

A Warm Welcome!

A very warm welcome to all our students but particularly to those who have joined us as Freshers!

Throughout your time here, your first point of contact for anything you do not understand will be the Department's Student Office (Room M1.13, Keynes College), where the staff will be happy to help.

The Department is committed to offering the best possible support and guidance to students, and monitors student progress carefully, so that help can be given early.

However, if you are experiencing problems with your studies, the Student Advisor, **Amanda Bates**, should be your first point of contact for help and advice. She also deals with module changes and problems concerning intermission and withdrawal, and is the person to whom concessionary evidence for missed coursework deadlines must be submitted (see www.kent.ac.uk/psychology/studying/studyskills/assessment.htm). If you would like to speak to her you can:

- call in to a drop-in session 10.30-12.00 or 13.30-14.30 (<http://www.kent.ac.uk/psy->

[chology/department/people/batesa/index.htm](http://www.kent.ac.uk/psychology/department/people/batesa/index.htm)) in Keynes A1.02,

- Email psychadvisor@kent.ac.uk for an appointment.

Amanda can also be approached for specialist welfare advice relating to long-term health and social problems and can, where appropriate, assist with referral/access to other support services.

Starting university can be fun and exciting but can also feel a bit daunting at times. So if you're worried about anything, please contact me.

Amanda Bates, Student Advisor

We hope as many of you as possible will come to our drinks reception for first years on Friday, 28th September at 17.00 in Keynes Atrium.

Meanwhile, good luck and enjoy your time at Kent!



Students at the Psychology Graduation Reception,
Courtesy of Keith Franklin, Experimental Officer

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Psychology Society

For further information on the society or to be added to the mailing list, please contact Danielle Tucker at dt79@kent.ac.uk

Upcoming meetings:

Talks from a clinical neuropsychologist; Chris and Cheryl Ives discuss their personal experience with schizophrenia; Kent Autistic Trust; an occupational psychologist; forensic psychologist and specialist councillors in addiction and anger management will discuss various treatment techniques. Check out the website at :

www.freewebs.com/psychologysociety.

My Placement Experience

Congratulations to **Louise Richardson** who has just graduated with a first class honours degree in Applied Psychology and wanted to share the positive experience of her placement year with other students. This is what she told Lizanne Allcock:-

My aspiration to study psychology at Kent started with a simplistic desire to understand more about people. Four years on....I would have to say, that the most invaluable lesson a psychology graduate comes away with is that there is no simple answer. Each individual's life path is moulded by their unique biology and experiences. That is what makes psychology so fascinating and that is what, in my opinion, sets up a psychology graduate with a great empathetic awareness when working with people.

Fuelled by my combined love of sport and psychology, I spent my third year at Loughborough University working in the sports and exercise department. Sport psychology is about optimising the performance of athletes, both as a team and individually. I came to learn that aspects of main stream psychology such as parental influences, and group pressures are highly relevant. For example, I observed my supervisor (who was working as Nottingham Forest football club psychologist) give a presentation on "bad-parenting", an example of which could include placing pressure on their child by only praising a "win" and not also their child's "effort". As well, he worked with the coaches on the implications of their behaviour towards the young athletes. Furthermore, sport psychology can be strategically employed within business as I found out after being allowed to help facilitate with a team-building day for a commercial organisation. An activity that was set up for the employees was cycling orienteering in which the teams had to find cards which detailed the organisation's values (e.g. communication, motivation) and match them up with their definition. The next important lesson, therefore, a psychology graduate comes away with is how diverse psychology really is. A psychologist can be involved in sport, education, business and so much more.

Not only was the placement year thoroughly enjoyable but it focused me for my final year, with a renewed motivation. Finally, the fact that the placement year requires the student to write a research project makes the final year project considerably less daunting when you come round to it!

Clinical Doctorate Success



Congratulations to **Melanie Orchard**, who has just heard that she has been accepted onto the Clinical Doctorate programme at the University of Surrey!

