

Psychology

Essentials

Taught programmes

MRes degree

Psychological Methods

MSc degrees

Applied Social Psychology

Cognitive Neuroscience

Experimental Psychology

Foundations of Clinical Psychology and

Mental Health

Health Psychology

Research programmes

MPhil, PhD Psychology

Admissions requirements

For information on overseas qualifications that meet the admissions requirements, refer to pages 156-157

MRes in Psychological Methods

A first- or upper second-class undergraduate honours degree in psychology or a closely related subject such as neuroscience or sociology

MSc in Applied Social Psychology

A first- or upper second-class undergraduate honours degree in psychology or, exceptionally, in a closely linked degree that has a substantial psychology component

MSc in Cognitive Neuroscience

A first- or upper second-class undergraduate honours degree in psychology, neuroscience or a closely related subject

MSc in Experimental Psychology

This MSc is designed for students who do not have previous training in psychology. It is open to those with a first- or upper second-class undergraduate honours degree in another subject who want to obtain a qualification that provides the Graduate Basis for Chartered Membership (GBC, formerly GBR) with the British Psychological Society

MSc in Foundations of Clinical Psychology and Mental Health

A first- or upper second-class undergraduate honours degree in psychology or a closely related subject

MSc in Health Psychology

A first- or upper second-class undergraduate honours degree in psychology or a related discipline. Students with degrees in related disciplines are encouraged to apply, provided they can demonstrate awareness and competence in basic experimental design and use of statistics

MPhil and PhD

A first- or upper second-class undergraduate honours degree in psychology or a closely related subject such as neuroscience or sociology

English language requirements

IELTS 7.0, with not less than 6.5 in each section. Internet TOEFL with 100 overall, with at least 21 in Listening, 22 in Reading and 27 in both Speaking and Writing. For more information and alternative English language requirements, refer to page 156

Fees

Refer to pages 158-159 for information on fees

Applications deadline

Applications for the MSc in Experimental Psychology and the MSc in Foundations of Clinical Psychology and Mental Health should be received by 31 March 2012. Applications are traditionally held until this deadline passes and decisions are made once all on-time applications have arrived. Applications received after 31 March 2012 are only considered if space is available. This deadline does not apply for our other programmes.

Further information

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Alison Pike, a member of our Developmental and Clinical Psychology research group (refer to Research groups on page 143), interviews a child with puppets to obtain consistent and meaningful information about family life from young children

- Rated 12th (of 76 universities) in the UK for research in the 2008 Research Assessment Exercise (RAE). 95 per cent of our research was rated as recognised internationally or higher, and 60 per cent rated as internationally excellent or higher.
- Ranked in the top 10 in the UK in *The Times Good University Guide 2012* and *The Complete University Guide 2011-12*, and 14th in the UK in *The Guardian University Guide 2012*.
- We are one of the largest psychology units in the UK with almost 40 teaching faculty, as well as a large community of postdoctoral researchers and graduate students. This provides an intellectually stimulating and supportive environment for postgraduate research and study.
- We have excellent facilities with newly refurbished office and laboratory space at the centre of the Sussex campus.
- We are able to offer supervision across a broad range of areas encompassed by our four research groups: Behavioural and Clinical Neuroscience, Cognitive Psychology, Developmental and Clinical Psychology, and Social and Applied Psychology.
- We have strong collaborative links with the Schools of Life Sciences and Informatics as well as with the Brighton and Sussex Medical School.

Taught programmes

Our Masters programmes (except the MSc in Experimental Psychology) share advanced research methods courses including core courses such as Linear Models, Ethics and Research Governance, and Philosophy of Science, and more specific options such as Eye Tracking, Randomised Control Trials and Discourse Analysis.

All Masters programmes include a research project supervised by a member of faculty. In most cases, core teaching is delivered on two days each week. For the MSc in Experimental Psychology, you should expect to be on campus every week day, although contact hours may vary across the terms.

All of our MSc programmes (except the MSc in Experimental Psychology) are now recognised as meeting the standards set by the UK Economic and Social Research Council (ESRC). Details of programme contents can be found on www.sussex.ac.uk/psychology

Assessment for our taught programmes (except the MSc in Experimental Psychology)

The taught courses are assessed by a variety of methods that include term papers, presentations and unseen examinations. The project is assessed by a dissertation.

Assessment for the MSc in Experimental Psychology

This MSc is intensive and consists of lectures, tutorials, seminars and practical classes on eight core courses, plus accompanying reading and essay writing. In addition, you complete a 6,000-word experimental dissertation supervised by a member of faculty.





