From the Moser Centre

A warm welcome to the latest edition of the Keele Psychology Research newsletter from temporary accommodation. We have been re-housed in the Moser Centre whilst building work takes place which will transform the Dorothy Hodgkin Building where the School of Psychology usually resides. Despite the disruption, this has not impacted on the considerable research activity taking place, as you will see from the pages to follow.

Since the last newsletter, there has been the customary output of journals and grant applications, with the latter leading to several successes, notably Professor Michael Murray who is co-investigator on a second New Dynamics of Ageing award worth £577,585. Colleagues have been busy attending conferences, including Professor Ken Rotenberg and Dr Martin Rowley who represented Keele at the Society for Research in Child Development Conference in Denver in April (full report inside). Colleagues have also been busy organising conferences: for details of the three conferences to be held at Keele, please see the end of the newsletter.

We have 2 colleagues on sabbatical this semester, Dr Alex Lamont and Dr Claire Fox. They are both being extremely industrious and you can read about Claire’s many research activities and recent funding success on page 13. In The Spotlight this issue, is Dr Nicky Edelstyn who, amongst other things, conducts neuropsychological investigations of memory and executive function in patients with Parkinson’s Disease, anterior medial thalamic lesions, Schizophrenia and Major Affective Disorder.

Finally, we have had 2 recent PhD successes – congratulations to Dr Paul Jenkinson and Dr Penny List.

We hope you enjoy the newsletter. We are off to prepare for the forthcoming conference season – reports on that and more in the Autumn issue.

Eds.
It’s all the rage now to green things isn’t it? Not only that, but apparently it is good for business. Well, this is not new in psychology. For well over a decade US psychology at least has been embracing other disciplines to come up with a new, eco-sensitive element within our discipline. It is called, “ecopsychology”.

Ecopsychology is more than environmental psychology, which is pretty mainstream, but rather dull. Ecopsychology has a whiff of bearded corduroy, long hair, tree-hugging and guitars – a 60s political edge. It has been argued that if India, China and other developing countries want to live like us we would need seven earths to provide the food, water, oil and other essentials. So what are we all going to do about this impossibility? Consume less is of course the answer, but none of us wants to give anything up. So if you think about this as a psychological given, then the state of our ecosystem is bound up within our personal sense of self. Forget id, ego and super-ego, or Rogers self vs ideal self, the ecological self is massively more important. Yet mainstream psychology hasn’t really thought about it. Ecopsychology is!

If all this sounds a little abstract, consider MIND (National Association for Mental Health) which has been commissioning research from Jules Pretty and Rachel Hine’s team at the University of Essex. There they have established an interdisciplinary centre for environment and society and have done some thought-provoking research. For example, their work on the effects of exercising in green places found that people going for walks in natural settings feel better than people going for equivalent walks in shopping centres. People exercising on machines in gyms feel better (and this shows up physiologically too) if they watch nice pictures of nature whilst they are doing it. Jules Pretty argues that there is an urgent need to take an ecological perspective in all aspects of our research and practice. As he says, today ‘species extinctions have never been faster, soils are lost from farmlands, seas are stripped of fish, and the thin layer of air around the planet is so polluted that the climate is being changed. At the same time, extraordinary inequalities persist, with the wealthy getting richer and the poorest and hungry surviving on pitifully few resources.’

You can download Jules Pretty’s Guide to a Green Planet here http://www.essex.ac.uk/ces/guides/green.shtml

Ecopsychology urges us to consider our relationship with nature. What we can gain from it (as in ecotherapy programmes), and what we can give to it (as in green volunteering projects). More broadly, it urges us to think about, and care for, the widest possible context of our psychological life - our natural environment – and what could be more important than that?
Diversity in the Psychology Curriculum

This two year action research project, funded by the HEA Psychology Network and Keele Teaching Innovation Scheme, is approaching the end of its first year. The project aims to identify good practices and areas for development regarding responsiveness towards diversity in the undergraduate psychology programme. Dr Gaby Jacobs, the original principal investigator, left Keele at the end of March to take a post in The Netherlands. Dr Helena Priest, who was the project’s consultant/facilitator, has now taken on the role of principal investigator.

What has happened / is happening?

November 2008 – March 2009: Strengths and areas for development were sought via staff and student questionnaires, student focus groups, and document analysis. Areas identified for development include: identifying issues that concern overseas students; producing a ‘sources of support’ decision tree to help students with particular problems; and evaluating/developing the questionnaires to produce a diversity audit tool.

April 2009 – July 2009: Action research groups are currently being formed to address these areas and further areas of development are also being explored.

