016</td>
<td>Buchanan, N. A Visual Discrimination Task To Identify Judgement Bias In Hens (Gallus Gallus Domesticus)</td>
</tr>
<tr>
<td>2016</td>
<td>Fowlie, T J. Preferences For Early Retirement: The Role Of Work Related Factors</td>
</tr>
<tr>
<td>2016</td>
<td>Gee, L. Breaking The Web Of Silence: An Exploration Of Chinese Women’s Experience Of Domestic Violence In New Zealand</td>
</tr>
<tr>
<td>2016</td>
<td>Hambling, C S J. Improving Prospective Memory In Normally Developing Pre-School Aged Children</td>
</tr>
<tr>
<td>2016</td>
<td>Hancox, V L. Sub-Optimal Choice Behaviour By Possums</td>
</tr>
<tr>
<td>2016</td>
<td>Herring, J A-M. High Performance Leadership: The Influence Of Mindfulness And Reinvestment</td>
</tr>
<tr>
<td>2016</td>
<td>Hill, S A. An Investigation Of Suboptimal Choice By Possums</td>
</tr>
<tr>
<td>2016</td>
<td>Kuriger, C R. Coping Strategies That New Zealand Dairy Farmers Use To Combat Stress</td>
</tr>
<tr>
<td>2016</td>
<td>Lee, K. &quot;Not Another Patient Through The Revolving Door&quot;: A Case Study Analysis Of Six Women’s Experiences With Pregnancy Terminations In New Zealand</td>
</tr>
<tr>
<td>2016</td>
<td>Loomans, C. The Fairy Tale Of Weight Loss: Fact Or Fantasy?</td>
</tr>
<tr>
<td>2016</td>
<td>Namwanga, N. Invisible Rehabilitation: An Exploration Of Rehabilitative Practices Within A Community Work Agency</td>
</tr>
<tr>
<td>2016</td>
<td>Peisley, M. A Positive Behavioural Intervention On Prospective Memory Of Children With Autism</td>
</tr>
<tr>
<td>2016</td>
<td>Penman, J A. Choosing Choice: An Assessment Of Children’s Preference To Choose</td>
</tr>
<tr>
<td>2016</td>
<td>Rakei, N R M. Exploring The Effects Of Vicarious Trauma In New Zealand Practitioners</td>
</tr>
<tr>
<td>2016</td>
<td>Singh, S. Act And Smoking Cessation Using A Smartphone Application (Smartquit™)</td>
</tr>
<tr>
<td>2016</td>
<td>Somasekhar, S. &quot;What Will People Think?&quot; Indian Women And Domestic Violence In Aotearoa/New Zealand</td>
</tr>
<tr>
<td>2016</td>
<td>Tapara, A. Rapists Among Us? Rape Proclivity And Correlates In A New Zealand Sample Of Men</td>
</tr>
<tr>
<td>2016</td>
<td>Teo, A C Y. Demonstrating And Investigating Resurgence With Human Participants In Laboratory Research</td>
</tr>
<tr>
<td>Year</td>
<td>Title</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>2016</td>
<td>Ter Veer-Burke, S. Judgement Bias In Hens</td>
</tr>
<tr>
<td>2016</td>
<td>Waru, N A. An Evaluation Of An Impaired Driver Treatment Programme Facilitated By Tuhoe Hauora</td>
</tr>
<tr>
<td>2017</td>
<td>Cassim, S. Oceans Away: Sri Lankan Migrants In New Zealand - Explorations Of Hybrid Identities, Distance &amp; Everyday Material Practices</td>
</tr>
<tr>
<td>2017</td>
<td>Edge K. Different Coloured Tears: Bicultural Bereavement Perspectives</td>
</tr>
<tr>
<td>2017</td>
<td>Haycock, J. Influences Of Target Stimulus Probability And Reinforcement Probability On Hens' Performance On A Signal Detection Task</td>
</tr>
<tr>
<td>2017</td>
<td>James, S. Familiarity and Recollection In Everyday Driving</td>
</tr>
<tr>
<td>2017</td>
<td>Lim, S X C. Using The Implicit Relational Assessment Procedure (IrAP): Implicit Attitudes And Materialism</td>
</tr>
<tr>
<td>2017</td>
<td>Newland, S. Intentional Over-Qualification: An Exploration Of Motives and Outcomes</td>
</tr>
<tr>
<td>2017</td>
<td>O’Sullivan, D. Examining Driving Risk And Lifestyle Factors Influencing Speed Preference In A Laboratory-Based Speed Choice Task</td>
</tr>
<tr>
<td>2017</td>
<td>Reid, M. The Effect of Type 1 Diabetes On Executive Function In Young Adults</td>
</tr>
<tr>
<td>2017</td>
<td>Roopra, T. Implicit And Explicit Attitudes And Beliefs Towards Male and Female Leaders In New Zealand Organizations</td>
</tr>
<tr>
<td>2017</td>
<td>Smith, D. Correlates Of Self-Monitoring A Relationship Between Self-Monitoring, Coping, And Flourishing</td>
</tr>
<tr>
<td>2017</td>
<td>Turner, A. Teaching Social Skills To Children With Special Needs Using Video Modelling</td>
</tr>
<tr>
<td>2017</td>
<td>Walker, C A. Acceptance and Commitment Therapy For Stress And Burnout: Evaluating The Effect Of The Online Training, Psyflex6 For Behavioural Therapists.</td>
</tr>
</tbody>
</table>