MRes in Psychological Methods **1 year full time/2 years part time**

This MRes has been specifically designed for students who are intending to go on to study for doctoral qualifications across a range of specialisms within psychology or to a career in psychological research.

A particular feature of this programme is the two-term research apprenticeship taught in our highly research-oriented School. The MRes provides a strong grounding in the methods and concepts of psychology and offers advanced research training.

Career opportunities

Our graduates have gone on to work as associate tutors, researchers, technical advisors and teachers.

MSc in Applied Social Psychology **1 year full time/2 years part time**

This programme offers advanced study in applied psychology, taught by one of the UK's leading research groups in this area. It provides you with a thorough grounding in theoretical perspectives, along with the appropriate research techniques. Our expertise is particularly strong in the areas of consumer beliefs and behaviour, intergroup relations and crowd dynamics, and issues related to health and illness.

This MSc attracts students from different cultural backgrounds and is designed for those wishing to undertake postgraduate research in psychology or for those interested in a wide variety of careers involving research, or policy-related work in applied contexts.

Career opportunities

Some of our graduates have gone on to further study at doctoral level and many now work as psychology lecturers at universities around the world. Others have gone on to careers as researchers, project controllers and project managers in businesses and academic institutions.

MSc in Cognitive Neuroscience **1 year full time/2 years part time**

Cognitive neuroscience is an exciting and rapidly developing field of research that straddles the traditional disciplines of psychology and biology. It has been referred to as the 'biology of the mind' as it seeks to provide brain-based accounts of cognitive functions such as perception, memory, emotion, language and thought.

This programme offers a number of unique courses reflecting the Sussex research expertise in the neuroscience of consciousness and social neuroscience. It is our aim to offer hands-on experience of the methods of cognitive neuroscience, including fMRI, in addition to providing a solid foundation in contemporary theories to prepare you for a potential career in research.

Professor Martin Yeomans, a member of our Behavioural and Clinical Neuroscience research group (refer to Research groups on page 142), measures taste-bud density as part of a wider research programme examining how sensory experience relates to food preferences. Some evidence suggests that greater taste-bud density interacts with taste-bud genetics to predict food neophobia

Career opportunities

This MSc will give you a thorough grounding in theories and methods at the cutting-edge of the field that will prepare you for a potential career in research and enhance your work-related skills such as critical insight and data analysis. This programme is also relevant if you are interested in clinical psychology or in work in the biomedical sector by providing, for example, an understanding of how brain damage affects cognition.

MSc in Experimental Psychology **1 year full time**

This well-established and internationally renowned conversion programme has provided the initial training for many eminent psychologists. The MSc is accredited by the British Psychological Society as a qualification for the Graduate Basis for Chartered Membership (GBC, formerly GBR).

This MSc aims to give graduates with no prior teaching or formal training in psychology a thorough grounding in experimental psychology. This intensive programme provides you with a firm grasp of the main theories, methods and findings of psychological research relevant to the understanding of the relationship between the brain and behaviour. On this programme, you will cover biological, cognitive, social, and developmental psychology; philosophy of psychology; research methods; and write an empirical dissertation.

Applications deadline

Note that the deadline for applying is 31 March 2012. For more information, refer to Essentials.

Career opportunities

Our graduates have gone on to pursue careers in mental health, administration, counselling, research, nursing, teaching and lecturing, and clinical psychology. Employers of our graduates include charities, universities, local councils, health authorities and trusts, as well as the NHS. Other graduates have gone on to further studies at doctoral level.

MSc in Foundations of Clinical Psychology and Mental Health **1 year full time/2 years part time**

This programme provides a thorough grounding in research training relevant to clinical psychology and a broad understanding of mental health service provision.

This research-orientated MSc focuses not only on equipping you with advanced research skills but also emphasises the importance of research evidence and the ability to assess this critically and constructively.

This MSc is aimed at graduates eventually seeking a place on a DClin Psych clinical training degree programme and at existing professionals in other health-related disciplines. It is run in conjunction with the Sussex Partnership NHS Trust.

A wide range of staff and guest lecturers, including local practitioners, teach on this MSc, with our faculty having research strengths in psychopathology and clinical psychology.

Applications deadline

Note that the deadline for applying is 31 March 2012. For more information, refer to Essentials.

Career opportunities

Our students have gone on to work as assistant psychologists, researchers, and pursue further studies at doctoral level, including doctoral-level clinical psychology training.

