



THE UNIVERSITY  
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

# 2011

## Health Psychology Postgraduate Handbook



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### DISCLAIMER

Although every reasonable effort is made to ensure accuracy, the information in this document is provided as a general guide only for students and is subject to alteration.

All students enrolling at The University of Auckland must consult its official document, the 2011 Calendar of The University of Auckland, to ensure that they are aware of and comply with all regulations, requirements and policies.



# Health Psychology



## Introduction

Health Psychology has become the most rapidly growing field of psychology over the past 20 years. The field is concerned with understanding human behaviour in the context of health and illness.

# Health Psychology



## Background

The field covers areas such as how individuals cope with illness and chronic disease, understanding and promoting healthy behaviours, psychological influences on the development of disease states, understanding and improving adjustment in health-care settings, patient-practitioner communication, adherence to treatment, determinants of health-related behaviours (diet, exercise etc), and understanding how individuals make sense of and react to health screening, symptoms and illness.

The impetus for the development of Health Psychology has stemmed from the fact that many of these areas of research and practice have not previously been directly addressed by medicine. The field has been bolstered by the usefulness of psychological models in explaining health-related behaviours and developing effective interventions in areas that have been problematic in the health field.

There is increased recognition of the need for health services to pay more attention to the psychological aspects of medical problems and to improve health care interventions. Increasingly, health professionals are dealing with chronic illness, psychosomatic illness, ageing, and the problems of living with disability. All these areas have major Health Psychology components.

The University of Auckland is one of the first universities worldwide to offer a practitioner qualification in Health Psychology. Students who complete the MSc in Health Psychology and the Postgraduate Diploma in Health Psychology are eligible to apply for registration with the New Zealand Psychologists Board. Graduates of the PGDipHealthPsych are currently working in hospital-based respiratory and diabetes services, rehabilitation services, and pain clinics. Some are working in primary care for private health providers. Some graduates are also in private practice.

Postgraduate study in Health Psychology can also lead to research careers and health promotion careers within hospital or university environments. Recent structural changes in the administration of health services in New Zealand have created a greater need for researchers well-versed in the health field to evaluate the benefits and liabilities of particular health service programmes and outcomes. At present there is a lack of skilled researchers to conduct these evaluations. The continued push for cost containment and justification will also draw health providers into developing more effective and carefully assessed treatment programmes from primary through to tertiary services. A number of our graduates are currently working in research positions in New Zealand and overseas.

## Health Psychology facilities

There are excellent facilities and resources for teaching and research in Health Psychology on both the Medical and Health Sciences Campus and the Tāmaki Campus of The University of Auckland. The Medical and Health Sciences Campus has close proximity and contact with medical institutions throughout the region. The campus also has ready access to clinical populations of special interest to Health Psychology, such as oncology services, cardiac services, neurology, obstetrics and gynaecology, specialist pain services, and other tertiary and specialty centres.

These features are complemented by the existence at the Tāmaki Campus of many other relevant health and exercise related resources. The Tāmaki Campus includes health research groups and clinics in Clinical Psychology, the School of Population Health, Occupational Medicine, Centre for Health Services Research and Policy, Department of Sport and Exercise Science, Adidas Sports Medicine, Audiology, and Speech Language Therapy.

## Postgraduate Studies in Health Psychology

Research-based programmes at the Postgraduate Diploma (PGDipSci), Masterate (MSc) and Doctoral (PhD) levels are available in Health Psychology at The University of Auckland. In addition, there is a Postgraduate Diploma in Health Psychology (PGDipHealthPsych), graduates of which can apply for registration with the New Zealand Psychologists Board. Entry into the programme is competitive. Approximately 12 students are accepted into the PGDipSci in Health Psychology programme each year. Students who complete the PGDipSci in Health Psychology and obtain at least a B- average in 90 points, 75 points of which must be at 700 level, may apply for the MSc in Health Psychology programme. Each year, approximately six students who complete the MSc in Health Psychology programme are accepted into the PGDipHealthPsych.

## PGDipSci in Health Psychology and MSc in Health Psychology

The Postgraduate Diploma in Science in Health Psychology and the Master of Science in Health Psychology are offered jointly by the Faculty of Science and the Faculty of Medical and Health Sciences. These postgraduate programmes are taught by Health Psychology researchers working in the Department of Psychology at the Tāmaki Campus and in the Department of Psychological Medicine at the Grafton Campus. The programmes are designed to give students a strong background in the theoretical, methodological and practical applications of Health Psychology. The courses aim to produce graduates with sound knowledge of health psychology and high quality research skills who are able to design and carry out effective health psychology research and interventions in community and health-care settings. They will be able to evaluate the effectiveness of health intervention programmes using sophisticated methodological approaches in the health area.

## University admissions and enrolment

Students who are interested in applying for the MSc in Health Psychology must first complete the PGDipSci in Health Psychology and obtain at least a B- average in 90 points, 75 points of which must be at 700 level. Entry into the PGDipSci in Health Psychology programme is limited and applications for entry close 1 December. The minimum requirement for entry is a Bachelor of Science or Bachelor of Arts degree with a major in Psychology. A research methods course such as PSYCH 306 from The University of Auckland or an equivalent is normally expected for entry into the programme. There is an interview selection process for the PGDipSci in Health Psychology; the interviews are held in early December.

Students interested in enrolling in the PGDipSci in Health Psychology need to complete a Health Psychology application form available from the Department of Psychological Medicine and make an online application to The University of Auckland ([www.auckland.ac.nz](http://www.auckland.ac.nz)). For more information about the Health Psychology application form, please see the contact information to the right.

For more information about the application process, please contact Ranjeeni Ram in the Department of Psychological Medicine.

General postgraduate enrolment information is available from The University of Auckland School of Graduate Studies or the Faculty of Science Student Centre.

