

***King's College London***  
*(Institute of Psychiatry, Psychology & Neuroscience)*



Intercalated BSc in Psychology  
and  
Neuroscience & Neuropsychology  
Pathway in the Intercalated  
BSc in Neuroscience

**2017 – 2018**

## PSYCHOLOGY: INTERCALATED BSc PROGRAMME

This programme takes place in the Health Psychology Section of the Department of Psychology (at Guy's), which is an active research and teaching group within the Institute of Psychiatry, Psychology and Neuroscience (IoPPN). The Department has an excellent track record in multidisciplinary research, obtaining research grants, and in research publications. It is responsible for undergraduate teaching in psychology to all medical students, an intercalated BSc programme in Psychology, an MSc in Health Psychology and the Neuroscience and Neuropsychology pathway of the Intercalated BSc in Neuroscience, which is run jointly with the Department of Neuroscience.

The Health Psychology Section includes the following individuals:-

**Professor Rona Moss-Morris** (Prof of Psychology as Applied to Medicine)

**Professor John Weinman** (Prof of Psychology as Applied to Medicine)

**Professor Myra Hunter** (Prof in Clinical Health Psychology)

**Professor Lance McCracken** (Prof of Behavioural Medicine)

**Dr Joe Chilcot** (Lecturer and MSc Director)

**Dr Emma Godfrey** (Lecturer and BSc Director)

**Dr Lyndsay Hughes** (Lecturer)

**Dr Jennifer Lau** (Reader in Developmental Psychopathology)

**Dr Sam Norton** (Lecturer)

**Dr Qazi Rahman** (Senior Lecturer in Cognitive Neuropsychology & Neuroscience)

**Ms Tess van Leeuwen** (Programme Officer)

And many postgraduate students.

There are also close research and teaching links across all King's College campuses including ties with Clinical Psychology: **Michael Kopelman** (Professor of Neuropsychiatry) and **Amanda Ramirez** (Professor of Liaison Psychiatry); Dental Health Psychology: **Tim Newton** (Professor of Dental Health Psychology) and **Dr Suzanne Scott** (Lecturer) and Public Health: **Dr Alison Wright** (Lecturer); as well as links with the wider London Psychology research community including Great Ormond Street Children's Hospital and University College London.

## INTERCALATED BSC IN PSYCHOLOGY

The Psychology modules are intended primarily for medical and dental students wishing to study the full Intercalated Psychology BSc programme, of which the research project is an integral component. External students need to obtain permission from their own medical/dental school and provide evidence of their exam performance in the pre-clinical examinations.

All Intercalated BSc programmes allow students to study a subject in depth, and Psychology is no exception. The programme is designed to provide students with a solid grounding in 3 areas of psychology, together with a working, transferable knowledge of research methodology.

### STUDENT RESOURCES

There is a Departmental Library, which contains key books for the course as well as general books covering each of the modules. In addition, a small number of computers are available in the Department for student research and for data collection. The Department also has a range of psychological tests and equipment available for student projects. Rooms can be made available for data collection.

### THE COURSE

Students will study the following four modules:

**Abnormal Psychology (6BBYK301 30 credits)**

**Cognitive Neuropsychology (6BBYK302 30 credits)**

**Health & Illness across the Lifespan (6BBYK308 30 credits)**

**Research Methods and Statistics (6BBYK307 30 credits)**

Each module has a co-ordinator and a number of different contributors on specific topics. Guest lecturers give students the benefit of highly specialized and expert knowledge in each given topic.

Within the Research Methods & Statistics module, students complete a **Research Project** (comprising a 6,000 word dissertation) in which they learn how to conduct a piece of original research – from initial question to final report. Hence the course not only examines different types of research methods and statistical analyses, but also helps students to develop generic academic and practical skills in report writing, presentation skills and computer literacy.

