Waipapa Taumata Rau University of Auckland

Research Supervision in the School of Psychology

This document explains the selection and allocation processes for supervision of BAdvSci, BSc(Hons), and MA-180 research projects. Please use this document to understand the research allocation process and complete your application and supervision preferences for these programmes.

The BAdvSci and BSc(Hons) degrees involve a 30-point research dissertation (780AB) and the MA-180 Psychology degree involves a 60-point research dissertation (793AB). Each of these dissertations are accompanied by a research support course (779AB) that all 780 and 793 dissertation students must take. Students applying for BSc(Hons) and MA-180 must indicate in their application to study, their preferred areas of research interest. BAdvSci students will complete a supplementary form which must be completed before December 1st prior to the year of their Hons dissertation. BAdvSci and BSc (Hons) dissertations must start in Semester 1. MA-180 dissertations usually start in Semester 2. In all applications, you will rank your top three preferred research areas. You will also have space to briefly describe your interest in this area, and any prior research experience you have. Please be as detailed as possible within the spaces provided.

Research Supervision Allocation

Research supervision allocation for all BAdvSci, BSc(Hons), and MA-180 research projects is done by the school based on a combination of GPA and student preferences.

- Students are ranked according to their psych-specific GPA calculated from their top 3-4 final year (300-level at UoA) psychology courses, including a pre-requisite research/statistics course (PSYCH 306 at UoA).
- Students are then assigned a research supervision area (see below) that aligns with their preference rankings, depending on how many places in that area are available.
- Once students accept their offer, they will then be matched with a specific supervisor within the area they have been allocated.

Note the school will try to place you within a research area of your preferred choice, but this is not guaranteed as it depends on relative demand and supervision availability. We hope you understand that most students will be assigned a research project within the area of expertise of their assigned supervisor, although there may be some room for negotiation. In general, the dissertation should be viewed as a general research apprenticeship rather than a specific project or focus of your own choice.

Research Supervision Areas

The following pages provide information about the nine research areas that BAdvSci, BSc(Hons) and MA-180 students will be assigned. NOTE that other areas associated with professional programmes (e.g., clinical, organisational) do not offer supervision of BAdvSci, BSc(Hons) and MA-180 dissertations.

Please read the following descriptions to identify your areas of research interest. Please list, in order of preference, **three** areas of interest for your research dissertation either in the supplementary form required for your application to BSc(Hons) and MA-180 or the supervisor interest form required for BAdvsSci students.

Graduates of universities overseas and/or those without New Zealand citizenship or permanent resident status should also correspond with the International StudentsOffice: +64 9 373 7599 ext 87556 international@auckland.ac.nz

Student Information:

In person to **HUBS** or email to **Experience Centre** studentinfo@auckland.ac.nz

Waipapa Taumata Rau
University of Auckland

Behavioural Psychology Research and Supervision

Behavioural psychology (behaviour analysis) focuses on how behaviour is influenced by the environment, and in particular by the consequences of behaviour. Research in this area spans from fundamental, curiosity-driven experimental research with human and animal participants, to applied interventions based on principles discovered in experimental research to improve people's lives.

Sarah Cowie

Sarah's research focuses on how our decisions and actions are affected by our experience and by our ability to anticipate the future. Sarah uses animal models (usually pigeon subjects) and quantitative modeling to investigate the fundamentals of how our actions in the present depend on our recent past experience, and on our ability to use this experience to extrapolate about future events. Sarah is interested in the extent to which simple learning processes underlie 'complex' behaviors like planning and the solving of novel problems, and how approaches developed with animal models can shed light on learning and decision-making in humans, including children with intellectual/developmental disabilities, and people with psychological conditions associated with disrupted reward processing (e.g., depression, anxiety, borderline personality disorder), and in decisions about sharing rewards with others. Sarah is also exploring how an understanding of the role of personal experience and individual differences can contribute to the welfare, production, and health of animals in farms, zoos, and laboratories – this research combines computer vision, machine learning, and behaviour-analytic approaches. For more information on any of Sarah's research, please visit the BehaviourLab website or email Sarah.

Douglas Elliffe

Doug's past research falls mostly within the tradition of the experimental analysis of behaviour, both animal and human. Most of his work has a strong quantitative emphasis, and nearly all of it involves experimental research. In recent years, he's become particularly interested in exploring a reconceptualization of reinforcement as a signal that directs future successful behaviour, rather than as simply strengthening past behaviour. See Doug's Google Scholar page for a complete list of his published research, and/or email him to discuss possible Honours projects.

