

The  
University  
Of  
Sheffield.

Department  
Of  
Psychology.

## Research

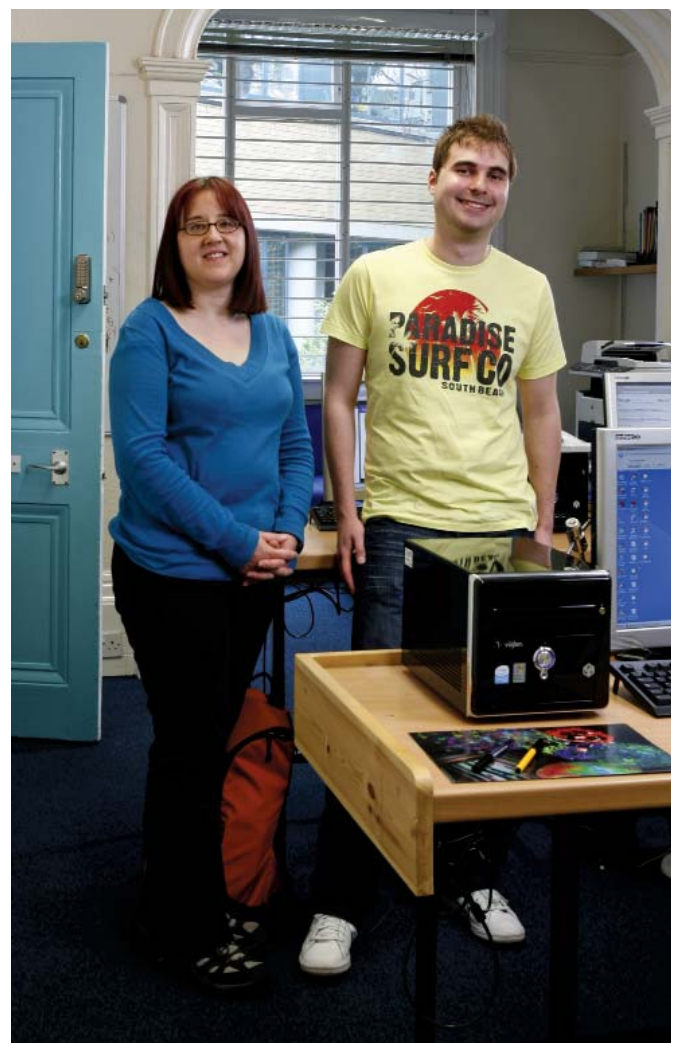
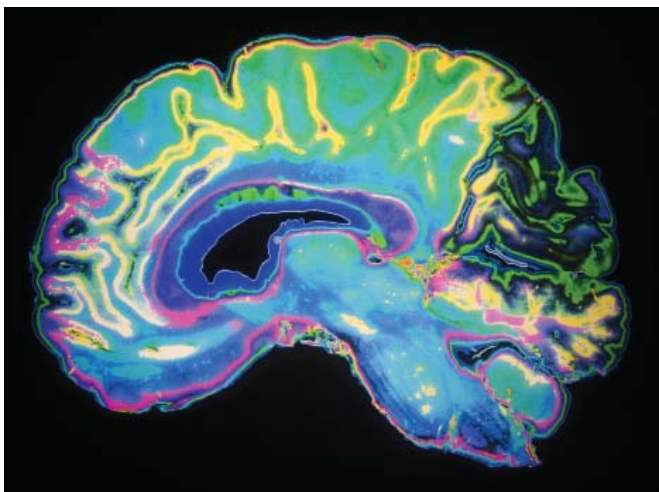
Sheffield Psychology department is among the largest in the UK, and represents the broad spectrum of the discipline (neuroscience, and developmental, social, and clinical psychology). Psychology at Sheffield has been one of the highest ranked research departments in the UK in all six Research Assessment Exercises to date. The RAE2008 results confirm the high calibre of research in the department since we were ranked 6th in the UK in terms of research power (i.e., quality x quantity of research activity). Research income during the RAE2008 period was c. £11.5M. The department's Research Environment was rated 70% world-leading (4-star) and 30% internationally excellent (3-star) in the last exercise (2008). Our excellence in research spans the discipline and is not just confined to one or two specialities. This means that all of our taught courses are informed by the freshest thinking and that our PhDs are supervised by active researchers at the forefront of their fields. Ours is a vibrant study environment, and one of the largest centres of psychology research postgraduates in the country.

