Welcome to the Christmas 08 issue of our newsletter. As you will see it contains lots of research fayre (!!) and also photographs of recent festivities at Keele.

This newsletter will hit the newsstands shortly before the national research assessment exercise results are released. However, it would seem that irrespective of the results Keele has lots of research activity to be proud of.

Of particular note in this issue is the large number of conferences which Keele staff have taken a leading role in organising. Indeed, it would seem that already plans are in place for several more events next years which is progressively increasing awareness of psychology research at Keele.

The next issue will come out in the Spring and will contain further details of our research activity.

Jolly good fellows!!!!!!!!!!

Keele psychology researchers, both old and new, are gaining lots of attention both inside and outside the university.

In our last issue we featured Professor Jim Hartley who has spent all of his career at Keele and established an international reputation for his research on different aspects of teaching and learning. Our report was taken up by the British Psychological Society which did a feature on Professor Hartley in the November issue of The Psychologist. Jim is both a Fellow of the British Psychological Society and of the American Psychological Association.

This report was quickly matched by a feature on Professor John Sloboda who has also spent his whole career at Keele and established an international reputation for his work on music psychology. The feature on Professor Sloboda was published in the December issue of The Psychologist.
John is the honoured recipient of a Fellowship of the British Academy as well as a Fellowship of the British Psychological Society. John decided to take early retirement from Keele this year (see details of send-off inside). We are sorry to see John go but are sure that he will return frequently to regale of his work in London and elsewhere.

Professor Chris Cullen, our Professor of Clinical Psychology, may be busy with clinical and administrative responsibilities but he still has time to keep abreast of developments in clinical research. Chris is not only a Fellow of the British Psychological Society but was also President of that august body.

As a relative newcomer Professor Michael Murray was delighted to recently receive a Fellowship of the British Psychological Society to add to his Fellowship of the Canadian Psychological Association.

Lots of recognition for many years research. Inside you will quickly find that the intensity of research continues.

Collaborative Action Research Project on Diversity

A 2-year project, funded by the HEA Psychology Network Departmental Teaching Enhancement Scheme and Keele Teaching Innovation Scheme, has started in September 2008. The aim of the project is to further develop an inclusive psychology curriculum by conducting a diversity audit, identifying strengths and areas of development; and to build from these in developing, implementing and evaluating innovations in the BSc in Psychology.

The project is lead by Gaby Jacobs (PI/facilitator) with the support of Rebecca Hale (RA), Helena Priest (consultant/facilitator) and a Think Tank consisting of staff members and students in the School of Psychology: Nell Bridges, Nicky Edelstyn, John Hegarty, Chuma Owuamalam, Sue Sherman (in the 2nd semester), Karen Wise, Chris Whittle (yr 3 student), Yaser Hussain (yr 2), Danielle Bremner (yr 1).

A broad definition of diversity is taken, referring to recognition of and respect for the individual differences between people that can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, care / work responsibilities, religious or political beliefs. Curriculum is the ‘way that student learning is structured’ (Talbot, 2004: 16) and includes aspects such as course materials; assessment methods; beliefs, attitudes and values of staff and students (the ‘hidden curriculum’); student progression and retention; teaching and learning methods; and student research.

The action research methodology implicates that the research is undertaken collaboratively by staff members and students within their own work / learning place, and that the main purpose is ‘change’ in the curriculum and monitoring / evaluating this change.

The project is now in the stage of conducting the audit (Nov 08 to Febr 09). The aim of this stage is to identify good practices and areas for development in the responsiveness towards diversity, using data from different sources (questionnaires and focus groups with students; questionnaires and interviews with staff members; and documents such as module guides). Data are collected and analyzed and findings are discussed with
staff and students in a special school meeting in February. The aim of this meeting is to identify strengths ('good practices') and areas of development, to prioritize them in terms of importance, feasibility and 'fun', and to determine action research groups that will take on innovations in the curriculum.

In the next stage, (March-July 09) action research groups will be formed that take on innovations in the curriculum. Following a cycle of action and reflection, innovations are implemented in the curriculum and evaluated in the last stage (academic year 2008-09). For more information on the project, contact Gaby Jacobs, tel. (01782 7) 33332 g.c.jacobs@psy.keele.ac.uk

Centre for Psychological Research Report

Over the summer months staff from the Centre were extremely active on the conference circuit. As you will see from the following pages about 50 papers were presented at a range of conferences in the UK and Europe. This is the fruit of much intense research activity by staff over the past year. Not content with presenting papers staff were also very active in organising conferences. In addition, we were delighted to welcome a range of very interesting speakers to our lunchtime seminar series. Further details of these speakers are given below.

