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KENTPSYCHOLOGIST

An update from the School of Psychology at the University of Kent

September 2019



Congratulations, graduates!

The School celebrated its Summer graduation ceremony on Friday 19 July 2019 at Canterbury Cathedral.

Congratulations to the many students from undergraduate level to PhD who graduated at the morning ceremony. The ceremony was followed by the annual celebratory graduate reception at Westgate Hall, where the graduate prize winners were announced.

Congratulations to Ellis Cross for receiving both the British Psychological Society Undergraduate Prize, for achieving the highest overall grade upon graduation, and the Social Sciences Faculty Prize for outstanding performance in a degree programme.

Congratulations to Millie Curtis on being awarded the School of Psychology Final Year Prize, awarded for the best final year student. Also, well done to both Chloe Brunskill and Charlotte Wheeler, who were jointly awarded the Best

Applied Prize for achieving the highest marks on their Placement Years.

Congratulations to Charlotte Sarson on being awarded both the Janet Miele Prize for the best final year project in Psychology, and the Social Sciences Faculty Prize for outstanding performance in a degree programme.

Finally, congratulations to Zoe Horsham for receiving the final Social Sciences Faculty Prize for outstanding performance in a degree programme.



My Placement Year

Contributed by Lucy Jobbins, a Stage 3 student

I have recently finished a placement year in older adults' mental health services. They provide mental health services for all people over the age of 65 and people of any age with suspected or diagnosed dementia.

My main role included helping run post-diagnostic groups for people with dementia. These were Living Together with Dementia, which provides psychoeducation about what dementia is and strategies to live with it, and Cognitive Stimulation Therapy. This is an eight-week course of group activities for people with dementia, which aims to slow down the progression of dementia using activities that stimulate the brain.

I also carried out a research project while on placement, which evaluated the success of a new post-diagnostic service for people with dementia. This involved people already diagnosed with dementia meeting someone newly diagnosed, to provide support about living with dementia. I interviewed both providers and receivers of this intervention and analysed them using thematic analysis.

Results found the main themes were: challenges during the meeting, support, positive feelings after a meeting and a shared situation. This suggests that people with dementia value hearing about dementia from others with it, due to the unique perspectives and understanding they have of the situation.

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News

Events and News



Welcome, new students!

The School is very pleased to welcome its new and returning students. Welcome week saw over 300 new undergraduate students join from 27 countries and over 100 postgraduate students join from 17 countries!

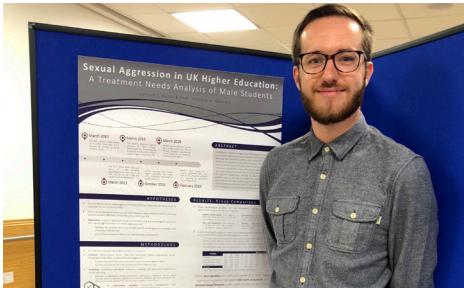
After a week of various welcome talks from staff about everything ranging from modules to student support, the School hosted its treasure hunt for Stage 1 students. This fun yearly tradition was enjoyed in the warm September sunshine (winners pictured above). This was then followed by the annual BBQ for new students and staff (pictured below).



Welcome, new staff!

Welcome to all new members of staff, and congratulations to those who have secured new roles within the School! Welcome and congratulations to lecturers Anna Kapantai, Zaffie Cox, Louise Malkin, Andrew Marques, Dr Emma Barrowcliffe, Dr Natalie Gentry, Matt Plummer, Louisa Salhi and Dawn Nicholson.

We would also like to welcome Research Assistants Rebecca Foley, Millie Woodrow-Hill and Mahsa Barzy to Heather Ferguson's CogSoCoAGE project. We will soon be welcoming



Dr Alexander Kirchner as Postdoctoral Research Associate and Dr Alison Charles as Project Officer for Professor Ayse Uskul's ERC-funded project HONORLOGIC on 1 and 16 October, respectively. Dr Matt Fysh will also take the role of Research Associate and Jonathan Prunty as Postdoctoral Research Associate to Dr Markus Bindemann on an ESRC-funded project investigating person identification in realistic contexts to Markus' project.

Sian Anderson has joined as Taught Programmes Co-ordinator and Research Programmes Assistant Jess Barkham will be taking over from Sam Dorey as PA to the Head of School and School Administration Manager from 7 October. We are very much looking forward to the year ahead with you all!