### About the department

The department has active researchers across the field of psychology, including neuroscience, social psychology, health psychology, organisational psychology, clinical psychology, developmental psychology and cognitive psychology. We have a strong tradition of interdisciplinary research with computer scientists, control engineers, radiologists and researchers in public health, management and education. We have ongoing collaborative projects with hospitals, mental care units, the police and prison service, and several leading firms in business and industry. Staff publish in the top journals in the field and research postgraduates are encouraged from the outset to conduct research for publication and to attend workshops and conferences relevant to their research both in the UK and abroad.

### Research degrees available

MPhil, PhD, ESRC (1+3 yrs) MSc + PhD





### Fees for 10–11

FT: Home TBC for 10–11 (*currently for 2009–10 £3,390*)  
PT: Home TBC for 10–11 (*currently for 2009–10 £1,695*)  
FT: Overseas: £14,380–£15,380

### Entry requirements

Good honours degree (2:1 or above) in psychology or a related discipline.

### English language requirements

Our standard English requirements for overseas applicants are: IELTS 6.5 (with no less than 6 in each component), or TOEFL 575 (paper based) or TOEFL 232 (computer based) or TOEFL 90-91 (internet based) or equivalent.

### Studentships

The department of Psychology is fully recognised by the ESRC (including CASE studentships), the EPSRC and MRC for research studentships, and has won support from a range of additional sources. The department receives a quota of ESRC 1 + 3 studentships. Two are available for entry 2010-11. We can also put forward applications for the ESRC's 1 + 3 and +3 open competition studentships.

### ESRC 1 + 3 Scheme

The department of Psychology is fully recognised by the ESRC as a research training outlet under its 1+3 scheme. The 1+3 scheme involves funding for four years of study towards a PhD. The first year is spent receiving advanced training in research methods, leading to the award of an MSc in Psychological Research. The following three years are spent working directly on the research for the PhD. Those not receiving ESRC funding will normally work directly on the research for the PhD for three years and receive training via the University's Research Training Programme.

### Facilities

The department houses a Centre for Research in Social Attitudes, an infancy laboratory and rooms for research in developmental and social psychology. We also have a fully equipped neuroscience unit with excellent facilities for brain imaging, neuroanatomy, electrophysiology, behavioural neuroscience and an extensive range of computing facilities supporting a unique blend of computational neuroscience. The department has two small bore MRI devices and access to the University's fMRI facility for human studies.

### The Clinical Psychology Unit

The unit's 17 academic and clinical staff are employed both by the University and also by various local NHS Trusts. The Unit offers a pre-registration Doctor of Clinical Psychology course which trains clinical psychologists to work in the local NHS services within North Trent. The unit also runs a postgraduate Certificate in Low Intensity Psychological Interventions and a Postgraduate Diploma in High Intensity Psychological Interventions. A postgraduate Diploma in Clinical Supervision is available as a two-year distance-learning course. The unit also organises training and consultancy for local NHS Trusts on topics such as health services research, team working, and supervision. The Unit also houses the Centre for Psychological Services Research (CPSR), which comprises interdisciplinary research collaboration between CPU and the School of Health and Related Research (SchARR). Staff are involved in wide-ranging clinical psychology research programmes.

[www.sheffield.ac.uk/clinicalpsychology](http://www.sheffield.ac.uk/clinicalpsychology)

### The Institute of Work Psychology (School of Management)

The IWP is an internationally recognised centre of excellence in work psychology and runs the BPS approved MSc in Occupational Psychology, which leads on to the vocational qualification of 'Occupational Psychologist' after a further period of supervised practice. The positioning of IWP within the Management School allows a student to undertake the flexible training now encouraged by the ESRC 'Doctoral Training Framework', with a flexible PhD programme lasting for anything from 3 to 5 years, and potentially including a taught Masters course. General areas of specialisation include: job design and well-being at work; emotions and emotion regulation; individual and team learning and the learning organisation; creativity and innovation; virtual work; the future of work; human resource management; and organisational development. Staff potentially involved include: Carolyn Axtell, Kamal Birdi, David Holman, Malcolm Patterson, Rod Nicolson, Christine Sprigg and Stephen Wood, together with Peter Totterdell (Psychology). Further information is on the IWP website from where applicants may download a brochure.

