

Undergraduate Programme

BSc (Hons) in Psychology

Psychology



Contents

Introducing the Department of Psychology	2
BSc (Hons) in Psychology	6
The courses	11
Staff and their research interests	16
Contact us	20
Disclaimer	21

This contains details of the BSc (Hons) in Psychology offered at Goldsmiths, University of London. Please read in conjunction with our Undergraduate Prospectus. Further information is available from Admissions at the contact details on page 20.

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact the Course Enquiry Team on **+44 (0)20 7078 5300** or e-mail **course-info@gold.ac.uk**.

Introducing the Department of Psychology

The Department of Psychology at Goldsmiths, established in the mid-1960s, has developed over the years into a flourishing centre of study and research in a wide range of specialised branches of applied, experimental and theoretical psychology. Our key areas of research cluster on culture and cognition, individual differences and psychopathology, cognitive neuroscience, social relationships, neurodevelopmental disorders and neuropsychology, plus work psychology.

Why study Psychology at Goldsmiths

- The BSc in Psychology is accredited by the British Psychological Society (BPS), which means that graduates are eligible for graduate basis for Chartership with the BPS – vital if you want a career as a psychologist in the future.
- We have well-established links with employers of psychology graduates, and an active programme of career development for students at all levels.
- We have dedicated staff engaged in a wide range of cutting-edge research, which ensures you have a broad and rewarding learning experience. Having a research-active department means that your teaching is led by psychologists who are experts in their field.
- In the latest Research Assessment Exercise (RAE; December 2008) Goldsmiths' Psychology made a significant advance, climbing ahead of many departments that were ranked higher in the last RAE (2001). We were rated 24th in the UK, and 4th in London, based on the research grade-point average. Fifty percent of our research was classed as internationally excellent (3*) or world-class (4*).
- We have a strong representation of mature students and students from the EU and all around the world.
- We have well-established research links with other academic institutions, both in the UK and abroad, and with a range of public sector, voluntary sector, and commercial organisations such as hospitals, schools, charities and businesses. These links allow students access to relevant work experience positions, and may provide links for student research projects.
- We provide rigorous training in psychological research methods, which is essential for many later career paths taken by students of psychology.
- We have excellent research facilities, including several fully equipped specialist laboratories and a range of specialised equipment for field work. We also have a dedicated and highly skilled in-house technical support team to assist with the development, operation and maintenance of specialist equipment and software.

Staff

An expanding department, we currently have 30 academic staff (including ten professors and two readers), as well as research staff, an extensive panel of part-time tutors, technical and administrative staff. Visiting lecturers and researchers further extend the range of expertise available to our students.

For further information on our academic staff and their research interests, please see page 16.



Electroencephalogram



Ben Pimlott Building

Facilities

We have numerous specialist and general-purpose laboratories for psychophysiological and experimental research including:

- Cognitive laboratories equipped with a range of facilities;
- An EEG (electroencephalography) suite for brain imaging research;
- A Visual Perception and Attention laboratory equipped with a state-of-the-art eye tracking system and visual display units;
- Psychobiology testing cubicles equipped with a range of biological sensors;
- An Observational Suite and a Baby/Infant Laboratory equipped with two-way mirrors, full video observation hardware, digital camcorders and video editing software;
- A large number of versatile, general-purpose testing rooms.

The Psychology department is housed across two buildings, the Whitehead Building, and the Ben Pimlott Building (left), opened in 2005. This iconic building houses the Centre for Cognition, Computation and Culture (CCCC). CCCC was established to promote interdisciplinary research among a number of departments, including Computing and Anthropology, exploring the themes reflected in its title. The centre is currently led by the Department of Computing, and has excellent modern facilities for teaching, research and laboratory work. In particular the CCCC brings together expertise from several of psychology's research clusters and from Goldsmiths' Digital Studios.

Within the Ben Pimlott Building, the Department of Psychology has its EEG suite, psychoacoustic lab, psychopharmacology laboratory, and high-spec computational facilities. Psychology staff and postgraduates are currently investigating topics as diverse as how brain activation patterns vary during the performance of attention and memory tasks, the influence of genetic characteristics on individuals' responses to consumption of nicotine and other psychoactive substances, and musical cognition.

Postgraduate study

After completing your undergraduate degree you may wish to continue your studies with one of the department's taught postgraduate programmes and research opportunities.

We offer the following programmes:
MSc in Foundations in Clinical Psychology & Health Services
MSc in Cognitive & Clinical Neuroscience
MSc in Music, Mind & Brain
MSc in Occupational Psychology
MSc in Research Methods in Psychology
MPhil and PhD

To find out more, please visit www.gold.ac.uk/psychology.

BSc (Hons) in Psychology

The BSc (Hons) in Psychology offers a scientific approach to the study of human behaviour, giving a broad understanding of psychological theory and research. Dealing with the broad themes of cognition, individual differences, biological and evolutionary issues, social functioning, and development across the lifespan, this degree is accredited by The British Psychological Society as conferring eligibility for Graduate Membership of the Society and also the Graduate Basis for Chartered Membership, which is the first step towards becoming a Chartered Psychologist.