Sarah Leadley

Sarah Leadley's research focuses on support and interventions for tamariki with feeding difficulties. She leads the Ready to Eat study, which provides intensive home-based intervention to support tamariki to move from tube feeding to eating. This study involves a high level of whānau involvement, and is supported by each child's team of health professionals. Further current projects are focused on increasing access and equity to intervention, as well as developing parent-to-parent support groups. Further details can be found here

Angela Arnold-Saritepe

Angela is a Board Certified Behavior Analyst and Psychologist. She conducts research looking at increasing physical activity for children and people with disabilities, supporting families of children with disabilities, and traumatic brain injury. Angela is particularly interested in the social validity of service provision in applied behaviour analysis. Outside of the University Angela provides behaviour-analytic services to people with TBI and developmental disabilities and their families. Find out about her research interests here.

Rebecca Sharp

Rebecca is a Board Certified Behavior Analyst and Psychologist. Her research interests include behaviour-analytic approaches to working with people with dementia and traumatic brain injury, and people with comorbid dementia and developmental disabilities, disseminating behaviour analysis, applied animal behaviour, and translational research. As a clinician, she has worked with recidivist youth offenders, with children with brain injury, adults with dementia, and adults and children with intellectual disabilities. Further details can be found here

Waipapa Taumata Rau University of Auckland

Cognitive Science Research and Supervision

Cognitive science draws on scholarship from psychology, philosophy, neuroscience, linguistics, computer science and engineering to examine foundational mental functions, such as sensory processing, perceptual operations, memory systems, attention, language processing, and motor control. Cognitive science has widespread applications in diverse domains, such as law (is eyewitness memory reliable?), business (is human decision-making rational?), engineering safety (what, precisely, is human error?), and education (what evidence is there for learning styles?).

Jeff Hamm

Jeff runs the Mental Chronometry Lab. His areas of interest include visual attention, comparing exogenously captured attention with endogenously controlled attention. These studies may involve the use of a typical cuing paradigm or may investigate the influence of attention in the generation of illusory motion. He also investigates other forms of Illusory motion which can be generated by object processing systems, early visual cortical activity, or visual masking. Using an individual differences approach, Jeff and his students have been able to determine there are at least four separate visual illusions, which in the literature had been assumed to be all the same illusion. Jeff also investigates mental transformations, such as mental rotation, size transformation, mental paper folding, and so forth. Jeff also investigates memory and the role that forgetting plays in efficient memory formation. Students are expected to take control of the project and contribute to its intellectual content. Often projects will become part of a submission for publication, with students being named authors of the research, and so they will be expected to take part in the publication process. Please contact Jeff to discuss potential supervision and project ideas at j.hamm@auckland.ac.nz

Michael Hautus

Michael's interests lie in empirical quantitative research, which includes quantitative assessment of the functioning of the auditory system, modelling auditory, visual, and flavour judgment, and modelling cognitive processes involved in judgment. Michael's published research spans quantitative psychology, memory, sensory evaluation, pain, auditory neuroscience, mathematical modelling, and decision science. You can find current research topics, that may be available for PhD, Masters, or Honours students, at hautus.org, or on Michael's University of Auckland profile.

Barry Hughes

Barry's research focusses on the power and precision of touch as a sensory-motor system. The hands especially are merely body parts: they are part of complex system --an extension of the brain--that permits both exquisite perception and powerful motor control. We are currently investigating two facets of this complex arrangement. One asks how the power of touch permits the brain to interpret--as meaningful language--the small, raised- dot code that is braille. The other asks how this skill could ever arise in anyone: how do we use the fingerpads to make judgments about number, pattern, size, number, area? How does this compare to vision? How does this ability fit within the larger, more basic issue of numerical decision-making? For more information visit Barry's webpages or email him.

Tony Lambert

Tony supervises projects in three areas. (1) Auditory and visual imagery, especially interested in the psychological implications of experiencing an absence of auditory imagery (anauralia) and/or an absence of visual imagery (aphantasia). See here or here. (2) Visual attention and eye movements. (3) Pupillometry – measuring changes in the size of the eye pupil.

