

Prestigious MSc Scholarship Opportunity

The School of Psychology recently announced scholarships of £1,000 to applicants of any tuition fee paying status registering on one of our taught MSc programmes in September 2017. The School of Psychology Taught Master's Scholarships will be allocated to applicants meeting the general award criteria on a competitive basis and applications will be ranked by a selection panel. There are 7 scholarships available and the deadline for receipt of applications is 31st July 2017.



We offer eight exciting taught Master's degree programmes here in the School of Psychology. You can study Cognitive/Neuropsychology; Developmental; Forensic; Organisational; Political; and Social and Applied Psychology as well as Group Processes and Intergroup Relations or Research Methods.

For more information and how to apply please visit: <http://bit.ly/2o2ArIq>.

Student Voice: Melody Brooks



Music has always been a part of my life. My mother is a singer, piano, violin and guitar player and an all-round ethnomusicologist. A number of my family members are also musicians. Both of my parents always instilled in me a love of all types of music, and this has followed me throughout my academic career.

In addition to a love of music, I have a love of Psychology. My father counsels people as part of his job as a Pastor, and watching him work and listening to him speak made me interested in people: how they think and why they act the way they do. Psychology then became a huge interest in my life, and I worked hard at finding out what Psychology is all about. It has always been a struggle to do both psychology and music, but I have always tried my hardest.

At secondary school, I was a part of many different ensembles so the musical programmes offered at this University were very important when I decided to apply here. When I first arrived, I made sure that I involved myself in the musical extra-curricular activities namely the Symphony Orchestra and String Sinfonia which were advertised on the Music Department's website. My parents even encouraged me to audition for the Music Performance Scholarship, which I won. All of these activities require two-hour rehearsals a week per activity and my violin lessons are usually an hour to 1.5 hours long. This may seem like a lot of time but it is worth it and the time just flies. I truly enjoy being a part of the Orchestra and Sinfonia; I love to be part of something bigger and produce such beautiful music with extremely talented music.

As a first year Psychology with Forensic Psychology student, I have had to practice balancing my academic work with the musical work. This has been hard, especially because the jump from A level to first year is quite big. There is a lot more independent study and figuring it out for yourself than I am used to, and I am still adjusting. Luckily, there is a lot of support available in the form of drop-in sessions or academic advisors, (mine is amazing!). Peer mentors are available if you want one and it is reassuring to know that there is help if needed. Furthermore, all our Professors, Lecturers and Associate Lecturers are active researchers, so not only do we get the chance to participate in psychological research and advances, but we are learning from the real experts.

I am excited for my future here at Kent. I look forward to many more concerts and finishing my Psychology with Forensic Psychology degree. I know in my heart that it is going to be a truly amazing experience and I can't wait!

Forensic Psychology Evening Course

The Forensic Psychology evening course is well underway and attendees are thoroughly enjoying the lectures. The course, has given "students" an introduction to the psychology of victims, offenders, crime investigation and rehabilitation. So far some of the UK's leading experts on forensic psychology have delivered lectures on topics such as gang crime, murder and psychopathy, and sexual offending.

Our Evening Course students had the following to say:

"The content is delivered so engagingly and accessibly that the course appeals to everyone, even those (like myself) who may never have studied psychology before."

"Love being back in an educational environment, meeting new people and having a good old debate!"

"The course is delivered by knowledgeable and enthusiastic lecturers who demonstrate their passion in their subject area and make learning enjoyable!"

For more information about Forensic Psychology here at Kent visit: <http://bit.ly/2dBnKFR>.



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Thank You to Our Guest Speakers

Thank you to **Dr Steven Gillespie** from **Newcastle University** for his talk "Psychopathic traits and social-cognitive function in adolescents, adults, and serious violent offenders" on 14th December.

Thank you to **Professor Nick Chater** from the **University of Warwick** for his talk "Joint reasoning in social interaction: A virtual bargaining approach" on 15th December.

Thank you to **Dr Anandi Mani** from the **Blavatnik School of Government at Oxford University** for his talk "Psychological lives of the poor" on 26th January.