Melanie started at Kent in September 2002 and graduated in July 2005. She provided Lizanne Allcock with the following fascinating article:-

"In interviews I am often asked why I decided to embark upon a career in clinical psychology. My staple response is that an inquisitive nature, combined with an interest in the ways and reasons people behave as they do, has brought me where I am today. All of this is true. But it is not the whole truth.

Between you and me, it was as a thirteen year old watching Tracey Ullman play the eccentric therapist to Calista Flockhart's Ally McBeal character that I first thought, "This is something I want to do". Of course,

over the years I have discovered that the reality of working in mental health is rather different to its media and film portrayal – some things more affecting, some things less. But that omnipresent drive to listen to people, to explore the hows and the whys of their lives and the ways in which their realities compliment and contrast with those of others.... Well, that is what psychology is all about for me. It is what appealed to me as a teenager, what sustains my interest in the profession today, and what motivates me to learn more about the field and to constantly strive to evolve as a practitioner.

My formal introduction to psychology began when I commenced my undergraduate degree at Kent University. As a sixth form pupil from a tiny village in the Scottish Borders, I knew very little about Canterbury, but whilst sifting through prospectuses I was drawn by the fact that the university offered a degree in psychology with clinical psychology. I took a chance, and placed Kent as the first choice on my UCAS form. In hindsight, it was one of the best decisions I have ever made.

During my time at Kent, I was able to immerse myself in learning about things I really cared about and felt captivated by. I discovered all sorts of strange and wonderful phenomena: cognitive dissonance, mere exposure effect, the DRM paradigm. And whilst some things were harder to comprehend than others - I still have nightmares about my second year cognitive neuroscience exam – I began to understand and approach the world in a completely different

way. After three years of hard work, good fun, and the encouragement of a wonderful supervisor who continues to support me today, I emerged from university with a First Class degree and an increased desire to pursue a career in clinical psychology.

Upon graduating, I moved to Hampshire and began training as a Mental Health Practitioner. I worked primarily within a Day Therapy Unit for older people, but also spent some time within the Therapies Unit at the infamous Priory hospital. Additionally, I studied at Southampton University once a week and have recently been awarded a post-graduate diploma in Mental Health Studies.

In my second year of training, I decided the time was right for me to apply for the DClinPsy – the doctoral programme that ultimately qualifies one to work as a clinical psychologist in the UK. It was a long and gruelling process but I was fortunate enough to be selected, and I will commence training at Surrey University this September.

Returning to the original question, it is difficult to really explain why I want to work in clinical psychology. A 90s television show, a curiosity about people, several years of learning and working within the field – all of these things were certainly factors, and yet there is so much more that I've left unsaid. What I am certain of though, is that I'm where I should be. Clinical psychology is my first love; my vocation, and there's nothing else I'd rather do.

In the news!

Kate Hamilton-West was in the news recently when she was quoted on the BBC website! They did a piece in July entitled "Dear Diary, why do I have you?". Kate has researched how writing a diary can have a positive impact on health and warns it can also be detrimental.

"If you focus on your emotions too heavily without finding new meaning in them, you can get locked into a cycle".

Joachim Stoeber is featured in the August 2007 edition of *220 Triathlon* concerning his research into whether a triathlete's level of self confidence can predict improved athletic performance and greater competitive success. He presented his findings at the 2007 European Congress of Sports Psychology in Greece earlier this month.

Joachim Stoeber is also featured in the October 2007 issue of *Runner's World* in connection with his research on perfectionism in athletes.

"Runners should try to focus on approach goals rather than avoidance goals".

For more information: Email: J.Stoeber@kent.ac.uk.

Congratulations



Congratulations go to the following who have recently successfully defended their PhD theses:-

Joyce Ferguson - "Children and adults lineup identification accuracy: a re-examination and evaluation of current theories".

Charlie Hardy - "Nice guys finish first: the competitive altruism hypothesis", ESRC-funded.

Tirza Leader - "A meta-analytic examination of mechanisms contributing to stereotype formation in illusory correlation paradigms".