Our courses develop an understanding of psychology's everyday applications, such as studies of people at work and the rationale for and use of psychological tests. The programme provides training in statistics, the design of experiments and the use of psychology-relevant statistical software, and develops skills in understanding and pursuing experimental research.

During the first and second years of study, you will receive introductory, and more in-depth, teaching in concepts, theories and empirical research across a number of different areas in Psychology.

In the final year, you will select optional courses that provide the opportunity to follow up interests developed during your study of the core topics. You will also undertake a supervised piece of original research on a project of your own choice. Teaching is by lectures, tutorials and practical laboratory sessions.

Employability/Careers

The Department of Psychology has its own Career Development and Employability Programme for students, starting in the first term with a full first-year course on the topic. We are keen that you understand what kind of transferrable skills you will develop during the Psychology BSc, and how you can make the best impression on future employers. We have strong links with employers of psychology graduates, and the programme has been set-up to support you to actively seek relevant work knowledge and experience. Some of the transferrable skills that are commonly associated with psychology include: critical thinking and analytical skills, reflection, self-motivation and planning and organisation.

Students from the BSc Psychology go on to a broad range of careers and future study such as: Clinical Psychology, broadcasting, media psychology, advertising, market research, consultancy, research psychology, occupational psychology, and criminal/forensic psychology. Our graduates work in a wide range of settings from schools to hospitals, from broadcasting to banks, and in both private and public sector jobs.

What do you study?

An undergraduate honours degree is made up of 360 credits – 120 at Level 4, 120 at Level 5 and 120 at Level 6 (for more information on these levels of learning have a look at www.qaa.ac.uk/standardsandquality/credit/leaflet.pdf). You will usually take Level 4 courses in the first year, Level 5 in the second, and Level 6 courses in your final year.

A standard course is worth 30 credits. Some programmes also contain 15-credit half courses or can be made up of higher-value parts, such as a dissertation or a Special Subject. Information on the credit value of each course is included with the course description.

This modular system allows considerable flexibility of choice in your final year when you can tailor your study according to your particular interests and ultimate aims, by choosing six from 14 option courses on specialised topics. The precise list changes year by year (for example, a new member of staff may add a course). The current full list of courses offered by the department can be found on page 11.

Throughout the degree you will receive a thorough training in the design and evaluation of research, statistical analysis, and the use of specialist psychology-relevant software. In the first year, you will take introductory courses on theoretical issues in different areas of psychology and also practical courses training you in the principles, methods and techniques of psychological research.

Your second-year courses will give you a more in-depth knowledge and understanding of concepts, theories and empirical research relating to the following areas: the biological underpinnings of behaviour; personality and psychopathology; cognitive psychology; life-span development; and social psychology. You will also take a more advanced statistics course, and will carry out laboratory-based research with small groups of your peers.

The third year is much more specialised, allowing you to develop your own particular interests by choosing from a wide range of specialist courses. Some current options are: Addictive Behaviours; Human Neuropsychology; Psychopathology (including disorders of mood and psychosis); Behavioural Genetics; Psychology and the Law (including eyewitness identification); Anomalistic Psychology (which explores issues such as beliefs in extra-sensory perception and paranormal experience); Multivariate Statistics; Organisational Behaviour and Health; Psychological Aspects of Music; Evolutionary Aspects of Behaviour; Human Relationships across the Lifespan; Developmental Cognitive Neuroscience; and Neurodevelopmental Disorders. You will also carry out a research project on a subject of your choice with guidance and support from a supervisor. This allows you to apply the many skills you have learned throughout the programme to define and address new questions.

Tutors

During each year of the degree, you will take part in academic tutorials, which are small group sessions that are linked to your core topics, and led by a member of staff who is an expert in that particular subject. The tutorials enable you to discuss and evaluate psychological theories, and provide support and feedback in essay writing.

You will also be provided with a Personal Tutor from a member of our academic staff for all three years of your undergraduate studies. You will meet with your Personal Tutor regularly, and they will monitor your progress and provide support for your academic and career development, as well as personal concerns or difficulties. Students who face personal and/or financial problems that are disturbing their studies can also approach the department's Senior Tutor for further advice and support.

Entrance requirements

We welcome applications from students with any combination of science or arts subjects. Our typical offer is AAB or ABB at GCE A-level. You must also have at least a Grade C in GCSE/O-level Mathematics or Statistics, or the overseas equivalent. While A-level General Studies is considered a fine addition to your A-level studies, it will not normally form part of our standard offer. If you are currently studying a combination of AS and A-levels, our standard offer of AS and A-levels will be made to the equivalent standard of AAB / ABB at GCE A-level. For students studying International Baccalaureate (IB), our typical offer is 34 points with 6, 6, 6 at Higher Level.