Thank you to **Professor Hans Ijzerman** from the **Vrije Universiteit** in Amsterdam for his talk "Social thermoregulation" on the 1st February.

Thank you to **Professor Abigail Barr** from the **University of Nottingham** for her talk "Co-operation in polygynous households" on 9th February.

Thank you to **Professor Brogdan Wojciszka** from the **SWPS University of Social Sciences and Humanities** in Sopot, Poland for his talk "Affective influences on moral judgements" on 22nd February.

Thank you to **Dr Melissa Allen** from **Lancaster University** for her talk "Symbolic understanding of pictures and words in children with Autism Spectrum Disorder" on 8th March.

Thank you to **Dr Micheal Naef** from **Royal Holloway, University of London** for his talk "Rice farming and the emergence of co-operative behaviour" on 9th March.

Thank you to **Dr Masi Noor** from **Keele University** for his talk "Terrorist vs Mentally Ill: How shared partisanship structures affect the perceived causes and cures for terrorism" on 16th March.

We would also like to thank any external visitors who have contributed to our events and added to the vibrant research community within the School.

Research Experience Scheme: What Our Students Say

The Research Experience Scheme (RES) allows for stage two students to join members of the School of Psychology to work on research projects. The scheme provides students the opportunity to participate in day-to-day laboratory activities, become familiar with life as a researcher and gain insight into the state-of-the-art research being conducted. Students are also able to develop analytical, methodological and literature-review skills as well as earn Employability Points.

The following three students spoke about how the RES has impacted their degree:

"I decided to undergo the Research Experience Scheme as it is a way to engage further with academic staff, as well as learn skills that are useful for the final year project. I worked with Dr Mario Weick on a study about the physiological responses to affective experience. Here, I learned how to handle physio equipment and how to reduce data using the appropriate software. Additionally, I realised just how difficult it is to recruit participants (no shows sadly occur too often, and it's made me even more aware of how important it is to participate in RPS and commit to it). I highly recommend applying for this scheme as it has made me more confident in handling experiments and has also allowed me to expand my network." - **Sharmaine Abdul Rahim**

"I wanted to participate in the RES scheme for the experience of helping to conduct real research and apply the skills I had learned in theory in class. I am also interested in postgraduate study and an academic career and felt that RES would be a great way to help start those dreams. I am currently working on two RES projects. The first is looking at gender stereotypes in children's TV shows and I have helped to develop a coding scheme to guide other researchers in coding it, as well as doing some of the actual coding myself. I also catalogued some magazines earlier in the year. The second project is about everyday sexism and I coded some excerpts for the type of sexism they showed. I will soon be going to a meeting in which my

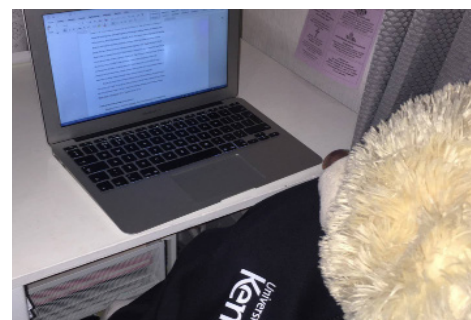
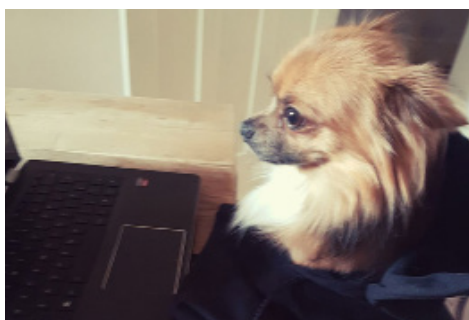
coding is compared to another researcher's to look for inconsistencies and evaluate the initial findings. Obviously, coding is the main skill that I have learned from these tasks, but I have also learned more transferable skills like communication, time-management and organisation. It has massively improved my degree experience; the practical application of my skills has renewed my interest in research and given me a greater appreciation for the papers and research we study – and it was a lot of fun too." - **Xanthe Tunley-Stainton**