School of Graduate Studies  
Phone: +64 9 373 7599 ext 86899  
Email: [postgraduate@auckland.ac.nz](mailto:postgraduate@auckland.ac.nz)  
Internet: <http://www.postgrad.auckland.ac.nz/uoa/for/postgradstudents/>

Faculty of Science  
Phone: +64 9 373 7599 ext 87020  
Fax: +64 9 373 7431  
Email: [pgscience@auckland.ac.nz](mailto:pgscience@auckland.ac.nz)

## International students

If you are an international student (that is, you do not have citizenship or permanent residency in New Zealand or Australia) then you should contact the International Office for application information ([international@auckland.ac.nz](mailto:international@auckland.ac.nz)).

You will also need to complete the Health Psychology application form (for more information about this, please see contact information below).

### For information about Health Psychology programmes contact:

Ranjeeni Ram  
Administrator, MSc and PG DipSci in Health Psychology  
Department of Psychological Medicine  
Grafton Campus  
The University of Auckland  
Private Bag 92019  
Victoria Street West  
Auckland 1142  
New Zealand  
  
Phone: +64 9 373 7599 ext 86531  
Fax: +64 9 373 7013  
Email: [r.ram@auckland.ac.nz](mailto:r.ram@auckland.ac.nz)

OR

Dr Elizabeth Broadbent  
Director of MSc & PGDipSci in Health Psychology  
Department of Psychological Medicine  
Grafton Campus  
The University of Auckland  
Private Bag 92019  
Victoria Street West  
Auckland 1142  
New Zealand  
  
Phone: +64 9 373 7599 ext 86756  
Email: [e.broadbent@auckland.ac.nz](mailto:e.broadbent@auckland.ac.nz)

# Programme outlines

## Postgraduate Diploma in Science (Health Psychology)

The programme for the PGDipSci in Health Psychology requires a total of 120 points of which 60 points are from compulsory courses (listed below).

### Compulsory courses

HLTHPSYC 714	Health Psychology	T	1.00 - 3.00	G	Semester One
HLTHPSYC 715	Research Methods in Health Psychology	T	10.00 -12.00	G	Semester One
PSYCH 747	Psychological Assessment	W	9.30 -11.30	T	Semester One
PSYCH 748	Health Psychology Interventions	W	9.30 -11.30	T	Semester Two

### Optional courses

The remaining 60 points from other postgraduate courses are/can be selected from a variety of approved 700 level courses taught in the Department of Psychological Medicine, Department of Psychology, Department of Sports and Exercise Science, and Population Health. For a complete list of the courses offered in these departments please refer to the relevant department handbooks.

Some relevant courses that students may consider are:

HLTHPSYC 716	Psychoneuroimmunology	Th	9-11am	G	Semester Two
HLTHPSYC 743	Psychopathology and Clinical Interviewing	M	3-5pm	G	Semester One
HLTHPSYC 717	Emotions, Emotion Regulation and Health	T	1.30-3pm	G	Semester Two
HLTHPSYC 718	Psychophysiology and Health	Th	1-3pm	G	Semester Two
HLTHPSYC 744	Research Topic in Health Psychology		TBC	T/G	Semester Two
HLTHPSYC 758	Special Topic in Health Psychology		TBC	G	Semester One Semester Two
HLTHPSYC 757	Psychosomatic Processes	T	10am-12noon	G	Semester Two
PSYCH 745	Death and Dying	F W	10.30am-2.30pm 2.30- 4.30pm	T T	Semester One Semester Two
PSYCH 755	Gender, Power and Sexuality	M	12- 2pm	C	Semester Two
SPORTSCI 713	Sport, Exercise and Rehabilitation Psychology	W	1.30- 4.30pm	T	Semester Two

NOTE: Timetable subject to change. Please see **Student Services Online** for up to date information.

T = Tāmaki Campus, G = Grafton Campus, C = City Campus, TBC=To be co-ordinated.

# Description of course content

## **HLTHPSYC 714 Health Psychology 15 Points**

**Staff:** Professor Keith Petrie

A review of the psychological factors involved in health and illness. Topics include the understanding of patient behaviour in medical settings, preventative health behaviour, cognitive models of illness, stress and illness, communication and adherence to treatment, the psychology of physical symptoms, and coping with chronic disease.

## **PSYCH 747 Psychological Assessment 15 points**

**Staff:** Professor Linda Cameron

This course focuses on developing skills in the assessment and evaluation of constructs commonly used in psychology research and practice. The course covers issues specific to health psychology such as the assessment of quality of life and the development of assessment tools for use in health settings. We will cover the critical aspects of psychometric theory and test construction including assessments of reliability and validity, item analysis, cultural sensitivity and potential biases in measurement, and assessments of needs and risks in children, adolescents and adults.

**Restriction:** PSYCH 701 A & B

## **PSYCH 748 Health Psychology Interventions 15 Points**

**Staff:** Professor Linda Cameron

This course focuses on theoretical, practical and ethical issues concerning the design and evaluation of health-related interventions. The course covers research on a variety of clinic-based and community interventions including programmes for promoting healthy diet and exercise habits, psychosocial interventions for individuals with chronic illnesses and pain management interventions.

**Restriction:** PSYCH 701 A & B

## **HLTHPSYC 715 Research Methods in Health Psychology 15 points**

**Staff:** Dr Elizabeth Broadbent

A review of the principal methods used in the design, conduct and analysis of studies in the health psychology area. This will include both quantitative and qualitative approaches to health psychology research.

## **PSYCH 745 Death And Dying 15 points**

**Staff:** Professor Glynn Owens

**Restricted to 10 students each semester**

An introduction to the issues involved in death and dying. Topics covered include the demography and physiology of dying, models of psychological response to the diagnosis of a fatal illness, therapeutic interventions with the dying and their families, coping skills of carers, as well as dealing with special groups and problems.