Samuel Mehr

Sam directs The Music Lab, an international research group that is part of both UoA Psychology and the Child Study Center at Yale University (USA). We study the perception and cognition of sounds, especially music. Our cognitive projects mainly involve citizen- science projects taking the form of gamified experiments on themusiclab.org, typically via computational and data-science methods with tens or hundreds of thousands of participants, and including topics such as music perception ability and musical intelligence, auditory memory, auditory imagery, musical emotion, and aesthetic preferences in music. There are also opportunities to collaborate with the new international Musicality Genomics Consortium, which collects massive-scale data to uncover the genetic architecture of human musicality. Honours students are given substantial independence and in most cases are expected to submit a first-authored paper reporting their findings to a scientific journal at the conclusion of their Honours year. *If you are interested in applying, please contact Sam (mehr@hey.com) to schedule a meeting to discuss your interests *before* applying. You can also apply to The Music Lab via the Developmental area.*

David Moreau

David directs the Brain Dynamics Lab. This research group studies the dynamics of brain and behaviour— how neural and cognitive systems change over time, as a result of development, interventions, or disorders. Questions in the lab include: What are the mechanisms underlying neural and behavioural change? How can we refine methods and measurements to evaluate brain dynamics? How can we design interventions to improve mental and physical health? The Brain Dynamics Lab has a strong focus on methodological and statistical developments, in conjunction with tools such as EEG, fMRI and DTI. Students are expected to work autonomously and contribute to the literature either via their individual projects or as part or collaborative studies in the lab. A background in neuroscience and/or statistics is preferable, and a willingness to learn computational methods is essential (e.g., R, Python, Matlab).
Prospective postgraduate students are welcome to get in touch with David (d.moreau@auckland.ac.nz).

Waipapa Taumata Rau University of Auckland

Critical Psychology Research and Supervision

PLEASE NOTE: We are all available for supervision in 2025, however, to be supervised by Jade
please apply under Māori, Pacific & Indigenous Psychologies

We are interested in understanding human experience and action as deeply embedded within wider sociocultural and political contexts. From a social justice orientation, we seek to understand how contexts shape, constrain and enable our decisions, prioritiesand possibilities. Our research spans Indigenous, health, cultural and social psychology, and we draw on various critical qualitative and Indigenous methodologies.

Ginny Braun

I am an invisibly-disabled straight Pākehā woman (pronouns she/her they/them). As a feminist and critical (health) psychologist, my research utilises critical qualitative methodologies to explore the intersecting areas of gender, bodies, sex/sexuality, and health. I supervise students in projects using critical qualitative methodologies to explore topics related to gender/bodies/sexuality and health. Specific areas of research have included meaning, experience, practices and representation related to (hetero)sex, sexual and reproductive health, body hair, genitalia and genital cosmetic practices, contemporary formations of 'healthy eating', covid-19, and sex/dating and disability.

Exact projects for 2025 are yet to be determined, and there is scope to discuss. For more information about what I do, you can go to my staff profile or Google Scholar profile, or visit one of our two methodology sites: www.thematicanalysis.net or www.storycompletion.net.

You can also email me.

Jade Le Grice

My research focusses on deconstructing colonial discourses and interlocking systems of oppression, while legitimating mātauranga in the academy. My research explores topics of Indigenous reproduction and sexuality – including areas of maternal subjectivities, assisted reproductive technologies, abortion, sexuality education, and sexual violence prevention. I have has also been involved in research collaborations on national identity, Indigenous psychology, youth health and suicide prevention, reproductive justice and fat studies. I draw from and contribute to the puna o mātauranga from within my hapū Ngāti Korokoro, Ngāti Wharara, Te Pouka and Ngai Tupoto of Ngāpuhi and Te Rarawa iwi. I am also a member of Nga Kaitiaki Mauri, of Te Ohaki a Hine: National Network Ending Sexual Violence Together & He Paiaka Totara, a network of Maori Psychologists, and Te Aparangi: A Ministry of Health and Māori Partnership.

For more information on the kind of research I do, you can visit my staff profile or my website https://www.becomingsexualbeings.org/.

You can also email me.

Nicola Gavey

My research examines dominant cultural norms, values and practices – as well as social, political and economic factors – that contribute to (and obscure or justify) sexual violence, coercion and harassment. Currently I'm focusing on new trends that incorporate and normalise aggression within mainstream sexual scripts. There is potential to work on projects related to this programme of research, including for example, discursive representations of the role of pornography, gendered sexual subjectification, and so on. Projects will involve critical qualitative approaches, most likely with textual data, and will be finalised in relation to student interest and academic experience.

For more information on the kind of research I do, see my UoA staff profile.

You can also email me.

Waipapa Taumata Rau University of Auckland

Developmental and Educational Psychology Research Area

Our group examines how the social, cognitive, neural, and evolutionary processes that influence human behaviour change (or stay the same) across development or in specific developmental windows. We use diverse methods and approaches to examine human behaviour and development across diverse contexts and populations. Students will be matched with one of the main supervisors listed below and will become part of a vibrant group that holds seminars throughout the year and consists of five active research labs.

