Honours Students Research Options for 2023

https://www.auckland.ac.nz/en/science/about-the-faculty/school-of-psychology/psychology-research.html

Supervisor surname	Supervisor First name	Proposed Projects on offer in 2023 (subject to change)	Any additional requirements
Atkinson	Quentin	*A range of Honours projects are available across the following three areas* *1.* **The foundations of human political ideology -** *Anyone who has debated politics over the dinner table knows that political opinions can vary widely, even within one family. But what is it that determines our views on taxation and welfare, military spending and climate change, abortion and gay marriage, and why do opinions about these seemingly disparate aspects of our social lives coalesce the way they do? This project will use survey and experimental data to identify the underlying psychological mechanisms that shape the human political landscape. This project will require and further develop good critical thinking, experimental design and quantitative skills. An interest in human evolution is preferred.* *2.* **Can religion help us save the planet?** *- Opinions differ regarding the extent to which religiosity promotes or suppresses concern about the challenges of the 21st century, from climate change to vaccination. The 'religious right' in the US is notoriously blasé about the threat of climate change, for example. Conversely, Pope Francis has put the moral weight of the Catholic church behind climate action. However, the potential for religion to help motivate environmental concern remains understudied. This project will review research in the area and design experiments to test predictions regarding how the psychology underlying religion could be used to motivate prosocial environmental action. The project will require and further develop good critical thinking, experimental design and quantitative skills. An interest in human evolution is preferred* *3.* ***Behavioural Insights to tackle climate change*** *- In recent years, behavioural insights from cognitive science have been applied to 'nudge' human behaviour to solve a range of social problems, from increasing retirement savings and rates of organ donation. In the domain of climate change, behavioural insights have been used to reduce household energy consumption and increase public transport patronage. However, this work has tended to focus on the*	Recommended students have completed PSYCH 317 or take Psych 725

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		behaviour of consumers of fossil fuels (rather than producers and political leaders) and individuals, rather than corporate and institutional actors. This project will move beyond individual nudges to investigate the potential applications of behavioural insights in these new domains. *4.* ***The future of global linguistic and cultural diversity*** *– Human language and culture evolves. Linguistic and cultural diversity has built up via a process of descent with modification over millennia. But today, most of the world's languages, and the cultures they carry, are threatened with extinction. This project seeks to quantify the extent of the loss of linguistic and cultural diversity around the globe and understand what we might be able to do to protect the diversity that remains.*	

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Ballard	Elaine	Topics will be in the area of multilingualism. Possibilities would include but are not limited to a) language, culture and identity in a multilingual community in NZ b) language maintenance and shift in a multilingual community in NZ	It is recommended, but not essential, for students to have taken PSYCH313. Students who have an interest in a topic in bilingualism should email Elaine at e.ballard@auckland.ac.nz.
Bensemann	Joshua	**Data science approaches to behavioural data:** Traditional analysis techniques such as linear regression and significance testing have enabled us to understand the nature of data generated during behavioural experiments. This project aims to push beyond this using modern statistical and machine learning techniques to gain a deeper understanding of those same data. The goal will be to identify behavioural patterns using techniques such as clustering and then learn to classify them using supervised machine learning.	Interested students should contact me to discuss projects. Ideally, students should take PSYCH759 and have some experience with programming using python or R, but these conditions can be discussed.
Braun	Virginia	My research using critical qualitative and feminist theoretical approaches to explore topics related to gendered bodies, sex and sexuality, and health, across a range of specific topics, and different data formats, from media, to generated stories, to more. Students interested in these areas and types of research should get in touch with Ginny via email v.braun@auckland.ac.nz.	In general, I expect students to have taken PSYCH319 if they are UoA graduates; students are expected to take PSYCH733 and PSYCH743 as part of their honours year.

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Cargo	Tania	Tēnei te kaupapa - hauora hinengaro Māori. The types of research we have on offer is in the area of Māori mental health . My focus in 3 key areas 1. Māmā -Pēpi wellbeing, attachment and enhancing early relationships., especially using digital technologies. Parenting Interventions and Kaupapa Māori supports. 2. Rangatahi Māori mental health – suicide prevention and wellbeing. 3. Digital tools to support intervention in Māori mental health within low decile schools.	These are opportunities for Māori tauira to work in a larger Māori rōpū with other Māori tauira and a with our Kaumatua. We use a whānau approach to supporting students in this kaupapa Māori space. We work across both psychology and psychological medicine.
Corballis	Paul	Topics in the cognitive neuroscience of visual perception, attention, and awareness. Possible projects include: 1. Target selection and distractor suppression in visual search. How do people select relevant information ("targets") from a visual display? How is this selection influenced by the presence of distracting stimuli that have similar visual properties to the targets? This project will employ behavioural (reaction times and accuracy) and possibly physiological (EEG) measures to explore the dynamics of visual search. 2. Competition for representation in the human visual system. The project will use behavioural data (response times and accuracy) and event-related brain potentials (ERPs) to explore the conditions under which visual stimuli compete for representation in the brain. The long-term goal of this research is to develop a technique for studying the functional architecture of the visual system. Other projects or topics may also be possible.	Interested students should contact me to discuss requirements for this project. Some experience with coding and/or data analysis would be helpful, but is not a strict requirement