Monica Noronha - "Promoting condom use among young people employing health & social psychology".

Anja Zimmermann - "Ingroup wrongdoing: Guilt and moral responsibility in intergroup relations".

Good News

It has been a successful couple of months in the Department with the following awards:-

Kate Hamilton-West who has been awarded a grant of £85,000 in collaboration with KIMHS (Cornelius Katona), Tizard (Alisoun Milne) and CHSS (Andy Alaszewski). Julie Rowe (current PhD student in Health Psychology) is a named researcher on this grant. The title is "Improving Concordance in Older People with Type-2 Diabetes (ICOPE-D). Kate has also been contracted to write a text book for Sage entitled: "Psychobiological Processes in Health and Illness" - expected completion in Dec. 2008.

Robyn Holliday being awarded a Leverhulme Trust award of £50,498 for a research project entitled "Interviewing the older eyewitness: out of sight but not out of mind?".

Dirk Janssen who has been awarded a £790 grant from the Faculty Research Committee in connection with his research project "New words, a further analysis".

Kaz Nakabayashi awarded a £400 BA travel grant to enable her to attend the Society of Applied Research in Memory and Cognition VII Biennial Meeting 2007.

Rachel Rogers has been awarded a 1+3 ESRC competition award.

How Does the Language You Speak Influence Your Emotions?



Bilingualism, the ability to speak two or more languages, is much more common than people often realise. It has been estimated that more than half of the world's population use more than just one language. As a consequence, researchers concerned about language are coming to realise that it is not sufficient to study only monolingual populations, but that we also need to understand language and memory processes of people who use two or more different languages.

In May 2007, a group of researchers interested in the relationship between language and emotions were brought together here at Kent. The Bilingualism and Emotions Workshop was hosted by **Dr Jelena Havelka** and funded by the University of Kent Promising Researcher Grant awarded to Dr Havelka. The workshop was organised by Dr Havelka with the assistance of Tiina Eilola and Dr Roberto Gutierrez. The guest speakers at the workshop were internationally recognised academics with established track records in the study of bilingualism and emotions: Prof Jeanette Altarriba (University of Albany, The State University of New York), Prof Jeffrey Bowers (University of Bristol), Prof Catherine Caldwell-Harris (Boston University), Dr Jean-Marc Dewaele (Birkbeck College, University of London), Prof Aneta Pavlenko (Temple University), and Prof Robert Schrauf (Penn State University).

The key question addressed by the research (presented at the conference) was to what extent the language you speak will influence how you experience emotions. In other words is the speaker's mother tongue more emotional than later acquired languages? This is a summary of the key findings presented at the workshop.

Jean-Marc Dewaele and Aneta Pavlenko have demonstrated that bilinguals prefer to express anger most frequently in their first language and that swearwords in the first language are as a rule perceived as having greatest emotional force compared to later acquired languages. Indeed, people speaking more than one language frequently identified their first language to be more emotionally engaging than later acquired languages, despite some exceptions.

Jeffrey Bowers suggested that physical features of words may be associated with emotional events in such a way that, for example, the sound of a swear word may produce physiological arousal independent of its meaning. This view concurs with the

research of Catherine Caldwell-Harris who has found that childhood reprimands (e.g. "Go to your room!") and taboo words for Turkish-English bilinguals were more arousing in their first language than in their second language. Furthermore, linguistic stimuli presented aurally in the first language were found to have the strongest emotional impact. This could be due to the fact that language is first encountered in childhood in spoken form and much later on in written text. As a consequence, spoken language has been associated with a greater number of emotional events and thus has the capacity to trigger stronger emotional responses.

Jeanette Altarriba found that emotions also reflect the cultural environment in which they are adjusted and tuned. Emotions can therefore be similar or different across cultures. Languages differ in the size and character of the vocabulary that is available for describing emotions. Altarriba has shown that emotion words (e.g. happy, angry) not only differ from other words available in the language (e.g. mirror, truth) but are also perceived differently in Spanish than in English.