[www.sheffield.ac.uk/iwp](http://www.sheffield.ac.uk/iwp)



## Research areas

### Developmental Psychology

Dr Mark Blades  
 Dr Jane Herbert  
 Professor Michael Siegal  
 Dr Dan Carroll  
 Dr Danielle Matthews  
 Dr Richard Rowe

### Social and Health Psychology

Professor Richard Eiser  
 Professor Christine Eiser  
 Dr Karen Niven  
 Dr Richard Rowe  
 Professor Peter Totterdell  
 Dr Chris Armitage  
 Dr Peter Harris  
 Dr Paul Norman  
 Professor Paschal Sheeran  
 Dr Tom Webb

### Cognition and Cognitive Neuroscience

Professor Rod Nicolson  
 Dr Jane Herbert  
 Dr Danielle Matthews  
 Professor Lawrence Parsons  
 Professor Richard Eiser  
 Dr Nikki Hunkin  
 Dr Elizabeth Milne  
 Dr Tom Stafford

### Computational Neuroscience

Professor Tony Prescott  
 Professor Paul Dean  
 Dr Jim Stone  
 Professor Kevin Gurney  
 Dr John Porrill

### Neuroscience and Psychobiology

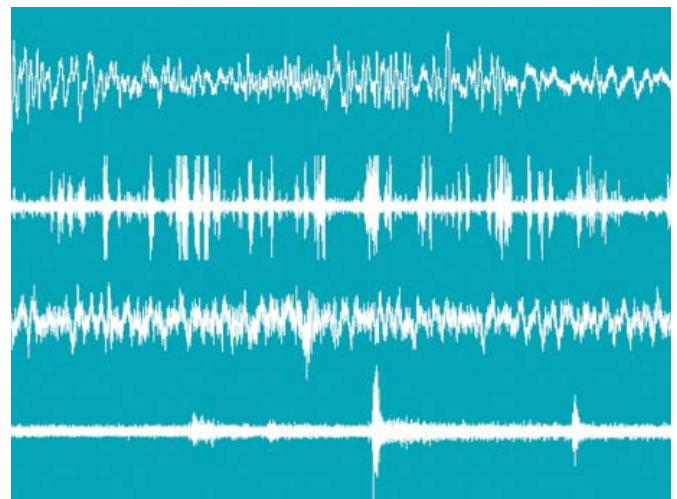
Professor Peter Redgrave  
 Dr Myles Jones  
 Dr Ying Zheng  
 Dr Paul Overton  
 Professor Tony Prescott

### Clinical Psychology

Professor Graham Turpin  
 Professor Nigel Beail  
 Dr Claire Isaac  
 Dr Georgina Rowse  
 Professor Michael Barkham  
 Professor Gillian Hardy  
 Dr Rebecca Knowles  
 Professor Pauline Slade

### Occupational and Organisational Psychology in the Institute of Work Psychology

For further details of staff research areas visit at IWP:  
<http://iwp.dept.shef.ac.uk/site/staff/>



## Academic staff and research interests

### Dr Chris Armitage

*Social psychology and health; predicting and changing health behaviour; attitudes and attitude change.*

### Professor Michael Barkham

*Outcome of psychological therapies, in particular on practice based research as a complement to trials methodology.*

### Professor Nigel Beail

*Psychodynamic theory & practice; intellectual disability.*

### Dr Mark Blades

*Children's understanding of advertising and marketing, and the effects of advertising on children. Children's memory and eyewitness testimony, and analysis of police interviews with abused children. Children's wayfinding abilities - e.g. how they learn new routes.*

### Dr Dan Carroll

*The development of executive functions, inhibitory control and task switching; the relationship between action and cognition in young children; the "Mere Exposure" effect in children and adults.*

### Professor Paul Dean

*Computational models of the cerebellum and its role in oculomotor function and classical conditioning.*

### Professor Christine Eiser

*Psychological effects of chronic and life-threatening illness on children and their families; interventions to improve compliance and quality of life in diabetes; children's understanding of health and illness; men's attitudes towards health/health care; quality of life/response shift.*

### Professor Richard Eiser

*Attitude organisation and change. Social judgement. Perception of risk. Health cognition and preventive health behaviour. Connectionist modelling of attitude processes and social interaction. Categorisation. Applications of dynamical systems concepts.*

### Professor Kevin Gurney

*Computational and robotic models of action selection and active vision working at multiple levels of description including: conductance-based neuronal models, large scale spiking neural models and systems-wide network models.*

### Professor Gillian Hardy

*Psychological treatments for depression: psychotherapy processes and outcomes; attachment theory; interpersonal processes. Psychological health in employment.*

### Dr Peter Harris

*Self-affirmation and health, the defensive processing of health information, the Internet and health risk perception, optimistic bias, coping with chronic illness, predicting health behaviour (especially smoking, exercise).*

### Dr Jane Herbert

*The development of learning, memory and the flexibility of knowledge. Brain maturation and cognitive functioning in typically developing and prematurely-born infants. The development of learning and memory during infancy and early childhood. Age-related changes in the retention of early memories and the transfer of knowledge to new situations. The effectiveness of television as an information source for young children.*