MSc in Health Psychology **1 year full time/2 years part time**

Health psychology is devoted to understanding the psychology of health and illness. This MSc gives you comprehensive and detailed knowledge of health psychology research and its applications. You acquire the theoretical tools and methodological techniques necessary to undertake health psychology research (including doctoral-level research) and to pursue a career in a health-psychology-related area.

The programme provides an essential foundation for those who wish to qualify as Chartered Health Psychologists as it is accredited by the British Psychological Society as meeting the requirements for Stage 1 training in health psychology. Visit

www.sussex.ac.uk/psychology

Career opportunities

Our graduates have gone on to work as assistant psychologists, researchers, mental health workers, health promotion specialists, health campaign facilitators, and tutors. Employers of our graduates include the NHS, Primary Care Trusts, the Royal College of Psychiatrists, medical charities, universities and medical schools, as well as businesses and organisations such as Quadrant and Triangle.

Research programmes

The School of Psychology has a thriving community of research students who enjoy excellent facilities. At any time we have 50 or more students studying for research degrees. They come from a wide variety of backgrounds and countries and make a major contribution to the life of the School.

You will be working in a highly rated research-active school. You will have a desk in a shared office, a networked computer with internet access, and technical support for your research.

We offer excellent supervision in all areas of psychology in which School faculty specialise, and train students for academic and research careers. If you are interested in applying for a self-funded place, the first step is to contact potential supervisors in our research groups to see if any of them would be interested in your proposed area of research (details of faculty and their research interests can be found on pages 142-143).

Research programme structure

There are two modes of entry for research students. Most students enter directly into a PhD. Others spend one year taking a Masters qualification followed by three years studying for a PhD (known as 1+3). The University and most of the Research Councils support the first mode of entry, and may provide funding for between three and four years. The ESRC supports 1+3 for most of its funded students. The 1+3 mode is also particularly suited to candidates whose background does not equip them to embark immediately on a doctorate. Refer to Routes to postgraduate study at Sussex on pages 14-15.

Students who are not taking a Masters qualification will also be expected to undertake methods training and their needs will be assessed before they begin their research programme.

Career opportunities

Our graduates have gone on to careers in research and education, and hold roles including behavioural scientist, lecturer, researcher, scientist, health psychologist, and statistician.

Specialist facilities

The School has well-equipped labs for carrying out research in all its main areas of interest, and links with local schools and hospitals that greatly facilitate research, for example, on cognitive development and cognitive neuroscience. Psychologists share the use of the Clinical Imaging Sciences Centre (MRI and PET/CT) with the Brighton and Sussex Medical School (BSMS).

We have excellent lab facilities in cognition, developmental psychology, feeding and drinking, human psychophysiology, psychoacoustics, psychopharmacology, social psychology, and vision. Our Human Psychophysiology Laboratory houses EEG/ERP and TMS equipment, as well as eye-trackers and GSR facilities. The Human Psychopharmacology Unit has facilities for the study of alcohol and nicotine use, and for research into eating behaviour. There is a dedicated unit for the laboratory study of rodents.

Specially converted rooms are available for the observation of children and group interactions. Most rooms are audio-, video- and data-linked, and a number have built-in one-way observation screens. There is an excellent range of audiovisual equipment, particularly for video recording, analysis and editing.



Research groups

Research interests are briefly described below. For more detailed information, visit www.sussex.ac.uk/psychology

Behavioural and Clinical Neuroscience

This research group has interests in:

- the application of basic neuroscience and behavioural techniques in rodents to study the neural bases of drug addiction
- the application of human psychopharmacology techniques to explore the detailed effects of drugs on human behaviour and cognition, as well as both preclinical and clinical investigations of the cognitive and other psychological deficits associated with long-term use of drugs such as ecstasy and alcohol
- the neurobiology of motivation, with specialist interests in the control of ingestion, and
- the cognitive neuroscience of human memory and attention, and especially research on deficits associated with disorders such as dementia and schizophrenia.

There is a close inter-relationship between animal, human and clinical work. On the animal side, the Sussex group is one of the strongest groups in any UK university for the behavioural characterisation of transgenic mice, and enjoys collaborative links with molecular geneticists, with the neighbouring Sussex Centre for Neuroscience and with the Brighton and Sussex Medical School (BSMS). On both the human and the animal side, the group has long-standing links with clinical health professionals across the county.

Professor Pete Clifton How brain systems regulate feeding behaviour; behavioural and pharmacological assessment of anti-obesity drugs; side effects of antipsychotic drugs on body weight.

Hans Crombag Neurobiological and behavioural mechanisms of appetitive learning and memory; contextual learning processes in relapse; drug experience-dependent neuroplasticity and addiction.