Academic year 2009-2010: Following a cycle of action and reflection, innovations will be implemented in the curriculum and evaluated. If you would like any further information on this project please contact Dr Helena Priest: H.M.Priest@staffs.ac.uk or Becky Hale: r.l.hale@iics.keele.ac.uk

Pages from History

Ivan Pavlov (1849-1936)

‘If the intake of food by the animal takes place simultaneously with the action of a neutral stimulus which has hitherto been in no way related to food, the neutral stimulus readily acquires the property of eliciting the same reaction in the animal as would food itself’ (Pavlov, 1927)

Kurt Lewin (1890-1947)

‘Many psychologists working today in an applied field are keenly aware of the need for close cooperation between theoretical and applied psychology. This can be accomplished in psychology, as it has been accomplished in physics, if the theorist does not look towards applied problems with highbrow aversion or with a fear of social problems, and if the applied psychologist realizes that there is nothing so practical as a good theory.’ (Lewin 1944)
Over the past few months colleagues have been extremely busy on all fronts. Over 20 grant proposals have been submitted to a wide range of agencies ranging from the ESRC to the British Academy to the Parkinson’s Disease Society. Admittedly there has been some disappointment because competition for research funding is becoming increasingly harsh over the past few years.

However, we also know that persistence pays off and we are delighted with some recent successes. These include awards from the New Dynamics of Ageing programme, from the association of Glycogen Disorders, the Institute of Orthopaedics, the NorthWest Partnership/Halle Orchestra, Staffordshire Performing Arts, the Nuffield Foundation and the British Psychological Society. Details of all of these awards are below.

We were also delighted with the continuing raft of publications and presentations.

We were particularly delighted with the viva successes of several PhD students. Well done to all of them.

Finally, our seminar programme continued with some exciting speakers (details below).

We were very sorry that two of our active researchers have moved elsewhere. Dr. Gaby Jacobs has decided to return to The Netherlands. She has taken up an appointment as Professor/Lector Professional Development at the Fontys University for Applied Sciences / Teacher Training College Special Educational Needs in Tilburg.

In addition, Dr. Nell Bridges has decided to return to the University of Bristol where she completed her PhD. She has taken up a position as Lecturer in the School of Education. We wish them both well.

Maternal identity

• Wendy Hollway from the Open University presented a very interesting seminar on Researching Maternal Identity Transition: A Psycho-Social Approach.

Wendy is well known for her dynamic approach to qualitative research. She was presenting her reflections on the part of the large ESRC research programme on Identity and Social Action that has been coordinated by Margie Wetherell.

Wendy’s part of the research is concerned with the identity of young mothers.
Feeling bodies and making connections

John Crombie from Loughborough University gave a challenging seminar on *Feeling bodies.*

The focus of John’s research has been theoretical exploration of the role of the body within psychology.

Marie Bekker from Tilburg University gave a fascinating presentation on *Autonomy-Connectedness and Psychopathology.*

Shared Affective Motion Experience

On the 6th of May we had visiting speaker Katie Overy from the University of Edinburgh delivering a talk about Shared Affective Motion Experience (SAME). One of the most exciting developments in neuroscience in recent years has been the discovery of individual neurons in macaques, often referred to as “mirror neurons”, that fire when an action is executed and also when that same action is observed or heard.

This discovery is leading to an extraordinary conceptual shift in our understanding of perception-action mechanisms, human communication and empathy. In a recent model of the role of the human mirror neuron system in musical communication (Molnar-Szakacs & Overy, 2006), it was proposed that musical sound is perceived not only in terms of the auditory signal, but also in terms of the intentional, hierarchically organised sequences of expressive motor acts behind the signal.

According to this model, the mirror neuron system along with the limbic system in both the agent and the listener allow for corepresentation and sharing of a musical experience. In this talk Katie discussed this model (Shared Affective Motion Experience, or SAME) and discussed its implications for musical communication, therapy and special education. Katie engaged the audience by making them clap together and this way experience what it is to have a musical experience together, and how we imitated her and this way synchronized the clapping. With reference to previous research into the potential of music to support language skills, as well as the role of music therapy in autism, Katie suggested that imitation, synchronization and shared experience may be key elements of successful work in these areas.
Keele Psychology Research

News from the Applied Group

The past six months staff in the group have been extremely busy on the grant front and are having substantial successes. As you will see below, grants have been awarded to Nicky Edelstyn, Alex Lamont, Maggie Robson and Michael Murray. In addition, another six grant applications are currently under review and we anticipate more good news shortly.

At the other end of the pipeline, staff are producing an ever-increasing range of publications. The impact of these is apparent in the increasing number of presentations given by staff not only at conferences but at universities and other institutions.

We are particularly delighted to note the major contribution of Keele music psychologist to the recently published Oxford Handbook of Music Psychology. Full details are in the list of publications.