Sustainable development and Familiarity

David Uzzell (University of Surrey, Canada) spoke on The conflict on the route to sustainable development.

Andrew Mayes, Professor of Cognition and Cognitive Neuroscience at the University of Manchester spoke on Familiarity, recollection, the medical temporal lobes and the extended hippocampal system: Problems and new evidence.

Passing out stories and Aggression

Christine Griffin (Bath University) spoke on Loss of (self)-consciousness and loss of memory in young people’s drinking narratives: The role of ‘passing out stories’.

Dale Hay from the University of Cardiff gave an exciting presentation on The developmental origins of aggression.
Keele Psychology Research

News from the Applied Group

Members of the Applied Group have been very busy on the conference front over the past few months not only presenting papers but actually organising the events. As you will read over the next few pages Keele staff have clearly flown the flag for the many types of research underway here.

In addition, we have continued to write papers and grants and give invited presentations. We are delighted to report the recent successes of Gaby Jacobs in receiving funding from the Higher Education Academy and we are awaiting more good news from other applications.

The group also had a series of discussions about a range of issues including:
- RI Research funding (Sheena Bateman)
- Working with community partners (Alex Lamont)
- Nuffield summer bursaries (Nicky Edelstyn)
- Neuropsych research (Tom Shepherd)
- Researching teaching in psychology (Martin Rowley)

Farming for health

John Hegarty attended a 3 day meeting at Loughborough University in February as part of the EU COST 866 “Green care in agriculture” initiative, convened to produce a joint working paper on a “conceptual model of green care”.

John also attended a similar workshop in Thessaloniki, Greece in October.

Alzheimer Disease and Society

Gaby Jacobs has been invited by the working group ‘Alzheimer Disease and Society’ (chaired by Prof. Guus van Heck, Department of Clinical Health Psychology, Tilburg University) for an expert-meeting on Empowerment in mental health care for older people in The Netherlands on 18 December. It is a whole day event with presentations from the experts and discussion. The aim is to develop guidelines for policy and practice for older people with mental health problems, especially those with Alzheimer disease.
The Inaugural Conference of the BPS Qualitative Methods Section was held in Leeds in September. Formed last year, the Section is the BPS’ biggest, with over 1000 members. It seemed good for Psychology at Keele to have a significant presence!

Gaby Jacobs, in collaboration with Michael Murray, convened a symposium on “Doing Action Research in Psychology”, in which 40 (!) conference delegates participated. The symposium was designed to showcase the School of Psychology’s two new final-year undergraduate elective modules: Psychology, Health, and Social Action (Michael Murray and Gaby Jacobs); and Ecopsychology: our relationship with the natural world (John Hegarty). Both options offer students the chance to use action- and evaluation-research methods in real-world settings, and both enjoyed excellent student feedback. “Get out and make a difference” could almost be the catch-phrase for them, and this seemed to appeal to students.

Gaby introduced the symposium by pointing out the relative scarcity of action-research in psychology and particularly in qualitative methodology. She stressed that we were going to give examples of action research – in action, as it were – rather than go into detail of research methods. Michael then gave a brief overview of the option he and Gaby ran, which had the novel feature of encouraging students to go out into local social agencies (such as a community centre, media action group for mental health, the Beth Johnson Foundation, and a local addiction centre in Stoke on Trent.).

Avril Buchanan and Rachel Coyle then presented accounts of their projects (started in the Community Action module and completed in their final-year research dissertation). Avril worked with the Stoke on Trent Media Action Group for Mental Health to facilitate the production of a video that would challenge negative stereotyping and stigmatisation of people with mental illness. Rachel, building on her experience of working in an immigration support agency, interviewed five participants (refugees, immigrants and asylum-seekers) and helped them produce a documentary to tell their stories. Avril and Rachel both studied changes in the general public’s attitudes before and after viewing their films, and found positive changes.

John Hegarty spoke enthusiastically of ecopsychology (a relatively new specialism in psychology) and of his students’ team action-research projects. During the option they completed two projects on topics important to them: the perceptions of Keele as a “green” campus, and student attitudes to recycling. Student enthusiasm for the experiential nature of the module was high, and the findings of both studies have contributed positively to Keele’s plans for a greener campus.