Professor Theodora Duka Alcohol and nicotine addiction: human studies of conditioning; adaptive mechanisms. Psychopharmacology of cognition: alcohol and related drugs.

Sarah King Using molecular and behavioural neuroscience techniques to investigate the neurobiological mechanisms underlying the effects of stress and drugs on brain and behaviour.

Michael Morgan Substance misuse; impulse control in adolescence and adulthood; psychopathology in substance misusers; and human neuropsychopharmacology.

Tamzin Ripley Changes in neuronal plasticity, using behavioural and electrophysiological techniques, and its role in drug abuse; phenomena associated with learning processes and interaction with environmental stimuli.

A Masters student works with children playing with the ChaTLab's Augmented Knights' Castle, which is being used to investigate patterns of social behaviour in typically developing children and to support social interaction and language in children with autism-spectrum conditions

Professor Jennifer Rusted Psychopharmacology of human memory; prospective and action-based memory in ageing and dementia; and behavioural and drug interventions for people with dementia.

Professor David Stephens Neurobiological and behavioural mechanisms underlying drug dependence, mechanisms of behavioural and brain plasticity underlying sensitisation to abused drugs.

Professor Martin Yeomans Appetite control, development of food preferences; dieting as a model of disordered eating and obesity; effects of food ingredients on mood and cognitive performance.

Cognitive Psychology

This group has interests in:

- learning and memory, especially implicit learning (including computational simulations of learning), awareness of knowledge states, memory and consciousness
- language and communication, especially the behavioural, cognitive and neuropsychological processes involved in language comprehension and production. Our specialty fields include psycholinguistics, specifically pronoun interpretation, text comprehension, children's difficulties in text comprehension, and fMRI
- vision and visual perception, where we have particular expertise in visual cognition and attention, face processing, perceptual aspects of driving, perception and action, perception of movement, and the perception of visual art
- the interaction between perceptual processes and other aspects of cognition, as revealed by the methods of cognitive neuroscience, especially multi-sensory interactions including synaesthesia, the cognitive deficits associated with neurological disorders, and the role of attention and working memory in oculomotor control, and
- animal vocal communication and cognition, where we have particular expertise in using playback experiments to tackle questions about communication and cognitive abilities in large terrestrial mammals (elephants, red deer, lions) and non-passerine birds (gulls and owls).

We have expertise in the use of specialised technology including acoustic playback, eye tracking, speech analysis and brain imaging. The Clinical Sciences Imaging Centre houses a 1.5T Siemens MRI scanner and PET/CT, and is used particularly by a number of members of this group.

The Human Psychophysiology Laboratory is extensively used by this group and includes EEG/ERP equipment, TMS, and eye-trackers.

Chris Bird Cognitive processes through comparing the performance of brain-damaged adults with neurologically healthy controls; memory processes.

Professor Zoltan Dienes How people acquire knowledge they are not aware of having; computational modelling of such learning; what makes knowledge conscious or unconscious; and hypnosis.

Professor Alan Garnham Language comprehension, particularly inference; sentence processing; reasoning, particularly the influence of prior beliefs; and mental models theory.

Graham Hole Face recognition; age perception from faces; perceptual aspects of driving (especially 'looked but failed to see' accidents, and use of mobile phones while driving).



Sam Hutton, a member of the Cognitive Psychology research group (refer to Research groups below), illustrates how to set up a participant for an electroencephalogram (EEG) study investigating the neuroelectric correlates of recognition memory

Sam Hutton Cognitive deficits; neuromarketing; Eye tracking to determine the allocation of attention during tasks and the role of attention and working memory in oculomotor control.

Beena Khurana Visual cognition; the role of attention in motion perception; the nature and function of mental representations used in the processing of human faces.

Professor George Mather Visual perception; psychophysical and computational investigations of early stages in the processing of motion, depth and space; visual art and vision science.

Karen McComb Mammal communication and cognition, using acoustic analysis and playback experiments to address functional questions about animal communication and the nature of animal minds.

Romi Nijhawan Compensation of neural delays in perception and action; flash-lag effect in vision and action; and the role of the observer in perceptual psychology.

Professor Jane Oakhill Mental models theory of text comprehension and reasoning; and children's text comprehension – development and difficulties.

David Reby Vocal communication; sexual communication; cross-modal abilities in non human animals; evolution of vocal communication.