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Cowie	Sarah	**Using past experience to navigate the present/future:** This project explores how choice is influenced by past and potential future rewards and punishers, and information about these events. Projects explore how choice depends on the similarity between past experience and the present situation, distance between the present and relevant past experience, and on the nature of events that provide information about the likely future (reinforcers, punishers, one's own recent behaviour, and other stimuli). This project will likely use pigeon subjects, but may also be suitable for those who wish to work with human participants (including children). **Understanding the complexities of simple learning:** This project involvement of simple behavioural processes in planning and future-directed behaviour, particularly with regards to non-specialized/general behaviour. This project will likely use pigeon subjects, but may also be suitable for those who wish to work with human participants (including children). **Neuroeconomics of choice:** This project explores the neural and behavioural dynamics of fast and slow decision-making in humans making choices about money, altruism, and other potential outcomes. Potential projects in this area could involve developing neural 'signatures' of decision-making processes, exploring similarities between decisions about different types of outcome, or exploring the influence of wider experience including culture in the brain activity underlying decisions. **Enrichment in captive animals:** Research with animals remains a critical part of psychology. This project uses behavioural measures to assess how the lives of lab animals (pigeons) are impacted by environmental enrichment. The project will involve coding video footage and assessing data from behavioral experiments, to assess the degree to which animal enrichment initiatives affect the behaviour of lab animals during and outside of behavioural experiments.	Interested students should contact me to discuss projects. Students will need to be available to assist with running of the lab and/or experiments. Students working with basic animal research or translation of these findings should take PSYCH759.

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Dudley	Makarena	Tba https://unidirectory.auckland.ac.nz/profile/m-dudley	
Erb	Chris	Dr. Erb's research uses a technique known as *reach tracking* to investigate how processes across perception, cognition, and action are reflected in participants' hand movements as they perform computerized tasks by reaching to touch response targets on a digital display. His research explores a range of age groups (children, adolescents, young adults, and older adults) and topics in psychology, including: **Cognitive Control:** Human beings exhibit a remarkable capacity to control their thoughts and actions. Developmental and individual differences in this capacity have been linked to a wide range of important outcomes, including emotion regulation, academic performance, physical health, and success in the workplace. What are the key cognitive processes that underlie this capacity? How do these processes develop across the lifespan and differ between individuals? This line of research explores these questions by measuring participants' hand movements as they perform computerized tasks designed to target different aspects of cognitive control, including inhibitory control (the ability to suppress or override an impulsive response) and switching (the ability to flexibly shift between different tasks).	Working with children and families requires having a flexible schedule, given that much of our data collection takes place during the evening or on the weekend. Community outreach is also an important component of recruiting and connecting with families. Students interested in working with children will therefore be asked to help with data collection and community outreach on some evenings and weekends. Students will also be expected to attend lab meetings for one hour roughly every other week. Please feel free to contact Dr. Erb christopher.erb@auckland.ac.nz

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		Numerical Cognition: A longstanding question in the numerical cognition literature concerns the extent to which our bodies shape and reflect how we represent and reason about numbers. This set of projects uses reach tracking to explore how children's numerical cognition is reflected in their unfolding hand movements as they perform various mathematical tasks (e.g., identifying whether a number is smaller or larger than 5). This approach enables us to evaluate how children link their understanding of numerical relations to their understanding of spatial relations at different points in development. **Attention and Distraction in Visually Guided Action:** In order to behave adaptively, we must be able to focus our attention on relevant objects and events in our environment. This can be especially difficult in situations that feature salient distractions. This line of research explores how the ability to focus visual attention develops between childhood and adulthood by using visual search tasks that require participants to locate a target among distractors that vary along different dimensions (e.g., shape or colour). continued… Each of these projects will enable students to further develop their statistical and experimental design skills while also gaining familiarity with an exciting new behavioural research technique. Students particularly interested in development, embodied cognition, cognitive neuroscience, or computational modelling are especially encouraged to apply.	if you have any questions.
Elliffe	Doug	On-going research in the Experimental Analysis of Behaviour Research Unit. Probably investigating choice in pigeon subjects, but there is also some possibility of a project on stimulus equivalence with human participants.	Must take PSYCH 759, and must make contact with me in advance. Must be available for 2 hours 1-2 days/week throughout the year to help run lab experiments.