### AIMS AND OBJECTIVES OF THE INTERCALATED BSC PSYCHOLOGY PROGRAMME

The overall aim of the intercalated BSc in Psychology is to provide students with an in-depth, critical understanding of research, theory and empirical findings in core areas of psychology. Thus, in addition to acquiring detailed empirical knowledge in each area, the key objectives are to ensure that by the end of the year, each student will:

1. Understand the range of theories and research methods in core areas of psychology
2. Be able to evaluate critically published psychological research findings and choose between competing explanations, using psychological theory
3. Have completed and written up a piece of research, using appropriate methodology and statistical analysis.

### TEACHING

All teaching is seminar-based. The majority of seminar time is based around discussion of pre-circulated papers and chapters, with input from students who have read specific papers. Each module has a weekly three-hour seminar, which takes place in the Seminar Room in the Psychology Unit. This amounts to approximately 69 hours of teaching per module (23 sessions).

### Weekly timetable for BSc Psychology modules:

Monday	Tuesday	Wednesday	Thursday	Friday
Abnormal Psychology 10:00–13:00	Health & Illness across the Lifespan 10:00–13:00	Cognitive Neuropsychology 10:00–13:00		
Research Methods and Statistics (Term 1 only) 14:30–17:00				

### ASSESSMENT

Abnormal Psychology, Health & Illness across the Lifespan and Cognitive Neuropsychology are seminar/lecture based modules which comprise 25% of the final overall evaluation. 30% of the mark for each taught module is based on in-course assessment (e.g. essays) and 70% is based on a written exam paper. There is one 3-hour written exam paper for each module and this typically consists of 8 essay questions from which students choose 3.

The research project is written up in the form of a 6,000 word dissertation which counts for 80% of the mark of the Research Methods and Statistics module and a statistics assignment counts for the remaining 20%.

# MODULES



## **ABNORMAL PSYCHOLOGY [6BBYK301]**

**Module organiser – Dr Jennifer Lau**

This module is concerned with psychological theories and research on the nature and treatment of a variety of psychological problems. It aims to provide students with a thorough grounding in the issues around the diagnosis, models and treatment of psychological disorders. It will present an integrative view of mental disorders: their biological basis, behavioural and cognitive factors in their aetiology and treatment/management.

The module organiser leads core sessions, which are accompanied by lectures from guest speakers coming from a variety of professions including academic/clinical psychologists and psychiatrists, who work with people with psychological problems and/or carry out research in the area.

The course comprises core sessions on the most common disorders and problems including schizophrenia, major and bipolar depression, anxiety disorders, addictions, eating disorders, neurodevelopmental disorders and personality disorders. In considering these topics, the theory and practice of psychological therapies including cognitive behavioural therapy will be covered. Psychological disorders are explored in terms of definitions, models and theories, research evidence, treatment and treatment efficacy, and future research/treatment directions. Throughout the course we will also consider alternative approaches to using diagnostic categories to conceptualise psychological disorders, including the use of more continuous dimensional approaches. Throughout the course, theory-research links, and the application of these to clinical practice are emphasised.

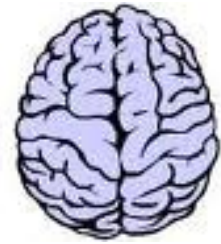
*General course book:*

Davidson, G.C. & Neale, T.M. (2001) *Abnormal Psychology*. (8<sup>th</sup> edition). New York: Wiley.

## **COGNITIVE NEUROPSYCHOLOGY [6BBYK302]**

### **Module organiser – Dr Qazi Rahman**

Cognitive Neuropsychology or Cognitive Neuroscience is the field that investigates the relation between the mind and brain with both psychological and neuroscientific methods. It is a part of a broader framework which views psychology as a branch of biology.



Neuropsychological studies help us understand what is going on in our brains when we think, remember, love, feel emotion, take action, and make decisions. Thus, this module focus on different facets of the mind such as learning and memory, emotion, perception, consciousness and decision-making, language and executive functioning in healthy individuals, as well as in patients with brain damage or disease. Social cognition or our ability to think about the mind of other people and our relation with them is also examined. This module aims to provide students with a grounding in the basic concepts and clinical applications of cognitive, affective and social neuroscience. The module will assume some basic knowledge of neuroanatomy and neurotransmission.

