

Psychology and Mental Health: Further Information for Psychology Lecturer Posts

Psychology and Mental Health is one of two Programme Areas in the Faculty of Sciences and is located on the College Road site at Stoke-on-Trent. The other Programme Area, Applied Sciences, is made up of Forensic and Crime Science, Biology and Geography. The Dean of the Faculty of Sciences is Professor David White.

The Psychology and Mental Health Programme Area is made up of Psychology, Clinical Psychology and Early Childhood Studies. Currently there are twenty-eight academic staff in psychology, eight academic staff in clinical psychology, numerous research associates and scholars, and a team of technical and clerical staff. Staffing includes a Head of Department, three Professors of Psychology (two in Psychology, one in Clinical Psychology) and a lively group of enthusiastic staff with a wide range of teaching and research interests. The thriving Early Childhood Studies section has four academic staff who manage a large multi-site foundation degree and associated 'top up' course. (There is a staff list on page 2)

We currently have four dedicated psychology laboratories with networked PC computers and good teaching space; a purpose built video and observation suite; a small cognitive laboratory, equipped with eye-tracking equipment and a range of software for designing and running experiments; and space for research staff and postgraduate students. There is a large holding of psychometric tests and an article bank holding a special collection of health psychology articles for postgraduate students. The Faculty's Learning Resource Centre holds a substantial additional collection of articles and other resources for use by undergraduate students. Staffordshire University has also invested in a Human Sciences Laboratory and this includes a psychophysiology laboratory with three temperature controlled subject rooms connected to a control room with video monitoring facility. This allows students to obtain experience of psychophysiological methodology, including the measurement of pain, EEG, and cardiovascular function.

In 2012, the Faculty will be moving to a purpose built £30m Science and Technology centre on the Stoke campus. Psychology will enjoy the continuation and further expansion of facilities in this contemporary state of the art facility. See http://www.staffs.ac.uk/faculties/sciences/about_the_faculty/science_2012.jsp for more details.

Undergraduate & Postgraduate Teaching

Psychology offers teaching both within the University undergraduate and postgraduate programmes. In the undergraduate framework, we offer psychology in a number of single honours degrees:

- BSc (Hons) Psychology (see p.7 for illustration)
- BSc (Hons) Psychology and Criminology
- BSc(Hons) Forensic Psychology
- BSc(Hons) Sport and Exercise Psychology
- BSc(Hons) Psychology and Life Challenges
- BSc(Hons) Psychology and Counselling
- BSc (Hons) Psychology and Child Development

These undergraduate programmes all provide Graduate Basis for Registration with the British Psychological Society. As well as studying a common set of core modules in accordance with BPS accreditation requirements, students are able to choose from a good range of more specialist option modules. At present, Psychology has

approximately 450 full time equivalent students in the Undergraduate scheme and approximately 50 full time equivalent students on Postgraduate awards. Satisfaction is high amongst our students (91 %, NSS 2011) and Psychology at Staffordshire received an excellent assessment for its educational provision from the Quality Assurance Agency for Higher Education - scoring maximum grades in five of six categories (23 points from a possible 24). As well as a range of psychology undergraduate programmes, Psychology and Mental Health also offers undergraduate level programmes in Counselling, including a Basic Skills short course and a Certificate in Counselling.

At postgraduate level there is a thriving BPS accredited MSc in Health Psychology. An HPC approved Professional Doctorate in Health Psychology (which was the first to be accredited in the UK) also enables students to obtain Chartered Health Psychologist status (Stage Two). Postgraduate and professional awards in Counselling are also part of the portfolio in the Department, and include a Professional/Postgraduate Diploma and an MSc in Psychotherapeutic Counselling. The Professional Doctorate in Clinical Psychology runs in collaboration with Keele University and is located at Staffordshire University, enjoying the full support of the Staffordshire and Shropshire NHS trusts.

The Department also has a University Certificate in Psychology by distance learning and a Graduate Diploma in Psychology, to provide an alternative route for graduates to Graduate Basis for Registration. We also offer a Masters programme in Teaching Psychology in a distance learning format.