Some recent grants

- Edelstyn, N. GSD Type V - McArthur disease. Association of Glycogen Disorders (UK) - £5,000.
- Edelstyn, N. & Quinlivan, R. Cognitive function in McArthur Disease. Institute of Orthopaedics, £6,364.
- Robson, M (co-I) and others from Glyndwr Uni and Newcastle Uni. An evaluation of the Welsh Assembly Government’s Counselling in primary schools pilot project. Wrexham local Authority bid to Welsh Assembly Government.

Ages and Stages

Michael Murray was delighted to be a co-investigator on the second large award from the New Dynamics of Ageing initiative. A total of 191 teams submitted applications to this national joint council competition. Of these only 12 were successful. The total awarded was £577,585 FEC (£406,912 + £50,000 studentship NDA contribution). This project is led by Mim Bernard (Gerontology), David Amigoni and Lucy Munro (Humanities) and Jill Rezzano (New Vic Theatre). The project is entitled ‘Ages and stages: the place of theatre in representations and recollections of ageing’. This interdisciplinary study aims to develop a sophisticated understanding of changing artistic and social representations of ageing and their interconnections with the performing arts and the local community.
Teaching and Learning

The Applied Psychology Research Group recently convened a special meeting to discuss research into the teaching of psychology. Presentations were made by several members of the Group with research interests in this area. The session was chaired by Martin Rowley, who presented findings from two studies: the first looking at the academic expectations and experiences of psychology undergraduates and the second comparing dual-honours students’ beliefs about the scientific nature of research into psychological versus biological development.

Alinka Greasley then described a longitudinal action research project, carried out in collaboration with researchers at Aston University, the University of Derby and London Metropolitan University, to develop an embedded ‘study skills and transition programme’ for first year undergraduates. As well as helping first-year students to establish relations with peers and staff and to set their expectations about study, over three years the programme was associated with higher academic grades and progression rates.

Professor Jim Hartley then reported the results of a study carried out by Richard Waller, who teaches in the School of Geography at Keele. Richard’s work focuses upon encouraging students to read and cite journal papers in their essays and Jim discussed the implications of this work for teachers of psychology. For those who are thinking about submitting their work for publication, Jim then presented a useful outline of the strengths and weaknesses of seven psychology journals that publish papers on the teaching of psychology.

The session then ended with Martin Rowley describing some of the teaching-related projects Applied Group members are currently involved in. These include a survey of A-level psychology teachers and the implementation of enquiry-based seminar programme for first-year psychology undergraduates.

Conferences, conferences, conferences!!!

Members of the Applied Research Group are very active in organising conferences. This year they have three planned—so far!!

The first is the 3rd Annual Keele University Counselling Psychology Conference. This is not only a delight for the students on the various counseling psychology programmes but for others from further afield. This event organized by Maggie Robson, Nell Bridges and the counseling team takes place 5-7 June.

Then there is the Second Public Health Forum. This conference is supported by the local PCTs. The theme for this year’s forum is Promoting Healthier Communities. This event takes place 17 June. Michael Murray is a member of the organizing committee.

The next event is the Third Narrative Practitioner Conference. In 2007 and 2008 this event took place in Wrexham but now moves to Keele. Michael Murray, Sally Sargeant and Nell Bridges are active members of the organizing committee. This event takes place 22-24 June.

Details of all of these events are available at the back of the newsletter.


Applied Group Presentations

- **Hartley, J.** (2009). *Titles, abstracts and introductions and From writing a thesis to writing for publication.* Research Students’ and Supervisors’ Fair, Anglia Ruskin University, 16 and 17th April, 2009.


- **Edelstyn, NHJ.** (2009). NE British Neuropsychology Society (Spring meeting 2009)


- **Murray, M.** (2009). *Social interaction among older people: a community intervention study.* University of Bath (and via Great Western Research Programme to Exeter & Plymouth Universities)


Members of the Cognitive Group continue their involvement in a large number of activities. Despite some recent health setbacks by several of our group members we continue with our research activity.

Members of the group have been busy applying for, writing papers and giving conference presentations. A few examples below but more in the next issue.

- Richard Stephens has had several successes in obtaining research funding. As part of a project with Dr. Sue Read of the School of Nursing and Midwifery he received £3,749 to assist with a study of the ‘Development of a tool to identify the need for bereavement support in people with intellectual disabilities’. He also received an ESRC bursary of £398 to attend a training workshop on the use of qualitative data analysis software NVivo.

- Andrew Rutherford was appointed as action editor for the British Journal of Mathematical & Statistical Psychology.

Vierordt’s Law by John Wearden

Karl von Vierordt was a nineteenth century German physician who did some fascinating early work on the perception of time. According to the so-called Vierordt’s Law short durations tend to be overestimated whereas longer ones tend to be underestimated. His classic book on this topic was titled Der Zeitsinn nach Versuchen, ‘The experimental study of the time sense’ was published in 1868.