"The reason I had chosen to do the Research Experience Scheme (RES) was because I personally wanted to take advantage of everything I can get out of this university experience. One of the major reasons I choose this university was because of all of the fantastic opportunities it provides within its courses. For the past few months I have been working with Dr Marta Ponari under the project "Facial Expressions Recognition Abilities of Patients with Parkinson's" to which I have gained many invaluable skills such as time management and learning new programs. I was also given the opportunity to help her PhD student in regards to creating stimuli, recruiting participants and helping to conduct the EMG experiment which overall has allowed me to refine my practical skills for conducting experiments. I am extremely grateful to have been able to work with Dr Marta Ponari as she has provided me with so many fantastic opportunities which have helped me immensely. I feel doing this scheme has helped me find a placement for my applied year, will help me when doing my final year project and ultimately aid me in my career. I definitely recommend this scheme as it is extremely rewarding for the students!" - **Arcan Altinar**

For information about the RES contact Frances James psychemployability@kent.ac.uk.

Hoodies are Here

The new School of Psychology hoodies have arrived and are clearly a great fit. Thank you to all staff and students who have purchased theirs as well as the team of students who organised this led by departing School Representative Max Carrington.



Kent Psychologists in the Media

Findings from research undertaken by **Dr Afroditi Pina, Dr Mark James and James Holland** were featured in articles by The Daily Mail, The Mirror, Shape Magazine and Vice. The research, entitled "The Malevolent Side of Revenge Porn Proclivity: Dark Personality Traits and Sexist Ideology" is published in the *International Journal of Technoethics (IJT)*.

Dr Dinkar Sharma's research alongside PhD student **Lazaros Gonidis** on why we underestimate time when we're on Facebook was featured in stories by both The Daily Mail and the Metro. The research "Internet and Facebook related images affect the perception of time" is available in the *Journal of Applied Social Psychology*.

Dr Eduardo Vasquez and Kent Psychology colleagues' research on the direct relation between the sexual objectification of girls and aggression towards them was featured in The Huffington Post as well as the International Business Times. Featured in the Psychology,

Crime & Law journal this research entitled "The sexual objectification of girls and aggression towards them in gang and non-gang affiliated youth" is available to read online.

PhD student **Tom Kupfer** wrote an article for Psychology Today offering an alternative explanation for disgust's involvement in morality. The original research paper published in *Social Psychological and Personality Science* by **Professor Roger Giner-Sorolla** and Tom is available online.

Dr Arnaud Wisman and PhD student **Rotem Perach's** research suggesting creatives worry less about dying was featured in The Sun, The Daily Express and the International Business Times in December. The paper, entitled "Can Creativity Beat Death? A Review and Evidence on the Existential Anxiety Buffering Functions of Creative Achievement" is published in the *Journal of Creative Behaviour*.

In March 2016 **Dr Aleksandra Cichocka** contributed to a BBC news article entitled "How 'collective narcissism' is directing world politics." Available to read here: <http://bbc.in/2mwDPF6>, Cichocka suggests that collective narcissism could fuel hostility between countries – since collective narcissists are also more likely to endorse revenge, when they feel that their group has been insulted. Dr Cichocka's research article entitled "Understanding defensive and secure in-group positivity: The role of collective narcissism" was published in the *European Review of Social Psychology*.

We Learn MAKATON

Written by Rachel Sawyer and Jess Morrison-Nicol

Over two weekends in February, 40 Psychology students gained their MAKATON Foundation Qualifications with the help of external trainers, Sarah and Annette, from the Makaton charity.

MAKATON is a branch of sign language designed to support verbal communication through the use of simplified signs and symbols, being adopted in many professional settings. This is a key skill for those working with children, or those with learning disabilities, such as teachers, social workers and educational psychologists, meaning that this was a fantastic employability opportunity!



The two days of training were spent learning and practising signs through games, activities and songs, as well as learning about the history of MAKATON, with many students thoroughly enjoying the experience. One student commented that it was "engaging and interesting", and "a great opportunity that I wouldn't have been able to afford otherwise"! Others praised the interactive and enjoyable elements of the course, recommending that the School continues this training in future years.