Chris Erb directs the Cognitive, Manual, and Neural Dynamics (CMND Lab). His lab explores what is it about the human mind that allows us to behave in flexible and adaptive ways. Our research approaches this question developmentally by investigating how children, adolescents, and adults focus their attention, filter out distractions, and engage self-control. We use a range of techniques, including eye-tracking, motion capture, Virtual Reality, and electroencephalography (EEG). Honours students are welcome to join existing research projects or design new projects to suit their interests. While some of our projects feature child participants, our projects also focus on adulthood and/or aging. Our team has exciting collaborations with researchers in Psychology studying Cognition and Neuroscience, as well as researchers in the School of Computer Science. To learn more, see our website (www.cmndlab.com) or contact Dr. Erb (christopher.erb@auckand.ac.nz).

Samuel Mehr directs The Music Lab, an international research group that is part of both UoA Psychology and the Child Study Center at Yale University (USA). We study the perception and cognition of sounds, especially music. Our developmental projects involve lab-based studies of how infants hear and understand sounds, using psychophysiology, looking time measures, and more; in- home studies of the effects of music on infant and parent health; and large-scale citizen-science projects taking the form of gamified experiments for children on themusiclab.org. Honours students are given substantial independence and in most cases are expected to submit a first-authored paper reporting their findings to a scientific journal at the conclusion of their Honours year. *If you are interested, please contact Sam (mehr@hey.com) to discuss your interests *before* applying. You can also apply to The Music Lab via the Cognitive Science area.*

Annette Henderson directs the Early Learning Lab (ELLA), which examines how children learn to communicate and work well with others. Research projects could examine agency, morality and prosociality in infants and young children, how technology impacts caregiver-infant interactions, and how the pandemic has impacted the wellbeing of young children and their families in Aotearoa, New Zealand. Projects involve diverse methods including behavioural observation, questionnaires, and even interactions with BabyX - the world's first virtual baby! To learn more, see our website (https://www.earlylearning.ac.nz/) or contact Annette (a.henderson@auckland.ac.nz).

Elizabeth Peterson directs the Enrichment lab. Current projects would suit students with a particular interest in educational psychology. Projects include: exploring whether parent child conversations about a recent setback teach kids how to regulate emotions; how the fear of making mistakes and taking risks relates to students' attitudes to learning from feedback; and what are students' beliefs about success and failure. Projects involve the analysis of qualitative and quantitative data which has already been collected but needs additional coding and analysis. Some projects will use the Growing Up in New Zealand data set. Students are expected to submit a paper reporting their findings to a scientific journal at the conclusion of their Honours year. See our lab website to find out more. https://www.5e.auckland.ac.nz/

Karen Waldie is accepting students who are confident with quantitative statistics to explore longitudinal associations between child and adolescent mental health, problem behaviour and neurodiversity (using already-collected data from either the ABC study or Growing Up in NZ).

CMNDLAB Cognitive, Manual, & Neural Dynamics Lab

Early Learning Lab ella The University of Auckland

THE MUSIC LAB

Enrichment Lab

Growing Up in New Zealand

Waipapa Taumata Rau University of Auckland

Evolution and Behaviour Research and Supervision

Evolutionary approaches to understanding behaviour explore how selection and common descent have shaped the minds and behaviour of living organisms. By offering a deeper understanding of *why* we behave the way they do, these approaches can provide important insights and a guide to decision- making across areas as diverse as mental health, education, politics, arts, religion, happiness, artificial intelligence, animal ethics and conservation. Our group has interests in all these areas, with a particular focus on human language, culture and social behaviour, and how an understanding of the evolution of these things can help us tackle major challenges of the 21st century, from climate change and pandemics to inequality and extremism.

Nichola Raihani

Nichola's research explores the evolution of cooperation in nature. In particular, her work asks what mechanisms can maintain cooperation in interactions where partners may otherwise be tempted to exploit one another. Alongside this work, she investigates the ecological causes and evolutionary consequences of individual variation in social behaviour. Nichola is interested in supervising students who want to understand the drivers and consequences of individual variation in social behaviour. This can include projects on collective action, reputation management and punishment and / or subjects relating to paranoia and conspiracy thinking and how individual variation along those axes impinges upon social preferences and social behaviour. For more information, visit Nichola's website or email Nichola.

Patrick Savage

Patrick runs the CompMusic Lab for comparative and computational musicology, which aims to enhance inclusive cross-cultural research and work collaboratively to understand how people make and value m s. He is also interested in broader relationships between music and other domains of culture such as language, religion, and cooperation. His work combines a range of methods, including anthropological field recordings, acoustic signal processing, experiments, and Indigenous knowledge. For 2025, he is recruiting one student to explore relationships between speech and song across diverse languages (*co-supervised with Suzanne Purdy and Hineatua Parkinson [Speech Science / Māori, Pacific, & Indigenous Psychologies]).* For more information, visit Patrick's website or email (Patrick.