Jamie Ward Researches human cognitive neuroscience using neuropsychology, fMRI, TMS and EEG. Synaesthesia and how perception affects 'higher' cognition. Visit www.syn.sussex.ac.uk

Developmental and Clinical Psychology

This research group has a common aim of advancing theoretical approaches to human development and clinical psychology, often through studying applied questions. Approaches include observational and experimental studies, longitudinal analyses of child development, comparative perspectives, dynamic systems, neural network modelling, and experimental clinical psychopathology. We work closely with clinicians and educationalists, and with typical and special child populations. Research focuses on six broad themes:

- social development, family and peer relations
- using technology to study and support peer collaboration and cognitive change

- emotional adjustment across the lifespan
- the aetiology of emotional disorders
- gesture and communication, and
- word learning and early cognitive development.

We have several focused labs: Child Anxiety Theory and Treatment (CATT) Lab; Children and Technology (ChaT) Lab; Sussex Family Research Lab; and Word and Object Reasoning Development (WORD) Lab.

The group is well-supported with lab facilities, including testing rooms for audio-visual recording, software for video editing and analyses, questionnaire scanning facilities, environments for conducting controlled experimental psychopathology studies, and specialised spaces for conducting a range of studies from habituation to clinical interviews. The group has good links with local daycare, schools and colleges.

Susan Ayers Stress and health events. Anxiety and post-traumatic stress disorder (PTSD) development in women during pregnancy and after birth. Postnatal mental health and its effects on the mother-baby bond.

Robin Banerjee Social and emotional development of pupils; self-conscious cognition and emotion; self-presentational behaviour; social anxiety; peer relations.

Kate Cavanagh Cognitive biases and reasoning processes in the emotional disorders; increasing access to psychological therapies; the role of computer-aided psychotherapies.

Professor Graham Davey Experimental psychopathology and anxiety disorders; the causes of perseverative psychopathologies; disgust emotion in psychological disorders.

Professor Andy Field The role of childhood experience in fear acquisition; the emotional effects of 'scary' TV on children, cognitive processing of threat in childhood; parenting and child anxiety.

Anna Franklin The development of colour perception and cognition; broader issues in cognitive and developmental science; exploring the development of colour perception in autism-spectrum disorders using experimental and psychophysical techniques.

Jessica Horst Cognitive development in children under the age of five; language acquisition, infant and toddler categorisation; neural network modelling of language acquisition.

David Leavens Non-verbal communication by apes and humans; joint attention; mother-infant interaction; epistemological and methodological issues in comparative research; evolution of language.

Alison Pike Antecedents and consequences of variation in family relationship quality, including marital, parent-child and sibling; ecological approaches to understanding children's well-being.

Nicola Yuill Typical and atypical social cognitive development, autism; technology to support children; children's language development. Runs the Children and Technology lab.

Social and Applied Psychology

The Social and Applied Psychology research group has interests in five broad areas: behaviour change: intervention, design and evaluation; health psychology; identity, culture and well-being; intergroup relations and collective behaviour; pro-social and moral engagement.

The group has good facilities for laboratory-based research involving video recording of individual and group behaviour, and for conducting online experiments. Good links also exist with local schools and hospitals for conducting field research.

Rod Bond Group processes, particularly social influence and reaction to deviants; subjective well-being; research methods, hierarchical linear modelling and longitudinal data analysis.

Professor Rupert Brown Intergroup relations: prejudice and prejudice reduction; acculturation processes; hate crime; collective guilt and shame; intergroup reconciliation.

Richard de Visser Young people's health behaviour; sexual health and sexual behaviour; gender and health-related behaviour; qualitative methods.

Helga Dittmar Social and psychological dimensions of material goods, compulsive buying; sociocultural influences on body image; the impact of media images on body esteem.

John Drury Crowd behaviour; empowerment and positive psychological change; crowding/density; celebration and 'atmosphere'; mass emergency evacuations. Critical discourse analysis.

Tom Farsides Factors that facilitate (duty or empathy) or inhibit (moral phobia or selfishness) positive other-concern, which includes activism, altruism, charity, citizenship, donating, helping.

Donna Jessop Impact of personally relevant health-risk information on behaviour change; fear appeals; health applications of self-affirmation and terror management theories.

Karen Long Inter- and intragroup relations; social identity theory; social and personal identity as sources of self-esteem; social psychology and computer-supported technologies.

Paul Sparks Attitude theory applied to environmental and health issues: normative influences and self-identity; decision-making; self-integrity; social capital; community engagement.

Viv Vignoles Self and identity, motivational processes and culture and context influences on identity construction; life transitions; cross-cultural and indigenous psychologies; levels of analysis.