

Honours Students Research Options for 2019			
Supervisor surname	Supervisor First name	Proposed Projects on offer in 2019 (subject to change)	Any additional requirements
Atkinson	Quentin	<p>Possible Research Options:</p> <p>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.</p> <p>2. Can religion help us save the planet: Opinions differ regarding the extent to which religiosity promotes or suppresses concern about the environment. The 'religious right' in the US is notoriously blasé about the threat of climate change. 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 environmental action. The project will require and further develop good critical thinking, experimental design and quantitative skills. An interest in human evolution is preferred.</p>	
Ballard	Elaine	<p>Topics will be in the area of bilingualism. Possibilities would include but are not limited to</p> <p>a) language, attitudes and identity (e.g. 1.5 groups such as Koreans or Chinese or</p> <p>b) Language maintenance and shift in a multilingual community in NZ.</p>	<p>Students must have taken Psych 313.</p> <p>Students who have an interest in a topic in bilingualism should email Elaine at e.ballard@auckland.ac.nz.</p>

Corballis	Paul	<p>Topics in the cognitive neuroscience of visual perception and attention. Possible projects include:</p> <ol style="list-style-type: none"> 1. Electrophysiology of target selection and distractor suppression in visual search. The project will explore the neural generators and functional significance of several lateralized ERP components that have been associated with the visual target selection and maintenance, and distractor suppression. 2. Competition for representation in the human visual system. The project will use event-related brain potentials (ERPs) and behavioural data (response times and accuracy) 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. 3. Modelling the human face. The project will involve developing realistic computer-graphics models of the human face and facial expression. The long-term goal is to generate a highly configurable simulation of the face for use in psychological research. 3. The interaction between facial expression of emotion and selective attention. The project will use ERP and behavioural measures of performance to examine the influence of emotional stimuli – pictures or movies of facial expressions – on the allocation of spatial attention. 	<p>Interested students should contact me to discuss requirements for this project. Some experience with elementary computer programming and/or data analysis would be helpful, but is not a strict requirement</p>
Cowie	Sarah	<p>Topics relate to understanding how the choices we make depend on our recent past experience with behaviours and their consequences, and on our perception of consequences that are likely to occur in the future. Possible projects may include:</p> <ol style="list-style-type: none"> 1. Experiments investigating the fundamental building blocks of predicting and planning for rewards and punishers in the future, using pigeons. Some of this work may also involve experiments with humans and translation to applied settings. 2. Experiments investigating neural processes underlying altruistic, risky, or uncertain decision-making. 3. Research relating to the development and/or application of an intervention aimed at reducing internet use to healthy levels. 	<p>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.</p>

Dowrick	Peter	Various topics are possible, linked to “Learning from the Future.” Applications based on video, audio, or other images of future behaviour and /or environments. May or may not involve self modelling or feedforward at the individual or community level (incl. communication, behaviour, mental or physical health, performance, education) or cognitive-neuro correlates. Recent NZ/Oz examples include fear of dogs, selective mutism, autism, Down syndrome, stuttering, feeding disorders, communication, intellectual disabilities, reading fluency, early childhood development, ADHD, all kinds of special education, and changing sustainability in a high school.	Some familiarity with related literature. See Dowrick 2012 articles in WIREs Cognitive Science, and Psychology in the Schools.
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 711, 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.
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.
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.	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.

		<p>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.</p> <p><u>Illusory Line Motion:</u></p> <p>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 towards the flash is related to the colour based one. Determining this will be the focus of the current project.</p> <p>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.</p>	
Hand	Linda	<ul style="list-style-type: none"> • <u>Further part of a qualitative study of special school staff on their perceptions of vulnerability in the children they teach. Data existing.</u> • <u>Investigating the effectiveness of interprofessional sessions between interpreters and speech language therapy students on the complexity of interpreted sessions. Data existing</u> • <u>The complexities of learning and maintaining language through sign in a hearing world.</u> • <u>Any project on children and communication difficulties, including youth justice areas, would be considered.</u> 	<p>It is advisable, but not essential, to have taken PSYCH 313.</p> <p>Please email me if you want to discuss the proposed projects l.hand@auckland.ac.nz</p> <p>I'm based at Tamaki.</p>