Quentin Atkinson

Quentin runs the Language, Culture and Cognition (LCC) Lab, which investigates how our cognition and culture evolve and interact to shape the way we behave towards one another. His work has examined questions including the evolutionary origins of political ideology, why people believe in powerful deities, the values and institutions that underpin democracy, the origins of linguistic diversity, and what evolution can tell us about how to promote pro-environmental behaviours and tackle climate change. Work from the LCC Lab is inherently interdisciplinary, drawing on research across psychology, evolutionary biology, linguistics, anthropology and behavioural economics, and using a range of methods from lab and online experiments, to computer modelling, and cross-cultural fieldwork. Available projects for 2025 include: a) how perceptions of human nature shape our response to climate change; b) how social instincts differ across the political spectrum; c) how sacred values shape modern institutions; d) how language extinction threatens global cultural diversity; and e) the evolution of happiness. For more information, visit Quentin's website or email Quentin.

Behavioural Insights Exchange

Quentin and Nichola are co-Directors of the University of Auckland Behavioural Insights Exchange (UoABIX). UoABIX allows students to work alongside industry and government organisations, applying knowledge of cognitive biases to real world problems. While the exchange is primarily designed for Masters students, Honours students interested in this area should email UoABIX to find out more about the availability of projects and their suitability for the programme.

Student Information:

In person to **HUBS** or email to **Experience Centre** studentinfo@auckland.ac.nz

Graduates of universities overseas and/or those without New Zealand citizenship or permanent resident status should also correspond with the International Students Office: +64 9 373 7599 ext 87556 international@auckland.ac.nz

Waipapa Taumata Rau University of Auckland

Neuroscience Research and Supervision

Cognitive neuroscientists study neural structure and function processes and their relationships to cognitive processes. They use methods such as brain imaging (fMRI, DTI), electrophysiology (EEG, ERP), neuropsychology, and experimental psychology – often in combination.

Paul Corballis

Paul is a cognitive neuroscientist with interests in visual perception, attention, and cognitive control. He is particularly interested in our ability to build sophisticated understandings of the world on the basis of sensory information, and in how we balance focus and flexibility to maintain goal-oriented behaviours.
Current projects include investigations of the neural basis of perceptual variability, the control of eye movements, the roles of value and goal relevance in decision making, and the interactions between spatial attention, distraction, and working memory in visual search tasks. Nearly all of Paul's research is based on laboratory experiments, many of which involve electroencephalography (EEG) or remote eye tracking. For more information or to discuss possible projects, email Paul or visit his School website.

Rohan King

Rohan's research focuses on cognitive processes such as working memory and cognitive control; the neural systems that may underlie them; the characteristics of brain activity co-incident with cognition; and the enhancement of cognition and its neural correlates. His research uses behavioural tests and brain imaging, in particular electroencephalography (EEG), to measure these processes and their dynamics. Rohan is keen to work with students who are interested in any of these concepts and methodologies and would like to investigate an aspect of (a) the neural correlates of working memory and cognitive control, (b) neural plasticity, (c) cognitive enhancement, (d) measuring the complexity of brain activity, or (e) who have their own related research idea.

Ian Kirk

Ian is a cognitive and systems neuroscientist with interests in the neural systems involved in memory, attention, and cognitive control. He principally employs EEG, fMRI and diffusion imaging, but is also interested in the genetic mechanisms that modulate development of, and activity in, cognitive systems. Ian is also interested in atypical processing in for example, Alzheimer's disease, depression, schizophrenia, Parkinson's and autism spectrum. Current possible honours projects include: EEG investigations of recognition or working memory, diffusion imaging in early Alzheimer's, or social neuroscience (EEG of cognitive control systems in relation to peoples' political ideology). For more information, or to discuss possible projects, email Ian, or visit his School website.

Catherine Morgan

Catherine's research uses Magnetic Resonance Imaging (MRI) methods to study the brain in normal cognition, cognitive decline and dementia. Her current focus is ondeveloping new quantitative MRI methods for studying vascular aspects of the brain including the blood-brain barrier, cerebral blood flow and perfusion. Catherine has projects with a range of topics and analysis methods available to suit the interests and skills of the student. Projects commonly involve**:** learning how MRI works, how to process image data, deriving image summary metrics and then investigating their relationship with cognition and other risk factors for dementia. For more information, visit Catherine's profile page or email her.