We would like to thank the School of Psychology for generously contributing towards the course fees, allowing this qualification to become accessible and affordable, as this can be expensive when taken independently. Following the success of this, we hope invite Sarah back to run the Enhancement Qualification later this term!

Women of the World Festival

Written by Drs Ana Leite and Abigail Player

On Friday 10th March, we attended the Women of the World Festival in London. Women of the World is a global network of annual festivals that foster discussions on gender equality. We attended talks and debates on very topical issues by powerful women from a variety of fields such as politics, journalism, finance and business. Throughout the week a variety of talks took place and leaders from a broad range of fields chaired and participated in panels that led to interesting and dynamic discussions.

Of particular interest to us was the applied nature of the event. Several topics discussed for example impostor syndrome and inequality at the workplace were of interest for psychologists particularly those investigating

equality and diversity in the workplace as is the case for members of the Leadership and Diversity in Organisations Lab at the School of Psychology. It was fascinating to hear the perspective of experienced women about how things develop within the workplace.

Above all, this event was a wonderful opportunity for networking and exchanging ideas about research and life as a woman in general. We even got the chance to meet Olympic medallist Sarah Winckless, who is such an inspirational woman. This was definitely an enlightening day in many ways and we are definitely coming back next year! If you are interested in learning more about the Leadership and Diversity in Organisations Lab – get in touch by emailing psychresearch@kent.ac.uk



Recent Publications

Alleyne, E., Gannon, T. A., Mozova, K., Page, T. E., & Ó Ciardha, C. (2016). Female firesetters: Gender associated psychological and psychopathological features. *Psychiatry: Interpersonal and Biological Processes*, 79(4), 364-378. doi:10.1080/00332747.2016.118589

Ateş, F. E., Cangöz, B., Özel Kızıl, E. T., Baskak, B., Baran, Z., & Özgüven, H. D. (2017). Frontal activity during a verbal emotional working memory task in patients with Alzheimer's disease: A functional near-infrared spectroscopy study. *Psychiatry Research: Neuroimaging*, 261, 29-34. doi:10.1016/j.pscychresns.2016.12.013

Beattie, L., Bindemann, M., Kyle, S. D., & Biello, S. M. (2017). Attention to beds in natural scenes by observers with insomnia symptoms. *Behaviour Research and Therapy*, 92, 51-56. doi:10.1016/j.brat.2017.02.001

Bindemann, M., & Johnston, R. A. (2017). Understanding how unfamiliar faces become familiar: Introduction to a special issue on face learning. *Quarterly Journal of Experimental Psychology*, 70(5), 859-862. doi:10.1080/17470218.2016.1267235

Brooks, J. L., Zoumpoulaki, A., & Bowman, H. (2017). Data-driven region-of-interest selection without inflating type I error rate. *Psychophysiology*, 54(1), 100-113. doi:10.1111/psyp.12682

Cichocka, A. (2016). Understanding defensive and secure in-group positivity: The role of collective narcissism. *European Review of Social Psychology*, 27(1), 283-317. doi:10.1080/10463283.2016.1252530

Damian, L. E., Negru-Subtirica, O., Stoeber, J., & Băban, A. (2016). Perfectionistic concerns predict increases in adolescents' anxiety symptoms: A three-wave longitudinal study. *Anxiety, Stress, & Coping*.

Etchells, D. B., Brooks, J. L., & Johnston, R. A. (2017). Evidence for view-invariant face recognition units in unfamiliar face learning. *Quarterly Journal of Experimental Psychology*, 70(5), 874-889. doi:10.1080/17470218.2016.1248453

Farina, N., Page, T. E., Daley, S., Brown, A., Bowling, A., Bassett, T., et al. (2017). Factors associated with the quality of life of family carers of people with dementia: A systematic review. *Alzheimers & Dementia*. doi:10.1016/j.jalz.2016.12.010

Giner-Sorolla, R., & Chapman, H. (2016). Beyond purity: Moral disgust toward bad character. *Psychological Science*, 28(1), 80-91. doi:10.1177/0956797616673193

Gonidis, L., & Sharma, D. (2017). Internet and Facebook related images affect the perception of time. *Journal of Applied Social Psychology*. doi:10.1111/jasp.12429

Grant, P. R., Bennett, M., & Abrams, D. (2017). Using the SIRDE model of social change to examine the vote of Scottish teenagers in the 2014 independence referendum. *British Journal of Social Psychology*. doi:10.1111

bjso.12186

Ingram, J., & Ferguson, H. J. (2017). Complement set reference after implicitly small quantities: An event-related potentials study. *Discourse Processes*.