On a sadder note, we have said goodbye to other members of staff: Vicky Ward, Harry Denby, Dr Miriam Tresh and Dr Ana Leite. We will also be sorry to see Sam Dorey and Sarah Carey leave soon. We wish them well and thank them for their contribution to the School of Psychology.

PhD Conference

On Monday 16 September, the School hosted its annual PhD conference. This event sees PhD students give presentations and show posters of their research. It is a great chance for new research students to meet their peers and to hear about their ongoing

 Psychology at Kent Retweeted

 **Dr Afroditi Pina** @AfroditiPina Sep 16
Nothing like attending the @KentPsychology PhD conference to get you excited about upcoming research! #innovation #research #currentaffairs



research. Presenters talked about their research on topics such as moral elevation in children, attitudes towards supranational institutions, novel eye-tracking methods and human supremacy beliefs. Posters included research on sexual aggression in UK Higher Education (Samuel Hales, pictured above, middle) and voyeurism.

Neuroimmunology and Mental Health

On 10 September 2019, Professor David Wilkinson and the School of Psychology were delighted to host an NHS conference which focused on the link between autoimmune disease and psychosis (pictured above and below). Particular emphasis was placed on raising awareness amongst frontline medical staff that the symptoms of encephalitis can mimic psychosis/drug withdrawal and in turn receive the wrong type of treatment.

We have been informed that, in some cases, patients have been sectioned under the Mental Health Act when they have actually needed to see a neurologist. Many thanks to all staff who were involved in organising this event, and to all delegates who attended.



Photography credit: Blind Luck Photography

News

Events and News



Congratulations

Congratulations to Dr Anna Brown on her promotion to Reader.

Congratulations to Dr Jim Everett and Lazaros Gonidis who, with visiting lecturer Dr Konrad Bocian, have received a Seedcorn grant from the EASP to study Social Influence and Moral Judgements in Virtual Reality.

We are very proud upon hearing the news that the Group Processes & Intergroup Relations journal, with its editorial office based here at Kent (pictured above), has an impact factor of 2.641 for 2018. It is now a leading journal in social psychology which is a great achievement for our School.

Congratulations to Dr Jim Everett who has won a BA/Leverhulme Small Grant to study Moral Dilemmas, Moral Character and Evaluations of Leaders. Jim will use this grant to study how moral decisions can have differing social consequences, depending on the target's social roles. The research findings will inform about the role that moral character plays in support for political leaders and the policies they endorse.

Congratulations to Dr Hannah Swift on gaining research funding from The Centre for Ageing Better. Hannah will conduct a literature review with postgraduate research student Ben Steeden on the representations of age and ageing in the UK. She will also consult on a wider project with ComRes and Equally Ours charities to explore strategies to shift public attitudes to ageing.



Kent Psychologists in the Media

On 27 June, research from Professor Dominic Abrams, Dr Tim Hopthrow and other Group Lab members featured on the Canterbury City Council Newsroom. The research shows that carefully-worded signs can cut the number of drivers leaving engines idling by 38% and took place at Canterbury's St Dunstan's and St Stephen's level crossings.

On 8 July, Dr Lindsey Cameron was interviewed by KMTV about the Identity and Belonging 2019 conference that took place at the University. The event was also covered on kentonline.

From 12 July to 31 July Professor David Wilkinson and colleagues' research on stimulation of the ear and Parkinson's disease symptoms appeared on pr newswire, Gaston Press, DocWire News, the Good News Network and the Express. On 1 August, David was interviewed about the research by BBC Radio Kent on the Dominic King show.

On 30 July, Professor Karen Douglas, Professor Robbie Sutton and Dr Aleksandra Cichocka's research on conspiracy theories featured on TIME in an article about why people believe in Area 51 conspiracy theories. On 31 July, the same research featured in an article on Forbes about the kinds of emails climate scientists receive from conspiracy theory believers.

On 31 July, Dr Afroditi Pina commented for the Government Equalities Office's (GEO) blog to discuss what employers could do to address gender stereotypes and end sexual harassment in the workplace.



Growing Up in the Digital Age

On July 4, the School hosted the 2019 Identity and Belonging Conference with Kent Educational Psychology Service.

The conference aimed to present research conducted by the University and its collaborators on how young people use social media and the positive and negative effects that using it can have for them.

Duncan Stephenson from the Royal Society for Public Health presented a talk on the positive and negative effects of using social media on children's health, as Keynote Speaker. He suggested that young people's identity may be adversely influenced by online comparison-making.