While we do not require specific GCE A-level subjects, if you are taking purely Arts subjects at A-level, we would expect to see evidence of scientific ability at GCSE level or equivalent (grade C or above) in a science subject. For example, this requirement would be satisfied by a GCSE in Chemistry, Biology, Physics and General Science (including double-award), Human Physiology, or Human Biology. It would also be satisfied by BTEC First Diploma in Science; Science modules from the BTEC National Diploma (subject to level and content); science modules from vocational courses (e.g. TVEI, agriculture, health and social care, nutrition, medicine and nursing, GNVQ level 2 intermediate science).

We welcome applications from mature students (aged over 21), who may come to us from non-traditional education backgrounds with other qualifications. We usually interview such students and may also ask them to submit samples of written work.

Many other qualifications are acceptable for entry. For further information regarding entrance requirements, please see the Undergraduate Prospectus entry at www.gold.ac.uk/ug/bsc-psychology or contact the department directly. Contact details are on page 20.

Goldsmiths offers a four-year Integrated Degree in Psychology, which prepares students to study psychology at undergraduate level, introducing some of the key areas of the subject. It is ideal if you're interested in psychology and its many applications, and want to boost your academic profile before you progress to the full-time BSc in Psychology. The first year of this programme is run by the Department of Professional and Community Education (PACE). For more information, visit www.gold.ac.uk/ug/foundation-psychology.

English Language requirement

If English is not your first language, you need to obtain evidence of your English Language competence. Tests considered appropriate include:

- International English Language Testing System* [IELTS] – pass with at least 6.5 overall and a minimum of 6.0 in the written element
- TOEFL* score of at least 580 including 4.5 in the Test of Written English [TWE], or 237 in the Computerised test [CT] including 4.5 in the essay component, or 92 in the Internet-based Test [IBT], with a minimum of 23 in the written element
- International GCSE (IGCSE) English as a second language at Grade C
- Cambridge Certificate of Proficiency of English [CPE] Level 5 at Grade C or above
- Cambridge Certificate in Advanced English [CAE] Level 4 at Grade B or above
- Pearson Test of English (Academic), with a score of 68 overall, including 68 in the written element and 59 in all other elements

*In line with the validity period for IELTS & TOEFL results, English proficiency qualifications must be less than two years old at the time of starting the course to be valid.

For further information, please see the Undergraduate Prospectus or visit www.gold.ac.uk/ug/apply.

Application and admission

To apply, you need to register on-line at the UCAS website, where you complete a secure web-based application. For more information, please visit www.ucas.com/apply.

You can pay by credit/debit card when you submit your on-line application (£11.00 for a single entry, £21.00 to apply to two or more universities).

Please note: applications can be made online only at www.ucas.com. We strongly recommend you apply as early as possible.

Fees

For up-to-date information on fees, please see the Undergraduate Prospectus or visit www.gold.ac.uk/ug/costs.