Jolley, D., Douglas, K., & Sutton, R. M. (2017). Blaming a few bad apples to save a threatened barrel: The system-justifying function of conspiracy theories. *Political Psychology*. doi:10.1111/pops.12404/full

Kupfer, T. R., & Giner-Sorolla, R. (2016). Communicating moral motives: The social signaling function of disgust. *Social Psychological and Personality Science*. doi:10.1177/1948550616679236

Landsiedel, J., Williams, D. M., & Abbot-Smith, K. (2016). Event-based prospective memory in autism spectrum disorder: The influence of cue focality (under review). *Journal of Autism and Developmental Disorders*.

Landsiedel, J., Williams, D. M., & Abbot-Smith, K. (2017). A meta-analysis and critical review of prospective memory in autism spectrum disorder. *Journal of Autism and Developmental Disorders*. doi:10.1007/s10803-016-2987-y

Leach, S., & Weick, M. (2017). Can people judge the veracity of their intuitions? *Social Psychological and Personality Science*.

Leite, A. C., Cardoso, S., Marques, A. G., & Morais, C. (2017). Believing is adapting: Belief in a just world and emigrants' identification and satisfaction with the host country /Creer esadaptarse: Creer en un mundo justo y la identificación ysatisfacción de los emigrantes con el país de acogida. *Revista De Psicologia Social / International Journal of Social Psychology*. doi:10.1080/02134748.2017.1291743

Madigan, D. J., Stoeber, J., & Passfield, L. (2016). Motivation mediates the perfectionism–burnout relationship: A three-wave longitudinal study with junior athletes. *Journal of Sport & Exercise Psychology*, 38, 341-354. doi:10.1123/jsep.2015-0238

Madigan, D. J., Stoeber, J., & Passfield, L. (2017). Perfectionism and training distress in junior athletes: A longitudinal investigation. *Journal of Sports Sciences*, 35(5), 470-475. doi:10.1080/02640414.2016.1172726

Manfredo, M. J., Bruskotter, J. T., Teel, T. L., Fulton, D., Schwartz, S. H., Arlinghaus, R., et al. (2017). Why social values cannot be changed for the sake of conservation. *Conservation Biology*. doi:10.1111/cobi.12855

Meleady, R., Abrams, D., Van, d. V., Hopthrow, T., Mahmood, L., Player, A., et al. (2017). Surveillance or Self-Surveillance? Social Cues Can Increase the Rate of Drivers' Pro-Environmental Behavior at a Long Wait Stop. *Environment and Behavior*. doi:10.1177/0013916517691324

Page, T., Farina, N., Brown, A., Daley, S., Bowling, A., Bassett, T., et al. (2017).

Instruments measuring the disease-specific quality of life of family carers of people with neurodegenerative diseases: A systematic review. *BMJ Open*.

Paulmann, S., & Uskul, A. K. (2016). Early and late brain signatures of emotional prosody among individuals with high versus low power. *Psychophysiology*. doi:10.1111/psyp.12812

Pina, A., Holland, J., Edward, & James, M. (2017). The malevolent side of revenge porn proclivity: Dark personality traits and sexist ideology. *International Journal of Technoethics*, 8(1). doi:10.4018/IJT.2017010103

Ponari, M., Norbury, C. F., & Vigliocco, G. (2017). Acquisition of abstract concepts is influenced by emotional valence. *Developmental Science*. doi:10.1111/desc.12549/full