The major teaching areas of the present Psychology staff are:

Carol Austin	Health Psychology; Individual Differences
Dr Claire Barlow	Developmental Psychology; Social Psychology
Dr Emily Buckley	Health Psychology; Research Methods
Prof. David Clark Carter	Psychological Research Methods; Health Psychology
Dr Jenny Cole	Social Psychology
Dr. Mani Das Gupta	Developmental Psychology
Judy David	Criminological and Forensic psychology
Dr. Jade Elliott	Biological and cognitive psychology
Dr Mark Forshaw	Health Psychology; Research Methods
David Galbraith	Cognitive; Psychology of Education
Prof. Sarah Grogan	Health Psychology
Julie Faulkner	Counselling, counselling psychology
Doreen Fleet	Counselling
Mel Hall	Criminological Psychology; Research Methods
Dr Julie Hulme	Biological Psychology
Dr Helen Lee	Critical Social; Qualitative Research Methods
Dr Erica Lucas	Cognitive Psychology
Dr. Richard Jolley	Developmental Psychology
Dr Sarah Krahenbuhl	Criminological and Forensic Psychology
Beverley Meakin	Counselling
Cressida Minister	Counselling Psychology; Individual Differences
Ceri Parsons	Critical Social Psychology
Belinda Priestley	Counselling
Dr Rachel Povey	Health Psychology
Anja Rutten	Counselling psychology, autistic spectrum conditions
Dr Clio Spanou	Health Psychology
Dr Doreen Thompson	Developmental Psychology, infancy, childhood development
Jim Zacune	Social; Counselling; Personality

Clinical Psychology team: Dr Helen Combes, Prof. Helen Dent, Helen Jones, Jackie Lees, Dr Ken McFadyen, Dr Helena Priest, Dr Helen Scott, Dr Alison Tweed
Early Childhood Studies team: Ruth Gill, Dr Carol Hayes, Sarah Sharpe, Ann Whitehouse

Research

Psychology sees research as an essential part of its activities and careful consideration is given to creating the conditions under which research can flourish. There is a supportive culture within the Faculty that encourages collaborations both within the institution and with other universities. The Department operates a research mentoring scheme for new researchers and a Faculty wide sabbatical system is established.

Among the most active areas of research are health psychology, cognitive and educational research, social and developmental psychology and critical psychology. Much of this research operates within the framework of two established research centres: the Centre for Health Psychology and the Centre for Educational Psychology Research. Staff have been successful in attracting external funding for their research from, for example, the Department of Health, Regional and District Health Authorities, Wellcome Foundation, British Academy, European Science Foundation, Economic and Social Research Council, the Department of Transport, the Leverhulme Trust, Stoke-on-Trent Local Education Authority, Stoke on Trent PCT, Merseyside Fire and Rescue Service, and Diabetes UK. There are good links with local institutions such as the North Staffordshire Combined Health Care Trust and Staffordshire Council.

The Centre for Health Psychology research covers a number of areas including diabetes, young people and substance use, exercise motivations, smoking cessation, healthy eating, motivation to self-care, and body image. The Centre for Educational Psychology Research has covered both theoretical and applied areas, including: the cognitive and social processes involved in writing; the effect of dyslexia on writing; the teaching of writing; the effects of different procedures for teaching phonics on children's reading; the development of mathematical understanding; maths anxiety; the development of children's art; logical reasoning; the effect of self-efficacy and self-esteem on academic performance; evaluation of effectiveness of motivational interventions in primary and secondary schools;. Social projects include the study of gossip and the role of priming in stereotype activation. Critical psychology research includes the understanding of identity, gender and ethnicity in young people; feminism and psychology; discourse analysis; historical psychology and the construction of relationships; the social construction of spirituality.