Open days

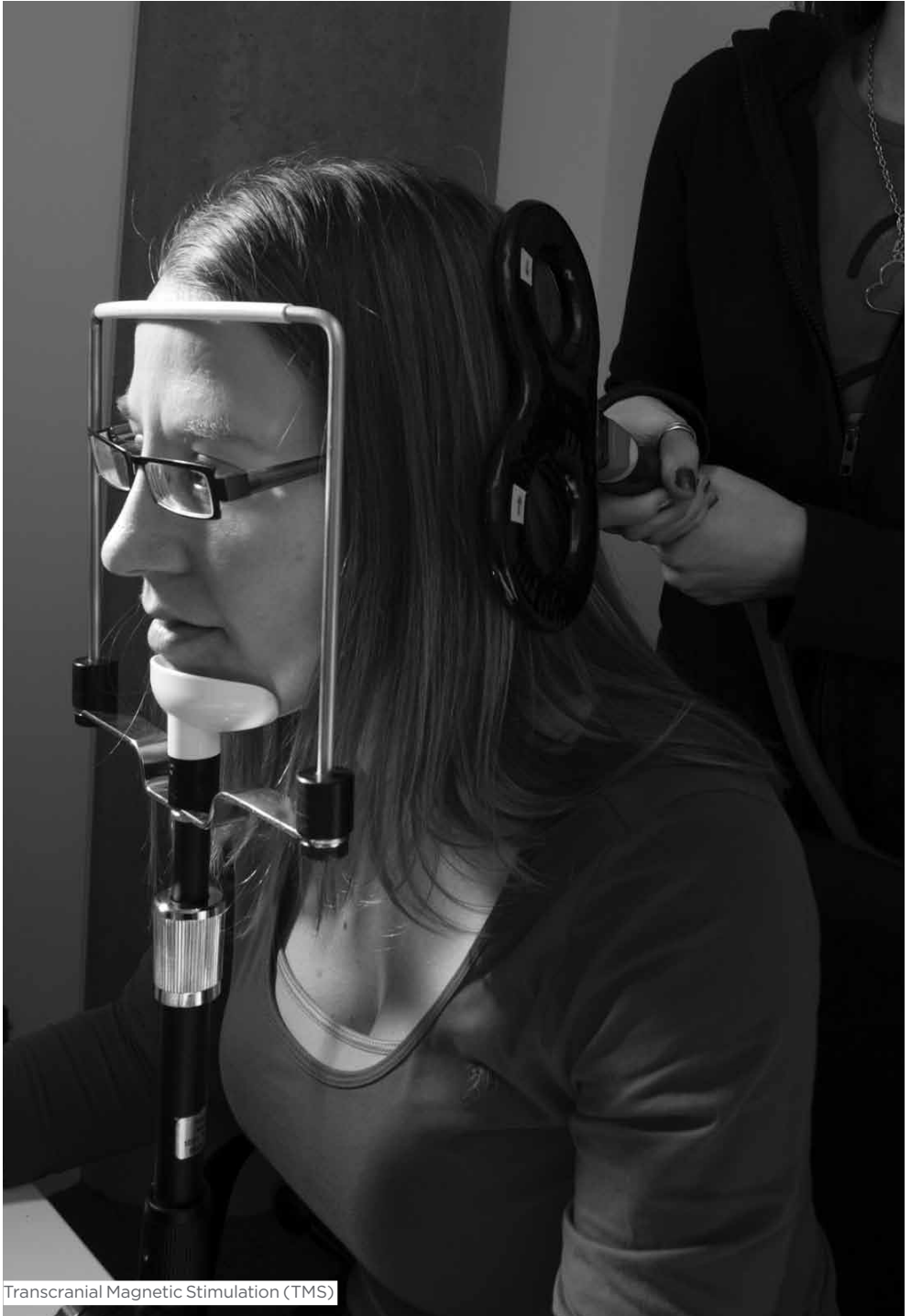
College-wide open days are usually held three times a year in spring, summer and autumn. For further information and to book a place at an open day, please visit www.gold.ac.uk/opendays.

Individual visits to the department can also be arranged by contacting the department directly. Find contact details on page 20.



“Goldsmiths is not like one of those great anonymous campuses. It is a community campus, where you can’t walk across it without running into someone you know. Goldsmiths will make your London, as well as university, experience a truly great one.”

Lea Johanna Dollbaum, BSc Psychology



Transcranial Magnetic Stimulation (TMS)

The courses

First year courses

All the courses in this year are compulsory.

Please note: all courses are worth 15 credits, unless otherwise stated.

PS51005A The Psychology of the Person

Concepts, theories and methods from developmental psychology, personality and social psychology. Topics include some or all of the following topics: methods and measures; social and cognitive aspects of development; methods of studying individual differences including ability and personality; evaluating psychometric measures; test administration; stability and change in behaviour; the roles of inheritance and environment; attitudes and attitude measurement; person perception; social influences; crowd behaviour; and group processes.

PS51006A Biological and Comparative Approaches to Psychology

Theoretical, ethological and comparative perspectives; basic neuroanatomy and neurophysiology; relationships between brain and behaviour and modes of investigating them; chemical communication in the brain and in the body; genes, chromosomes and the inheritance of behaviour; the nature of evolutionary influences on behaviour.

PS51007A Information Processing and Cognition

A general conceptual overview of cognitive psychology and an introduction to topics that are central to the study of human cognition. Emphasis is placed on the methods and theoretical models used by cognitive psychologists to study human perception and thinking. Topics include: visual perception; models of attention and short-term memory; encoding and retrieval of information from long-term memory, classical and operant conditioning; connectionist models of learning; and higher cognition in animals.

PS51008A Design and Analysis of Psychological Investigations (30 credits)

Basic descriptive and inferential statistical techniques in psychological investigation; principles of experimental design. Laboratory work including practical work on human psychological processes. Use of computers for data analysis.

PS51009A Practical Issues in Psychological Research

This course acquaints you with the main areas of research in the Department of Psychology, fosters an understanding of practical issues involved in the planning and conduct of research, and develops the ability to critically evaluate research conducted by others.

PS51010A Extended Essay in Psychology

An extended essay, relating to topics taught on PS5105A, PS51006A or PS51007A, is presented on a subject agreed with a supervisor in the department. The programme of study involves some tutorial contact with supervisors, but mainly requires you to use library and bibliographic resources to search for relevant material. This option provides an opportunity for you to pursue in depth a topic, or part of a topic, covered in the other compulsory parts of the first year programme through lectures and tutorial work.

PS51014A Career Development and Employability in Psychology

This course has been designed to develop the practical skills associated with the study of psychology, with a particular emphasis on enhancing your ability to study, research and gain employment in the field of psychology. An important part of this course is to promote personal development and enhance employability by linking in with the Goldsmiths' 3D graduate scheme.

Second year courses

All the courses in this year are compulsory.