Gaby concluded with comments on the difficulty of running a participatory action research project where there might be conflicts in the researchers’ perceptions of what participation should entail, and stressed the importance of building in adequate time for dialogical and critical reflection. Indeed, she argued, for critical action and learning to take place, “reflexivity” deserves more elaboration in research and teaching in action research.

Closing, Michael announced that we planned to run a workshop or summer school in action research in collaboration with the Qualitative Methods Section of the BPS, and encouraged interested people to sign up.

Was the outing to Leeds a success? Undoubtedly, yes. We placed a strong emphasis on teaching qualitative methods, pitched for the value of action research, and showcased teaching innovations at Keele. Even more important was the fact that two of our final year undergraduates presented papers, and shared their own passion for the involvement in “real-world” issues that their final-year Psychology course gave them.
Following the inaugural Keele University Counselling Psychology Conference in 2007, e were delighted to follow this with a very successful end conference in June 2008. The conference theme ‘Crossing Borders’ was inspired by the numerous divisions in counselling, including between theoretical approaches, between counsellors and other practitioners, between ascribed identities of counsellor and client and so on. We were particularly pleased to have been able to provide space for delegates to explore ways to cross these borders.

A feature of this 2008 conference was the variety and creativity in forms of presentation. This was evident from the outset in the first presentation, a Collective Biography, ‘Telling and Retelling Our Stories’. Where the seven presenters wove performance and theory together to represent a collaborative process of generating critical writing on their experiences of crossing the boundaries between ‘counsellor’ and ‘counsellor researcher’.

The creativity and variety continued with film screenings (Sinem Karaca), creative workshops (Barbara Lawton, Steve Freeman, Julia Tanner), a presentation that included singing (Nonie Cohen) and a multi-modal, experiential performance by Falklands war veteran, Dave Jackson. And following the conference dinner on Saturday evening the delegates were wonderfully entertained by storyteller Fiona Collins.

Keynote addresses were given by Professor Kim Etherington (Professor of Narrative and Life Story Research at the University of Bristol and Fellow of BACP) and Dr Lynne Gabriel (Head of Postgraduate and Post-experience Counselling Studies, York St John University and chair of BACP’s Professional & Ethical Practice Committee).

Kim’s address ‘Bridging therapy and research using narrative and life stories’ was both reassuring and inspirational. She made a strong case for the therapeutic value of life story research as well as arguing that the contexts of therapy are useful in informing the context of research. In this, boundaries between practitioners and researchers in the audience were dissolved.

Lynne’s address ‘Crossing borders: Relating across complex roles, relationships, and cultures was a beautifully moving and courageously personal consideration of this complex arena. Metaphor was powerfully used to support our understanding or relational ethics.

BACP’s Head of Regulatory Policy, Sally Aldridge, joined us to give an extremely useful, informative and up-to-the-minute ‘extended briefing’ on forthcoming statutory regulation of counselling, entitled ‘Becoming a regulated profession.’

There were also two roundtable discussions. The first, with Doreen Fleet, Viv Griffiths, Jane Johnson, Mairead Walsh and chaired by Shona Neal, focussed on issues related to counselling supervision. In the second, keynote speakers Kim Etherington and Lynne Gabriel were joined by Nell Bridges from Keele University. They reflected on questions from the audience on any aspect of the conference theme.

The conference was closed by Dr. Nell Bridges who called for those of us in counselling professions not to retreat into positions of certainty and judgement about those who are not prototypical of our own favoured groups but to consider ‘Crossing borders by hearing others stories’.

Conference organises Nell Bridges and Ann Dalzell would like to thank everyone who contributed to this triumph! In particular, they are immensely grateful to administrative staff Margaret Reynolds and Jo Gravana for all their hard work and patience, and also to John Coleman who gave ‘technical support with a smile’ throughout the conference.

It has been impossible to include details of all the wonderful presentations and other contributions in this brief synopsis but you can find more information at www.keele.ac.uk.
Researchers in psychology were well represented at the Public Health Forum that was held at the Institute for Primary Care, Keele University, 12 June 2008. The aim of this forum was to bring together researchers and practitioners in the broad field of public health from North Staffordshire and South Cheshire.

Michael Murray was the chair of the organising committee which obtained financial support from the event from Stoke, North Staffordshire and Central & East Cheshire Primary Care Trusts as well as from the West Midlands Training in Public Health Network. The focus of the conference was ‘Tackling health inequalities through research and practice’.