Clinical populations discussed during the course include, but are not limited to, stroke, Korsakoff's syndrome, dementia and autism. Neuropsychological symptoms to be described and explained will include neglect, amnesia, agnosia, aphasia and disorders of consciousness. Methods of inquiry include structural and functional neuroimaging, experimental psychology, neuropsychological assessment, lesion studies and other state-of-the-art neuroscience methods.

A number of case studies will be described during the module. The course also includes one case demonstration of neuropsychological and experimental assessment of a patient with neuropsychological deficits following stroke. Further neuropsychological tests will be discussed in various lectures. A range of cognitive neuropsychology projects are available, including some in patient groups.

#### *General course book:*

Ward, J. (2010) *The Students Guide to Cognitive Neuroscience*. 2nd edition. Psychology Press, New York

## HEALTH & ILLNESS ACROSS THE LIFE-SPAN [6BBYK308]

Module organiser – Dr Emma Godfrey



The module examines aspects of health and illness from early infancy through to old age. Lifespan development is utilised as the framework for consideration of the psychological processes in health, illness and health care delivery.

There is a strong emphasis on making theoretical and clinical links as the course is taught by many clinical experts within the field. Students study the main theories of developmental and health psychology to gain an understanding of human behaviour and response to health, illness, challenge and stress across the lifespan.

In the first semester, students study of early development and infant-parent attachment relationships. Part of the course focuses on 'specialist areas' including developmental disorders like autism and ADHD, and health related behaviours such as symptom perception, help seeking and adherence to treatment.

In the second term, the focus shifts from early experiences to adolescence and adulthood, taking in family therapy and parenting, interventions to manage stress and chronic illness; and the impact of social support and care giving. Case studies and research evidence are presented and debated and the relevance to clinical practice is emphasised where applicable. In the latter part of term, students learn about psychological issues associated with ageing.

### *General course books:*

Bee H and Boyd D. (2012). Lifespan Development. 6<sup>th</sup> Edition. New York: Pearson

Ogden J. (2012) (5<sup>th</sup> Edition) *Health Psychology: a textbook*. Buckingham: Open University Press

## RESEARCH PROJECT / RESEARCH METHODS AND STATISTICS [6BBYK307]

\*Core module. Module organiser – Dr Sam Norton

This module comprises two components, (1) a research project (80%) and (2) a research methods and statistics course (20%).

### RESEARCH PROJECT\*

There will be a wide range of projects from which students can choose. Any student wishing to carry out a study which is outside the scope of the listed projects, will need to plan this in detail with a supervisor **well in advance of the start of the course to ensure time to obtain ethical permission for the study**. The main data collection and statistical analyses are completed during the first and second terms, and the dissertation completed by the end of the second term. The 6,000-word dissertation counts for 80% of the module mark.

### RESEARCH METHODS AND STATISTICS\*



This is a compulsory course that aims to provide students with a thorough grounding in the fundamentals of research methodologies and statistical analyses. The course not only prepares students for their project work but also equips them with transferable research skills that will be invaluable when conducting research in their future careers, irrespective of the area of medicine in which research is conducted.

The course puts into place all the theoretical material required for understanding statistical methods, and also focuses on practical skills in data analysis, interpretation and writing up results.

There will be an assignment which counts for 20% of the final module mark.

Students will receive training in the SPSS application. This is the most widely used statistics package in clinical and psychological research and is installed in the computer pool rooms at New Hunt's House.

**Course Book:** Dancey, PC., & Reidy, J. (2014). *Statistics without Maths for Psychology* (Sixth Ed.). Prentice Hall.



## NEUROSCIENCE AND NEUROPSYCHOLOGY PATHWAY IN THE INTERCALATED BSC IN NEUROSCIENCE

This BSc is run jointly with the Neuroscience BSc programme. Enquiries about the Neuroscience part of the course should be addressed to Dr Jon Robbins ([jonathan.robbins@kcl.ac.uk](mailto:jonathan.robbins@kcl.ac.uk)) or Dr Clemens Kiecker ([clemens.kiecker@kcl.ac.uk](mailto:clemens.kiecker@kcl.ac.uk)) or to the course organisers (see below).