Reece Roberts

Reece is a cognitive neuroscientist interested in memory, imagination, creativity, neuroimaging methods, and Alzheimer's disease. Honours research projects include the following:
What are the EEG signatures of episodic memory and imagination?
Re-analysing previously collected fMRI data to investigate how hippocampal activity during future imagination is modulated by a range of subjective ratings.
How does the brain segment continuous experience into distinct events?
How do people represent information in visual working memory?
Using open-source fMRI data to investigate novel ways of analysing task-related fMRI data.

For more information, visit Reece's website or email him.

Katherine Storrs

Kate's research uses human behavioural experiments and computational models to better understand visual perception. Research questions could involve things like:
- How does our visual understanding of shape, lighting, and material develop over the first few seconds as we look at an unfamiliar object, and what might this tell us about recurrent processes in the brain?
- How do people interact with unfamiliar objects in virtual reality (VR) when trying to visually understand their shape and material, and do we manipulate objects in ways that give us the most useful visual information?
- Do artificial visual systems (e.g. deep neural networks) see the same sorts of visual illusions as humans do, and are they sensitive to the same visual features of objects that we are?
- Other cool ideas you have involving visual perception and/or AI...

Lynette Tippett

Lynette is a neuropsychologist with an interest in neurodegenerative conditions. She is Director of the Dementia Presentation Research Clinics, a multidisciplinary study examining factors that influence the development of Alzheimer's Disease and progression of dementia. Possible Honours projects for next year include computing and testing how well a number of neuropsychological composite scores distinguish groups at risk of dementia, and predict those who go to develop dementia. Additionally there may be projects investigating the factors that affect caregiver distress, and that examine the role of lifestyle factors in reducing risk.

Eileen Leuders

My research is focused on understanding the human brain using structural neuroimaging and state-of-the-art mapping techniques. Central themes of my studies are brain development and brain aging as well as brain plasticity and brain asymmetry. As an Honours student you will be deeply involved in your very own brain mapping project applying a modern analysis approach. The basis for your project are structural brain scans which have been acquired already using magnetic resonance imaging (MRI). In other words, you will not need to collect any data. Various projects are available. For more information, email Eileen.

Waipapa Taumata Rau University of Auckland

Māori, Pacific, & Indigenous Psychologies Research and Supervision

The Māori, Pacific, & Indigenous Psychologies group includes researchers who draw upon Māori, Pacific, and Indigenous knowledges, theories, methodologies, and synthesized psychological frameworks within social, critical, and clinical domains of psychology, and harness a range of critical qualitative and quantitative research modalities.

Makarena Dudley

Makarena's research focuses on mate wareware (dementia) and Māori and intersects with Neuroscience. One aspect of the mate wareware journey that is lacking is knowledge that informs the needs of whānau who are kaitiaki for kaumātua. The burden of caregiving for whānau can be particularly difficult given. Other factors, such as cultural considerations and socio- economic status, may add extra burden to Māori whānau. A model of kaitiaki for whānau that meets the cultural needs of the kaumatua, the kaiawhina and the whānau is needed to assist in the navigation of this journey. This model will also inform caregiving assessment services of the issues facing whānau and what support is needed. Makarena is keen to work with students to explore this using Kaupapa Māori Methodology, including kanohi-ki-te kanohi hui with whānau. For more information, email Makarena.

Shiloh Groot

Shiloh is involved in a range of applied critical projects exploring issues such as homelessness, housing and urban poverty; migrant-Indigenous and Pākehā- Indigenous solidarity; sex work and employment justice; relational health and health inequalities. Shiloh's research adopts an Indigenous and community approach to psychology and employs creative (visual) qualitative methodologies. As a supervisor, Shiloh is happy to co-design a project alongside students that reflect their own passions and interests or to create space for them in any work Shiloh may be currently
involved in. For more information, email Shiloh.

Sarah Kapeli

Sarah's research largely contributes to Pacific psychologies, with a particular focus on the health, mental health, and wellbeing of Pacific, Indigenous, and underserved communities. Sarah's work draws upon quantitative, qualitative, mixed-methods, and Pacific & Indigenous research approaches across various topics. These have included health and wellbeing, student mental wellbeing, precarity, and suicide prevention. Sarah often works within-and-across disciplines and is involved in national and international collaborations on mental health literacy. Outside of these areas, Sarah is happy to support students with their own research interests. For more information, email Sarah.

Jade Le Grice

Jade's research focuses on deconstructing colonial discourses and interlocking systems of oppression while legitimating mātauranga in the academy. Her research explores topics of Indigenous reproduction and sexuality
– including areas of maternal subjectivities, assisted reproductive technologies, abortion, sexuality education, and sexual violence prevention. Jade draws from and contributes to the puna o mātauranga from within her hapū Ngāti Korokoro, Ngāti Wharara, Te Pouka and Ngai Tupoto of Ngāpuhi and Te Rarawa iwi. For more information, visit Jade's website or email Jade.