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Gavey	Nicola	My research is focused on gender and sexual violence and rape culture, and I use critical qualitative and feminist methodologies. Projects I'm currently working on include (1) developing and assessing a primary prevention model that works with boys and young men with the aim of undoing some of the often-invisible gendered underpinnings of men's sexual violence against women and girls, (2) a critical analysis of the focus on consent within sexual violence prevention discourse, (3) deconstructing "rough sex" and the relationship between emerging norms and sexual violence. For students who are interested in working on projects related to these or similar topics, please contact Nicola n.gavey@auckland.ac.nz.	Please email Nicola prior to application, to discuss potential projects, and ensure working in this area is a good fit for your background and skills. It is recommended that students have taken Psych 319 and/or Psych 320, and required that they enrol in Psych 767.
Groot	Shiloh	My research interests are in community and liberation psychology, Indigenous worldviews and communities, resilience, the global self, poverty and wellbeing. My primary area of interest is homelessness, the sharp edge of poverty. I also explore the relevance and application of Māori and other Indigenous cultural concepts for understanding contemporary relationships and peoples' efforts to cultivate a positive sense of self and place. In particular my research is action-oriented where not only does theory and research inform practice, but practice also shapes the refinement of theory and research.	It is recommended that you take PSYCH 717. Interested students should contact Dr Groot to discuss the details of the project.

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Hamm	Jeff	<u>Comparing Endogenous and Exogenous attention</u>. 1) We can choose to pay attention to a location in space, such as by paying attention to our left or right based upon the colour of a fixation cross (i.e. blue means attend left). In addition, our attention can be automatically drawn to a location, such as by a brief flash in our peripheral vision. It has been argued that these two forms of shifting our attention might be shifting the same or different kinds of attention. Attention can be quantified by looking at how much faster we respond to targets in the attended location compared to targets that appear in a non-attended location. So, if our voluntary shifts and the automatic capture are working on the same attention, then someone who shows a large difference in one condition should show a large difference in the other as well. If, however, different and unrelated forms of attention are being shifted, then there is no reason to assume having a large difference in one case tells us anything about the size of the difference in the other. Using this individual difference approach, we will examine whether or not the evidence suggests that the same attention is being directed by colour changes and peripheral flashes. <u>Illusory Line Motion</u>: 1) If a bar is presented between two boxes, and one of the boxes flashes, when the bar is removed it appears to shoot away from the flashed box. However, if the bar is removed during the flash, it appears to shoot into the box. Previous research has determined that these two illusions arise for different reasons and are unrelated to each other. Another way to create an illusion of motion is to present two differently coloured boxes (say, red and green) and when the bar appears, it will shoot out of the box that matches the bar in colour (a red bar out of the red box). While the illusion away from the flash and these colour illusions are unrelated to each other, it is unknown if the illusion	Students should be comfortable with statistical analysis and having completed PSYCH 201 and/or PSYCH 303 would be a benefit. Those interested should contact Dr. Hamm to discuss the project.

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		towards the flash is related to the colour based one. Determining this will be the focus of the current project. 2) If a bar appears between two boxes after one of the boxes flashes, the bar will appear to shoot out of the flashed box. One explanation for this illusion is that our attention has been drawn to the box and speeds our detection of that end of the bar, so it appears to come on first, just like a real bar in motion. Others have suggested that the flash sets up low level visual features that result in the stimulus display that produce the illusion and that attention has nothing to do with it. Attention can also be attracted by shifting a box up and down slightly. This should not result in the same low level visual features, and therefore, if the illusion continues to arise it would be more consistent with the attention explanation, but if the illusion does not occur, it would be more consistent with a low level, non-attention based, explanation.	
Harre	Niki	My research focuses on human values and sustainable communities and schools. If you are interested in environmental sustainability and human flourishing, please come and talk with me about options for 2022. I use mixed-methods including participatory action research, interviews and observations.	It is essential students take Psych 715, Psychology and Sustainability.

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Hautus	Michael	There are three major projects (below) and several other minor projects (bottom) in which to undertake a PhD or Masters thesis, an Honours Dissertation, or a Stage 3 research project (Directed Study). ***Hedonics, Satisfaction, and Preference Testing*** Preference is not an intrinsic or measurable property of stimuli. It is a psychological dimension generated by interactions between perceptions, memories, and internal psychological states. Preference influences choice, so the ability to quantify preference is essential to a scientific understanding of human behaviour. Measurement of preference is currently based on an analysis of the responses given by a group; for example, 80% prefer X over Y. This is an inadequate measure because percentage preference does not indicate the magnitude of preference; 80% may prefer X over Y, but the magnitude of their preference may be small or large; X may even be the least disliked option. Also, percentage preference is contaminated by response bias and other factors. For example, when presented with two identical stimuli, around 40% of judges prefer one over the other. Also, percentage preference is contaminated by response bias and other factors. For example, when presented with two identical stimuli, around 40% of judges typically prefer one over the other. Yet, this selection can only be based on extraneous factors such as response bias. My current research investigates approaches to assessing satisfaction and preference in different sensory modalities that overcome the abovementioned limitations. ***Modelling of Performance in Sensory Tasks*** When an assessment of sensory (or other) performance is undertaken, the most desirable outcome would be to produce a measure of performance that is independent of both the task and the response bias of the individual. Signal Detection Theory (SDT) presents an approach to accomplish this by specifying separate measures of response bias and performance. In theory (but not quite in practice) SDT will provide the same estimate of performance for the same stimuli judged in different	

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		tasks. This is certainly not true of commonly used methods of performance, such as the proportion of correct judgements. My research has involved developing and evaluating SDT-based models for tasks such as the same-different task and the matching-to-sample task. ***Other Projects in Experimental Psychology*** I also have several projects underway in psychophysical research. These projects involve various aspects of model building, further improvement of advanced psychophysical techniques, and computer programming projects to design tools for psychophysical analysis. These projects are focussed on auditory, gustatory, or olfactory sensory modalities.	