Recently Helga Lejeune and I tried to find a copy of Vierordt’s short book, which has never been translated into English. We initially tried the University of Tubingen where Helga works. They had a copy but would not let us borrow it, or photocopy it. We contacted the library of the University of Leuven, one of Europe’s oldest universities. It had a copy and there was no problem. His precious work arrived in a jiffy bag a few days later and we copied. Our article on this book presents many of Vierordt’s original results but in a much more modern and digestible form. It links his work to modern theory and discusses more recent research.

Ouch!!! Pain and swearing

Richard Stephens and co-workers Andrew Kingston and John Atkins have had a novel research paper accepted for publication in the prestigious peer-review journal, NeuroReport. The paper is concerned with swearing as a response to pain. Richard and his team wondered why people often swear when they hurt themselves and they were surprised to find that there was no research addressing this issue.

Some pain theorists view swearing as catastrophising - that is responding in a way that highlights the worst aspects of the injury. On that basis the team hypothesised that swearing would make people less tolerant of pain. Participants were asked to put one hand in ice cold water and the length of time they could keep it there before discomfort necessitated removal was recorded. When participants repeatedly swore (using a word of their choice) they kept their hand in for significantly longer than when they repeated a neutral word.

Furthermore swearing was associated with lower pain perception of the cold water and increased heart rate (physiological response). Swearing exerted its pain-relieving effect in both men and women. The research does not reveal how the effect works but it could be to do with self-incrementing one's level of aggression by swearing, triggering something akin to a fight or flight response.

Certainly prior research has demonstrated that swearing is handled by the brain differently to other forms of language; imaging studies have shown activation in emotional brain centres, particularly the amygdala when people swear.

Swearing has been around for centuries and is an almost universal human linguistic phenomenon. This research portrays one potential reason why swearing developed and why it persists.

Publications and presentations


The Society for Research in Child Development (SRCD) held its Biennial Meeting in Denver, Colorado, USA in April. This meeting is the largest conference in child development with approximately 6,600 individuals attending. It is regarded as the most prestigious conference in the field of child development. Four faculty members from the Social & Developmental Psychology Group were involved in the conference: Claire Fox, Mark Trueman, Ken J. Rotenberg, and Martin Rowley. They were joined by Lucy Betts, a graduate of Keele who is now a Senior Lecturer at Nottingham-Trent University.

Professor Ken J. Rotenberg chaired a poster symposium entitled “When aspects of trust collide: Multinational research on discrepancies in trust” at the conference. A poster symposium is a hybrid of a paper and a poster symposium: contributors provide posters and present papers on the content of those posters. Broadly, trust during childhood or adolescence has been regarded as a coherent and singular phenomenon. Studies across several countries has both challenged that assumption and shown that discrepancies among facets or components of trust affect functioning during childhood and adolescence. The purpose of the poster symposium was to present that research which has been carried out in four countries: Canada, United Kingdom, Australia and United States. In the symposium, Professor Rotenberg presented a paper/poster entitled “The relation between trust belief discrepancy and psychosocial functioning during childhood: Are trust-belief discrepant children at risk?” (Photograph of Professor Rotenberg attending a poster on trust at the conference by Chunxia Li from Beijing Normal University, Beijing China is shown below.) Claire Fox was a co-author on that paper/poster. Professor Rotenberg and Mark Trueman were co-authors on a paper/poster by Lucy Betts in the same symposium entitled “Examining coherence of trust in young children: The effect of consistency between peer trust beliefs and trustworthiness for school adjustment.”

Martin Rowley was involved in two presentations reporting work currently being carried out on an ESRC funded project, in collaboration with researchers at the University of Warwick and the University of Birmingham. The team contributed to a well-attended paper symposium entitled ‘Reasoning Biases in Development: Consistency and Change’. The symposium attracted contributors from Canada and the USA who described findings from on-going research programmes looking at age-related errors in perspective taking and natural biases in children’s and adults’ moral judgments. Their own paper described findings suggesting that although adults and children show the same irrational bias when responding to live chance events, they do so for different reasons. Following the presentations a lively and interesting discussion was led by Corinne Zimmerman of Illinois State University. A separate poster presentation reported the results of four experiments demonstrating that adults and children show the same bias when responding to live chance events but their guessing preferences differ when the chance events are imagined. Presentation details overleaf.
Claire Fox is currently on research leave and is busy working on a number of projects. One project involves the development of a humour styles questionnaire for children and young people, with a view to exploring the links between humour and bullying. In June she will be presenting some of the pilot study findings at the International Society for Humor Studies Conference, Long Beach, California.

With Sally Sargeant and Becky Hale, she is also currently evaluating the peer mentoring in the School of Psychology, supported by a university Teaching Innovation Award. They will use the feedback they collect from surveys and focus groups to inform the development of the scheme in its second year. With the help of some of the peer mentors they recently presented some of the evaluation findings at a Faculty of Natural Sciences, Teaching and Learning seminar.