The students undertake half their modules from the neuroscience course and half from the Psychology course. The Psychology modules comprise the Cognitive Neuropsychology module and the Research Project (including lectures in Research Methods and Statistics). From the Neuroscience BSc programme, students have a choice of up to three modules, namely: Cellular & Systems Neuroscience (6BBYN3040), Pharmacology of Neurological and Psychiatric Disorders (6BBM0331), Neuroendocrinology (6BBL0366), Memory Mechanisms in Health and Disease (6BBYN309) and Imaging the Brain, Reading the Mind (6PASN001).

The course prepares students for, and helps them with, designing, conducting, analysing and reporting their individual research projects. In doing so, students learn transferable skills such as critical evaluation and verbal and written presentation of research. Such skills are essential, particularly for those wishing to conduct research in their future careers, whichever area of medicine they enter. Students are expected to have chosen their project and supervisor prior to the start of the course from a list that will be provided to successful applicants.

Students will therefore take at least two of the following modules:

### Neuroscience

- 6BBYN304 Cellular & Systems Neuroscience (30 credits) Mon & Tues SEM A  
(Prof Uwe Drescher, [uwe.drescher@kcl.ac.uk](mailto:uwe.drescher@kcl.ac.uk))
- 6BBM0331 Pharmacology of Neurological and Psychiatric Disorders  
(15 credits) Thurs SEM B (Dr Susan Duty,  
[susan.duty@kcl.ac.uk](mailto:susan.duty@kcl.ac.uk))
- 6BBL0366 Neuroendocrinology (15 credits) Tues SEM B  
(Dr Gavin Bewick, [gavin.bewick@kcl.ac.uk](mailto:gavin.bewick@kcl.ac.uk))
- 6BBYN309 Memory Mechanisms in Health and Disease (15 credits) Mon SEM A  
Professor Peter Giese ([peter.giese@kcl.ac.uk](mailto:peter.giese@kcl.ac.uk))
- 6PASN001 Imaging the Brain, Reading the Mind (15 credits) Tues SEM A  
Dr Yannis Paloyelis ([yannis.paloyelis@kcl.ac.uk](mailto:yannis.paloyelis@kcl.ac.uk))

### Psychology

- 6BBYK302 Cognitive Neuropsychology (30 credits)  
(Dr Qazi Rahman, [qazi.rahman@kcl.ac.uk](mailto:qazi.rahman@kcl.ac.uk))
- 6BBYK307 Research Methods & Statistics including project in Psychology  
(30 credits) (Dr Sam Norton, [sam.norton@kcl.ac.uk](mailto:sam.norton@kcl.ac.uk))

## NUMBERS AND PLACES AVAILABLE

30 students will be offered a place on the Intercolated BSc in Psychology, 20 on the Neuroscience and Neuropsychology pathway of the Intercolated BSc in Neuroscience, 10 of which are reserved for BSc Neuroscience students.

### Selection criteria:

Pass in relevant MBBS, BDS or BVetMed Year 2 examinations at first attempt. In the event of the course being oversubscribed, selection will be based on examination results in the first two years.

We also offer full-time places onto the iBSc in Psychology programme to BSc Biomedical Science students. We accept students from the BSc Psychology onto some of our modules.

Classes are seminar sized, with up to 55-60 students at most.

**If you want to apply:** Please follow the link below for the online application.

Internal applicants: <https://internal.kcl.ac.uk/lsm/students/ug/intercalated-bsc/index.aspx>

External applicants: <http://www.kcl.ac.uk/study/subject-areas/intercalated/about-intercalated-bscs.aspx>

Please provide a short statement (word limit 300 words) to support your application for the Intercolated BSc in Psychology or the Neuropsychology and Neuroscience Pathway of the Intercolated BSc in Neuroscience. Your statement should include the following areas:

1. Why you are interested in studying psychology / neuroscience & neuropsychology
2. Your previous exposure/experience of psychology (this could include previous study, reading or personal interest)
3. What you hope to gain from the course including how it fits in with your future career or study plans.