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Henderson	Annette	**Annette is the Director of the Early Learning Lab (ELLA) and has a range of projects available studying social and cognitive development across early childhood (0 – 6 years of age). The following are examples of potential topics. If you'd like to discuss further, please let me know!** **Cooperation, prosocial behaviour, and social competence in early childhood:** Thriving in human societies requires individuals to work well with others, even when doing so may be at a cost to themselves. Given how essential getting along with others is to human functioning, it is not surprising that infants learn to do so early in life. This project will involve being a part of one of two longitudinal studies looking at indicators of social competence, such as cooperation, helping, sharing, etc, across the first six years of life. Questions the project might address are: How do prior experiences influence social behaviours such as cooperation? Is there a relationship between socio-cognitive skills such as theory of mind and children's social competence or prosocial behaviour? What demographic factors influence children's cooperative ability? How does parenting and parenting-related processes shape children's socio-emotional development? The specific question to be addressed will be determined once the student has been matched to Annette. **Cooperation and communication in early caregiver-infant interactions:** Infants engage in cooperative interactions with their caregivers from the moment they are born. The goal of this project is to examine how diverse contexts (e.g., digital media vs face-to-face interactions) influence the cooperative nature of early communicative interactions, such as peek-a-boo, free-play or word learning. Questions the project might address are: How does technology influence caregiver-infant interactions? How does the structure of cooperative communicative interactions, such as peek-a-boo, change across in-person and digital contexts? How do these strategies differ across parent-infant dyads? How do parents teach their infants words at the earliest stages of development? Do parents respond to another baby (either AI baby, or human infant) in similar ways as to how they respond to their own baby? Can we build models of early parent-infant interactions? These are just a few questions that could be examined by the student working on this project. The specific question to be addressed in the honours thesis will be determined once the student has been matched to Annette.	It is recommended that students have taken PSYCH 326 and/or PSYCH 200. Students must take PSYCH 744, are strongly encouraged to take PSYCH 722 and/or PSYCH 764, and must be available for ELLA group meetings. Honours students are asked to help with recruitment and data collection for studies with infants and young children. Many of our families work during the week and thus, these studies are often run on the weekends. As such, students will be expected to help with studies and recruiting outside of regular university hours for some evenings and/or weekends throughout the academic year. Please feel free to contact me if you have any questions, a.henderson@auckland.ac.nz

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		Infants' social preferences and early morality: Some studies have provided evidence that infants younger than 1 year of age prefer to interact with individual who have previously been shown to help others over individuals who hindered another individual's goals suggesting that infants have a moral core. However, other studies have not been able to replicate these findings. Students working on this project will have the opportunity to be involved in a large-scale, multi-lab, international replication effort designed to investigate morality in infancy**.** The specific question to be addressed in the honours thesis will be determined once the student has been matched to Annette.	

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Hughes	Barry	The sense of touch is the oldest of our senses, the first to ignite in development and the last to be extinguished in old age. Students in my lab investigate questions as to how the skin is involved in perception, how the fingerpads can learn to read, how the hands are organs for both sensing and doing. I would love to work with students who are intrigued by questions related to perceiving, knowing and doing by touch. Our recent work involves • braille reading (is it similar to reading print with the eyes and if so, how?) • texture perception (why is touching texture more accurate than being touched by texture?) • do blind people develop a super sense of touch? • how the skin codes number and density ('how may raised dots are there?' is not answered by counting. It is more complicated --and mysterious-- than that.) Students will acquire new skills in experimental design, research methods, data acquisition (behavioural and perhaps EEG) and analysis, working at the cutting edge of research into this underappreciated sensory modality.	Students should be enrolled in PSYCH 746. Students will have weekly supervisor or lab meetings. Students who are potentially interested in this area should contact me to discuss.

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Kapeli	Sarah	Sarah's research focuses on Pacific psychologies, which explores how Pacific knowledges and worldviews shape and are shaped by Pacific communities to make meaning of and respond to a broad range of topics relevant to psychology. Research projects will explore an area of Pacific psychologies that interrelates with Pacific health and wellbeing and will involve quantitative and/or qualitative research approaches. Such projects will be suited to those who have an interest in Pacific research and are comfortable working within that space.	It is recommended students have taken PSYCH 320. Students that have an interest in working with Sarah on a Pacific research project should email first to discuss s.kapeli@auckland.ac.nz It is strongly recommended that students enrol in PSYCH 765. Other course recommendations include PSYCH 758, PSYCH 717, PSYCH 744, PSYCH 743, INDIGEN 712
Lambert	Tony	I am currently pursing research in several different areas, and would welcome Honours students who express an interest in any of the projects listed below: 1. Can you imagine how these words would sound, if they were being read by Jacinda Ardern, or Barack Obama? Can you imagine sitting on a white sand beach at the end of the day, and watching the sun dip below the horizon? People vary massively in their ability to conjure clear mental images of sounds and sights. Some say that they can imagine a scene as clearly as if they were actually there; while others say that are completely unable to generate any auditory images	