Aneta Pavlenko further emphasised the difference between emotions as physiological experiences and emotion words as concepts; emotionality is not an inherent property of the word, but of the context where it is used. Therefore difference in emotion-vocabulary between languages does not imply differences in physiological responses associated with emotional situations. Pavlenko also highlighted the problem with the heavy reliance on English vocabulary when theorising about emotions. Emotion as a category does not exist in all languages, nor do many of the emotion words, such as shame or guilt. Consequently those investigating emotions ought to reflect upon the impact the language and the corresponding culture has on their findings and theories.

Robert Schrauf presented research on emotionality of autobiographical memories (i.e. memories of past personal events) in bilinguals. He has shown that events are better recalled when they are cued using the language in which the events occurred. Schrauf also asks, whether the language of recall affects the emotional intensity of the memories that are recalled. His findings suggest that there is indeed a difference in that memories encoded and retrieved in the first language are slightly more intense than memories in the second language. This impact of language on what is recalled about personal past can potentially have an important impact on clinical psychological practice, as the discussion of experiences in the language in which the events took place would be potentially more beneficial to the patient than discussing them in a language unrelated to the events.

Jelena Havelka presented several stud-

ies conducted in collaboration with **Tiina Eilola**. They demonstrate that, under certain conditions threatening words (i.e. negative and taboo words) are equally capable to capture bilingual's attention in both of their languages. However, the corresponding physiological response to those words was heightened when compared to neutral and positive words only when they were presented in a participant's mother tongue.

Welcome

A warm welcome to **Brian Spisak** who has just joined **Mark van Vugt's** lab and has provided the following article:-

On Monday following my arrival to UKC, Lizanne Allcock asked if I would introduce myself to the Psychology Department by writing a little something about my background in the upcoming issue of Kent Psychologist. I proceeded to explain how horribly shy I am, and how I could not possibly handle that sort of attention. Truthfully, I love attention and welcome any opportunity to receive it. I think it has something to do with being an only child (let the psychoanalysis begin).

With that said, let the introduction begin. I was born in Johnstown, Pennsylvania and received an undergraduate degree in Psychology from the University of Pittsburgh at Johnstown. While there, I conducted two years of cognitive research in voice and prototypical memory. Although, my primary focus became I/O Psychology with an area of interest in Anthropology. Following graduation in 2002, I opted for a taste of the "real world" (as my father put it). I spent one year in adolescent mental health, two years as an investigator for the United States Office of Personnel Management (shaken not stirred), and a final year in corporate sales. This past academic year I attended Robert Morris University pursuing an MS in Organizational Studies with a concentration in Leadership Development. During which time, I became interested in the phenomenon of followership from an evolutionary perspective. The subsequent literature review led me to contact **Mark van Vugt** and apply for a place in the department. Long story short, this fall I will begin working with him in the field of Evolutionary and Social Psychology on problems of leadership and followership. In addition, I will be learning British culture and having a go at cricket (closest thing to baseball I could find). In due time, I look forward to meeting you all and becoming part of the department's prestigious reputation.

BPS Social Psychology Conference 2007

The Department of Psychology at Kent hosted the BPS Social Psychology Section's annual conference from 5th-7th September, with a postgraduate pre-conference which started on 4th September. The conference was organized by **Professor Diane Houston, Dr Georgina Randsley de Moura, Dr Tim Hopthrow, and Ros Beeching** and was set around the theme of "Groups, Politics and Organizations". The invited keynote talks and many of the symposia were most pertinent to this theme, for example "Psychology at Work"; "Social Inclusion and Exclusion"; and "Intergroup Contact". The organizers' core aim was to provide a platform for researchers to link theoretical and applied social psychology. Key note speakers were Professor Marilyn Brewer (Ohio State University), Professor Robin Martin (Aston Business School), and Professor Ervin Staub (University of Massachusetts). All in all, there was a packed academic programme with seven parallel sessions over three days. The conference was also one of the largest BPS Social Psychology Section conferences – with around 270 delegates. The postgraduate pre-conference was made up of a range of workshops relevant for postgraduates and some great contributors, including **Professor Dominic Abrams, Michael Carmichael, Professor Richard Crisp, Dr Roger Giner-Sorolla, Professor Miles Hewstone, Pro-**