**Restriction:** PSYCH 734

### **HLTHPSYC 716 Psychoneuroimmunology 15 points**

**Staff:** Associate Professor Roger Booth

An outline of the nature of the human immune system, its measurement and the limitations of current practices and models. The main focus of the course is the extent to which psychological processes such as stress, emotions and social interactions have been found to influence immune behaviour and the implications of these findings for health and well-being.

### **HLTHPSYC 717 Emotions, Emotion Regulation, and Health 15 points**

**Staff:** Associate Professor Nathan Consedine

Extends content knowledge in health psychology by focussing on the expanding literature linking emotions and emotion regulation with health outcomes. The course provides an overview of the nature and functions of emotions, discrete versus dimensional approaches, developmental and cultural considerations, and the links between emotions and cognitive processes. Specific topics include direct and indirect pathways linking emotions and health, links between emotions and health-deleterious behaviours (e.g., smoking, drinking, diet), symptom detection, screening behaviour, treatment decision-making, and adherence

### **HLTHPSYC 718 Psychophysiology and Health 15 points**

**Staff:** Dr John Sollers III

Describes general psychophysiological methodology including the measurement, analysis and interpretation of physiological data. Topics include physiological responses to stress including heart rate, blood pressure, heart rate variability, cortisol and the startle response. This course takes a multi-systems approach to exploring health and affords the opportunity to view behavioural, physiological and neuroendocrine responses to stress.

### **HLTHPSYC 743 Psychopathology and Clinical Interviewing 15 points**

**Staff:** Professor Keith Petrie

A review of the common psychological disorders encountered in clinical practice and health settings. Practical teaching of clinical interview and diagnostic skills is completed in class.

### **HLTHPSYC 744 Research Topic in Health Psychology 15 points**

This course offer the opportunity for academic staff to provide a specific course of study for one or several students. It will allow students to study a particular topic in depth or to be an active contributor to an existing research project. Students interested in doing a special topic should do so by arrangement with one of the health psychology staff members. Topics offered by individual staff will be advertised at the beginning of each year.

### **HLTHPSYC 757 Psychosomatic Processes 15 points**

**Staff:** Mr Malcolm Johnson

Explores the psychological and biological processes that contribute to persistent pain. The assessment of the relevant psychological variables and treatment approaches for these conditions are also canvassed.

### **HLTHPSYC 758 Special Topic in Health Psychology 15 points**

This courses offer the opportunity for academic staff to provide a specific course of study for one or several students. It will allow students to study a particular topic in depth or to be an active contributor to an existing research project. Students interested in doing a special topic should do so by arrangement with one of the health psychology staff members. Topics offered by individual staff will be advertised at the beginning of each year

**PSYCH 755 Gender, Power and Sexuality**  
**15 points**

**Staff:** Associate Professor Nicola Gavey  
**Restricted to 14 students**

This seminar-based course will allow students to explore a broad range of topics such as: safer sex, sexual coercion, prostitution, rape, lesbian and gay sexuality, heterosexuality, bisexuality, and sexuality and culture. The emphasis will be on looking at questions from social constructionist and feminist approaches to sexuality.

**SPORTSCI 713 Sport, Exercise and Rehabilitation Psychology**  
**15 points**

**Staff:** Dr Jane Magnusson

A course designed to provide a comprehensive perspective of the role of psychological factors in the areas of sport, exercise and rehabilitation. Historical, theoretical, clinical and methodological considerations will be examined.

**Master of Science  
in Health Psychology**

**HLTHPSYC 796 MSc Thesis**  
**120 points**

Research theses are conducted under supervision in either the Department of Psychological Medicine or the Department of Psychology.

# Postgraduate Diploma in Health Psychology

## Aim

The Postgraduate Diploma in Health Psychology aims to train students in the skills that are necessary for them to be able to function as health psychologists working in health care settings, with patient populations and the public.

Graduates will have a sound knowledge of the social and psychological aspects of health problems and the application of suitable psychological interventions in health settings.

A goal of the PGDipHealthPsych is to provide a route to registration with the New Zealand Psychologists Board for students holding a MSc in Health Psychology.

## Eligibility

Students normally apply for the PGDipHealthPsych following completion of the PGDipSci in Health Psychology. Upon acceptance into the PGDipHealthPsych, students are then required to successfully complete the MSc in Health Psychology thesis. During their thesis year they will attend irregular teaching sessions and workshops and spend time on placement in various health settings arranged by the Department. This means that there is a one year delay between acceptance into and commencement of the PGDipHealthPsych. Applicants will also have completed a course in Psychopathology and Clinical Interviewing **normally HLTHPSYC 743 at The University of Auckland**. Students can also apply for entry into the PGDipHealthPsych programme later, after completing their MSc in Health Psychology.

Application for selection closes at the end of October each year. Interviews occur towards the end of November. Application forms are available from the Department of Psychological Medicine administration.

## Enquiries

Students seeking further information about the Postgraduate Diploma in Health Psychology should contact:

Malcolm Johnson  
Director of PGDipHealthPsych  
Department of Psychological Medicine  
Faculty of Medical and Health  
Sciences  
The University of Auckland  
Private Bag 92019  
Auckland 1142  
New Zealand

Phone: +64 9 373 7599 ext 83092

Fax: +64 9 373 7013

Email: mh.johnson@auckland.ac.nz

## Programme Outline

The PGDipHealthPsych involves the completion of a University course (HLTHPSYC 742A & B Professional Practice in Health Psychology) and a full year internship (HLTHPSYC 745A & B Practicum in Health Psychology).