Harre	Niki	<p>Two projects are on offer for 2019, both of which involve working in community settings and learning case-study methodology.</p> <ol style="list-style-type: none"> 1. What matters most to people? How can we keep people's deepest values in play? Students are invited to join a research project that investigates people's intrinsic and extrinsic values and what it means to engage in values-based practice. This project will include a series of community hui during which people discuss and share their values and experiences of putting these into action. 2. What makes a sustainable school? Complexity theory suggests that systems emerge from the interplay of various attractors. This project will involve case-study research with members of a school that is on a 'sustainability journey'. It will investigate the factors that have facilitated and impeded the school's sustainability progress and will attempt to tease out the key elements in creating a sustainable school. 	Students must enrol in Psych 715.
Hautus	Michael	<p>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).</p> <p><i>Satiation and the Textural Complexity of Foods</i> Would a texturally complicated food be more filling than the same food eaten as a puree? There are many factors contributing to the obesity epidemic; one small part of the puzzle is that people are simply eating too much. The role of satiation (the cascade of signals that ends an eating episode) is fraught with contradictory opinions. Of the many factors contributing to satiation, evidence suggests longer oral processing time plays an important role. However, in these studies longer times are frequently created by modifying food texture. Texture itself contributes independently to satiation via the sequence of sensations experienced during chewing. It would seem that the component of texture of important is its 'complexity'. I have a project that is seeking to define, quantify, and measure textural complexity. This research is linked directly into my broader programme of research on satiation.</p> <p><i>Hedonics, Satisfaction, and Preference Testing</i> Preference is not an intrinsic or measurable property of stimuli. It is a psychological dimension generated from the 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</p>	

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, typically around 40% of judges will have a preference for one over the other; yet this selection can only be based on extraneous factors such as response bias. My current research is investigating approaches to the assessment of satisfaction and preference, in different sensory modalities, that overcome the limitations outlined above.

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 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 the auditory, gustatory, or olfactory sensory modalities.

Henderson	Annette	<p>Annette has a range of research programmes studying social and cognitive development across early childhood (0 – 6 years of age). Examples (but not limited to) include:</p> <p>Cooperation in early childhood: Cooperative activities pervade our everyday lives. Given how essential cooperation is to human groups, it is not surprising that infants learn to cooperate within the first two years of their lives. However, little is known about the factors that influence the development of cooperative competence in early childhood. This project will involve being a part of a longitudinal study looking at the emergence of cooperation across the first two years of life. Questions the project might address are: Does previous cooperative experience influence later cooperative ability? Is there a relationship between socio-cognitive skills such as imitation and joint attention influence infants' cooperative understanding and ability? What demographic factors influence infants' cooperative ability? Are infants who are good cooperators also good helpers? How does parenting shape early cooperative and prosocial behaviours? The specific question in this topic to be addressed in the honours thesis will be determined once the student has been matched to Annette.</p> <p>Cooperation in early parent-infant interactions: Infants engage in cooperative interactions with their caregivers from the moment they are born. The goal of this project is to identify the aspects of early cooperative interactions, such as peek-a-boo, that generalise across infant-caregiver dyads across the first two years of life. Questions the project might address are: How does the structure of cooperative interactions, such as peek-a-boo, change as infants age? 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 an AI baby 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 in this topic to be addressed in the honours thesis will be determined once the student has been matched to Annette.</p> <p>Relevance and selective learning in early childhood: Words are effective communicative tools when their meanings are shared by members within a linguistic group. This fact about language becomes strikingly clear when you visit a foreign country and are unable to communicate with the population because you do not share knowledge of the meanings of their words. We study when infants understand the shared nature of word meanings and how this understanding shapes older children's word learning. Students working in this domain may work on either looking at infants' expectations surrounding the shared nature of words or how information about the relevance of a new word influences preschoolers' word learning.</p>	<p>It is recommended that students have taken PSYCH 326.</p> <p>Students <u>must</u> take PSYCH 722 (Human Learning and Development), PSYCH 744, and <u>must</u> be available for group meetings one afternoon a week.</p> <p>Honours students will learn how 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 asked to help with studies and recruiting outside of regular university hours for some evenings and/or weekends throughout their programme.</p> <p>Please feel free to contact me if you have any questions about these requirements, a.henderson@auckland.ac.nz</p>
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Hughes	Barry	<p>The sense of touch is the oldest of our senses, the first to ignite and the last to be extinguished. 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 perception, knowing and doing by touch. Our recent work involves braille reading, texture perception and how the skin codes number and density. 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 important sensory modality.</p>	<p>Students should be enrolled in PSYCH 746.</p> <p>Students who are potentially interested in this area should contact me to discuss.</p>
Jackson	Bianca	<p>Learning by watching: we want to understand what students learn from watching their peers as part of their clinical practicum. A deeper understanding of their experiences will enhance curriculum design to maximize these opportunities. You'll be interviewing SLT students about their experiences of clinical placements.</p>	<p>Ideally you should have done PSYCH313 and a qualitative research methods course and have an interest in healthcare or teaching. Please talk to me personally to express your interest.</p>
Jiang	Lixin	<p>My research focuses on organizational psychology in general and occupational health psychology in particular. My overarching research question is: How and why various work stressors might impact employees.</p> <p>Examples of research topics that students could work on include:</p> <ul style="list-style-type: none"> • How job insecurity impacts one's proactive behaviours in the workplace? • How organizational constraints influences one's voice behaviours in the organizational setting? • How workplace incivility/bullying/harassment influences one's turnover intentions? • Why abusive leadership might be detrimental to employee work engagement? • Why financial inadequacy might be negatively related to employee psychological well-being? • Why interpersonal conflict in the workplace might increase employee burnout? 	<p>It is strongly recommended that students take PSYCH 761-Organizational Psychology and PSYCH 737-Work and Wellbeing.</p>