Third Stream Activity

The generation of external income is seen as a priority for the Department, and in recent years we have been particularly keen to develop a number of successful strands of third stream activity including research grants, short courses and continuing professional development courses, consultancy work, and work based learning. Illustrations of this include the provision of autism awareness training, CBT training for health professionals and mentoring training for solicitors, training for examination authority staff in research methods and statistics, and the development of various strands of consultancy-based external activity. Recent projects have included evaluations of nurse training for the NHS, smoking cessation work for both NHS and City/County Councils, care worker recruitment tool development for the NHS, counselling/crisis management workshops for Alton Towers, and a large portfolio of clients and collaborators has been established. Identifiable third-stream strengths lie

around evaluation in health and other contexts (one current project with an NHS Trust is looking to evaluate an obesity-prevention initiative), in the sphere of counselling and in training in a wide range of fields around human behaviour and research methods and statistics. The Department takes pride in its outward and forward-looking approach to engagement with the wider community and the added value achieved through external contacts, which informs and enriches our other activities such as teaching and research.

Recent External Grants

Young adults' motivations for smoking in relation to gender identity, body image and health. Economic and Social Research Council (ESRC) - £45000

Evaluation of Pacific Institute projects to bolster self-esteem and educational aspirations and achievement among Stoke-on-Trent school children. Stoke-on-Trent Education Authority - £52,600

What develops and why in British children's expressive drawing. Leverhulme Trust - £31,723

Living with Type 2 Diabetes: The Burden of Dietary Self-Care. . European Association for the Study of Diabetes (EASD) - £30,000

Review of the use of outside visitors in the delivery of drug, alcohol and tobacco education in schools. Department for Education and Skills - £27,556

Motivation and dietary self-care in adults with type 2 diabetes: a longitudinal study of predictors. Diabetes UK - £91,566

Evaluation of interventions promoting the sexual health of men attending saunas. Walsall Primary Care Trust - £10,000

Maximising the effectiveness of feedback for undergraduate Psychology students. HEA Psychology Network - £5956. .

An examination of 'ground rules' implementation and associated effects on children's responses to questions in forensic eyewitness interviews, British Academy - £7415,

The role of visual and spatial components of working memory in writing. British Academy - £7460

Publications illustrating the work of the two main research centres (this is a post 2009 selection only- please see website for more)

Centre for Health Psychology

Bull, J & Grogan, S. (2010) Children having spinal surgery to correct Scoliosis: A qualitative study of parents' experiences. *Journal of Health Psychology*, 15, 299-309.

Clark-Carter, D.(2010) *Quantitative psychological research: The complete student's companion*. Hove: Psychology Press.

Clark-Carter, D (in press) Effect size and statistical power in psychological research. *Irish Journal of Psychology*.

Dodd, L. & Forshaw, M. (2010) 'Assessing the Efficacy of Appearance-Focused Interventions to Prevent Skin Cancer: A Systematic Review of the Literature', *Health Psychology Review*, 4(02), pp. 93-111.

Elwell, L., Grogan, S. & Coulson, N. (2010). Adolescents living with cancer: The role of computer-mediated support groups, *Journal of Health Psychology*, published online 23 August 2010. The online version of this article can be found at: <http://hpq.sagepub.com/content/early/2010/08/13/1359105310371398>

Forshaw, M.J & Hansen (in press). The undergraduate research project. In D. Upton and A. Trapp (Eds.) *Teaching Psychology in Higher Education*. Oxford: Wiley-Blackwell.

Fry, G., Grogan, S., Gough, B., & Conner, M. (2009). Smoking in the lived world: How young people make sense of the social role cigarettes play in their lives. *British Journal of Social Psychology*, 47,763-780.

Grogan, S., Flett, K., Clark-Carter, D., Gough, B., Davey, R., Richardson, D. & Rajaratnam, G. (2010). Women Smokers' Experiences of an Age-appearance Anti-smoking Intervention: A Qualitative Study, *British Journal of Health Psychology*, available online December 6 2010 DOI: 10.1348/2044-8287.002006

Grogan, S., Fry, G., Gough, B., & Conner, M. (2009). Smoking to stay thin or giving up to save face. Young men and women talk about appearance concerns and smoking. *British Journal of Health Psychology*, 14,175-186.

Grogan, S., Conner, M., Fry, G., Gough, B., & Higgins, A. (2009). Gender differences in smoking: A longitudinal study of beliefs predicting smoking in 11-15 year olds. *Psychology & Health*, 24, 301-316.