Over 70 people from the area attended the event including people not only from Keele and the various PCTs but also from Staffordshire University and various other health trusts.

The morning session which was introduced by the Vice Chancellor, Professor Dame Janet Finch had three guest speakers from the various PCTs who introduced their perspectives on health inequalities. Dr Zafar Iqbal from Stoke PCT explained with lots of statistics that this district is one of the worst in the country as measured by most health indicators. He and the other speakers emphasised the urgent need for comprehensive social and health action to combat this.

In the afternoon it was the turn of the researchers when Professor Jennie Popay from Lancaster University and Professor Rachel Favey from Staffordshire University introduced their research on different aspects of health inequalities. They presented two contrasting perspectives. Whereas Jennie focused on lay perspectives on health and illness, Rachel considered the contribution of GIS to explaining local variations in health status.

The main thrust of the forum was however the five workshops. These were on Ageing, Community health promotion, Mental health, Nutrition/Physical activity, Policy making, and Sexual health. Psychologists were to the fore here with Gaby Jacobs leading the session on Community health promotion, and Chris Cullen the session on Mental health. These sessions produced lots of ideas for future research.

In closing the forum Professor Peter Jones, Pro-Vice-Chancellor for Research commended the organisers and encouraged us to take up the challenge of developing collaborative research partnerships.

A big thanks to Nicola Leighton who was not only the secretary of the organising committee but did all sorts of work throughout the event to make sure it was a success. A full report of the conference has now been published and the organising committee has now taking on the responsibility of ensuring that at least some of the many research ideas actual do proceed. Copies of the report are available from Nicola at n.leighton@keele.ac.uk
Musical development and learning conference

The pleasant campus of Roehampton University in south west London was the venue for a most interesting and informative conference in early September on the theme of Musical Development and Learning.

Alex Lamont was part of the organising committee, so was very involved in the planning and practical details of the conference. The themes of the conference covered music development from pre-birth to old age, the development of the brain with reference to music, many applied studies of music learning including creativity in the classroom, cultural influences, teacher training issues and more practically based workshops on learning and teaching. There were over a hundred delegates and over seventy presenters, so there was plenty to listen to!

Alex convened an interesting symposium on conducting music education research with education authorities and other policy makers and deliverers of educational initiatives. As well as talking about her own work last year evaluating the impact of an enhanced school music programme for primary school children, this symposium included presentations by researchers working all over the UK and in the United States on evaluations of music educational interventions. This stimulated some useful debate about how far policy should be shaped by researchers, and what our moral obligations are to funders and to the academic community.

Three other Keele researchers were also involved in giving spoken presentations. Geraldine Leighton presented the early results of her ‘Bridging the Gaps’ project which has been exploring the musical identities of primary aged children in two different school settings. What this seems to be emphasising is the importance of choice in developing musical engagement — many of the children at the school where music tuition is part of the school culture and expectations were less interested in doing this than in the school where music making is more optional.

Annelies van Goethem, one of our PhD students, presented results from her research of a diary study followed by interviews looking at how people use music for affect regulation. Her results show that people tend to want to be relaxed rather than happy, and that music can be an important part of achieving this.

Finally, Jodie Underhill, another PhD student, presented the results of her study of ‘Children’s motivational influences in instrumental learning’. This was Jodie’s first spoken conference presentation and she had the unenviable job of following a leader in her field, Gary McPherson, who ended his presentation by unexpectedly concluding that theory had to be thrown out of the window if we wanted to understand musical motivation. Jodie then had to stand up and present her research based on an established theoretical model of musical motivation (deriving in fact from one of McPherson’s students’ own work)! She made a great job of it though, and the opportunity for us all to meet and talk with leading figures in the field was continued through meal-times and evening drinks in the bar.

Although technically a European conference, there were in fact delegates from all over the world, with keynote presentations and papers from some of the most eminent researchers in the world in music psychology as well as many from students and less experienced researchers. It was a particularly happy and supportive conference. We are all looking forward to the next one (although Alex swears she will never get involved with organising again!).
Music, Health and Happiness

This event of a similar scale to the Roehampton conference brought together an almost entirely different group of researchers to the Royal Northern College of Music in Manchester at the start of November.

Most people were from practically oriented fields such as higher education instrumental training and there was a large contingent from music therapy. The conference was organised by Jane Ginsborg and Antonia Ivaldi from the Royal Northern, both Keele music psychology graduates, along with Aaron Williamson from the Royal College of Music in London.