Ruddle, A., Pina, A., & Vasquez, E. A. (2017). Domestic violence offending behaviors: A review of the literature examining childhood exposure, implicit theories, trait aggression and anger rumination as predictive factors. *Aggression and Violent Behavior* doi:10.1016/j.avb.2017.01.016

Sabo, J. S., & Giner-Sorolla, R. (2017). Imagining wrong: Fictitious contexts mitigate condemnation of harm more than impurity. *Journal of Experimental Psychology: General*, 146(1), 134-153. doi:10.1037/xge0000251

Spruin, E., Baker, R., Papadaki, I., Franz, A., & Alleyne, E. (2017). Exploring the belief systems of domestic abuse victims: An exploratory study. *Journal of Criminological Research, Policy and Practice*, 3(1), 17-26. doi:10.1108/JCRPP-10-2016-0028

Stoeber, J. (2017). The psychology of perfectionism: An introduction. *The Psychology of Perfectionism: Theory, Research, Applications*.

Stoeber, J. (2017). The psychology of perfectionism: Critical issues, open questions, and future directions. *The Psychology of Perfectionism: Theory, Research, Applications*.

Stoeber, J., Damian, L. E., & Madigan, D. J. (2016). Perfectionism: A motivational perspective. *The Psychology of Perfectionism: Theory, Research, Applications*.

Swift, H. J., Abrams, D., Lamont, R. A., & Drury, L. (2017). The risks of ageism model: How ageism and negative attitudes toward age can be a barrier to active aging. *Social Issues and Policy Review*, 11(1), 195-231. doi:10.1111/sipr.12031

Uskul, A. K., & Over, H. (2017). Culture, social interdependence, and ostracism. *Current Directions in Psychological Science*.

Vauclair, C., Marques, S., Lima, M. L., Abrams, D., Swift, H. J., & Bratt, C. (2016). How does income inequality get under the skin? The mediating role of perceived age discrimination in the inequality- health nexus for older and

Upcoming Events

Future Challenges for Psychological Research on Group Processes & Intergroup Relations: What We Know and What We Need To Know

The Centre for the Study of Group Processes (CSGP) at the School of Psychology is hosting a conference to mark its 25th anniversary, which coincides with 20 years of the Sage journal *Group Processes & Intergroup Relations* (GPIR). The conference, Future Challenges for Psychological Research on Group Processes & Intergroup Relations: What We Know and What We Need to Know, will be held at the Cathedral Lodge, Canterbury, between 26th-28th June 2017. Some of the speakers joining the conference include Professor Susan Fiske from Princeton University, Professor John Levine from the University of Pittsburg, Professor Michael Hogg from Claremont Graduate University,

and Professor Dominic Abrams, the Director of CSGP at the University of Kent. If you are interested in attending, please email csgp@kent.ac.uk. For more information regarding the conference, visit our website: www.kent.ac.uk/psychology/csgp/conference.html.

Innovations in Forensic Psychology

The Centre of Research and Education in Forensic Psychology (CORE-FP) is hosting the Innovations in Forensic Psychology Conference on Thursday 13th April 2017 to celebrate 21 years of the Kent MSc in Forensic Psychology. Guest speakers include Professor Mary McMurrin from the University of Nottingham, Dr Vivienne de Vogel from the HU University of Applied Sciences in Utrecht and Professor Tony Ward from the Victoria University of Wellington. Keep up-to-date

with the latest developments by following @[core_fp](https://twitter.com/core_fp) on Twitter.

British Society for the Psychology of Individual Differences

On 21st April 2017 the School of Psychology will host the British Society for the Psychology of Individual Differences Annual Conference. Keynote speakers include Professor Dorothy Bishop from the University of Oxford and Professor Robert Plomin from Kings College London. The staff contact in the School for this event is Dr Joachim Stoeber. Please monitor the BSPID website for developments: <http://bit.ly/2gg8HCN>.

Congratulations

Congratulations to **Dr Zara Bergstrom** who has been awarded £186,984 by the Leverhulme Trust for a project entitled "Neurocognitive mechanisms underlying retrieval-induced updating of face memories".