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Lambert	Tony	<p>I am happy to supervise Honours projects investigating visual attention, eye movements and perception. Specific topics could include:</p> <ul style="list-style-type: none"> • Attention, eye movements & conscious awareness • Effects of ageing on vision for action and accident proneness • Emotional responses to visual images • Eye movements and visual art • Dual stream models of vision and mechanisms of attention shifting 	
Le Grice	Jade	<p>Jade's research programme explores the intersections of Indigeneity, gender, and youth through domains of reproductive decision-making, sexuality education, abortion, sexual violence, 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.</p> <p>2019 honours projects will explore rangatahi wāhine Māori (young Māori women), rangatahi tāne Māori (young Māori men), kaumātua (knowledgeable elders), or key stakeholders' talk about relationships, sexual ethics, and sexual violence prevention.</p>	<p>Familiarity with Kaupapa Māori, Mana Wahine and/or Critical psychology through the study of PSYCH320 and/or PSYCH319 is advised. Honours students are strongly advised to take postgraduate papers taught by members of the Psychology and Social Issues groups PSYCH717, 726, 733 and 755).</p>
Lueders	Eileen	<p>Human brain mapping using structural magnetic resonance imaging (MRI)</p>	<p>It is recommended that you either take PSYCH 736 and/or have experience in MRI data analysis.</p> <p>Please e-mail me to discuss the details of a potential project (e.lueders@auckland.ac.nz).</p>

Manuela	Sam	<p>My research focuses on the ethnic identity and wellbeing of Pacific peoples in NZ. Specific areas of focus and potential Honours topics include:</p> <ol style="list-style-type: none"> 1. The effects of discrimination on mental and physical health. 2. Pacific health beliefs. 3. Discrimination and community engagement. 4. Pacific religiosity, spirituality and wellbeing. 	<p>It is recommended students have taken PSYCH 320 and/or PSYCH 311.</p> <p>Students that have an interest in Pacific-oriented research can email Sam on s.manuela@auckland.ac.nz</p> <p>It is recommended the students enrol in PSYCH 758.</p>
McCann	Clare	Qualitative study examining participation in a gavel club for people with aphasia	<p>It is advisable to have taken PSYCH 313. Please email me if you want to discuss the proposed projects c.mccann@auckland.ac.nz because I'm based at Tamaki.</p>
Miles	Anna	Training empathy using virtual patients: speech-language therapists' case history taking.	
Moreau	David	<p><u>Potential topics:</u></p> <p><u>1. An 8-Week Physical Exercise Intervention Influences Human Long-Term Potentiation:</u></p> <p>This project will explore the effect of physical exercise on neural plasticity, assessed via long-term potentiation. We will use EEG to measure differences in plasticity before and after an exercise training program, in combination with physiological measures that will track exercise-induced improvements.</p> <p><u>2. The effectiveness of the MovinCog program in children with neurodevelopmental disorders</u></p> <p>The overall aim of this project is to investigate the MovinCog intervention to enhance cognitive abilities in children. We will combine EEG and behavioural data in pre-test/post-test designs to identify the effectiveness of the intervention in children.</p>	