**Please note:** External students need to obtain permission from their own medical/dental school and provide evidence of their exam performance in the pre-clinical examinations. External students are given preference in applications for College accommodation.

Website for the programmes described in this booklet:

<http://www.kcl.ac.uk/ioppn/depts/psychology/research/ResearchGroupings/healthpsych/study/bscpsych.aspx>

### CONTACT DETAILS:

Administrator: Ms Tess van Leeuwen, Department of Psychology (at Guy's) IoPPN, King's College London, 5<sup>th</sup> Floor, Bermondsey Wing, Guy's Campus, London SE1 9RT

Telephone: 020 7188 0178 E-mail: [tessa.van\\_leeuwen@kcl.ac.uk](mailto:tessa.van_leeuwen@kcl.ac.uk)

## RESEARCH PROJECT PRIZE WINNERS

1999 – Masud Awal	Stereotypes of obesity and perceptions of female eating behaviour
2000 – Tracey Harris	Attitudes of homeless people towards health care received at General Practices
2001 – Susannah Jackson	An investigation into the possible role of psychological factors in the presentation of gastro-oesophageal reflux disease.
2002 – Gurminder Singh	Health anxiety and worry in the medical student population
2003 – Duncan Austin	The effect of mood induction in the Iowa Gambling Task
2004 – Zena Abu-Nab	Breast and Donor-site scar perception following post-mastectomy reconstruction: A qualitative study.
2005 – Billy Cheung	Binge drinking amongst medical students: An application of the Theory of Planned Behaviour
2006 – Tim Sheppard	Subjective experience is the key to understanding the impact of an intercalated degree on a medical student
2007 – Ally Xiang	Sex difference in adult advantageous decision-making
2008 – Joint award	
Emma Shaw	Exploring attitudes towards antidepressant medication and predicted patterns of help seeking for depression
Henna Qureshi	Exploring attitudes towards treatments for depression and the differences between attitudes towards antidepressant medication and medication for physical health problems
2009 – Joint Award	
Dalia Nelson	Investigating the Role of Attentional Disengagement Bias in the Tendency, Ability and Persistence of Worry
Culadeeban Ratneswaran	The Psychological and Physiological Limitations to Exercise and Health Related Quality of Life in Severe COPD: a pilot study

### Haris Ahmed Memorial Prize Winners

2010 – Joint Award	Jennifer Powell	Is there a relationship between glycaemic control and cognitive function in adults with newly diagnosed type 2 diabetes mellitus? A cross-sectional study.
	Sabrina Qureshi	Exploring the psychosocial effects of kidney transplantation in recipients.
2011	Lauren Waterman	Does medical school lead students to repeatedly visit the doctor with concerns about having serious health problems? A cross-sectional study of “Medical Student Syndrome”
2012	Samantha Harrison	The effect of oxytocin on the hyper-vigilance to social threats in attachment-anxiety assessed using a lexical decision task
2013	Francesca Dawkes	Striatal volumes in adolescents with Attention-Deficit Hyperactivity Disorder: Does size relate to impulsivity?

2014 – Joint Award	Marwa Elmasri	Cortical and Sub-cortical Morphometry in Children with Rolandic Epilepsy
	David Gee	Exploring Sex Differences in Mental Rotation and Effects of Dimensionality
2015	Philippa Clery	A Systematic Review and Meta-analysis on the Efficacy for People with Type 1 Diabetes Mellitus and Eating Disorders/Disordered Eating/Insulin Omission.
2016	Naomi Mescall	Gluten Intolerance: An Exploratory Study Assessing Cognitive Bias

### **Michael D Kopelman Award**

2012	Sarah Orr
2013	Joe Stammeijer & Lawrence Telesia
2014	Arabella Green
2015	Jonathan Collins
2016	Abigail Burrows

### **John Weinman Prize**

2013	Beita Khadem
2014	Jodie Acott
2015	Philippa Clery
2016	Natasha Askaroff

**PUBLICATIONS ARISING FROM INTERCALATED BSC PSYCHOLOGY  
RESEARCH PROJECTS 1982 – 2017**

Drury, H, Ajmi, S, Fernández de la Cruz, L, Nordsletten, AE, & Mataix-Cols, D. Caregiver burden, family accommodation, health and well-being in relatives of individuals with hoarding disorder. *Journal of Affective Disorders*. 2013 (in press).