Recently Claire joined the SACCS project, working with Gabriela Misca (Principal Investigator). The project is an evaluation of progress and outcomes in a recovery programme for children who have suffered abuse and neglect. Through interviews with the children themselves and their carers, and questionnaires with their teachers and life-story workers, they will be piloting a range of assessment tools to be used in phase 2. Phase 2, starting in January 2010, will involve the longitudinal assessment (over a 36-month period) of children who are new placements within SACCS. Pilot work on a project to examine children’s attitudes to bullying has led to some interesting findings, which can be used to inform a grant application to explore this issue further.

With Kaz Brandt, Claire is interested in assessing whether children’s attitudes to bullying vary depending on the gender of the bully-victim pairing (e.g. male bully-female victim) and the type of bullying portrayed. She is due to present some of the findings from the pilot phase as part of a symposium she is chairing at the BPS Developmental Psychology Conference in September.

Claire continues her work exploring the links between obesity, bullying and eating problems in young people, with Claire Farrow at the University of Loughborough. One paper so far has arisen out of this work, currently in press (Fox & Farrow, 2009).

She is also involved in discussions regarding future research projects, including one with researchers at the University of Strathclyde on evaluating the effectiveness of a counselling intervention for young people at risk of being bullied by their peers. A paper that she wrote following an evaluation of outcomes in school counselling has recently been published (Fox & Butler, 2009).

Last but not least, the British Psychological Society has awarded Claire a summer research bursary of £1,600 to fund Kerri Lyford to work on a project entitled Development of a humour styles questionnaire for children and young people.


Keele Psychology Research

Social & Developmental Publications


Presentations


- McColgan, K., Rowley, M., Robinson, EJ., & Beck, SR. (2009). Age-related differences in preferences in guessing chance events: the same bias has different causes in adults and children. SRCD Biennial Meeting, Denver, Colorado, USA.


- Rotenberg, K.J. (2009). The relation between interpersonal trust and loneliness. Are people lonely because they are unable to trust others? Department of Experimental Psychology, University of Oxford.


Postgraduate news

We are delighted to report that there have been a number of recent PhD successes in the School of Psychology. **Paul Jenkinson** obtained his a PhD in February 2009. His thesis, supervised by **Nicky Edelstyn**, examined how we are aware of our own actions and why people with brain injury sometimes deny they have a motor problem. His work has been published in several esteemed journals, including *Journal of Psychophysiology*, *Neuropsychologia*, *Consciousness and Cognition*, and *Cognitive and Behavioral Neurology*. Dr Jenkinson has taken up a position as Lecturer in Psychology in the Department of Psychology & Mental Health at Staffordshire University, where he has established an Experimental Psychology Research Group. He continues to research motor cognition with collaborators at Keele University, the University Hospital of North Staffordshire, University of Huddersfield, and University College London.

**Ana Paula Costa** successfully passed her viva in December 2008. Her thesis, supervised by **Ken Rotenberg**, examined the concurrent and longitudinal relationships between bulimic, anorexic and depressive symptoms, and attributational styles (individual differences regarding the perception of causes of events). **Dr Costa** is currently working as a researcher at Queen Mary University of London in a research project entitled Promotion of Mental Health among Socially Marginalised Groups (PROMO). Moreover, she has trained in Dialectical Behavioural Therapy (DBT; a clinical treatment for individuals with Borderline Personality Disorder) and is currently also working as a DBT Psychotherapist at the East London NHS Trust. She is enjoying consolidating her clinical practice with her research work on mental health.

**Alinka Greasley** passed her viva in February 2009 without corrections. Her thesis, supervised by **Alexandra Lamont**, focused on the role of music in people’s everyday lives, exploring musical preferences and listening behaviours using a range of quantitative and qualitative psychological research methods. Her findings make a significant contribution to understanding of the ways in which people engage with music, and of the psychological and health benefits this engagement can afford. **Dr Greasley** is currently working in the School of Psychology on a project evaluating the Staffordshire and North West Music Partnerships. As principal researcher, she has been involved in day-to-day liaison with schools and partners, participation in observations, and collection and analysis of questionnaire, interview and focus group data.

In April 2009, another new Doctor saw the light. After 3.5 years of enjoyable research into context-dependent memory under the supervision of **Dr. Andrew Rutherford**, **Mirjam van den Bos** passed her viva. She discovered several variables that are critical for the magnitude and occurrence of local environmental context (local EC) effects in recollection-based recognition memory. **Dr Van den Bos** is currently working as a Research Fellow in the School of Psychology at Kings College in Aberdeen, investigating the role of self-referencing on memory (e.g., why do we recognise trait words better when we encoded these with reference to ourselves than when they were encoded with reference to another person?), but she has plans to come back to context-dependent memory research in the future!
On the 18th of February the MSc research students presented their very diverse research proposals. Constance Parker, being supervised by Nicky Edelstyn, does research about the cognitive effects of a cerebral glycogen abnormality in McArdle patients. The abnormality has the potential to disrupt some frontal and parietal processes, and these are therefore the components of interest in this research. The study is being carried out in collaboration with Dr Quinlivan who has a clinical interest in metabolic myopathies at the Robert Jones and Agnes Hunt NHS Trust, Oswestry.