Dr Lindsey Cameron and Sally Williamson from Salus group continued to reflect on this with a talk on young people's experiences of online bullying, whilst Professor Karen Douglas introduced the importance of phubbing when thinking about young people's use of social media.

Dr Afroditi Pina (pictured above) spoke on the need to teach young people about consent, respect and empathy to address image-based sexual abuse.

Attendees commented to KMTV on how it was beneficial to hear about the research findings from the University and its collaborators to best inform schools and others in contact with young people who may be at risk from using social media.

Recent Publications

- Abbot-Smith, K. (2019). Shared intentionality and pragmatic language in autistic and typically developing children. Unpublished manuscript. Retrieved from <https://kar.kent.ac.uk/75333/>
- Booth, R. W., & Sharma, D. (2019). Attentional control and estimation of the probability of positive and negative events. *Cognition and Emotion*, 1-15. Retrieved from <https://doi.org/10.1080/02699931.2019.1657382>
- Brown, A., & Fong, S. (2019). How valid are 11-plus tests? Evidence from Kent. *British Educational Research Journal*. Retrieved from <https://doi.org/10.1002/berj.3560>
- Brunsdon, V. E. A., Bradford, E. E. F., Smith, L., & Ferguson, H. J. (2019). Short-term physical training enhances mirror system activation to action observation. *Social Neuroscience*. Retrieved from <https://kar.kent.ac.uk/75964/>
- Burgmer, P., Weiss, A., & Ohmann, K. (2019). I don't feel ya: How narcissism shapes empathy. *Self and Identity*, 1-17. Retrieved from <https://doi.org/10.1080/15298868.2019.1645730>
- Carpenter, K., Williams, D. M., & Nicholson, T. (2019). Putting your money where your mouth is: Examining metacognition in ASD using post-decision wagering. *Journal of Autism and Developmental Disorders*, 1-12. Retrieved from <https://doi.org/10.1007/s10803-019-04118-6>
- Fleischmann, A., & Burgmer, P. (2019). Abstract thinking increases support for affirmative action. *Sex Roles*, 1-19. Retrieved from <https://doi.org/10.1007/s11199-019-01068-2>
- Forrester, M. A. (2019). Psychoanalytic underpinnings of socially-shared normativity. *Frontiers in Psychology*, 10(2032). Retrieved from <https://dx.doi.org/10.3389/fpsyg.2019.02032>
- Gentry, N. W., & Bindemann, M. (2019) Examples Improve Facial Identity Comparison. *Journal of Applied Research in Memory and Cognition*, 8(3). pp. 376-385. doi:10.1016/j.jarmac.2019.06.002
- Hales, S. (2019). Sexual aggression in UK higher education: A treatment needs analysis of male students. Unpublished manuscript. Retrieved from <https://doi.org/10.13140/rg.2.2.16089.26725/1>
- Hales, S. (2019). Sexual violence in UK higher education: A psychologist's perspective Psychology Postgraduate Affairs Group (PsyPAG). Retrieved from <http://www.psypag.co.uk/sexual-violence-in-uk-higher-education-a-psychologists-perspective/>
- Javadi, A., Patai, E. Z., Marin-Garcia, E., Margois, A., Tan, H. M., Kumaran, D., . . . Spiers, H. J. (2019). Backtracking during navigation is correlated with enhanced anterior cingulate activity and suppression of alpha oscillations and the 'default-mode' network. *Proceedings of the Royal Society B: Biological Sciences*, 286(1908) Retrieved from <https://doi.org/10.1098/rspb.2019.1016>
- Ko, A., Pick, C. M., Kwon, J. Y., Barlev, M., Krems, J. A., Varnum, M. E. W., . . . Kenrick, D. T. (2019). Family matters: Rethinking the psychology of human social motivation. *Perspectives on Psychological Science*. Retrieved from <https://kar.kent.ac.uk/75338/>
- Lammers, J., & Burgmer, P. (2019). Power increases the self-serving bias in the attribution of collective successes and failures. *European Journal of Social Psychology*, 49(5), 1087-1095. Retrieved from <https://doi.org/10.1002/ejsp.2556>
- Manser-Smith, K., Tamè, L., & Longo, M. R. (2019). A common representation of fingers and toes. *Acta Psychologica*, 199. Retrieved from <https://doi.org/10.1016/j.actpsy.2019.102900>
- Moon, C., Uskul, A. K., & Weick, M. (2019). Cultural differences in politeness as a function of status relations: Comparing south korean and british communicators. *Journal of Theoretical Social Psychology*, 3, 137-145. Retrieved from <https://dx.doi.org/10.1002/jts5.40>
- Pocock, G., Abbot-Smith, K., Horst, J., & Grassmann, S. (2019). Where does the wug go? how pre-schoolers use sentence context to infer the taxonomic categories of novel words. Unpublished manuscript. Retrieved from <https://kar.kent.ac.uk/75331/>
- Schneider, D., Klimecki, O., Burgmer, P., & Kessler, T. (2019). Social cognition In V. Zeigler-Hill, & T. Shackelford (Eds.), *Encyclopedia of personality and individual differences*. Springer Publications. Retrieved from https://doi.org/10.1007/978-3-319-28099-8_2317-1
- Stevens, E., & Wood, J. (2019). "I Despise Myself for Thinking about Them." A Thematic Analysis of the Mental Health Implications and Employed Coping Mechanisms of Self-Reported Non-Offending Minor Attracted Persons. *Journal of child sexual abuse*, 1-22.
- Tummon, H. M., Allen, J., & Bindemann, M. (2019). Facial identification at a virtual reality airport. *I-Perception*, 10(4). Retrieved from <https://doi.org/10.1177/2041669519863077>