Please note: all courses are worth 15 credits, unless otherwise stated.

PS52001A Biological Substrates of Behaviour

The course covers six major areas of biological psychology: 1) hormones, sexual motivation and sex differences, 2) sleep and arousal, 3) eating and body weight regulation, 4) sexual selection and mate choice, 5) brain evolution and development, 6) emotions and stress. These topics are considered in terms of neurological, neurophysiological, physiological, biochemical and genetic substrates.

PS52002A Personality and Psychopathology

Identification and measurement of individual differences in temperament; biological and environmental contributions to individual differences; causal theories of personality; relation between psychopathology and personality; background to methods of description and classification in psychopathology; genetic, constitutional and environmental aspects of disorders of personality and behaviour; rationale of therapeutic techniques.

PS52003A Social Psychology

Concepts, theories and empirical research related to: human aggression; attitudes and attitude change; attribution and social judgement; environment and social behaviour; non-verbal communication; interpersonal attraction; and intergroup processes.

PS52004A The Psychology of Life-Span Development

Concepts, models and theories of development; the course of development from infancy to old age; cognitive and social aspects of behaviour in childhood; language development; adolescence as a developmental period; mid-life, and the effects of ageing.

PS52005B Design and Analysis of Psychological Studies

Analysis of variance techniques; non-parametric methods, correlation and regression; further experimental design and strategy.

PS52006A Cognitive Psychology

Major topics in the area of cognitive psychology including: attention, visual object recognition, written language processing; working memory; long-term memory and acquired memory problems, everyday memory, representation of knowledge.

PS52007A Research Methods in Psychology (30 credits)

Research methodology including laboratory and field observation, questionnaire, survey methods and interviewing; experimenter effects and demands characteristics; conceptual, historical and ethical issues in psychological research and science more generally; evaluation of research strategies.

Third year courses

Students choose six optional courses and complete PS53012A; the individual research project. All courses are worth 15 credits unless otherwise stated.

PS53002C Developmental Cognitive Neuroscience

This course will provide an introduction to the development of the neural computational underpinnings of cognitive abilities, with a particular emphasis on causal factors in development (i.e. gene-environment interaction). The development of brain and cognition will be traced from conception, through infancy to later childhood, with reference to empirical observation of behaviour, neural processes, and genetic contributions.

PS53008A Psychopathology

Three major forms of psychopathology (depression; anxiety and related disorders and schizophrenia) and personality disorder will be considered in depth, addressing (a) clinical description; (b) theoretical explanations from cognitive/behavioural perspectives; (c) principles and evaluation of psychological interventions. Interrelationships between different psychopathologies will also be highlighted.

PS53012A Project (30 credits)

The purpose of the project is for you to gain direct experience of (a) formulating a theoretical question; (b) translating this into testable hypotheses; (c) designing an original study which adequately tests the hypotheses; (d) implementing the research procedures; (e) analysing the data using appropriate statistics; (f) interpreting the results in light of both conceptual and practical considerations; and (g) communicating this information clearly in the form of a written report. You will also gain experience of oral presentation of your work during the spring term or early in the summer term, to a small group of your peers and your supervisor.

The project is a piece of original empirical research, conducted under the supervision of one of the academic members of the department. Pure theorising, a literature review, or an exact replication study are not acceptable. There are four stages: (a) formulation of hypotheses and an ethical and feasible research design; (b) recruitment of participants/collection of data; (c) analysis and interpretation of data; (d) writing the report.

PS53019B Attention, Perception, Awareness, and Action

This course focuses on attention, and its critical role in allowing us to perceive our world, to be conscious of it, and to interact with it. Contributions from behavioural, neuropsychological, cognitive-neuroscientific, and cross-cultural work are integrated.

PS53020B Anomalistic Psychology

Consideration of the relationship between psychology and parapsychology are covered in this course. This involves discussion of the distinction between science and pseudoscience. Also critical evaluation of various claims, many of which would, if valid, have profound implications for mainstream psychology (including claims derived from astrology, psychoanalysis, alternative therapies, etc). Various psychological processes, which underlie belief in such claims, will be discussed, and non-paranormal accounts of ostensibly paranormal experiences (e.g. precognitive dreams, sightings of UFOs, out-of-body experiences) will be evaluated.

PS53021B Organisational Behaviour and Health

This course discusses psychological theories and research concerning how both organisational and individual characteristics affect productivity and mental health. Topics include: organisational development and change; occupational health psychology; organisational effectiveness; the design of work; individual differences and work design; and counselling in the workplace.

PS53024A Topics in Neuropsychology

A range of issues fundamental to understand both normal and abnormal cognitive functioning of humans. Specific topics will include: methodology in neuropsychology and cognitive neuropsychology; main techniques of investigation in neuropsychology; cognitive impairments following brain injury; dysfunctions of perception, language, memory, attention, consciousness, voluntary movements and dementia.