The PGDipHealthPsych aims to produce graduates with interviewing skills necessary for gathering data in face-to-face health contexts. The programme also aims to produce psychologists with the skills necessary to select, utilise and interpret assessment tools in Health Psychology, be able to produce testable formulations of the problems with which they are confronted and assist patients with appropriate interventions. The diploma programme also will provide students with an awareness of the need to be sensitive to the importance of different cultural, religious, spiritual and other beliefs and to ensure that graduates of the course are aware of, and conversant with, the need to work within clear ethical frameworks.

## **HLTHPSYC 742A & B**

### **Professional Practice in Health Psychology 30 points**

This course provides an in depth examination of the professional issues that impact on the practice of health psychology as well as training in the assessment and intervention skills necessary to practice health psychology. Models of practice, assessment, intervention, mental health diagnosis, ethics, the laws that affect practitioners, professional interrelationships, and cultural issues are all analysed using case information drawn from students' experience in HLTHPSYC 745 A & B Practicum in Health Psychology. Where necessary, additional case material will be used.

To complete this course students must enrol in HLTHPSYC 742 A& B

## **HLTHPSYC 745A & B Practicum In Health Psychology 90 points**

The course provides supervised experience practicing as a health psychologist in a variety of settings as approved by the Director of the PGDipHealthPsych and Head of Department of Psychological Medicine. The goals of the Practicum in Health Psychology are to develop the knowledge and skills necessary to practice safely and ethically as an independent health psychology practitioner in a variety of health settings.

To complete this course students must enrol in HLTHPSYC 745 A& B

## **Doctor of Philosophy (PhD)**

Staff at The University of Auckland also offer supervision for research based study towards a PhD. Most areas of Health Psychology are covered by staff interests and students with good quality Masters degrees are encouraged to apply for entry to the PhD programme. The PhD programme is aimed at preparing students for a research or academic career in the field. PhD candidates will critically investigate and evaluate a specific topic in Health Psychology using appropriate research methodology, with the aim of making an independent and original contribution to knowledge.

More details concerning the PhD degree at The University of Auckland as well as guidelines and regulations can be obtained from the School of Graduate Studies:

<http://www.postgrad.auckland.ac.nz/uoafor/postgradstudents>

# Staff

## Roger Booth, PhD

Position: Associate Professor in Psychological Medicine

Discipline: Psychoneuroimmunology

Room: 502-501A, Department of Molecular Medicine and Pathology,  
Medical and Health Sciences Campus

Ext: 86475

Email: rj.booth@auckland.ac.nz



### Research Interests:

Psychoneuroimmunology; self-determination and the immune system; immune networks in health and illness; emotional expression, immunity and health; immune regulators and symptom experience.

### Recent Publications:

Sammour, T., Kahokehr, A., Chan, S., Booth, R. J., & Hill, A. G. (2010). The humoral response after laparoscopic versus open colorectal surgery: A meta-analysis. *Journal of Surgical Research*. (in press)

Booth, R. J. (2010). Emotional expression and disclosure. In S. Segerstrom (Ed.), *The Oxford Handbook of Psychoneuroimmunology*. Oxford: Oxford University Press. (in press).

Zargar-Shoshtari, K., Paddison, J. S., Booth, R. J., & Hill, A. G. (2009). A prospective study on the influence of a fast-track program on postoperative fatigue and functional recovery after major colonic surgery. *J Surg Res*, 154(2), 330-335.

Paddison, J. S., Booth, R. J., Cameron, L. D., Robinson, E., Frizelle, F. A., & Hill, A. G. (2009). Fatigue after colorectal surgery and its relationship to patient expectations. *Journal of Surgical Research* 151(1), 145-152.

Paddison, J. S., Booth, R. J., Fuchs, D., & Hill, A. G. (2008). Peritoneal inflammation and fatigue experiences following colorectal surgery: a pilot study. *Psychoneuroendocrinology*, 33(4), 446-454.

Vedhara, K., Moss-Morris, R., Booth, R., Horgan, M., Lawrence, M., & Birchall, N. (2007). Changes in mood predict disease activity and quality of life in patients with psoriasis following emotional disclosure. *Journal of Psychosomatic Research*, 62(6), 611-619.

Tamagawa, R., Lobb, B., & Booth, R. (2007). Tolerance of shift work. *Appl Ergon*, 38(5), 635-642.

Loft, P., Thomas, M. G., Petrie, K. J., Booth, R. J., Miles, J., & Vedhara, K. (2007). Examination stress results in altered cardiovascular responses to acute challenge and lower cortisol. *Psychoneuroendocrinology*, 32(4), 367-375.

Cameron, L. D., Booth, R. J., Schlatter, M., Ziginskis, D., & Harman, J. E. (2007). Changes in emotion regulation and psychological adjustment following use of a group psychosocial support program for women recently diagnosed with breast cancer. *Psycho-oncology*, 16(3), 171-180.

## Elizabeth Broadbent, PhD

Position: Senior Lecturer in Psychological Medicine  
Discipline: Health Psychology  
Room: 12005, Department of Psychological Medicine,  
Level 12, Auckland Hospital Support Building,  
Extn: 86756  
Email: e.broadbent@auckland.ac.nz



### Research interests

Stress and wound healing, illness perceptions, patients' drawings of their illness, risk perceptions, human-robot interactions in healthcare.

### Recent publications

Koschwanez, H.E. & Broadbent, E. (in press). The use of wound healing assessment methods in psychological studies: A review and recommendations. *British Journal of Health Psychology*.

Consedine, N., Ladwig, I., Reddig, M.K., & Broadbent, E.A. (in press). The many faeces of colorectal cancer screening embarrassment: Preliminary psychometric development and links to screening outcome. *British Journal of Health Psychology*.

Broadbent, E., Kuo, I., Lee, Y.I., Rabindran, J., Kerse, N., Stafford, R., & MacDonald, B. (2010). Attitudes and reactions to a healthcare robot. *Telemedicine and e-Health*, 16, 608-613.