essor Norb Kerr, Professor Melanie Killen, Professor Craig Parks, Dr Clifford Stott, and Professor Mark Van Vugt. Alongside the academic programme the delegates also had lots of fun, not least of which the conference dinner with Ceilidh dancing on Thursday evening. The evening started with a champagne reception on the field between Eliot and Rutherford colleges overlooking the cathedral; this was sponsored by Sage Publications Ltd and was a celebration of 10 years of the journal *Group Processes and Intergroup Relations* (Co-edited by Dominic Abrams). The local conference organizing team were also thrilled with a team of helpers, who were always on hand to help them and the delegates – **Tiina Eilola, Rob Booth, James Cane, Francis Samra, and Olga Zubko** (left to right below).



Staff Travels



Robyn Holliday spent the month of June at Cornell University, New York working with two of our Honorary Professors Chuck Brainerd and Valerie Reyna, and Professor Steve Ceci. Robyn has set up a lab exchange programme between Kent and Cornell. Robyn's walk to the office was a good start to the day, see below:-



Kent Psychologist

We welcome contributions from both staff and students for future issues. If you would like to write an article or have any news you'd like to share, please contact Lizanne Allcock.

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Coming soon!

"Applying social psychology: From problems to solutions" will appear at the end of 2007 with SAGE (£18.99). Authored by Bram P. Buunk and Mark van Vugt, it has had some very good reviews, visit www.sagepub.co.uk/books.



Recent Publications

Abrams D., Christian, J.N., & Gordon, D. (Eds). (2007). *Multiprofessional handbook of research in social exclusion*. Chichester: John Wiley and Sons.

Ahmavaara, A. & Houston D.M. (2007). The effects of selective schooling and self-concept on adolescents' academic aspiration: An examination of Dweck's self-theory. *British Journal of Educational Psychology*, 77, 613-632.

Bardi, A., & Ryff, C.D. (2007). Interactive effects of traits on adjustment to a life transition. *Journal of Personality*, 75, 955-984.

Cameron, L., Rutland, A. & Brown, R. (2007). Promoting children's positive intergroup attitudes towards stigmatized groups: Extended contact and multiple classification skills training. *International Journal of Behavioral Development*, 31, 454-466.

Eilola, T.M., Havelka, J., & Sharma, D. (2007). Emotional activation in the first and second language. *Cognition and Emotion*, 21, 1064-1076.

Guinote, A. (2007). Power and the Suppression of Unwanted Thoughts: Does Control over Others Decrease Control over the Self? *Journal of Experimental Social Psychology*, 43, 433-440.

Guinote, A. (2007). Power Affects Basic Cognition: Increased Attentional Inhibition and Flexibility. *Journal of Experimental Social Psychology*, 43, 685-697.

Guinote, A. (2007). Power and goal pursuit. *Personality and Social Psychology Bulletin*, 33, 1076-1087.

Guinote, A., Mouro, C., & Monteiro, M. B. (2007). Children's Perceptions of Group Variability as Function of Status. *International Journal of Behavioral Development*, 31, 97-104.

Hamilton-West, K. & Quine, L. (2007). Effects of written emotional disclosure on health outcomes in patients with ankylosing spondylitis. *Psychology and Health*, 6, 637-657.

Hopthrow, T., Abrams, D. & Frings, D.J. (2007). Groupdrink: The effects of alcohol on intergroup competitiveness. *Psychology of Addictive Behaviors*, 21, 272-276.

Stoeber, J., & Eismann, U. (2007). Perfectionism in young musicians: Relations with motivation, effort, achievement, and distress. *Personality and Individual Differences*, 43, 2182-2192.