PS53030A Psychology and Law

The course will involve critical evaluation of selected current issues in psychological research and its application to the investigation of crime and criminal law. It will be of interest to students considering postgraduate study in forensic psychology. Examples of topics include: eyewitness memory, interviewing witnesses, interviewing suspects, false confessions, detection of deception, eyewitness identification, offender profiling, and the role of CCTV.

PS53031A Neurodevelopmental Disorders

This course explores issues relating to diagnosis, ethics and research methods in relation to a broad range of neurodevelopmental disorders, for example autism, dyslexia, specific language impairment, developmental coordination disorder, sensory impairments, ADHD and Williams syndrome. Consideration will also be given to the implications of theories of neurodevelopmental disorders for understanding normal cognitive functions.

PS53032A Behavioural Genetics

The course will promote an understanding of the current state of affairs with regards to behavioural genetics. Different methods will be introduced, including twin, adoption, and molecular research. Basic principles as well as recent developments will be explored in relation to a broad range of phenotypes, including psychopathology, learning disabilities, and normal dimensions. Historical and ethical issues will be discussed.

PS53033A Origins of Human Nature: Comparative and Evolutionary Approaches

A study of recent developments in evolutionary theory applied to social behaviour and cognition. Topics include: an introduction to the Machiavellian (or Social) Intelligence Hypothesis; Homo sapiens' place in nature; the evolution of deception; cultural learning; joint attention; altruism and co-operation; self-recognition; theory of mind; and the social organisation of human hunter-gatherers.

PS53034A Addictive Behaviours

This course will introduce psychological and neurobiological theories of addiction, considering and evaluating the extent to which behaviours commonly described as 'addictive' - including not only dependence on drugs, but also excessive engagement in behaviours such as gambling - are motivated by similar outcomes and reflect the involvement of similar processes. The course will outline individual differences in risk for addiction and consider how these differences interact with features of the social environment to predict addiction development and relapse. Lastly, the efficacy of different treatment approaches will be considered.

PS530036A Psychological Approaches to Music

This course provides an introduction to the study of music psychology and neuroscience. Lectures will focus on perception of musical structure, perception of musically embedded emotions and music perception in individuals with psychological disorders. Theories about music's evolutionary roots, the experience of listening and the relationship between music and language will also be discussed.



Staff and their research interests

Professor Joydeep Bhattacharya BE PhD

Neural signal processing and integrative brain functioning; oscillatory brain dynamics; network connectivity analysis; non-linear dynamics and chaos; time series analysis; multisensory processing; insight problem solving; perception of music and visual art; neuro-aesthetics.

Professor Frank Bond BA PGDip MSc

PhD ICTLHE (Head of Department)

Occupational health psychology: evaluating process and outcome in stress management and work reorganisation interventions; identifying organisational and psychological factors that predict health and work effectiveness; cognitive-behaviour therapies at work.

Dr Andrew Bremner BA DPhil (Senior Lecturer)

Perceptual and cognitive development; object knowledge and spatial representation in infancy and early childhood; the development of visual perception in early infancy; the development of crossmodal perception in infancy; the development of learning and cognitive control.

Dr Tomas Chamorro-Premuzic BSc

MSc MPhil PhD (Reader)

Individual differences; personality and intelligence; human performance; organisational psychology; creativity; emotional intelligence; consumer behaviour; and psychometrics.

Dr Gianna Cocchini BSc PhD (Lecturer)

Neuropsychology; visuo-spatial disorders, in particular unilateral neglect and extinction; unawareness of illness (anosognosia); attention and memory disorders in patients suffering from Alzheimer Disease.

Dr Andrew Cooper BA PhD (Lecturer)

Individual differences; biologically based theories of personality; psychometrics and personality assessment; mood induction and emotion; emotion regulation; decision-making; problem gambling.

Dr Dorothy Cowie BA DPhil (Lecturer)

Visual and motor development. Multisensory integration and development.

Dr Debbie Custance BSc PhD (Lecturer)

Developmental-comparative psychology with special emphasis on social learning and parent-offspring relationships in human and non-human primates and domestic dogs.

Professor Jules Davidoff BSc PhD DSc

CPsychol FBPsS (Director, Centre for Cognition, Computation and Culture)

Cognitive neuropsychology and cognitive psychology: object and face perception, object-knowledge and its relationship to object and action naming. All aspects of colour processing.

Dr Jan de Fockert MSc PhD (Senior Lecturer)

Visual selective attention, in particular the role of control functions of the frontal cortex in distractor processing. Functional neuroimaging of selective attention.

Dr Jonathan Freeman MPhil PhD

(Managing Director of i2 media research limited, and part-time Senior Lecturer)

Motivations and barriers to the adoption and use of interactive media (digital TV, internet, broadband, mobile, computer games). Attitudes towards and consumption of media and technology, user experience, user-centred design, usage scenarios for new media products and services, and subjective and objective measurement of presence in virtual and mixed reality environments.