Broadbent, E. (2010). Illness perceptions and health: Innovations and clinical applications. *Social and Personality Psychology Compass*, 4, 256-266.

Kaptein, A., van Dijk, S., Broadbent, E., Falzon, L., Thong, M., & Dekker, F.W. (2010). Behavioural research in patients with end-stage renal disease: A review and research agenda. *Patient Education and Counseling*, 81, 23-29.

Broadbent, E. & Loft, P. (2010) 'Psychoneuroimmunology'. In D. French, A. Kaptein, K. Vedhara, & J. Weinman. (Eds.) *Health Psychology*, (2nd edition, pp. 259-270). Oxford: BPS-Blackwell.

Stafford, R., Broadbent, E., Jayawardena, C., Unger, U., Kuo, I.H., Igic, A., Wong, R., Kerse, N., Watson, C., & MacDonald, B.A. (2010) Improved robot attitudes and emotions at a retirement home after meeting a robot. *Proceedings of the 2010 IEEE International Symposium on Robot and Human Interactive Communication*.

Broadbent, E., Stafford, R., & MacDonald, B. (2009). Acceptance of healthcare robots for the older population: Review and future directions. *International Journal of Social Robotics*, 1, 319-330.

Broadbent, E., Ellis, C.J., Thomas, J., Gamble, G., & Petrie, K.J. (2009). Further development of an illness perception intervention for myocardial infarction patients: A randomised controlled trial. *Journal of Psychosomatic Research*, 67,17-23.

Broadbent, E., Ellis, C.J., Thomas, J., Gamble, G., & Petrie, K.J. (2009). Can an illness perception intervention reduce anxiety in spouses of myocardial infarction patients? A randomised controlled trial. *Journal of Psychosomatic Research*, 67, 11-15.

## Linda Cameron, PhD

Position: Professor in Psychology

Discipline: Health Psychology

Room: 721:333 Department of Psychology, Tāmaki Campus

Ext: 86869

Email: l.cameron@auckland.ac.nz



### Research Interests:

Self-regulation and health, emotion regulation, risk perceptions, cancer screening, psychosocial aspects of genetic testing, adjustment to cancer and chronic illness.

### Recent Publications:

Lee, T. J., Cameron, L. D., Wünsche, B., & Stevens, C. (2010). A randomized trial of computer-based communications using imagery and text information to alter representations of heart disease risk and motivate protective behaviours. *British Journal of Health Psychology*, in press.

Schlatter, M. S., & Cameron, L. D. (2010). Emotional suppression tendencies as predictors of symptoms, mood, and coping appraisals during AC-chemotherapy for breast cancer treatment. *Annals of Behavioral Medicine*, in press.

Cameron, L. D., & Moss-Morris, R. (2010). Illness-related cognitions and behaviour. In D. French, K. Vedhara, A. A. Kaptein, & J. A. Weinman (eds.), *Health Psychology, 2nd ed* (in press). Oxford: Blackwell.

McCool, J., Cameron, L. D., & Robinson, E. (2010). Do parents have any influence over how young people appraise tobacco images in the media? *Journal of Adolescent Health*, in press.

Cameron, L. D., Sherman, K. A., Marteau, T. M., & Brown, P. M. (2009). Impact of genetic risk information and type of disease on perceived risk, anticipated affect, and expected consequences of genetic tests. *Health Psychology, 28*, 307-316.

Cameron, L. D., & Muller, C. (2009). Psychosocial aspects of genetic testing. *Current Opinion in Psychiatry, 22*, 218-223.

Bennett, J. A., Cameron, L. D., Brown, P. M., Whitehead, L. C., & Porter, D. (2009). Differences between older and younger cancer survivors in seeking cancer information and using complementary/alternative medicine. *Journal of General Internal Medicine, 24*, 1089-1094.

Cameron, L. D. (2008). Illness risk representations and motivations to engage in protective behavior: The case of skin cancer risk. *Psychology and Health, 23*, 91-112.

Cameron, L. D., & Jago, L. (2008). Emotion regulation interventions: A common-sense model approach. *British Journal of Health Psychology, 13*, 215-221.

Cameron, L. D., & Chan, C. K. Y. (2008). Designing health communications: Harnessing the power of affect, imagery, and self-regulation. *Personality and Social Psychology Compass, 2*, 262-282.

## Nathan S. Consedine, PhD

Position: Associate Professor in Psychological Medicine

Discipline: Health Psychology

Room: 12003 Department of Psychological Medicine  
Level 12, Auckland Hospital Support Building

Ext: 85976

Email: n.consedine@auckland.ac.nz



### Research Interests:

Discrete emotions (eg, fear, embarrassment, disgust), emotion regulation, and health, cancer screening, health disparities and ethnic differences, medical help-seeking and decision-making, self-disclosure, lifespan socioemotional development

### Recent Publications:

Consedine, N. S. (in press). Capacities, targets, and tactics: Lifespan emotion regulation viewed from developmental functionalism. Chapter to appear in I. Nyclick & A. Vingerhoets (Eds.), *Emotion regulation and wellbeing*. Springer.

Consedine, N. S., Ladwig, I., Reddig, M. K., & Broadbent, E. A. (in press). The many faeces of colorectal cancer screening embarrassment: Preliminary psychometric development and links to screening outcome. *British Journal of Health Psychology*.

Consedine, N. S., Christie, M. A., & Neugut, A. I. (2009). Factors associated with initial and repeat PSA screening in Caribbean, African American, and White men in Brooklyn. *British Journal of Health Psychology*, 14, 303-322.

Consedine, N. S., & Skamai, A. (2009). Sociocultural considerations in aging men's health: Implications and recommendations for the clinician. *Journal of Men's Health*, 6 (3), 196-207.

Magai, C., Consedine, N. S., Fiori, K. L., & King, A. R. (2009). Sharing the good, sharing the bad: the benefits of emotional self-disclosure in middle aged and older adults. *Journal of Aging and Health*, 21 (2), 286-313.