Annelies Van Goethem talked about her research on mood regulation again, this time giving a spin on the desire to regulate mood and how people can be made more consciously aware of their strategies and tactics through simple activities such as participating in research.

Alex Lamont presented Alinka Greasley’s PhD work on music listening in everyday life (Alinka was pulling out all the stops to get her PhD submitted within the 4-year deadline, which she managed brilliantly but unfortunately as a consequence couldn’t attend the conference), pulling out results from her qualitative study on what music means to people and her experience sampling data on how people engage with music and the effects it has on them. The two papers fitted together extremely well and our session, in the smaller of the two parallel session rooms, was absolutely packed to the rafters. We even had people listening from the corridor!

Due to pressure of work we were only able to attend on the middle day of the conference but heard Leslie Bunt, a renowned music therapist, giving a fascinating keynote on his research using music listening with patients to express and discuss emotions. We also heard some interesting presentations on music and exercise, and saw our own morning papers referenced in a Powerpoint presentation by one of the afternoon speakers discussing his work on music as a motivator for exercise, so we clearly had an impact on the conference!

Full of Life

In October Manchester City Council organised a Full of Life Festival. This was designed to increase public awareness of ageing throughout the city. It involved lots of events and workshops throughout the city. One of these was The Age Debate—as series of discussions and debates about the future of ageing.

The NDA CALL-ME project was actively involved in this event. Tom Scharf from Gerontology and Michael Murray presented two back-to-back seminars in Manchester Town Hall. Michael’s talk was on Doing participatory research with older people. Over 50 people showed up at both of these events.

As a result Manchester City Council have now received support from the ESRC for a comparable event as part of the ESRC’s Festival of Social Science.
Applied Group Presentations


The symposium included the following papers:


Coyle, R. (2008). Bridging communities: Can it be black and white?


Applied Group Presentations


Applied Group Publications


Keele Psychology Research

News from the Cognitive Group

Members of the Cognitive Group continue their success in obtaining funding from a variety of sources. **John Wearden** recently obtained £2000 from the Experimental Psychology Society for a project entitled 'Emotional valence and the perception of duration'.

**Sue Sherman** obtained £1400 from the Nuffield Foundation for her work on false memory. Using this money Sue employed Emily Moran from Bath University as a summer student. Together they conducted a series of experiments on false memories for brand images. They presented participants with lists of related brand names, e.g. Morrisons, Sainsbury’s, Asda, Waitrose, etc., to see if they would falsely remember Tesco. They found that participants falsely recalled non-presented brand names up to 25% of the time and this was reduced when the items were presented in a brand appropriate font.

Sue is currently on research leave conducting further experiments in this area.

Drinking and driving

In November Richard Stephens completed the first of two research visits to Transport Research Laboratory (TRL), Bracknell. Sponsored by a Wingate Foundation grant and in collaboration with TRL’s Professor Andrew Parkes, Richard will be returning in January 09 to run participants in a pilot study investigating the effects of alcohol hangover on driving performance using TRL’s state of the art driving simulator.

Richard said, "This first visit was to familiarise myself with the simulator and its operation in preparation for the January trip. Their simulator is second to none anywhere. You get in a real car, turn the key, the engine sounds, the cabin vibrates, you drop the clutch and start driving through a computer generated world projected 360 degrees around you. It’s a totally immersive experience that feels just like real driving with other vehicles to negotiate, pedestrians, and so on. I actually felt fearful when at one point I stopped and got out to find myself standing in the middle lane of a motorway facing oncoming traffic!"

During the visit Richard helped TRL staff run a study on the effects of texting on driving (it impairs performance more than alcohol) and on general use of the hard shoulder to ease motorway congestion. The hangover study will assess next morning driving performance after blood alcohol levels have returned to zero. Said Richard, "I’m looking forward to investigating hangover effects in the next visit. Whatever we find will be interesting - whether hangover does or does not impair driving performance”.

Cognitive Group Publications


**Cognitive Group Presentations**

**Edelstyn, N. M. J.,**


**Stephens, R., & Nte, S.** (2008). Development of an interactive visual workspace to aid intuitive understanding of ANOVA. Psychology Learning and Teaching Conference, University of Bath.


Keele Psychology Research

Social Group Presentations


Social Group Publications


Professor Ken Rotenberg joined the School of Psychology at Keele in 1999. Prior to that he had worked at Lakehead University, Thunder Bay, Ontario, Canada. His expertise is in the area of social development particularly with respect to the development of interpersonal trust.