Professor Christopher French BA PhD

CPsychol FBPsS FRSA (Head, Anomalous Psychology Research Unit)

The psychology of paranormal belief and ostensibly paranormal experiences. The effects of emotion on cognitive processes.

Dr Lorna Goddard BSc PhD (Senior Lecturer)

The use of autobiographical memory in social problem-solving, particularly in relation to depression, gender and Asperger syndrome. Autobiographical memory in visual impairment.

Dr Alice Gregory BA PhD (Senior Lecturer)

Developmental psychopathology, anxiety, depression, sleep problems, longitudinal epidemiology and behavioural genetics.

Dr Nigel Guenole BA MA

GradDipAppIStat PhD (Lecturer)

The role of perceived fairness in determining employee support for controversial organisational policies. Measurement techniques for the assessment of leadership capability. The role of personality in the prediction of leader emergence as opposed to leader effectiveness. The application of modern statistical methods like mixture modelling to issues in organisational psychology.

Professor Pam Heaton BSc PhD

Neuropsychology of musical cognition; musical and linguistic pitch processing in neurodevelopmental disorders; savant syndrome.

Dr Elisabeth Hill BSc PhD CPsychol (Reader)

Cognitive aspects of neurodevelopmental disorders including executive function, social cognition and motor coordination across the lifespan. Disorders of interest include autism spectrum disorder and developmental coordination disorder. Autism and Employment.

Dr Alice Jones BSc PhD CPsychol (Lecturer)

(Head, Unit for School and Family Studies)

Neuropsychological and neuroscience investigations of antisocial behaviour in children and adolescents, including callous-unemotional traits and early psychopathic behaviour; empathy and emotion processing in children and adolescents with emotional and behavioural problems and in children involved in bullying; social inclusion of children and adolescents with developmental disorders in mainstream education.

Dr Yulia Kovas BA MA BSc MSc PhD (Lecturer)

Genetic and environmental etiology of individual differences in mathematical ability and disability, and the etiology of covariation and comorbidity between different learning abilities and disabilities; genetic and environmental etiology of common psychopathology; and links between mental and physical health. Quantitative and molecular genetics, psychology and neuroimaging.

Dr Madoka Kumashiro BA BSc MA PhD (Lecturer)

Social psychology and personality – self in interpersonal contexts; role of close others on facilitating self-regulation and motivation; individual differences and interpersonal processes; balancing personal and relational needs; personal and relational well-being.

Dr Karina Linnell MA MSc PhD (Lecturer)

Visual attention and perception, visual attention and action, visual attention and memory, and the role of visual objects. Visual perception, especially grouping and object constancies. Neuropsychological studies of attention and perception. Brain imaging of attention.

Daniel Müllensiefen, MA DPhil (Lecturer)

Music cognition; memory and psychology of learning; computational models of the mind; cognitive modelling, machine learning, and algorithms; similarity perception and musical similarity; forensic psychology and copyright issues; computational analysis of music, in particular popular music; computational linguistics.

Professor Alan Pickering BA PhD

Memory; neuropsychology; attention; amnesia; frontal lobe functions; the biological basis of personality and especially its relationship with behaviour under reward and dopaminergic neurotransmission; formal modelling of learning; schizophrenia; psychological statistics; psychopharmacology.

Professor Jane Powell BA MPhil PhD

Chartered Clinical Psychologist

Neuropsychology; brain injury; rehabilitation after brain injury; psychopharmacology; cognitive assessment; assessment of disability and participation; addiction; motivation and motivational impairments.

Professor Linda Pring BSc PhD CPsychol AFBPsS

Developmental cognitive neuropsychology, with an emphasis on early social behaviour, reading and memory; the psychology of visual handicap; talent and intelligence with respect to savant performance.

Dr Caroline Rix BSc PhD CPsychol (Lecturer)

Social psychology; small group processes; influence, persuasion and attitude change. Internet psychology; aspects of online communication.

Dr Lauren Stewart BSc MSc PhD (Senior Lecturer)

Neuro-cognitive aspects of musical behaviour including musical learning, the generation of musical expectancies and disorders of musical listening.

Professor Timothy Valentine BSc PhD CPsychol FBPsS

Face recognition; eyewitness identification and testimony; psychology and law.

Dr José van Velzen MSc PhD (Lecturer)

Visual, tactile and auditory attention and cross-modal links between modalities; response preparation and the interaction with perception and selective processing; spatial processing in egocentric and allocentric space; spatial processing in the blind.

Professorial Fellow

Professor John Gruzelier MA PhD FBPsS FIOF
EEG neurofeedback, particularly in relation to creativity and the performing arts; schizophrenia and personality disorders; hypnosis and energy medicine.

Emeritus Professors

Professor Peter Smith BA PhD CPsychol FBPsS
Social development in the home and school; play; friendship; aggression and bullying in childhood; grandparent/grandchild relationships; human ethology and sociobiology.