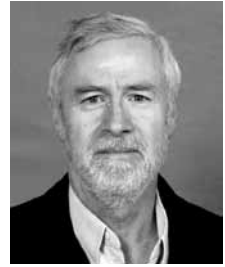
Consedine, N. S. (2008). The health-promoting and health-damaging effects of emotions: the view from developmental functionalism. In M. Lewis, J. Haviland-Jones, & L. Feldman-Barrett (Eds.), *Handbook of emotions* (3rd Edition), pp. 676 - 690. Guilford, New York.

Consedine, N. S., Adjei, B. A., Ramirez, P. M., & McKiernan, J. M. (2008). An object lesson: Differences in source determine the relations that trait anxiety, prostate cancer worry, and fear of screening hold with prostate screening frequency. *Cancer Epidemiology, Biomarkers, & Prevention*, 17 (7), 1631-1639.

Fiori, K. L., Consedine, N. S., & Magai, C. (2008). The adaptive and maladaptive faces of dependency in later life: Links to physical and psychological health outcomes. *Journal of Mental Health & Aging*, 12 (6), 700 - 712.

## Malcolm Johnson, MA, DipClinPsych

Position: Senior Lecturer in Psychological Medicine  
Discipline: Clinical and Health Psychology  
Room: 12099, Department of Psychological Medicine,  
Level 12, Auckland Hospital Support Building  
Ext: 83092  
Email: mh.johnson@auckland.ac.nz



### Research interests

Pain assessment and management; attention, information processing and pain; anxiety and pain; confidentiality and professional practice.

### Recent publications

Johnson, M.H. (2006) Chronic Pain. In: N Kazantzis and L L'Abate (Eds.) *Handbook of Homework Assignments in Psychotherapy: Research, Practice, and Prevention* (pp. 426-455). New York: Springer

Petrie KJ, Frampton T, Large RG, Moss-Morris R, Johnson M, Meechan G. (2005) What do patients expect from their first visit to a pain clinic? *Clinical Journal of Pain*. 21, 297-301.

Moss-Morris, R., Humphrey, K., Johnson, M.H., & Petrie, K.J. (2007) Patients' perceptions of their pain condition across a multidisciplinary pain management program: Do they change and if so does it matter? *Clinical Journal of Pain*. 23(7),558-564.

van Kessel K, Moss-Morris R, Willoughby E, Chalder T, Johnson M.H, Robinson E. (2008) A randomized controlled trial of cognitive behavior therapy for multiple sclerosis fatigue. *Psychosomatic Medicine*. 70(2), 205-13

Windsor, J. A, Rossaak, J.I., Chaung, D., Ng A., Bissett, I.P., Johnson, M.H. (2008). Telling the truth to Asian patients in the hospital setting. *New Zealand Medical Journal* 121(1286), 92-99.

Chen, G-F., Johnson, M.H. (2009). Patients' attitudes to the use of placebos: results from a New Zealand survey. *New Zealand Medical Journal*. 122(1296), 35-46.

## Glynn Owens, DPhil

Position: Professor in Psychology  
Discipline: Clinical and Health Psychology  
Room: 734.322, Department of Psychology,  
Tāmaki Campus  
Ext: 86845  
Email: g.owens@auckland.ac.nz



### Research interests

Psychological aspects of health and fitness, behavioural medicine, cancer and dying, methodological issues

### Recent publications

- Chan, K Y, and Owens, R G (2006) Perfectionism and eating disorder symptomatology in Chinese immigrants: Mediating and moderating effects of ethnic identity and acculturation. *Psychology and Health* 21(1), 49-63.
- Wroe, A L, Turner, Nikki and Owens, R G (2005) Evaluation of a Decision-Making Aid for Parents Regarding Childhood Immunizations. *Health Psychology Vol.24, No.6*, 539-547.
- Mitchell, K, and Owens, R G (2004) End of life decision-making by New Zealand general practitioners: a national survey. *New Zealand Medical Journal* 117, 1-11
- Mitchell, K, and Owens, R G (2004) Judgements of laypersons and general practitioners on justifiability and legality of providing assistance to die to a terminally ill patient; a view from New Zealand *Patient Education and Counselling* 54, 15-20
- Mitchell, K, and Owens, R G (2003) National Survey of medical decisions at end of life made by New Zealand general practitioners. *British Medical Journal* 327, 202-203
- Moore, E H, Sitaleki, A Finau, and Owens, R Glynn Health Challenges of some Urban Cook Island Women in New Zealand. *University of the South Pacific, Suva*, 2003
- Owens, R G (2001) Is critical health psychology sufficiently self-critical? *Psychology, Health and Medicine*, 6,259-264
- Lee, C E, and Owens, R G (in press) The Psychology of Men's Health. Open University Press, Milton Keynes. Owens, R G (2001) Single Case Research. in: *Reader's Guide to Social Sciences*. J Michie (ed), Fitzroy Dearborn, London, pp 1487-1488.
- Owens, R G (2001) Generalizability Theory. in: *Reader's Guide to Social Sciences*. J Michie (ed), Fitzroy Dearborn, London, p 649.
- Owens, R G (2001) Human Longevity. in: *Reader's Guide to Social Sciences*. J Michie (ed), Fitzroy Dearborn, London, pp 748-749.
- Caress, A L, Luker, K A, and Owens, R G (2001) A descriptive study of meaning of illness in chronic renal disease. *Journal of Advanced Nursing* 33, 716-727.