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		at all of familiar sounds, or visual images of familiar scenes. I am interested in studying associations between auditory and visual imagery and their absence, and relationships between imagery and a range of other psychological processes and attributes. Last year, we introduced the term 'anauralia' for referring to an absence of auditory imagery (Hinwar & Lambert, 2021, *Frontiers in Psychology,* doi: 10.3389/fpsyg.2021.744213); lack of visual imagery is known as aphantasia. This project, which is supported by the Marsden Fund has several strands of investigation. These include investigating relationships that auditory imagery and its absence may have with psychological processes, such as memory, planning, self-regulation, rumination, psychological well-being, sleep quality, and music. 2. If you look carefully at almost any picture of David Bowie you will notice that he had very unusual eyes. Bowie suffered from a condition called 'anisocoria'. The pupil of his left eye was permanently dilated, while the pupil of his right eye changed size normally, constricting in bright light and dilating when the illumination was dim. This contributed to his striking appearance, even without his famous Ziggy Stardust persona. Changes in people's eyes (where they are looking, changes in the size of the eye pupil) provide important information during social and other interactions, conveying signals about emotional state, alertness, and whether someone is engaged and interested or disengaged and bored during a task, or social interaction with a partner. I am interested in studying these changes and their links with emotional, cognitive and social processes. 3. <u>Accident vulnerability among older adults.</u> Older adults are over-represented in accident statistics. I am interested in studying whether age-related decline in a visual brain pathway known as the dorsal visual stream might play a significant role in increasing accident vulnerability among older people. Working on this project will involve distributing an online questionnaire about the frequency of everyday accidents and mishaps, and then inviting participants to visit our lab to carry out specially designed visual tests.	

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		4. Vision, consciousness and eye movements. This is an ongoing project, which involves testing experimental predictions generated by our 'unified model of vision and attention' – see Lambert et al. (2018). Towards a unified model of vision and attention … *Journal of Experimental Psychology: Human Perception and Performance, 44(3)*, 412-432. http://dx.doi.org/10.1037/xhp0000474 . Working on this project will involve studying the ability of people to move their eyes rapidly and accurately in response to information presented briefly in peripheral vision. 5. Eye movements and visual art. The intersection between visual science and visual art is fascinating territory. A few years ago, I collaborated with Greg Minissale, an art historian in co-curating an exhibition ('Eye-Trackers'), which was shown at the Gus Fisher Gallery and then at MOTAT. I would be happy to consider supervising a project(s) that consider issues in the borderlands between visual science and visual art.	
Mehr	Samuel	If you are reading this, you are probably doing so on a device that plays music. You are probably able to hear and understand that music. You probably can also produce music of your own, even if you've never had music lessons. You probably engage with music on a regular basis, regardless of your cultural background, location in the world, or socioeconomic status. You have probably been this way your whole life. In the Music Lab, we're figuring out why the human mind is designed in such a way that all of the above is true. We do basic cognitive science experiments with many different populations and with people who live all over the world, including in small-scale societies. We specialize in large-scale citizen-science research and have run experiments in over 4 million people over the last few years at themusiclab.org, and also have a keen interest in web-based research with infants, children, and their families.	Prior research experience preferred. Contact Dr Mehr if interested in applying (mehr@hey.com).

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		This year, our projects are focusing mainly on three topics: 1. Studies of the perception of basic musical phenomena, such as tonal and metrical hierarchies, run at large scale on the internet (with children and adults) and in the laboratory (with infants and parents). 2. Studies of the universality and variability of musical phenomena across cultures, and the evolution of these phenomena, using computational methods applied to music from many different societies. 3. Studies of the effects of in-home musical behavior on infant and parent health and well-being, via app-based randomized trials that collect data via ecological momentary assessment.	
Le Grice	Jade	My research explores the intersections of Indigeneity, gender, and youth through domains of reproductive decision-making, sexuality education, abortion, sexual violence prevention, and whānau. Theorising the connective tissue between lived experience, psychosocial and sociocultural contexts, knowledge, policy and practice – research projects are designed to highlight invisibilised issues, have community relevance, and address areas of social injustice. Honours projects will explore rangatahi wāhine Māori (young Māori women), rangatahi tāne Māori (young Māori men), kaumātua (knowledgeable elders), or key stakeholders' talk about health and wellbeing, relationships, sexual ethics, online intimacies, and sexual violence prevention.	Prior study in PSYCH320 and/or PSYCH319 is advised. Students are strongly advised to take PSYCH 743.