Professor Clive Fletcher BA PhD CPsychol FBPsS

Occupational psychology; the influence of personality and cognitive factors in self assessment and self awareness; performance appraisal and performance management; assessment centres.

Professor Max Velmans BSc PhD CPsychol FBPsS

Consciousness studies, with a particular focus on integrating work in philosophy, cognitive psychology, neuropsychology, and mind/body relationships in clinical practice.

Dr Herb Blumberg MA PhD AFBPsS

Social psychology and social research methods, particularly group processes, social cognition, conflict resolution, social exchange.

More detailed information on staff research interests can be found on our departmental website at www.gold.ac.uk/psychology.

Part-time tutors

A panel of part-time tutors is appointed each year to provide tutorial support, support, contribute to the undergraduate teaching and mark essay and project work.



Contact us

Thank you for your interest in Psychology at Goldsmiths. Once you have read this booklet and the relevant sections of the Undergraduate Prospectus, if you have any specific queries about the department or the degrees, please contact the Department of Psychology on 020 7919 7870, fax 020 7919 7873, e-mail psychology@gold.ac.uk.

If you have any questions please contact us as follows:

Enquiry Team,
tel 020 7078 5300
e-mail course-info@gold.ac.uk

We can supply information in alternative formats for people with a visual impairment or dyslexia. Please contact Department of Marketing, Recruitment and Communications on 020 7919 7971 or e-mail ext-comms@gold.ac.uk.

Did you find this booklet helpful?

We would welcome any comments you have about the content or design of this booklet. Please e-mail ext-comms@gold.ac.uk, or write to Department of Marketing, Recruitment and Communications, Goldsmiths, University of London, New Cross, London SE14 6NW, stating the name of the booklet.

All information is treated in the strictest confidence and will in no way affect any application you make to Goldsmiths; no personal data is kept on file.



Disclaimer

The information in this Prospectus was correct in May 2011. Prospectuses are as far as possible accurate as at the date of publication, but the College does not intend by the publication of a prospectus, or any other advance degree programme information, to create any contractual or other legal relation with applicants, accepted students, their advisers or any other person. Nor is it responsible or liable for the accuracy or reliability of any of the information in third party publications or websites referred to in a prospectus. The College is unable to accept liability for the cancellation of proposed programmes of study prior to their scheduled start, although it will take reasonable steps to transfer students affected by the cancellation to similar or related programmes of study. The College undertakes all reasonable steps to provide educational services including teaching, examination, assessment and other related services, set out in its prospectuses and programme literature ("Educational Services"). However, except where otherwise expressly stated in writing, the College cannot accept liability or pay any compensation where the performance or prompt performance of its obligations to provide Educational Services is prevented or affected by "force majeure". "Force majeure" means any event which the institution could not, even with all due care, foresee or avoid. Such events may include (but are not limited to) war or threat of war, riot, civil strife, terrorist activity, industrial dispute, natural or nuclear disaster, adverse weather conditions, pandemic flu, interruption in power supplies or other services for any reason, fire and all similar events outside the control of the College. Please visit www.gold.ac.uk/regulations/general-regulations/current/disclaimer for our most up-to-date disclaimer.let.

Terms and conditions

All students are subject to Goldsmiths' Regulations (published at www.gold.ac.uk/regulations). When you accept an offer to study at Goldsmiths you undertake to comply with these Regulations, with Goldsmiths' Charter, Statutes and Ordinances (www.gold.ac.uk/governance/ordinances and www.gold.ac.uk/governance/charter-statutes), with the Statutes and Regulations of the University of London (available from the University of London, Senate House, Malet Street, London WC1E 7HU), and with relevant legislation in force at the time. Please note that a student who has not received the official written offer of a place from the Goldsmiths Admissions Office (or UCAS, GTTR or SWAS as appropriate) may not be admitted to, or enrolled on, a programme of study

© May 2011

Goldsmiths, University of London 2011

The copyright in these pages belongs to Goldsmiths, University of London, and all rights are reserved. Permission is given for copying one or more of these pages for the sole purpose of viewing them for private use, provided Goldsmiths is identified as the source of information at all times. Permanent reproduction, including printing, copying or storage of any of these pages or any part thereof, or the redistribution thereof by any means, is not permitted.



Goldsmiths has charitable status.
This booklet is printed on 9lives Offset, which is manufactured from 100% recycled fibre.
Content: 100% recovered fibre. TCT bleaching.
Manufacturing accreditation: ISO 9001, ISO 14001.
Product certification: FSC 100% recycled, NAPM recycled approved



Goldsmiths has joined the Carbon Trust's Higher Education Carbon Management programme, and is participating in the national 10:10 campaign, demonstrating a commitment to cutting carbon emissions. Goldsmiths' efforts in the field of carbon management and emission reduction have been recognised by the government.

Our Mission

We offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice.

Goldsmiths
UNIVERSITY OF LONDON

Goldsmiths, University of London
New Cross, London SE14 6NW
+44 (0)20 7919 7171
www.gold.ac.uk