Grogan, S., Hartley, L., Fry, G, Conner, M & Gough, B. (2010). Appearance Concerns and Smoking in Young Men and Women: Going Beyond Weight Control, *Drugs: Education, Prevention and Policy*, 3, 261-269.

Grogan, S. (2010). Gender and Body Image: Implications for Promoting Body Satisfaction, *Sex Roles*, 63, 757-765.

Hale, S., Grogan, S. & Willott, S. (2010). Male GPs views on men seeking medical help: A qualitative study. *British Journal of Health Psychology*, 15, 697-713.

Hardy, S & Grogan, S. (2009). Preventing disability through exercise; Investigating Older Adults' Influences and Motivations to Engage in Physical Activity. *Journal of Health Psychology*, 14, 1036-1046.

Hassan, J. Grogan, S. Clark-Carter, D., Richards, H. & Yates, V. M. (2009) The individual health burden of acne: Appearance-related distress in male and female adolescents and adults with back, chest and facial acne. *Journal of Health Psychology*.

Lee, H., Lubek, I., Pollock, G., et al. (2010). Creating new career pathways to reduce poverty, illiteracy and health risks, while transforming and empowering Cambodian women's lives. *Journal of Health Psychology. Special Section on Poverty Reduction*. 982-992.

Newson, L. & Forshaw, M. (in press). Health Psychologists in the NHS. *Health Psychology Update*.

Pullen, S., Povey, R. and Grogan, S. (2009). Deciding to attend cardiac rehabilitation: A female perspective. *International Journal of Therapy and Rehabilitation*, 16, 4, 207-217.

Reardon, R. & Grogan, S. (2010). Women's reasons for seeking breast reduction: A qualitative investigation, *Journal of Health Psychology*, published online 23 July 2010. The online version of this paper can be found at: <http://hpq.sagepub.com/content/early/2010/07/19/1359105310367531>

Spanou, C, Simpson SA, Hood K, Edwards A, Cohen D, Rollnick S, Carter B, McCambridge J, Moore L, Randell E, Pickles T, Smith C, Lane C, Wood F, Thornton H, and Butler CC. (2010). Preventing disease through opportunistic, rapid engagement by primary care teams using behaviour change counselling (PRE-EMPT): protocol for a general practice-based cluster randomised trial. *BMC family practice*, 1, 69.

Centre for Education Psychology Research

Allcock, S. J. and Hulme, J. A. (2010). Learning styles in the classroom: Educational benefit or planning exercise? *Psychology Teaching Review*, 16, 67-77.

Baaijen, V. M., Galbraith, D., & De Gloppe, K. (2010). Writing: the process of discovery. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of*