## Keith Petrie, PhD, DipClinPsych

Position: Professor in Psychological Medicine

Discipline: Health Psychology

Room: 12003, Department of Psychological Medicine  
Level 12, Auckland Hospital Support Building

Ext: 86564

Email: [kj.petrie@auckland.ac.nz](mailto:kj.petrie@auckland.ac.nz)



### Research interests

The role of patients' perceptions of illness and outcome in chronic illness; patient reassurance; symptom appraisal and delay in seeking medical care; the influence of psychological factors on immune activity; the effect of environmental worries and concerns about modernity on health perceptions and symptom reporting; fatigue in aircrew during international long-haul operations.

### Recent publications

Petrie, K.J. & Vedhara, K. (2010). Man of unconscious sorrow. *Journal of Psychosomatic Research*, 69, 417-18.

Juergens, M.C., Seekatz, B., Moosdorf, R.G., Petrie, K.J., & Rief, W. (2010). Illness perceptions before cardiac surgery predict disability, quality of life and depression three months later. *Journal of Psychosomatic Research*, 68, 553-560.

Faasse, K., Cundy, T., & Petrie, K.J. (2010). An upsurge in adverse event reporting following a formulation change of Thyroxine: The anatomy of a health scare. *British Medical Journal*, 340, 20-21.

Horne, R., Petrie, K.J. & Wessely, S. (2009). H index pathology: Implications for medical research. *British Medical Journal*, 339, 1447-8.

Powell, D.M.C., Spencer, M., Petrie, K.J. (in press). Fatigue in Aircrew after an additional layover period: What a difference a day makes. *Aviation, Space & Environmental Medicine*.

Weinman, J. & Petrie, K.J. (2009). Health psychology. In M.G. Gelder, J.J. Lopez-Ibor, N.C. Andreasen, J. Lopez-Ibor, & J. Geddes (Eds.), *New Oxford Textbook of Psychiatry*, London: Oxford University Press.

Petrie, K.J., & Faasse, K. (2009). Monitoring public anxiety about flu. *British Medical Journal*, <http://blogs.bmj.com/bmj/2009/06/11>.

Broadbent, E., Ellis, C.J., Thomas, J., Gamble, G., & Petrie, K.J. (2009). Further development of an illness perception intervention for myocardial infarction patients: A randomized trial. *Journal of Psychosomatic Research*, 17-23.

Broadbent, E., Ellis, C.J., Thomas, J., Gamble, G., & Petrie, K.J. (2009). Can an illness perception intervention reduce illness anxiety in spouses of myocardial infarction patients? A randomized trial. *Journal of Psychosomatic Research*, 11-15.

Weinman, J. Yusuf, G. Berks, R., Rayner, S., & Petrie, K.J. (2009). How accurate is patients' anatomical knowledge: a cross-sectional questionnaire study of six patient groups and a general public sample. *BMC Family Practice*, 10, 43. doi:10.1186/1471-2296-10-43

## John J. Sollers III, PhD,

Position: Senior Lecturer in Psychological Medicine  
Discipline: Health Psychology  
Room: 12003, Department of Psychological Medicine  
Level 12, Auckland Hospital Support Building  
Ext: 81539  
Email: j.sollers@auckland.ac.nz



### Research interests

Psychophysiology, mind/body interactions, emotions, autonomic control of the heart, health disparities, stress, heart-brain interactions, biomedical engineering – signal processing, Sports Psychology

### Recent publications

Ahs F, Sollers JJ 3rd, Furmark T, Fredrikson M, Thayer JF. High-frequency heart rate variability and cortico-striatal activity in men and women with social phobia. *Neuroimage*. 2009 Sep;47(3):815-20.

Thayer JF, Sollers JJ 3rd, Labiner DM, Weinand M, Herring AM, Lane RD, Ahern GL. Age-related differences in prefrontal control of heart rate in humans: a pharmacological blockade study. *Int J Psychophysiol*. 2009 Apr;72(1):81-8.

Feliu M, Edwards CL, Sudhakar S, McDougald C, Raynor R, Johnson S, Byrd G, Whitfield K, Jonassaint C, Romero H, Edwards L, Wellington C, Hill LK, Sollers J, Logue PE. Neuropsychological effects and attitudes in patients following electroconvulsive therapy. *Neuropsychiatr Dis Treat*. 2008 Jun;4(3):613-7

Dorr N, Brosschot JF, Sollers JJ 3rd, Thayer JF. Damned if you do, damned if you don't: the differential effect of expression and inhibition of anger on cardiovascular recovery in black and white males. *Int J Psychophysiol*. 2007 Nov;66(2):125-34.

Motivala SJ, Sollers J, Thayer J, Irwin MR. Tai Chi Chih acutely decreases sympathetic nervous system activity in older adults. *J Gerontol A Biol Sci Med Sci*. 2006 Nov;61(11):1177-80.

Merritt MM, Bennett GG Jr, Williams RB, Edwards CL, Sollers JJ 3rd. Perceived racism and cardiovascular reactivity and recovery to personally relevant stress. *Health Psychol*. 2006 May;25(3):364-9.

Thayer JF, Hall M, Sollers JJ 3rd, Fischer JE. Alcohol use, urinary cortisol, and heart rate variability in apparently healthy men: Evidence for impaired inhibitory control of the HPA axis in heavy drinkers. *Int J Psychophysiol*. 2006.