Amy Chell, supervised by Martin Rowley, is researching young children's implicit understanding of subjectivity for self and other. This involves measuring whether children demonstrate the understanding that their subjective judgments and the judgments of an expert are equally valid for matters of preference but the expert view is deemed to be more valid in matters of fact. What will also be measured is whether these children make the same distinction when they are thinking about the judgments of others. Amy measures this through the use of pictures e.g. dogs and houses and ask the children (who will be either 6, 8 or 10 years old) fact and preference questions relating to each picture, giving them an expert's judgment, measuring their confidence before and after the expert's judgment, and asking them to provide a justification for why they change their response to conform to the expert or why they did not change their answer. Amy is specifically going to look at whether the children are more likely to change their judgment after hearing the judgment of the expert, whether there is a change in the confidence levels before and after the expert's judgment and whether these confidence levels are significant between and across both conditions (self and other).

Dale Weston finally, is examining the relationship between perspective taking and intentions to engage in health promoting behaviour. His project is taking the well established social psychological phenomenon of perspective taking (seeing the world from another person's perspective, Galinsky; Ku and Wang, 2005) and hopefully demonstrating a relationship between this and intentions to engage in health promoting behaviour. Perspective taking has been demonstrated to enhance perceptions of similarity to and self/other overlap with the target individual (e.g. Davis et al, 1996). In turn, research by Evers et al (1997) found that perceiving similarity between the self and (in their case) a HIV educator in terms of their sexual orientation lead to increases in perceived risk and intentions to engage in health protective behaviour. Dale presented participants with a vignette from the perspective of a typical student who has caught chlamydia - participants are encouraged to read this vignette and then answer questions relating to the degree to which they took the perspective of the target, their perceived risk of catching chlamydia, their self/other overlap with and similarity to the target and their intentions to engage in protective behaviour (by using condoms). The hypothesis is that higher perspective taking is related to increased perceived risk and, by association greater health promoting intentions - a relationship which is mediated by the perception of similarity or overlap with the target. Dale is supervised by Mark Tarrant.
Graduation photographs

**Dr. Penny List** graduating. Dr. List was supervised by **Dr. Mark Trueman**. She is now employed as a Lecturer in Health Psychology in the School of Medicine at Keele University.

**Dr. Paul Jenkinson** graduating. Dr. Jenkinson was supervised by **Dr. Nicky Edelstyn**. He is now employed as a Lecturer in Psychology in Staffordshire University.

**Anemone van Zijl** together with **Dr. Alex Lamont** and **Professor John Sloboda**. Due to the retirement of John Sloboda Anemone represents the last Music Psychology MSc student graduating at Keele.
Nicky Edelstyn is currently a Senior Lecturer in Cognitive Neuropsychology in the School of Psychology. She has a long connection with Keele having taken her first degree in Biology and Psychology here in 1984 followed by a PhD in Neuroscience. She then held research appointments at the MRC Neuropsychology Unit, Oxford and at the School of Psychology and the Department of Psychiatry at the University of Birmingham. She then returned to Keele almost 10 years ago in September 1999 to take up an appointment as Lecturer in Psychology and was promoted to Senior Lecturer in 2004. Recently she spoke with Michael Murray about her career and ambitions.

MM: Let's start by looking back at how you became involved in psychology. What got you interested in the subject in the first place?

NE: My interest has always been in the structure and function of the brain rather than psychology per se. A neuroscience module studied during my undergraduate degree opened up fascinating insights into neurons, the building blocks of the brain. The sorts of things that caught my imagination ranged from the minutiae like the concept of receptive fields, relationships between neuronal morphology to the big picture such as pathological processes underlying neurological illnesses like MS and PD. At this point, a future in psychology was never on the cards. My interests were very firmly focused on a PhD in the Department of Communication and Neuroscience. I worked on a project looking at the effects of lamination on texture-sensitive complex neurons in feline striate. Hubel and Wiesel's pioneering work had classified visual cortical neurons on a hierarchical basis with simple cells providing input to complex cells. My research showed that these cell classes were not always organised in such a strict way. Sometimes complex cells can receive their own subcortical afferent input which bypasses the simple cells, and that cortical lamination plays a big role in determining the relationship between these two neuronal classes.