		<p>The project will allow the following:</p> <ul style="list-style-type: none"> - Identification of effective training protocols to enhance cognition via behavioural procedures (non-invasive); - Identification of the factors contributing to training effectiveness (behavioural, cognitive, neural); - Contribution of study design (types of procedures and training content); - Informed future interventions to remediate learning disorders. <p style="text-align: right;"><i>continued</i></p> <p>3. Big data analysis in brain training</p> <p>This project will focus on the statistical analysis and implementation of machine learning algorithms to better understand brain training data from the MovinCog Initiative. In particular, one of the goals of the project is to better predict individual responses to training, so as to offer the most effective intervention possible for children with neurodevelopmental disorders. More information about the MovinCog Initiative can be found at: movincog.com</p>	
Osborne	Danny	<p>Topics broadly situated within the areas of intergroup relations and political psychology. The specific research topics may include, but are not limited to:</p> <p>The effect of stereotype threat on women's performance in maths.</p> <p>Forms of system justification and their impact on people's attitudes toward (in)equality.</p> <p>The system-justifying functions of political ideology.</p> <p>The impact that racial stereotypes have on people's memory of others.</p> <p>The effects of moral credentialing on people's attitudes toward racial minorities</p> <p>General topics on intergroup relations in New Zealand.</p>	<p>It is recommended students have taken PSYCH 204 and/or PSYCH 311. It is also strongly recommended that students take PSYCH 700 and PSYCH 744 (or related courses). All students who are interested in these (or related) topics should email Danny (d.osborne@auckland.ac.nz) before applying to the program.</p>

Overall	Nickola	<p>Nickola has a range of research programs focusing on close relationships and interpersonal processes. Examples of research topics that students could work on include:</p> <p>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</p> <p>investigating how and when adults' communication and emotion regulation strategies during marital conflict impact the health, wellbeing and social functioning of their children</p> <p>exploring how power and sexist attitudes influence interpersonal interactions, including emotional and behavioural reactions to conflict and biased perceptions of relationship transactions</p> <p>examining the impact of attachment insecurity and low self-esteem on relationship functioning, and identifying the factors that can overcome these vulnerabilities</p> <p>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</p>	<p>It is recommended that students have taken PSYCH 311 and PSYCH 204.</p> <p>Students <u>must</u> take PSYCH 716 (Social Psychology and Interpersonal Processes) and <u>must</u> be available for group meetings and workshops one afternoon a week.</p> <p>Visit the following link to learn more about Nickola's research programs:</p> <p>http://relationships.auckland.ac.nz/</p> <p>Visit the following link for more information about what Hons/Masters entails with Nickola:</p> <p>http://www.psych.auckland.ac.nz/en/for/future-postgraduates/postgraduate-study-options/social-psychology-postgraduate-programme.html</p>
Peterson	Elizabeth	<p>Potential Topics 2018 Educational Psychology:</p> <p>There is a popular maxim that we learn more from our failures than our mistakes, yet for many people, failure is something that is shameful and best not talked about it. It is increasingly argued that we need to create environments in which it is safe to make a mistake, or we run the risk of</p>	<p>I recommend students take PSYCH 744 (or equivalent) and PSYCH 722. Students must also be available weekly lab meetings.</p>

		<p>people not trying, not taking innovative risks and not speaking out when things go wrong.</p> <p>Possible topics in this area include:</p> <ul style="list-style-type: none"> • How can we create safe spaces for students to make mistakes? • How does a student's approach to failure relate to their help-seeking behaviour? • How does a person's growth or fixed mindset relate to their attitude towards mistakes? • How do attitudes to mistakes and failure relate to conformity? • How does impostership relate to help-seeking behaviour? • How do patterns of emotions across an assessment period relate to achievement? • How does adaptability to failure and growth and fixed mindsets relate to beliefs about feedback? <p>Growing Up in NZ (www.growingup.co.nz)</p> <p>Growing Up in NZ (GUiNZ) is a multidisciplinary longitudinal study following approximately 6500 children. The study seeks to better understand what works for children and their families and to consider pathways of development across multiple domains of influence. Students working on GUiNZ data are expected to commit to publication of their findings. Possible topics include (but are not limited to):</p> <ul style="list-style-type: none"> • How does parental personality, parenting practices and child temperament interact to affect child behavioural outcomes? • What are the highlights and challenges facing parents of 2 year olds and are these different from those reported at 9 months old? • How does temperament and parenting interact to affect children's weight outcomes? • What is the effect of antenatal alcohol exposure on temperament age 4? • How do infant and child temperament relate to early language development? 	
Purdy & Kuruvilla-Mathew	Suzanne Abin	Cortical auditory evoked potentials in adults and children with auditory processing disorder: EEG evidence for altered neural processing of speech sounds?	It is recommended but not essential that you have taken PSYCH 313. Interested students should e-mail