He has published extensively including several books on aspects of trust in childhood, e.g., Loneliness in childhood and adolescence. New York: Cambridge University Press.

MM: I wonder could you tell me a little bit about your background.
KR: I grew up in Toronto, Ontario, Canada. In many respects, Toronto in the 50s and 60s was a small-big city which was safe but offered ethnic diversity and culture. As a student in psychology, I travelled the Ontario university “trail” by going from the University of Western Ontario and then Waterloo University for my Honours BA, followed by Guelph University for my MA and finally the University of Western Ontario for my Ph.D. Throughout those travels, I was taught by some of the best known social and developmental psychologists in the field (e.g., Michael Ross, Hildi Ross, Mel Lerner, Heb Lefcourt). My Ph.D. committee was similarly composed of well-known social and developmental psychologists (Tory Higgins, Dale Miller, and Dave Peterson). As a result, I received considerable training in both Social Psychology and Developmental Psychology.

MM: Can you mention a few people who really influenced your decision to specialize in social development?
KR: The members of my Ph.D. committee were really influential. I believe that their combination embodied for me the spirit of combining social and developmental psychology.

MM: What sort of research are you working on now?
KR: This may be odd to say but that is difficult to summarize. My research is, by-in-large, theme focused. For example, my interest for many years has been in interpersonal...
trust. The implications of interpersonal trust across development are quite broad. For example, my dissertation students and I are developing trust in police scales for adolescents and adults. In a related vein, my EU colleagues and I are examining children’s and their mothers’ trust in physicians and the implications of those for adherence to prescribed medical regimes by children with asthma and diabetes. In undertaking this line of research, it has become necessary for me become familiar with the relevant work on legal system/forensic psychology and pediatric psychology. In that vein, my research leads to a continually broader understanding and expertise.

**MM:** I notice that your research often focuses on measurement and detailed statistical analysis. I wonder could you say a little about that.

**KR:** I was trained in primarily in quantitative psychology. In my early career, I was enrolled in a combined maths and psychology honours program. I say “primarily” because, similar to many developmentalists, I received training in forms of qualitative analyses (e.g., themes of children’s social perceptions and naturally occurring sequences of social interaction). Nevertheless, I continue to specialize in quantitative analyses, such as Structural Equation Modelling, Social Relations Analyses (with the assistance of Lucy Betts), and Hierarchical Regression Analyses.

**MM:** Who would you say has made particularly influential contributions in your field and why?

**KR:** In addition to my Ph.D. committee, I regard the following as exemplars of research in Social and Developmental Psychology: Nancy Eisenberg, John Flavell, Bill Hartup, and Ken Dodge.

**MM:** What do you see as the big challenges in your field today?

**KR:** The general lack of funding for social development work.

**MM:** What would you like to see in psychology?

**KR:** Within Keele University, a focus on promoting and enhancing post-graduate education in psychology. In Psychology as a whole, I would like to see a renewed attempt to build models/theories of social functioning. At present we have various “facts,” but few models or theories (even mini theories) that attempt to systematically and coherently account for social functioning.

**MM:** A few final thoughts

**KR:** World peace – let us only hope.
Farwell to John Sloboda

After 34 years Professor John Sloboda retired from Keele University in September. We were delighted to host a reception at Keele Hall in his honour.
Keele Psychology Research

Psychology Ball
Keele Psychology Research is produced twice a year by staff at Keele University.

This issue was put together by Annelies van Goethem, Michael Murray, Tom Shepherd and Amy Bennion

Comings and Goings

We are very pleased to welcome Dr. Sally Sergeant who has recently joined us as a lecturer. More about Sally’s research in future issues.

We are also pleased to announce that Becky Hale has been appointed research assistant on the Diversity project led by Gaby Jacobs and that Tom Shepherd has joined us as a research assistant on the Parkinson’s project led by Nicky Edelstyn.

We would like to congratulate the following research students for their recent successes:

- Paul Jenkinson who was recently awarded his PhD and will be taking up an appointment as lecturer in Staffordshire University.
- Pavlos Filippopoulos will also be taking up an appointment as a lecturer in Staffordshire University.
- Mirjam Van den Bos has been awarded a Research Fellowship at the University of Aberdeen.
- Raff Calitri has recently been offered a permanent position as Senior Researcher at Opinion Research Services in Swansea, Wales.