Congratulations to **Kiran Purewal, Lauren Spinner and Aife Hopkins-Doyle** who have been awarded £900 by the Graduate School from the Postgraduate Experience Award, to run monthly writing retreats. They also involve yoga and mindfulness practices to relieve stress and provide focus and clarity for the writing process.

Congratulations to **Vanessa Dias and Zaffie Cox** who have been awarded £400 from the Eastern ARC Events Fund to run an event focused on Mindfulness research and practice in the South East.

Congratulations to **Dr Emma Alleyne** who has been awarded £10,000 from the Petplan Charitable Trust for a pilot project entitled "Understanding why adults abuse animals".

Congratulations to **Dr Hannah Swift and Anne-Marie Towers** (PI) for their additional award of £27,927.71 to increase hours on their project entitled "Redesigning outdoor space to support people living with dementia". The awarding body is The Learning Through Landscape Trust. The project evaluates

the re-design of gardens for people living with dementia.

Congratulations to **Dr Markus Bindemann** who has been awarded a British Academy grant for a project entitled "Does Brexit trigger racism? An experiment among British and European residents in the UK". The project is a collaboration with Fernanda Leite Lopez de Leon in Economics and is worth £15,000 in total.

Congratulations to **Professor Theresa Gannon** (PI) and **Dr Nichola Tyler** (Co-I) who have been awarded £3,000 by the National Offender Management Service for a project entitled "Firesetting Intervention Programme for Prisoners".

Congratulations to **Dr Hannah Swift** who has been awarded £1,980 by the DVC (Research and Innovation), from the Public Engagement with Research Fund, for a project entitled "Ageism in the media: Changing narratives on ageing and changing the Editors Code".

Congratulations to **Professor Theresa Gannon** who has been awarded £2,000 by the DVC (Research and Innovation), from the Public Engagement with Research Fund. The application was in order to support "21st Anniversary Conference: Public Engagement Event".

Congratulations to **Dr Zara Bergstrom** who has been awarded £900 by the DVC (Research and Innovation), from the Public Engagement with Research Fund for a project entitled "Factors that enhance memory across age groups: a citizen science collaboration".

Congratulations to **Dr Aleksandra Cichocka** for her EASP Jaspars award. The Jaspars award recognises young scholars who have made an outstanding research contribution.

Dr Georgina Randsley de Moura, Head of School commented "We are very proud of Aleksandra and delighted about her award of the prestigious EASP Jaspars Award. Aleksandra's research is innovative, timely, and of an outstanding calibre. In addition, Aleksandra's leadership of the MSc in Political Psychology at the University of Kent is testament to her commitment to research led education and advancement of the discipline."



Recent Publications Continued

younger people. Unity, diversity and culture: Research and scholarship selected from the 22nd congress of the international association for cross-cultural psychology (). Melbourne, Florida USA: International Association for Cross-Cultural Psychology.

Williams, D. M., Bergström, Z., M., & Grainger, C. (2016). Metacognitive monitoring and the hypercorrection effect in autism and the general population: Relation to autism (-like) traits and mindreading. *Autism: International Journal of Research and Practice*, in Press. doi:10.1177/1362361316680178

Zajczkowska, M. K. (2017) Influence of voice intonation on understanding irony by polish-speaking preschool children. *Psychology of Language and Communication*, 20(3). doi:10.1515/plc-2016-0017

Congratulations to our PhD Students

Congratulations to **Lynsey Mahmood, Janice Attard, Emma Barrowcliffe, Phil Ulrich, John Sabo, Darren McGee, Katarina Ozcakil Mozova, Angelique Eydamn and Stine Lokkeberg** for successful completion of their PhD vivas.

Student Voice: Dominica Majewska



I chose to do the MSc in Research Methods in Psychology, as I wanted to improve my research skills and study a degree that would be quite broad and allow me to apply the skills gained to a number of jobs. I graduated from Royal Holloway, University of London in 2014 but chose to undertake my postgraduate studies at the University of Kent for a number of reasons. The School of Psychology is rated very highly in the league tables for both its courses and research. This was very important to me, as I have always enjoyed challenging myself, and I knew that studying at Kent would allow me to push myself and develop my understanding of Psychology further. Also, the University offers a great number of Master's programmes and many interesting modules to choose from. I chose the Research Methods MSc course, as it allowed me to choose most of my optional modules, as my interests are quite broad.