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Roberts	Reece	Dr. Roberts is looking for one or two honours students to investigate the aging brain. The project(s) will involve investigating either fMRI or EEG data from participants between the ages of 20 and 80 years old to determine how these signal change with age, and how these changes mediate age-related changes in cognitive performance”	Would suit students who have taken Psych 305 Successful students will be required to take Psych 736, Human Brain Mapping., Interested applicants should contact Dr Roberts to discuss research projects r.roberts@auckland.ac.nz
Sibley	Chris	6-7 possible honours topics to choose from: 1. How can we measure psychological distress in New Zealand? This study will validate and provide normative data for a measure non-specific psychological distress, anxiety and rumination in the New Zealand population using data from the New Zealand Attitudes and Values Study '(NZAVS)'. The study will also look as specific differences across gender, age and ethnic groups in psychological distress in the New Zealand population. 2. How many New Zealanders are using facebook, and is facebook use linked to psychological outcomes? This study will analyse data from the NZAVS to look at the use of facebook in a nationally reprensive New Zealand sample, and document trends across cohorts. The study will also examine psychological correlates and outcomes associated with facebook use in the population. 3. What do New Zealanders value? The study will look at the social values held by New Zealanders, such as values of equality, authority, tolerance, and respect for elders, using data from the NZAVS. The study will also look at possible change in the values held by New Zealanders over the last three years, and across different groups in New Zealand society. 4. What predicts identification with multiple ethnic groups? This study will look specifically at people in the NZAVS who identified with multiple ethnic groups and examine whether	Required courses are PSYCH 744 and PSYCH 731. Students should come and talk to me in person to discuss the topic and details

		<p>identification with multiple group memberships changes over time. The study will try to determine what factors might predict change in the identification with only one ethnic group, or with multiple ethnic groups, and test whether this is linked to psychological health and wellbeing in different contexts</p> <p>5. Does income predict life satisfaction, and if so for whom? This study will use data from the NZAVS to examine the extent to which income is linked with various measures of subjective wellbeing and health. The study will determine at which point income reaches a point of diminishing returns in predicting subjective wellbeing. The study will also explore whether the link between income and life satisfaction holds constant for different group in society, or whether income is more strongly linked to wellbeing for some groups relative to others.</p> <p>6. What predicts the wellbeing and acculturation of Asian immigrants in New Zealand? This study will use data from the NZAVS to look specifically at Asian immigrants living in New Zealand. The study will look at the factors that buffer or ameliorate the psychological health, wellbeing, and acculturative stress of Asian peoples in New Zealand society.</p> <p>7. How do women's and men's body images differ? And do differences in body image predict difference in psychological health, rumination and eating behaviour? This study will use data from the nationally representative NZAVS dataset to look at men's and women's levels of satisfaction with their bodies depending on their BMI and income. <i>Continued</i></p> <p>The research will examine possible gender differences and the power of social roles in the extent to which concerns about body image predict psychological wellbeing, eating behaviour and self-esteem for people within different BMI ranges.</p>	
Taylor	Alex	<p>Current research suggests that dogs are much more intelligent than we give them credit for. For example, dogs seem much better at following human pointing gestures than chimpanzees, our closest living relative.</p> <p>The Clever Canine lab at UoA (http://clevercaninelab.auckland.ac.nz/) is focused on understanding how dogs think, particularly when it comes to their owners. We hope our research will not only shed light on how social intelligence evolves, but also lead to a better understanding of dog-human social interactions. We have two honours projects available in 2018:</p> <ol style="list-style-type: none"> 1. Do dogs show empathy towards their owners and other people? This project examines how dogs reacts to friendly people and those that ignore them. It also examines how dogs react when their owners and other people cry. 2. Do dogs show jealousy when their owners interact with another (toy) 	Recommended students have completed psych 317 and take Psych 725

		<p>dog? Jealousy is thought to be unique to humans, yet owners often report their dogs showing behaviours associated with this emotion.</p> <p>This project will examine the degree to which human and dog jealousy are similar.</p>	
Tippett	Lynette	Testing the efficacy of a memory training programme on healthy older adults.	
Willis	Gwenda	<p>Projects that relate to conceptualising and identifying protective factors against sexual reoffending. Students would join a longitudinal study investigating what factors protect against reoffending in a sample of men convicted for sexual offending.</p> <p>Understanding public attitudes towards criminal justice policies using NZ Attitudes and Values Survey (NZAVS) data.</p> <p>3. An analysis of media reports of sex crimes to examine cross-country differences in how the media portrays people who have sexually offended</p>	<p>Students must take Psych 707 and attend research group meetings</p> <p>Interested students must contact Gwen to discuss further g.willis@auckland.ac.nz</p>

The following staff members are unavailable for Honours supervision in 2018.

Addis	Donna Rose
Gavey	Nicola
Braun	Virginia
Waldie	Karen
Kirk	Ian
Wetherell	Margaret

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

Barker-Collo	Suzanne
Cartwright	Claire
Cowie	Susan
Dudley	Margaret

Gibson	Kerry
Lambie	Ian