- the Cognitive Science Society* (pp. 1774-1779). Austin, TX: Cognitive Science Society.
- Barlow, C. M., Jolley, R. P. & Hallam, J. L. (in press). Drawings as memory aids: Optimising the drawing method to facilitate young children's recall. *Applied Cognitive Psychology*
- Barlow, C. M., Jolley, R. P. & Hallam, J. L. (2010). Drawings as memory aids: optimising the drawing method to facilitate young children's recall. *Applied Cognitive Psychology*.
- Burkitt, E., Jolley, R. P., & Rose, S. E. (2010). The attitudes and practices that shape children's drawing experiences at home and at school. *International Journal of Art and Design Education*, 29, 257-270.
- Das Gupta, P. M. and Frake, C. (2010) The Child and the Family. In N. Dogra and S. Leighton (Eds.), *Nursing in Child and Adolescent Mental Health*. Open University Press.
- Dogra, N., Das Gupta P. M., Leighton, S. (2010) The Aetiology of Child Mental Health Problems. In N. Dogra and S. Leighton (Eds.), *Nursing in Child and Adolescent Mental Health*. Open University Press.
- Galbraith, D. (2009). Cognitive models of writing. *GFL - German as a Foreign Language*, 2-3, 7-22.
- Galbraith, D. (2009). Writing about what we know. In D. Myhill, R. Beard, M. Nystrand, & J. Riley (eds.), *Handbook of Writing Development* (pp.48-64). London : Sage Publications.
- Galbraith, D. (2009). Writing as discovery. *British Journal of Educational Psychology Monograph Series II* (6), 5-26.
- Galbraith, D., Hallam, J., Olive, T., & Le Bigot, N. (2009). The role of different components of working memory in writing. In N. A. Taatgen, & H. Van Rijn (Eds.), *Proceedings of the 31st Annual Conference of the Cognitive Science Society* (pp. 3028-3033). Austin, TX: Cognitive Science Society.
- Hall, R. & Hall, M. (2010). Scoping the pedagogic relationship between self-efficacy and Web 2.0 technologies. *CJEM Learning, Media and Technology*, 35 (3), 255 - 273.
- Hallam, J., Das Gupta, M., & Lee, H., (in press). Painting dinosaurs – the ways in which a Reception class context shapes and limits children's opportunities to creative expressive art. In D. Faulkner, & E. Coates, (Eds.), *Exploring Children's Creative Narratives*. London: Routledge.
- Hallam, J., Lee, H., Das Gupta, M., (2009). An Analysis of the Presentation of Art in the British Primary School Curriculum and its Implications for teaching. In S. Cox, Herne, S, and R. Watts (Eds) *Readings in Primary Art Education*. Bristol: Intellect Books.
- Hallam, J., Lee, H., & Das Gupta, M. (in press). An investigation into the ways in which art is taught in English reception classes. *Psychology of Aesthetics, Creativity, and the Arts*.
- Hughes, A. C., Galbraith, D., & White, D. G. (2011). Perceived Competence: A common core for self-efficacy and self-concept? *Journal of Personality Assessment*.
- Hulme, J. A. and Forshaw, M. J. (2009). Effectiveness of feedback provision for psychology undergraduate students. *Psychology Learning and Teaching*, 8, 1, 34-38.
- Jolley, R. P. (2010). *Children and Pictures: Drawing and Understanding*. Wiley-Blackwell.
- Mackenzie, S., Hall, R. & Hall, M. (2010). The impact of interactive and collaborative learning activities on the personalised learning of adult distance learners. In J. O'Donoghue (Ed.), *Technology Supported Environments for Personalised Learning: Methods and Case Studies* (p. 128-148). Hershey, PA, USA: IGI Global.
- Wengelin, Å., Torrance, M., Holmqvist, K., Simpson, S., Galbraith, D., Johansson, V., & Johansson, R.. (2009). Combined eyetracking and keystroke-logging methods for studying cognitive processes in text production. *Behavior Research Methods*, 41, 337-351.

Illustrative structure of **BSc (Hons) Psychology**

L E V E L C (4)	Teaching Block 1	Exploring Psychology 1 (15 credits)	Research Methods 1 (15 credits)	3 modules (45 credits) from list of available Psychology Specific Options + 1 module (15 credits) from either University General Option list, or another from Psychology specific option list
	Teaching Block 2	Exploring Psychology 2 (15 credits)	Research Methods 2 (15 credits)	

L E V E L I (5)	Teaching Block 1	Social Psychology: theory and method (15 credits)	Research Methods 3 (15 credits)	Psychopathology and Health (15 credits)	1 module (15 credits) from list of available Psychology Specific Options + 1 module (15 credits) from University General Option list or another from Psychology Specific Option list
	Teaching Block 2	Cognitive Psychology (15 credits)	Biological Bases of Behaviour (15 credits)	Understanding Relationships: an integrated approach (15 credits)	

L E V E L H (6)	Teaching Block 1	Psychology Project (30 credits)	Developmental Psychology (15 credits)	3 modules (45 credits) from list of available Psychology Specific Options + 1 module (15 credits) from University General Option list or another from Psychology Specific Option list
	Teaching Block 2		Dealing with Difference (15 credits)	

Illustrations of Psychology Specific Options:

Level C (4): Growing and Changing, People Behaving Badly, Introduction to Counselling, Applications of Child Development,

Level I (5): Volunteering: action and experience, Developmental Psychopathology, Psychology of Social Perception and Communication, Psychology of Criminal Conduct, Children in Context,

Level H (6): Psychology in the Justice System, Evolution and Psychology, Advanced Research Methods, Health Psychology, Families in Context, Autistic Spectrum Conditions, Psychological Interventions, Children and Pictures.