Although this PhD work did nothing to diminish my interest in neuroanatomy and neurophysiology, I became increasingly disillusioned with the methods. This precipitated my jumping ship from neuroscience to cognitive neuropsychology. The next few years were taken up post docs in Birmingham and Oxford which acquainted me with a whole new way of working, new literature, new data collection methods.
What were the big influences? Can you name any particular figures in the field who have been influential and what was their role?

NE: Four people have had a significant impact on my career in psychology. Firstly, Dr Freda Newcombe had the courage to take me on straight from my PhD, and provided the first opportunity of working with a group of missile injured ex-service men. Next, working in Prof Glyn Humphreys’ lab, I observed world class cognitive neuropsychology research being conducted. I learnt how to apply the aims and assumptions of cognitive neuropsychology to the interpretation of patient data. Prof Femi Oyebode introduced me to cognitive neuropsychiatry, which involves the application of cognitive neuropsychological theory and methods within a psychiatric context. From him, I developed a lasting interest in wondrous strange beliefs such as the belief that an imposter has re-placed a significant other, or that a body part is missing or is putrifying. Finally, with direction and guidance from Professor Andrew Mayes, a research programme investigating subcortical influences on memory has been developed and has been successful in terms of attracting external funding and outputs.

Can you name any particularly important article or book in your area of psychology and why is it so important?

NE: There are lots of great books by authors such as Sacks, Ramachandran, Della Salla and most recently Frith which open up the archives of neuropsychological case studies to the general reader as well as the specialist. And it is by keeping the ‘wondrous strange’ effects of brain damage in the public domain that barriers are broken down and patients, research just can’t get going.

What advice would you give to a junior colleague who is thinking of getting into cognitive neuropsychology?

NE: An effective cognitive neuropsychologist must have a good grounding in cognitive psychology, neuroscience and research ethics. However, all of this will remain academic in the absence of excellent communication skills. Cognitive neuropsychology is built on relationships. Relationships with clinicians, carers and, of course, most importantly the patients. If you can’t forge meaningful collaborations and engage with patients, research just can’t get going.

Many thanks Nicky for such an insightful reflection on your career.
SCHOOL OF PSYCHOLOGY

3rd Annual Keele University Counselling Psychology Conference
“Counselling and Change” 5th June – 7th June 2009

Following the success of the inaugural Keele University Counselling Psychology Conference in 2007 and last year’s conference, we are delighted to invite your participation in this year’s conference entitled “Counselling and Change”. This theme is inspired not only by changes in counsellor registration but also by the changing demands facing counsellors in terms of how they work and also how they explain therapeutic change in clients. We are also interested in sharing good practice in counselling and interested in knowing about how counsellors might facilitate change in clients and in themselves.

Keynote Addresses:

Professor John McLeod: ‘Change from the point of view of the client: an everyday life perspective’.
John is Professor of Counselling at the University of Abertay Dundee, Scotland, and previous Professor of Counselling Studies at Keele University, England. He has published nine books including An Introduction to Counselling (4th edn, Open University Press 2009), Narrative and Psychotherapy (Sage 1997) and Qualitative Research in Counselling & Psychotherapy (Sage 2001). He has also published over 30 chapters and papers on a range of counselling and psychotherapy topics.

John McGuinness is a retired Senior Lecturer from the Centre for Studies in Counselling (CESCO) at the University of Durham. He was the Director of MA in Counselling Studies and, as well as being in private practice he engaged in consultancy work for public sector, commercial and industrial concerns in the UK and Spain. Research interests include counselling the chronically ill, counselling abuse survivors, counselling adolescents. He was instrumental in developing and teaching the MA in Counselling Studies based in Nairobi, Kenya. Publications include Teachers, Pupils & Behaviour: A Managerial Approach (Cassell, 1993) and Counselling in Schools: New Perspectives (Cassell, 1998).

Sally Aldridge: ‘Becoming a regulated profession’
Sally taught in Zambia before returning to the UK to train at Keele as a student counsellor. She worked at Staffordshire University as a counsellor and later as Head of Student Services, before taking up the post of Head of Accreditation at BACP in 1999. She is now Director of Regulatory Policy. She is a past Chair of the Accreditation Committee, and a past member of the Board of Governors. Sally sits on the IAPT Workforce Reference Group and Education and Training Committee, she is a member of the Health Professions Council Professional Liaison Group for the regulation of Counselling and Psychotherapy and a member of the National Reference Group for the Skills for Health project to develop National Occupational Standards for the psychological therapies.

Pete Sanders: ‘Rediscovering counselling’s radical roots: Advocating opposition to medical metaphors for distress’
Pete Sanders retired in 2005 after 30 years practice as a person-centred therapist, supervisor and educator. As a trainer he led three training courses to BACP recognition and chaired the BACP Trainer Accreditation Committee. Since retiring he continues to have an interest in the politics of therapy and he is a trustee of the UK Soteria Network, a member of the Herefordshire Mental Health Regeneration Forum, an author and publisher.