The course has taught me quite a lot in comparison to my first degree. Studying for

New School Video



The new School of Psychology video is now live on YouTube for you to watch and share. For a closer look at all that goes on within the School please visit: <http://bit.ly/2o573ei>

Alumni LinkedIn Group

All current and former staff and students are welcome to join the new School of Psychology LinkedIn Alumni Group. The aims of the group are to help us include more alumni in our activities, link current and former students together, and support students in finding placements, internships, work experience and networking. The link for the group is <http://bit.ly/2mo48Or>.

the MSc in Research Methods in Psychology has made me realise how important it is to conduct high-quality, theory-based research. I also learned how much input and work goes into conducting good quality studies. In addition, the Master's course has expanded my evaluation and analysis skills. I feel that the biggest difference between an undergraduate degree and a postgraduate degree is a greater emphasis on higher-level skills, which is very helpful when writing 6,000 word essays that require a deeper level of thinking and analysis. The Master's course has also really developed my knowledge of statistics.

The course has been both challenging and rewarding, in different ways. At the start, it has been a challenge to understand statistics at the Master's level. However, after revising and making links between concepts, it has been immensely rewarding to find that I actually understand and can carry out complex statistical analyses. The course has been very stimulating, as I have gained knowledge across different fields of psychology; from personality and individual differences to cognitive neuroscience. Having the flexibility to choose from a range of modules has been really useful, as it showed me clearly what I am interested in the most. I also found that there have been a number of additional sessions aimed at supporting us as students including employability workshops and talks from external speakers. We have received additional help with areas such as writing research proposals, conducting literature reviews and putting together PhD applications; all of which have benefitted people in different ways. I think that with its emphasis on research, the course prepares individuals well for further study and going into research-based roles. As a result of my dissertation being a cross-disciplinary project that draws on personality psychology and qualitative analyses, I have gained more understanding of how to combine qualitative and quantitative aspects, which is something I have not done before.

As a result of this course, I can pursue a number of careers, both in and out of Psychology. I could pursue a PhD and become a researcher/academic or complete a Doctoral course and become a practicing Psychologist in the field of Educational, Clinical, Occupational or Health Psychology. I could also go into slightly different roles, such as those of mental health support staff or emotional support. If I wanted to complete other courses, I could work in a number of roles, including Careers and Education Advice, Counselling or CBT therapy. I could also work for organisations that conduct research, such as NFER or different charities. I think that Psychology has given me a range of transferable skills that are useful to many different roles.

Need Help/Advice?

Thank you to all students who provided feedback on the changes to Student Advisor office hours. After a successful trial the changes have now been made permanent. This means extended Student Advisor meeting availability, which is by appointment only.

Appointments are for 20 minutes and are available on the hour and on the half hour weekdays from 10:00 until 12:00 and 14:00 until 16:00. If you wish to book an appointment then please email psychadvisorappointments@kent.ac.uk and provide Kate Scott with 2 or 3 suitable times. She will book you in for the earliest available appointment.

If you have any personal or academic issues that may affect your ability to study you can contact the Student Advisor for Psychology.

Please email her at: psychadvisor@kent.ac.uk

There are a range of services available to all Kent students including the following:

- Careers and Employability Service
- Disability and Dyslexia Support Service
- International Students
- Counselling
- Chaplaincy
- Medical

Plus many more...

You can find more out about Student Services from the following webpage: www.kent.ac.uk/guidance/

Any Suggestions?

If you have any comments or suggestions for the staff in the School of Psychology, then you can feed these back to us by using our suggestions box located outside the Psychology Student Office (Keynes M1.13).

Kent Psychologist

The School of Psychology's Newsletter is for students and staff. We welcome contributions from both staff, students and alumni for future issues. If you would like to write an article or have any news you'd like to share, please contact Hana Brown-Onigbanjo.

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