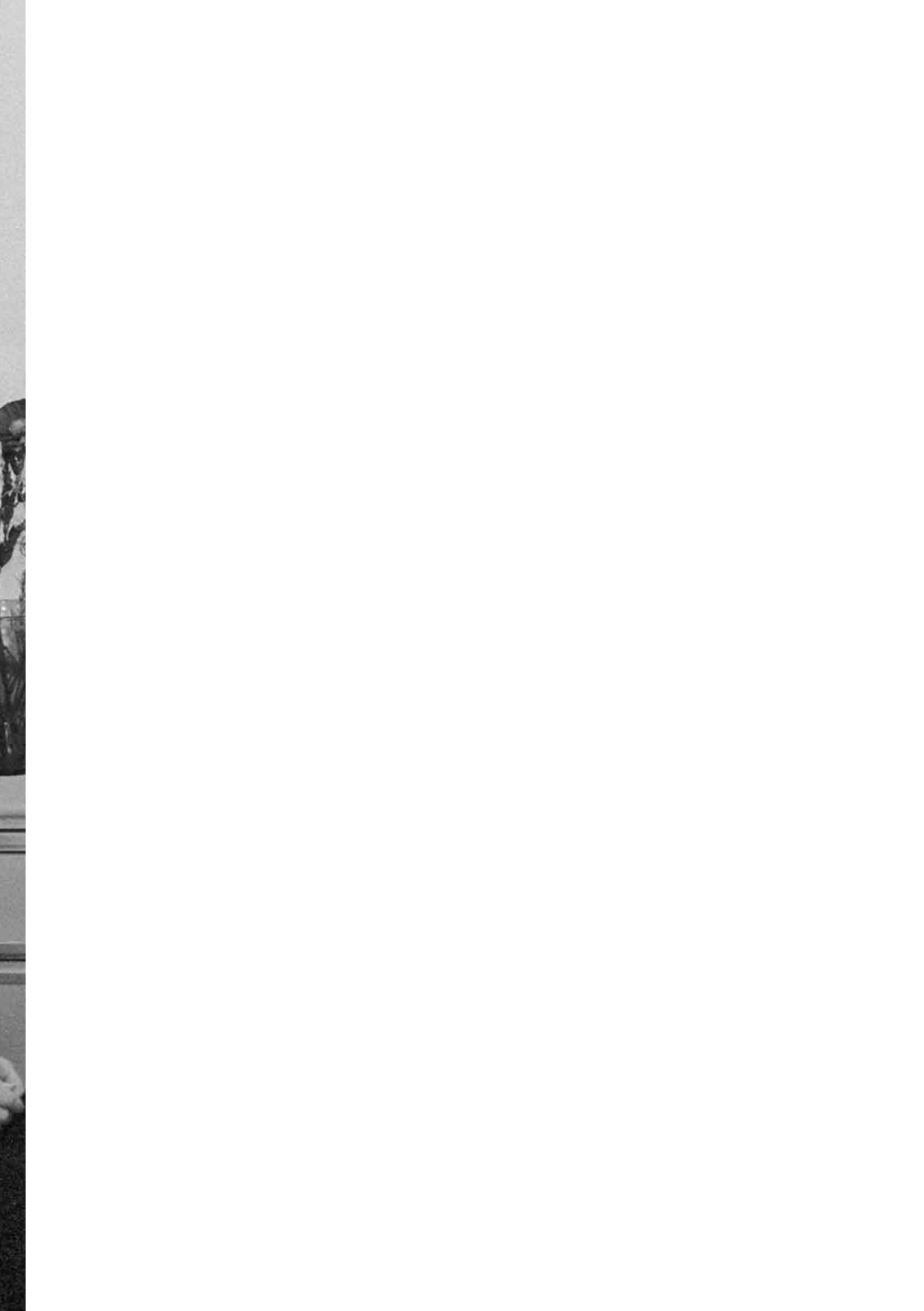
Hansen AL, Johnsen BH, Sollers JJ 3rd, Stenvik K, Thayer JF. Heart rate variability and its relation to prefrontal cognitive function: the effects of training and detraining. *Eur J Appl Physiol*. 2004 Dec;93(3):263-72.

Ruiz-Padial E, Sollers JJ 3rd, Vila J, Thayer JF. The rhythm of the heart in the blink of an eye: emotion-modulated startle magnitude covaries with heart rate variability. *Psychophysiology*. 2003 Mar;40(2):306-13.

# 2011 Academic Year

<b>Summer School - 2011</b>	
Lectures begin	Thursday 6 January
Auckland Anniversary Day	Monday 31 January
Waitangi Day	Sunday 6 February
Lectures end	Friday 11 February
Examinations	Monday 14 February - Wednesday 16 February
Summer School ends	Wednesday 16 February
<b>Semester One - 2011</b>	
Semester One begins	Monday 28 February
Mid semester / Easter break	Monday 11 April - Tuesday 26 April
ANZAC Day	Monday 25 April
Graduation	Thursday 28 April, Monday 2 May - Friday 6 May
Lectures end	Saturday 4 June
Queen's Birthday	Monday 6 June
Study break/Exams	Saturday 4 June - Monday 27 June
Semester One ends	Monday 29 June
<b>Inter Semester Break</b>	<b>Tuesday 28 June - Saturday 16 July</b>
<b>Semester Two - 2011</b>	
Semester Two begins	Monday 18 July
Mid semester break	Monday 29 August - Saturday 10 September
Graduation	Tuesday 20 September and Thursday 22 September
Lectures end	Saturday 22 October
Study break/Exams	Saturday 22 October - Monday 14 November
Labour Day	Monday 24 October
Semester Two ends	Monday 14 November
<b>Semester One - 2012</b>	
Semester One Begins	Monday 27 February 2012

# Notes:





**THE UNIVERSITY  
OF AUCKLAND**

**NEW ZEALAND**

Te Whare Wānanga o Tāmaki Makaurau

**Contact**

Departments of Psychology and  
Psychological Medicine  
The University of Auckland  
Private Bag 92019  
Auckland 1142  
New Zealand

0800 61 62 63

Phone: +64 9 373 7599 ext 86531

Fax: +64 9 373 7013

Email: [r.ram@auckland.ac.nz](mailto:r.ram@auckland.ac.nz)

Web: [www.fmhs.auckland.ac.nz/som/psychmed/  
health\\_psych](http://www.fmhs.auckland.ac.nz/som/psychmed/health_psych)  
[www.psych.auckland.ac.nz](http://www.psych.auckland.ac.nz)