News

My first year as a Psychology student



Thiruvenika reflects on her first year on the Psychology with Clinical Psychology and a Placement Year programme.

What were the highlights of your first year as a Kent Psychology student?

One of the highlights of my first year was the Research Participation Scheme (RPS) that was an integral part of the statistics module*. Students were encouraged to sign up as participants in various research projects which aimed to broaden our understanding of psychology.

Some of the projects that I was involved in used EEG, which is a key method in psychological research. I was able to witness first-hand how it was set-up and carried out. Being able to play a role in such experiments left a lasting impression on me and made me really excited about carrying out such projects myself in the near future.

What have been your favourite modules so far?

My favourite module so far was 'Introduction to Social and Developmental Psychology'. This module covered so many exciting topics ranging from social influence to language development.

One of the module assignments was focused on the Milgram experiment which was fascinating to unpack and understand on a deeper level. The Milgram experiment was one of the first few studies I came across that sparked my interest in the field of psychology. As such, being able to discuss the ethical aspects of such a significant study during seminar sessions was

extremely rewarding. It was interesting to recognize the influence of ethics on scientific research over the decades and how it can continue to be improved in the years to come.

What is the support like, and what are the study resources like?

Generally, the School of Psychology encourages us to take charge of our own learning. However, there is sufficient support provided to ensure that all students can transition to university life comfortably.

There is a Peer Mentoring Scheme in place that pairs first year students with senior students. I found this to be incredibly useful because I was able to approach my mentor with any questions or problems that I faced about settling into a new environment. This turned out to be really comforting because I knew that I was getting advice and tips from a fellow student who had been in the exact same position just a year ago.

What advice would you give to a first year Psychology student?

Do not be afraid to ask for help! University life can seem really daunting and sometimes even lonely. It is completely okay to feel overwhelmed in the beginning. However, always remember that you are not in this situation alone. You and your mates are in this together and it is important to know that help is always available. Take it easy and you'll find that first year will turn out to be some of the best months you'll have at university.

*The Research Participation Scheme is now a separate module from SP300 in Stage 1.

"My favourite module so far has been 'Introduction to Social and Developmental Psychology'. This module covered so many exciting topics ranging from social influence to language development. "

Recent Publications continued

Wilkinson, D. T., Podlewska, A., Banducci, S., Pellatt-Higgins, T., Slade, M., Bodani, M., . . . Ade, K. (2019). Caloric vestibular stimulation for the management of motor and non-Motor symptoms in Parkinson's disease: Intention-to-treat data. *Data in Brief*, 25, 1-9. Retrieved from <https://doi.org/10.1016/j.dib.2019.104228>

Wimmer, L., von Stockhausen, L., & Bellingrath, S. (2019). Improving emotion regulation and mood in teacher trainees: Effectiveness of two mindfulness trainings. *Brain and Behavior*. Retrieved from <https://dx.doi.org/10.1002/brb3.1390>

Zajaczkowska, M. K., & Abbot-Smith, K. (2019). Cognitive flexibility helps children understand ironic intent. Unpublished manuscript. Retrieved from <https://kar.kent.ac.uk/75330/>

Zajaczkowska, M. K., Abbot-Smith, K., & Kim, C. S. (2019). When children use shared knowledge to interpret irony. Unpublished manuscript. Retrieved from <https://sites.google.com/a/sheffield.ac.uk/clshef2019/home>

Continued from Page 1

Overall, I would encourage anyone to undertake a placement year. I feel that I have grown in confidence and professional knowledge over the year and also have a greater understanding of the uses of psychology outside the lecture hall!