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Manuela	Sam	My research focuses on mental health beliefs, Pacific peoples, and identity. I am interested in working with a student who is interested in developing a small project on either: • Cultural differences in self-concept • Ethnic and gender stereotypes These projects will require your assistance with the preparation of ethics applications and data collection. These projects will be suited to those that have an interest in Pacific research and are comfortable working within that space.	It is recommended students have taken PSYCH 320 and/or PSYCH 311. Students that have an interest in Pacific-oriented research can email Sam on s.manuela@auckland.ac.nz" It is recommended the students enrol in PSYCH 758.
McCann	Clare	The impact of communication difficulties in criminal justice settings. An evaluation of gender bias in the speech language therapy profession.	It is advisable to have taken PSYCH 313 or PSYCH 300. Please email me if you are interested in these or other possible research projects: c.mccann@auckland.ac.nz

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Miles	Anna	Implementing an improved allied health service for patients after acoustic neuroma treatments. Ageism in stroke rehabilitation – exploring stroke journeys in relation to age at time of stroke.	In collaboration with Suzanne Barker-Collo.
Moreau	David	Research in the lab is centered on three main goals: *(1)* Theoretical: understanding the mechanisms of behavioral and neural change: *How does the brain change? To what extent, and in what respect? Are those changes sustained over time?* (2) Methodological: refining the measurements and methods to evaluatethese dynamics; *How can we develop tools that help measuring change in the brain? What existing techniques can we leverage in this specific field?* (3) Translational: designing and implementing interventions to improve mentaland physical health. *How can we harness the malleability of brain and behavior to improve human performance? Can the same methods be used to treat or alleviate brain disorders?* Multiple projects are available in these three domains	Prospective students should contact David (d.moreau@auckland.ac.nz) to discuss specifics and requirements.

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Overall	Nickola	Nickola's students will have the opportunity to be involved in a large-scale longitudinal project examining family resilience and wellbeing, including how couples, parents and children manage a range of challenges, such as relationship conflict, problems with parenting, emotion regulation difficulties, and life stress. Examples of research topics that students could work on include: • identifying the communication strategies that are most effective in resolving relationship conflict and the communication dynamics that increase the risk of relationship dissolution and divorce • investigating how and when adults' communication and emotion regulation strategies during marital conflict impact the health, wellbeing and social functioning of their children • exploring how power and sexist attitudes influence family dynamics, including emotional and behavioural reactions to conflict and biased perceptions of relationship and parenting interactions • examining the impact of attachment insecurity and depressive symptoms on family functioning, including parenting, and identifying the factors that can overcome these vulnerabilities • investigating the impact of (a) different emotion regulation strategies or (b) social support in protecting psychological and physical health from the damaging effects of stressful life events	It is recommended students have taken PSYCH 311. Students will be required to take PSYCH 716. It is recommended that students take PSYCH 744. All students who are interested in these (or related) topics should email Nickola for more information (n.overall@auckland.ac.nz).

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Osborne	Danny	Danny is a member of the New Zealand Attitudes and Values Study (NZAVS)--a nationwide longitudinal study that started in 2009 and is led by Professor Chris Sibley (see below). Danny's research focuses on the intersection between psychology and politics, with a particular emphasis on the causes and consequences of inequality. As such, students who choose to work with Danny will have the chance to examine a range of topics that broadly fall under the rubric of political psychology. Potential areas of study include, but are NOT limited to, the following research questions: • What are the types of belief systems that reinforce inequality and, more importantly, why do people endorse them? • What are the antecedents and consequences of collective action? In other words, why do some people protest their mistreatment, while others seem to accept social injustices? • How does sexism (both hostile and benevolent) shape people's attitudes toward women's reproductive autonomy? More broadly, what are the various ways in which sexism undermines gender equality in society. • How do political decisions (including political ideology, sexism, racism, and stereotyping) impact people's well-being? Are there status-based asymmetries in these effects? • What role do individual differences (including the Big Five personality traits) play in shaping political attitudes? Danny is also happy to supervise students outside of these particular research questions if the topic area is covered by the NZAVS (for more information about the NZAVS, click here). Moreover, prior exposure to politics (and/or psychology) is NOT required—just a general interest in how psychology influences—and is influenced by—politics is needed!	It is recommended (but NOT required) that students have taken PSYCH 204 and/or PSYCH 311. Danny's students should also take PSYCH 700 (required), PSYCH 731 (recommended) and PSYCH 744 (recommended) while in the Honours program. Danny is happy to answer any questions you may have about studying with him (d.osborne@auckland.ac.nz).