Sam Manuela

Sam's research focuses on the relationships between ethnic identity and wellbeing, particularly for Pacific peoples in Aotearoa. Sam also focuses on mental health in the Cook Islands, using nationally representative data indexing wellbeing, ethnic identity, depression, anxiety, and general distress.
Sam works on a range of topics with students that are usually aligned with his current research projects. These can include a focus on Pacific or Cook Islands mental health, health and wellbeing of Pacific LGBTQIA+ Rainbow communities, and can employ a mix of quantitative and Pacific research methodologies. For more information, email Sam.

Hineatua Parkinson

Hineatua is a Qualitative Kaupapa Māori researcher with a wide range of research interests
including Rangatahi wellbeing and identity, Psychedelics in Aotearoa and Community support in the disabilities sector, and, the intersection of Psychology and Rongoā Māori.
Hineatua has largely supervised students who have used existing data sets or developed projects from the ground up.
Hineatua has co-supervised mixed methods projects and projects with a transdisciplinary focus. For more information, email Hineatua.

Suzanne Purdy

Suzanne has broad research interests in auditory neuroscience, and communication. She is collaborating with Patrick Savage, Hineatua and Larissa Renfrew on a project exploring relationships between speech and song in Te Reo Māori (and other languages worldwide). Other research with Māori, Pacific and Pākehā colleagues has a strong equity lens, focusing on experiences and outcomes of Māori and Pacific whānau engaging with ear and hearing health services. Suzanne and Karen Brewer (Speech Science) are supporting a Kaupapa Māori project with Te Aitanga-a-Māhaki to deliver Māhaki- specific learning support for Māhaki mokopuna, whānau, hapū and Iwi, across all learning environments. For more information, email Suzanne.
.

Waipapa Taumata Rau University of Auckland

Social Psychology Research and Supervision

Research in the social psychology group covers a range of topics focused on identifying how people can live healthy and happy lives, including identifying how to (a) enhance social relationships, (b) address inequality, (c) create a fair and sustainable society, and (d) combat barriers to health and wellbeing

Brian Don

Brian's research examines how motivation, emotions, and mindfulness influence the health and development of close relationships and families. For instance, Brian's past work has explored how motivational and affective processes contribute to the wellbeing of couples undergoing the transition to parenthood, the success and outcomes of social support, and the predictors and consequences of gratitude. Brian also has used meditation and mindfulness as an avenue to improve relational wellbeing. Brian is excited to work with students on any of these areas of research, including (a) how parents' relationships influence their children, (b) how to improve social support among intimate couples, (c) how mindfulness influences relationships, (d) motivation in the context of relationships, and (e) the transition to parenthood. For more information, visit Brian's website or email Brian.

Niki Harré

Niki's research focuses on the intersection of human and ecological flourishing. One of her current projects is "Greening Starship: A people-focused approach to sustainability", which is in collaboration with Starship Children's Hospital. The project brings together staff who would like to help create a sustainability culture at the hospital – one that carefully considers issues such as waste management, carbon emissions and transport, along with maintaining excellent standards of patient care. Niki is also very interested in the role values-based practice and what religion teaches about how to care for each other and the planet as a whole. Almost all Niki's research is community-based and uses methods such as observation, interviews, evaluation, and surveys. For more information, email Niki.

Danny Osborne

Danny's research focuses on political psychology and intergroup relations. Danny examines two central topics that increase understanding of how society produces and reproduces inequalities. The first topic examines how belief systems justify inequalities between groups. The second topic examines how individual differences and the environment interact to shape socio-political attitudes. Throughout his research, Danny aims to develop and refine theories to help increase intergroup harmony. Danny is keen to supervise students interested in the causes and consequences of inequality. Specific projects could include examining: (a) the relationship between personality traits and political views, (b) the antecedents and consequences of system-justifying beliefs, (c) the correlates of collective action and (d) other topics on sexism, prejudice, stereotypes, and discrimination. Danny is also happy to supervise topics outside of these areas if they connect with the New Zealand Attitudes and Values Study (NZAVS). For more information, visit the NZAVS website or email Danny.

Nickola Overall

Nickola's research focuses on how close relationships shape psychological and physical health. Nickola investigates how couples and families can effectively support each other and resolve conflict to enhance couple, family, and child health and wellbeing. Nickola also examines how key vulnerabilities (e.g., depression, attachment insecurity, poor emotion regulation, sexist attitudes) shape relationship functioning, and identifies the factors that can overcome dysfunctional behavioural patterns. Nickola works on a range of topics with her students. Examples include the predictors and consequences of (a) conflict and communication, (b) support processes, (c) attachment insecurities, (d) biased perceptions, (d) emotion regulation, and (e) sexism and power, as well as how difficulties in these domains can be overcome to enhance health and wellbeing. For more information, visit Nickola's website or email Nickola.