Nordsletten, AE, Fernández de la Cruz, L, Drury, H, Ajmi, S, Saleem, S, & Mataix-Cols, D. The Family Impact Scale for Hoarding (FISH): Measure development and initial validation. *Journal of Obsessive Compulsive and Related Disorders*. 2013 **3(1)**: 29-34.

Waterman, LZ, Weinman, JA. Medical student syndrome: fact or fiction? A cross-sectional study. *Journal of the Royal Society of Medicine Open*. 2013 (DOI: 10.1177/2042533313512480).

Fernández de la Cruz, L., Micali, N., Roberts, S., Turner, C., Nakatani, E., Heyman, I., & Mataix-Cols, D. Are the symptoms of obsessive-compulsive disorder temporally stable in children/adolescents? A prospective naturalistic study. *Psychiatry Research*. 2012 **219(2)**: 196-201.

Karunakaran, T., Gilbert, D, Asimakopoulou, K, Newton, JT. The influence of visible dental caries on social judgments and overall facial attractiveness amongst undergraduates. *Journal of Dentistry* 2011 **39**: 212-217.

Patel CM, Ferner R, Grunfeld EA. A qualitative study of the impact of living with neurofibromatosis Type 2. *Psychology, Health and Medicine*, 2011 **16**: 19-28.

Hunter MS, Haqqani JR. An investigation of discordance between subjective and physiological measures of vasomotor symptoms. *Climacteric* 2011 **14(1)**: 146-51.

Begum S, Grunfeld EA, Ho-Asjoe M, Farhadi J. Reasons why women who have mastectomy decide to undergo immediate or delayed breast reconstruction. *Patient Education & Counseling*, 2011 **84(1)**: 105-10.

Patel CM, Ferner R, Grunfeld EA. A qualitative study of the impact of living with neurofibromatosis Type 2. *Psychology, Health and Medicine*, 2011 **16**: 19-28.

Smith MJ, Mann E, Mirza A, Hunter MS. Men and women's perceptions of hot flushes within social situations: are menopausal women's negative beliefs valid? *Maturitas* 2011 **69(1)**: 57-62.

Hirsch CR, MacLeod C, Mathews A, Sandher O, Siyani A, Hayes S. The contribution of attentional bias to worry: Distinguishing the roles of selective engagement and disengagement. *Journal of Anxiety Disorders*, 2011 **25(2)**: 272-277.

Emedo M, Godfrey E, Hill S. A Qualitative Study of the Quality of Life of Children Receiving Intravenous Nutrition at Home. *Journal of Pediatric Gastroenterology & Nutrition*. 2010 **50**: 431-440.

Mechelli A, Viding E, Kumar A, Pettersson-Yeo W, Fusar-Poli P, Tognin S, O'Donovan MC, McGuire P. Dysbindin modulates brain function during visual processing in children. *Neuroimage*. 2010 **49(1)**: 817-22.

Mechelli A, Viding E, Kumar A, Tognin S, Kane F, McGuire P. Influence of neuregulin1 genotype on neural substrate of perceptual matching in children. *Behav Genet*. 2010 **40(2)**: 157-66.

Fotopoulou, A. Pergino, S. Maeda, R. Rudd, A. Kopelman, M. (2010). Implicit Awareness in Anosognosia for Hemiplegia: Unconscious Interference without Conscious Re-representation. *Brain*, 2010 **133(12)**: 3564-3577.