Supervisor surname	Supervisor First name	Proposed Projects on offer in 2023 (subject to change)	Any additional requirements
Phillips	Katrina	• Assessing impact of training cafes for adults with intellectual disabilities • Assessing the impact and effectiveness of evidence-based teaching intervention • Assessing the impact and effectiveness of training designed to teach people with intellectual disability about online scams • Looking at supported decision making a choice for adults with Disabilities • comparing how people with dementia tell things apart when they receive the information at the same or different times. • Supporting communication for people with brain injury: is recognising a name tag or uniform easier?	
Purdy & Leung	Suzanne & Joan	Auditory processing in adults with mild cognitive impairment (MCI) • How does auditory processing and cognitive performance compare between people with MCI and control participants? • Is auditory training associated with changes in auditory processing and/or cognition? • How acceptable/accessible are remote/online assessments and training for older adults with and without MCI? • How do we work with people with MCI to support use of technology-based training?	It is recommended but not essential that you have taken PSYCH 313. Interested students should e-mail sc.purdy@auckland.ac.nz

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Purdy & Jackson	Suzanne & Bianca	Speech, language and communication in children in children in the Growing Up in New Zealand (GUiNZ) study – trajectories over time, caregiver concerns, are whānau accessing support for their children with speech, language and communication needs?	This project will involve working in a team with GUiNZ help to analyse data that has already been collected over time for the GUiNZ cohort. Interested students should email sc.purdy@auckland.ac.nz
Roberts	Reece	My research interests centre on how the brain represents information in working/short-term memory, episodic memory, and future imagination. Students will have the option of one of the following projects: 1) Using behavioural techniques to explore how the brain segments continuous experience into events, and the effect of event segmentation on subsequent memory. 2) Analysing already collected functional MRI data to explore the relationship between subjective ratings of imagined events (detail, plausibility etc.) and hippocampal activation. 3) Using behavioural techniques to investigate how visual features (colours, shapes, orientation etc.) and objects are maintained in visual working memory 4) Testing whether working memory and episodic memory draw on the same cognitive resources when integrating information into complex memory representations.	Interested applicants should contact Reece to discuss research projects and their requirements r.roberts@auckland.ac. nz

Supervisor surname	Supervisor First name	Proposed Projects on offer in 2023 (subject to change)	Any additional requirements
Schwarzkopf	Sam	<u>Mapping the neural representation of the vision field and its blind spots</u> Functional magnetic resonance imaging (fMRI) has been an essential tool for visual neuroscientists for the past 30 years. It allows us to produce high-resolution maps of how the brain represents the visual field. We recently developed a fMRI method for precisely mapping out gaps in vision (scotomas) using the blind spot in the eye as a model. Vision loss occurs in many neurological disorders including stroke, glaucoma, or macular degeneration. Accurate and efficient means of delineating scotomas can teach us about plasticity and the potential for recovery; more practically, it could also be an alternative method for visual field testing in patients who find conventional behavioural methods difficult or who cannot accurately report their conscious experience. However, fMRI does not measure neural activity directly but rather infers it from changes in blood oxygenation. Not only is this an indirect measure but it is also very slow (many, many long seconds). The technology for electroencephalography (EEG) and magnetoencephalography (MEG) has improved considerably in recent years and now allows researchers to obtain precise spatial information as well. However, its potential for producing similar visual field maps remains mostly unexplored. In this project, we will trial retinotopic mapping experiments with EEG and compare this with the gold standard of fMRI data.	This is a collaboration with Paul Corballis For more information, please contact Sam Schwarzkopf s.schwarzkopf@auckland.ac.nz (School of Optometry & Vision Science)
Sheng	Zitong	My research area is organisational psychology, which mainly focuses on attitudes and behaviors that are relevant to the work domain. There are a few topics that I'm exploring and would love for one of them to be an honour thesis topic. Students can feel free to choose from: 1. This study looks at how team members' psychological ownership (i.e., they see the company as their company) influences the safety climate within the team and people's safety behavior. I have a sample of truck drivers to test this idea. 2. This study looks at the extent to which managers demonstrates justice when they deal with safety-related issues influences whether their management efforts are effective. This is a factory worker sample also with a focus on safety.	The student should have demonstrated the ability to analyse, interpret and report statistics (e.g., have taken PSYCH 744 or equivalent, or other evidence). It is preferrable that the student is also passionate about research publication.

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		3. **Supervisor-subordinate affectivity fit and employee emotional well-being:** Supervisor-subordinate affectivity fit is a crucial determinant of how much "emotional labour" subordinates will experience. Affectivity refers to the degree of a person's response or susceptibility to emotional stimuli such as pleasure, pain, etc. When the two parties differ in affective propensities, they will generate different emotional reactions to work events and situations (Watson & Tellegen, 1985). Due to low-status, subordinates may need to conceal or adjust their genuine feelings to match their supervisors' affective reactions, to avoid potential conflicts (Overbeck et al., 2010). This emotional toll will harm their well-being by increasing their emotional exhaustion and reducing their job engagement. This study aims to test this idea. 4. **Who uses abusive supervision to punish deviant employees?** Previous research has recognized that subordinate's deviant behaviour may trigger supervisor's abusive supervision towards them (e.g., Lian et al., 2014; Mawritz et al., 2017; Shillamkwese et al., 2020). However, the majority of research in this area uses a victim precipitation paradigm, suggesting that some victims are more prone to abuse than others because they possess certain characteristics (e.g., personalities, styles of speech or dress, actions, or even their inactions). Research on workplace mistreatment has advocated for a perpetrator predation paradigm, which puts agency and control of a mistreatment behaviour clearly into the hands of perpetrators (Cortina, 2017; Cortina et al., 2018). This study aims to apply a perpetrator predation paradigm to understand what supervisor characteristics make the more (or less) likely to exhibit abusive supervision towards deviant employees.	My goal is to help the student develop an honour thesis that is submission ready to academic conferences/journals. The students will be having weekly/biweekly meetings with supervisor over zoom. Interested students are welcome to reach out and discuss with me.