Sylvia Jones: School-based Counselling Services in Wales: a National Strategy
Sylvia is currently secondment to the Welsh Assembly Government for two years to coordinate the implementation of the new National School-based Counselling Strategy. For many years in my professional and personal life I have tried to champion the needs of minorities and disadvantaged children and young people, and believe that putting in place a counselling service across all schools in Wales will provide young people with someone to turn to if they need help or support.

Saturday Evening Conference Dinner with Storyteller Fiona Collins

CPD Certificates Available. Further information and booking forms are available from: Jo Gravano: g.gravano@psy.keele.ac.uk Or Bev Davies: b.davies@psy.keele.ac.uk
Following the success of the first North Staffordshire & South Cheshire Public Health Forum held in June last year, we are delighted to invite you to participate in this year’s conference entitled “Promoting Healthy Communities”.

**Keynote Addresses:**

- **Professor Jim Orford:** Promoting healthy communities: what has psychology to offer?
  Jim is Emeritus Professor of Clinical and Community Psychology at The University of Birmingham. He has played an active role in the development of community psychology in the UK and in Europe generally. His own special area of research and practice has been that of alcohol, drugs and gambling problems. He has published two books on community psychology: *Community Psychology: Theory and Practice* (1992, Wiley) and *Community Psychology: Challenges, Controversies and Emerging Consensus* (2008, Wiley).

- **Professor Mick Carpenter:** Challenges to local health action
  Mick is Professor of Social Policy in the Department of Sociology at the University of Warwick. He trained as a general nurse before entering academia. He has been active in a range of evaluation projects in Coventry that have sought to empower local communities and agency workers by transferring evaluation skills to them. He is interested in theories of change strategies, combined with critical realist methods, and the possibilities of adapting the capabilities approach of Sen and Nussbaum to public health. Recent publications include chapters and articles on community development and health.

- **Dr Hilary Thomson:** Housing and neighbourhood renewal as a health investment: what do we know and what do we need to find out?
  Hilary works at the MRC Social & Public Health Sciences Unit in Glasgow and on a programme looking at available evidence to support healthy public policy. Her main area of interest has been the potential for housing and area based regeneration to generate health improvement. Hilary has conducted a number of systematic reviews examining previous research on this topic and has also conducted evaluations of housing and neighbourhood improvements. Much of this work has been prepared in collaboration with policy makers and practitioners who are most likely to use the evidence. Hilary’s work on housing has been used to prepare evidence synthesis for the World Health Organisation and UK Health Impact Assessment professionals.

- **Mark Webster:** Building healthy communities with the arts and creativity
  Mark is Senior Lecturer in Community Regeneration in the Faculty of Art, Media and Design at Staffordshire University. He is Manager of the Creative Communities Unit specialising in courses, projects and research to support the development of skills, expertise and practice in community development for the community, voluntary and statutory sector. Previously he worked as Community Arts Officer for Walsall Council and as Arts and Health Development Officer for Walsall Health Authority/PCT. His publications include *Finding Voices Making Choices: Creativity for Social Change*, Educational Heretics Press, Nottingham.

For further information or to reserve a place at this conference, please contact Nicola Leighton on n.leighton@keele.ac.uk or telephone 01782 733306.
The Narrative Practitioner
Third Annual Conference

Narrative, health and social justice
22-24 June 2009
Keele University

Speakers include:-

Prof. Corinne Squire, University of East London
- Professor Squires is Co-Director of the Centre For Narrative Research at the University of East London and author or editor of several books on narrative including Doing Narrative Research and Lines of Narrative.

Dr. Kip Jones, Bournemouth University
- Dr. Jones is Reader in Health Related Social Science and Leader of the Performative Social Science Group at Bournemouth University. He recently edited a special issue of the online journal Forum: Qualitative Research on Performative Social Science.

Dr. Daniel Meadows
- Dr. Meadows is Lecturer in Photography and Participatory Media at Cardiff University. He is a leader in the use of digital story telling and has authored several books on documentary making.

Dr. Alex Carson
- Dr. Carson is Chair of the School of Health, Social Care, Sports and Exercise Sciences. He has published extensively on ethical issues in healthcare ethics.

Prof. Michael Murray
- Professor Murray is Chair of Applied Social & Health Psychology at Keele University and author or editor of several book on health psychology including Critical Health Psychology and Qualitative Health Psychology.

PLUS
Symposia, workshops, exhibitions and film displays
Full details: http://www.thenarrativepractitioner.co.uk/
Keele Psychology Research

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

This issue was put together by Greg Goodson, Michael Murray, Sue Sherman and Annelies van Goethem.

Centre for Psychological Research, Research Institute for Life Course Studies, Keele University

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U.K.

Congratulations

Our son Okere would like you to meet his new playmate, Eloka!

Chuma & Matina