Chris Sibley

Chris is the Principal Investigator for the New Zealand Attitudes and Values Study (NZAVS). The NZAVS is a large longitudinal national probability annual panel study of social attitudes, personality, ideology and health outcomes. It includes questionnaire responses from more than 70,000 New Zealand residents. Chris is open to supervising research analysing the NZAVS data to answer questions relating to any of the broad areas of social psychology (e.g., prejudice, ideology, political attitudes, intergroup relations, personality, personal relationships), and topics relating to health, wellbeing and clinical psychology (mainly those concerned with modelling national trends in health and clinical outcomes). Almost all of the honours research projects that Chris has supervised over the years end up published. Check out the NZAVS website or email Chris if you want to know more about thesis opportunities analyzing large-scale national data from the NZAVS.

Waipapa Taumata Rau University of Auckland

Speech Science Research and Supervision

Speech Science is a broad discipline that includes the study of human communication as it relates to culture, identity and wellbeing, speech difficulties, language difficulties, swallowing difficulties, acoustic analysis and processing of speech and/or language. Research in the Speech Science group focuses on communication and swallowing along the lifespan and across the world. Our research spans healthy communication and swallowing, the nature and impact of difficulties in these areas for our communities, and children and adults who benefit from speech-language therapy and audiology support.

Elaine Ballard

Elaine's research focuses on linguistic and social aspects of bilingualism in communities. The linguistic aspect has two strands; the first investigates how languages transplanted into a new environment (heritage languages) can change, and the second considers how English language assessments can be adapted into other languages. Currently, Elaine has projects investigating Mandarin and Cantonese adaptations of assessments. The social aspect considers the role of language, culture and identity on language choices in bilingual communities. In this area Elaine has projects on Latinx, Cambodian and third culture groups. For more information, email Elaine

Joan Leung

Joan's research interests are in neurodevelopmental psychology, hearing/auditory processing, and lifespan health trajectories. She spends half her time with the Graduate Diploma for Applied Psychology; and the other half on research projects in collaboration with Psychology, Audiology, the Centre for Brain Research, the Dunedin Multidisciplinary Health and Development Research Unit, and the Universitas 21 Autism Research Network. Joan is involved in projects about equitable hearing outcomes for Māori and Pacific children, lifespan hearing trajectories using longitudinal data, auditory processing and functional language on the autism spectrum, and auditory training for mild cognitive impairment. For more information, email Joan.

Clare McCann

Clare's research has two main areas; the impact of language difficulties experienced by people after an acquired brain injury (particularly stroke); and the communication difficulties experienced by people within the criminal justice system. Clare is also working with other staff in the School of Psychology on research into communication access and capacity assessments in stroke wards as well as supported communication for adults with intellectual or learning difficulties. Her research is mostly qualitative with methods that involve interviews, observations and surveys. For more information, email Clare.

Anna Miles

Anna's research strives to improve the lives of people with swallowing and voice difficulties through improved assessment, treatment and medical education. Her work is often hospital or community-based involving interaction with communities. This year, Anna has a number of projects available that focus on identifying older adults at risk of swallowing difficulties in the community, what is the public awareness of dysphagia (swallowing difficulties), and how equitable are stroke services for people with swallowing difficulties looking at age, gender and ethnicity outcomes and rehabilitation intensity. For more information, email Anna.

Suzanne Purdy

Suzanne has broad research interests in hearing/auditory processing, neuroscience, and communication difficulties. One of her projects is exploring the learning environment for primary-school-aged children in Flexible Learning Environments, including children with hearing loss. This project examines teacher perceptions, acoustics and listening/learning challenges. Other research has a strong equity lens, focusing on outcomes and experiences of Māori and Pacific whānau engaging with ear and hearing health services. Suzanne also collaborates with others to examine communication outcomes of children in the Growing Up in New Zealand longitudinal study. For more information, email Suzanne.

Nuzhat Sultana

Nuzhat's research focuses on early intervention to develop children's oral language skills. One of her current projects is a whānau/family support programme to teach naturalistic interaction strategies addressing the unique linguistic environments of young children with hearing loss. Research methods include individual and group-based parental training, interviews and observations based on Language Environment Analysis (LENA) technology. This is an advanced system for collecting acoustic data from the child's natural environment and analysing it without human biases. Nuzhat is working with others in Psychology to improve understanding of language behaviour in learning disabilities. For more information, email Nuzhat.