Supervisor surname	Supervisor First name	Proposed Projects on offer in 2023 (subject to change)	Any additional requirements
Sibley	Chris	All the research projects I supervise analyze data from the New Zealand Attitudes and Values Study (NZAVS). This is a large-scale national probability longitudinal questionnaire study with about 60,000 participants that has been running for 14 years. The NZAVS contains different measures that can be used for research in a range of areas, including health-related behavior, wellbeing, personality, experiences of discrimination, effects of social media, political attitudes, intergroup attitudes, anxiety, body image, and interpersonal relationships, to name just a few. I am open to supervising a wide range of projects using data from the NZAVS, spanning social psychology, political psychology, health psychology, environmental psychology, and other related areas. Broadly, most honors research projects tend to focus on a social issue or trend facing New Zealand society and try to construct a statistical model predicting change in that outcome over time; or construct a model aiming to segment the population or profile the characteristics of people who are higher/lower, more/less at risk of some relevant psychological outcome. Before you contact me, please have a look at the NZAVS website, and get a more general idea of the study and what it is all about: www.nzavs.auckland.ac.nz Examples of research projects I have supervised in the past include: examining the link between habitual computer gaming and body image, dietary behavior and mental health, tracking change in support for Te Reo Māori, modelling lifespan change in social support, predicting attitudes toward childhood vaccination, examining ethnic group stereotypes in New Zealand, profiling undecided voters, tracking change in political polarization, predicting attitudes toward climate change and anxiety about climate change, the causes and consequences of authoritarianism, the link between discrimination and poorer health outcomes, mapping levels of authoritarianism and social dominance in society, and so forth.	Required courses are PSYCH 744 and PSYCH 731.

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Slykerman	Rebecca	In addition to my University position, I work at Starship Hospital as a Clinical Psychologist & Neuropsychologist. My research interests and projects are broadly in the area of child & adolescent brain development, brain injury, neuropsychology and mental health. Projects include but are not limited to: 1. Examining the recommended interventions that are made in neuropsychological assessment reports generated after a child has a neuropsychological assessment. 2. Investigating common cognitive and behavioural presentations in children referred for cognitive assessments following medical events likely to have caused brain injury. I also have a research stream investigating nutrition, probiotics and health outcomes including immunity 3. Examining the relationship between self-reported stress and frequency of common viral illnesses in healthcare workers.	If you would like to ask questions or discuss projects feel free to email me on r.slykerman@auckland.ac.nz

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Stasiak	Karolina	I am a psychologist with a keen interest in in youth mental health issues and digital (eHealth/mHealth) interventions (apps, chatbots, web-based tools, VR etc.). I work in a multi-disciplinary team in Grafton and really enjoy working with School of Psychology students (having graduated from it myself!). I have co-developed SPARX (sparx.org.nz), the world's first online intervention for depression in a form of a serious game for adolescents. Our team have a web platform and a system to allow us to rapidly design and test novel interventions (i.e. chatbots for mental health, wellbeing, hauora, resilience, behavioural health). **If you're interested in any of this, get in touch please.** k.stasiak@auckland.ac.nz **Currently (2022) seeking Masters students only.** Some of the topics I am interested in are: • Health apps - what role do they play in supporting our wellbeing? • Tertiary students' mental health, wellbeing and resilience • How do we integrate digital health approaches into clinical services? • Migrant health and wellbeing • Have you got what it takes to design and evaluate a new eHealth interventions (a chatbot)? Get in touch! • Gamification of health interventions - can you 'play away' depression, stress or anxiety?	Inquiries from prospective Masters students welcome!!! k.stasiak@auckland.ac.nz

Supervisor surname	Supervisor First name	Proposed Projects on offer in 2023 (subject to change)	Any additional requirements
		• Virtual reality/augmented reality – disruptive technologies for better health • Social media and mental health? The good, the bad or the ugly?	
Tippett	Lynette	Examining predictors of decline in individuals with Mild Cognitive Impairment. This will be based in the Dementia Prevention Research Clinics. Data include detailed neuropsychological data, medical data including vascular risk variables, lifestyle data and neuroimaging data.	

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The following staff members are not available for research supervision for 2023:

Angela Arnold-Saritepe
Ian Kirk
Karen Waldie

The following staff members are available only to students who are selected into the clinical programme

Barker-Collo , Suzanne		Lambie, Ian
Cowie, Sue		Willis, Gwenda
Gibson, Kerry		Bird, Amy