If you have questions about the Placement Year programme please speak to Katie Watson, the School's Student Experience and Placements Officer via psychapplied@kent.ac.uk.

News

News and events



Psychological Science Open Afternoon

Contributed by Dr Zara Bergström

In June, the School held our annual Psychological Science community open afternoon. The purpose of the event was to engage with the general public about research conducted in the School, and it was free and open to all members of the community. We had around 80 enthusiastic and interested visitors, a line up of excellent talks and engaging practical demos of research.

Professor Heather Ferguson, Dr Afroditi Pina, Dr Pascal Burgmer, Dr Brianna Beck, Dr Lindsey Cameron and Akul Satish all gave fascinating talks about their research on a variety of topics, including: social interactions in autism spectrum conditions, the psychological consequences of philosophical beliefs, psychological causes and consequences of revenge porn, psychology of pain, child psychology in action, and how to control intrusive memories.

Dr Ruben Azevedo, Dr Luigi Tame and Dr Matt Fysh gave practical demonstrations of a variety of exciting bodily illusions. Chloe Brunsell and Louisa Salhi talked through EEG and memory testing protocols with visitors, and Anna Kapantai talked to visitors about her research with People United. So, we had a varied programme that reflected many different research areas in the School, and we covered both 'basic' psychological science as well as applications and societal implications.

Kent Psychologists in the Media (continued)

On 8 August, Professor Karen Douglas commented for Politifact on why people still believe 'false flag' conspiracies after mass shootings, in reference to the recent El Paso and Ohio shootings in the US.

On 12 August, Dr Nikhil Sengupta commented for Business Insider India on why people subscribe to nationalistic ideologies, in reference to the El Paso shootings.

On 19 August, Dr Hannah Swift discussed a new report on ageism on BBC Radio Scotland, looking specifically at why we form ageist stereotypes.

On 20-30 August, Professor Theresa Gannon's research with postgraduate researcher Jaimee Mailion featured on Medical XPress, PsychCentral and Scienmag. Theresa also talked to Kent Online in a podcast about the research on 29 August. The research shows that specialised psychological programmes for sexual and domestic violence offenders have led to major reductions in reoffending.

On 17 September, Dr Lindsey Cameron's research in collaboration with Professor Rhiannon Turner on positive contact featured on The Psychologist.

Student Support in the School of Psychology

Sometimes you might experience problems that can impact on your ability to study. Problems may be academic, personal or health-related. The role of the Student Support Team is to provide advice and assistance to undergraduate and taught postgraduate students to help you overcome such problems so that you are able to achieve to your full potential. The Student Support Office is located in Keynes L1.14 and is open from 9:30-12:30 and 13:30-16:00, Tel: 01227 827061.

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 from your Kent account with two or three suitable times/days. They will book you in for the earliest available opportunity.

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).

Follow us on Facebook and Twitter to keep up to date with the latest events and news!



CAFÉ PSYCHOLOGY/ SCHOOL OF PSYCHOLOGY

What is it?

Café Psychology is an optional bi-weekly seminar series, particularly suited to Kent Psychology undergraduate and MSc students. The session is followed by an optional and informal meet-up in K Bar. Registration is not required.

17.30, Monday, Weeks 2, 4, 6, 8
KLT4, University of Kent, Canterbury

Further information

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www.kent.ac.uk/psychology/news



DATESFORYOUR DIARY

Psychology Annual Lecture

- 31 October 2019, 17.00 Drinks Reception in Sibson Atirum Foyer, 18.15 Sibson Lecture Theatre 1
- Professor Amina Memon: "Interviewing witnesses of crime: State of the science and future directions"

Graduation Ceremony

- 22 November 2019, 19.30, Canterbury Cathedral

Distinguished Speaker Series

- 27 November 2019, 14.00, KLT4
- Professor Susan Graham

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

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