### Dr Nikki Hunkin

*Neuropsychology of memory; role of the hippocampus in recognition memory.*

### Dr Claire Isaac

*Neuropsychology of memory: memory function in neurological disorders, PTSD, and other emotional disorders. Social cognition in emotional disorders and in acquired brain injury. Adjustment following acquired brain injury.*

### Dr Myles Jones

*The coupling between neural activity and the changes in blood flow, volume and oxygenation.*

### Dr Rebecca Knowles

*Severe and enduring mental illness: bipolar disorder and psychosis; trauma.*

### Dr Danielle Matthews

*Development of language and communication in infancy and early childhood, particularly pragmatic development. Also: statistical learning of grammar.*

### Dr Elizabeth Milne

*Developmental cognitive neuroscience. Visual perception in individuals with autistic spectrum disorders (using techniques such as psychophysical threshold measurement & EEG). The relationship between perceptual abnormalities in autism and atypical cognitive profiles.*

### Professor Rod Nicolson

*Human learning: procedural and declarative. Learning and Dyslexia. Cognition and Ageing.*

### Dr Karen Niven

*Emotion regulation of others and self; relationships; social network analysis; factors that influence well-being (especially at work); violence and bullying.*

### Dr Paul Norman

*Social psychology and health; attitude-behaviour models; health behaviour; illness representations and coping with chronic illness; theory of cognitive adaptation; cognitive processing and PTSD.*

### Dr Paul Overton

*Neuroadaptations underlying drug addiction; basal ganglia function and dysfunction; neurobiology of attention deficit hyperactivity disorder.*

### Professor Lawrence Parsons

*Functional brain organization for music, dance, emotion, action, conversational turn-taking, duetting, as well as spatial, linguistic, mathematical and deductive inference. The function of the cerebellum (beyond a traditional role in motor coordination). Biases in the estimation of frequency and quantity.*

### Dr John Porrill

*Computational models of the cerebellum and its role in oculomotor function and classical conditioning.*

### Professor Tony Prescott

*Computational and robotic models of the vertebrate brain emphasising layered control architectures and sensorimotor co-ordination in active touch. Behavioural, neural, and computational analyses of whisking behaviour in freely moving rats.*

### Professor Peter Redgrave

*Basal ganglia; Dopamine; Reinforcement; Sensorimotor control; Visual systems.*

### Dr Richard Rowe

*Antisocial behaviour: developmental epidemiology, endocrinology and genetics. Unintentional injury: Psychological risk factors for accidents in children and adolescents, driver behaviour.*

### Dr Georgina Rowse

*Psychosis: early intervention in psychosis, sleep, cultural/religious and spiritual explanations of experiences, role of early experience and the continuum model of experiences. Substance use: relationship with mental health difficulties and psychosis, psychological autopsy methodology.*

### Professor Paschal Sheeran

*Social psychology: motivation and self-regulation, behaviour change interventions, implementation intentions, emotion regulation.*

### Professor Michael Siegal

*Language and conceptual development; Memory and eyewitness testimony of children in legal and health settings; Development of language and communication; Autism; Deafness; Representation and theory of mind; Children's understanding of biology and cosmology; Spatial and mathematical ability in adults with aphasia.*

### Professor Pauline Slade

*Pregnancy and postnatal mental health: including stress in pregnancy, fear of labour, post traumatic stress following childbirth, postnatal depression. Psychological issues related to the reproductive system including fertility, menstruation, menopause and pelvic pain.*

### Dr Tom Stafford

*Experimental and computational studies of attention, learning and response selection.*

### Dr Jim Stone

*Models of perception as Bayesian inference. Modelling the evolution of learning using artificial neural networks.*

### Dr Andrew Thompson

*Clinical Health Psychology particularly in relation to adaptation to conditions that affect appearance; Adaptation to chronic illness; Posttraumatic Stress Disorder.*

### Professor Peter Totterdell

*Emotion regulation; mood and well-being in work settings; affective disorders; social networks and work relationships; temporal factors, sleep and shift work; experience-sampling and diary methods.*

### Professor Graham Turpin

*PTSD and responses to trauma, self-help interventions, imagery and psychotherapy, attention and anxiety, clinical psychophysiology.*

### Dr Tom Webb

*Goal striving (particularly the role of intentions and planning); emotion regulation (including social anxiety); attitudes, stereotypes, and prejudice.*

### Dr Ying Zheng

*Identification and analysis of spatial temporal systems; biophysical modelling in brain imaging.*

## Contact details

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