Mechelli A, Viding E, Pettersson-Yeo W, Tognin S, McGuire PK. Genetic variation in neuregulin1 is associated with differences in prefrontal engagement in children. *Hum Brain Mapp*. 2009 **30(12)**: 3934-43.

Nelson J, O'Leary C, Weinman J. Causal attributions in parents of babies with a cleft lip and/or palate and their association with psychological well-being. *Cleft Palate-Craniofacial Journal*, 2009 **46(4)**: 425-434.

Kaanthan J, Scarisbrick AA. Parental perceptions in pediatric cardiac fast-track surgery. *AORN Journal on-line*, 2009, **89(4)**:725-731.

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

Hutchinson K, Moreland A, Williams A, Weinman J, Horne R. Exploring beliefs and practice of opioid prescribing for persistent noncancer pain by general practitioners. *European Journal of Pain*, 2007,**11**:93-98. Abu-Nab Z, Grunfeld EA. Satisfaction with outcome and attitudes towards scarring among women undergoing breast reconstructive surgery. *Patient Educ Couns.*, 2007 **66(2)**: 243-9.

Fidler H, Thompson C, Freeman A, Hogan D, Walker G, Weinman J. Barriers to implementing a policy not to attempt resuscitation in acute medical admissions: prospective, cross sectional study of a successive cohort. *British Medical Journal*, 2006 **332**: 461-462.

Holliday J, Wall E, Treasure J, Weinman J. Perceptions of illness in anorexia nervosa: A comparison with other eating disorders and lay men and women. *International Journal of Eating Disorders* 2005 **37**: 50-56.

Grunfeld EA, Hunter MS, Sikka P, Mittal S. Adherence beliefs among breast cancer patients taking tamoxifen. *Patient Education and Counselling* 2005 **59(1)**: 97-102.

Holliday J, Wall E, Treasure J, Weinman J. Perceptions of illness in anorexia nervosa: A comparison with other eating disorders and lay men and women. *International Journal of Eating Disorders* 2005 **37**: 50-56.

Grunfeld EA, Hunter MS, Sikka P, Mittal S. Adherence beliefs among breast cancer patients taking tamoxifen. *Patient Education and Counselling* 2005 **59(1)**: 97-102.

Ebrecht M, Weinman J, Hextall J, Kirtley L, Taylor A, Dyson M. Perceived stress and cortisol levels predict speed of wound healing in healthy male adults. *Psychoneuroendocrinology* 2004 **29** 798-809.

Singh G, Weinman J, Hankins MC. Does medical school cause health anxiety and worry in medical students? *Medical Education* 2004 **38**: 479-481.

Hunter MS, Grunfeld EA, Mittal S, Sikka P, Ramirez A-J, Fentiman I and Hamed H. Menopausal symptoms in women with breast cancer: Prevalence and treatment preferences. *Psycho-Oncology* 2004 **13**: 769-778.

Rajagopal S, Singh Rehill K, Godfrey E "The position of psychiatry as a career choice compared with other specialities: a survey of medical students" *Psychiatric Bulletin* 2004 **28**: 444-446.

Mataix-Cols D, Wooderson S, Lawrence N, Brammer MJ, Speckens A, Phillips ML. Distinct neural correlates of washing, checking, and hoarding symptom dimensions in obsessive-compulsive disorder. *Archives of General Psychiatry*. 2004 **61(6)**: 564-576.

Dyson M, Moodley S, Verjee L, Verling W, Weinman J, Wilson P. Wound healing using 20MHz ultrasound and photography. *Skin Research & Technology* 2003 **9**:116-121.

Wicks, P, Abrahams S, Papps B, Turner M, Leigh PN, Grossmith A, Goldstein LH. Exploring potential correlates of neuropsychological impairment in sporadic and familial MND ALS and Other Motor Neuron Disorders (2003) Vol. 4, Supplement 1, P193, pp.206-207. Poster presented at the 14th Intl Symposium on ALS/MND, Milan, November 2003.

Jackson SE, Weinman J, Chandra A, Anggiansah A, Owen WJ. Psychological Factors must be considered in the evaluation of symptoms of benign oesophageal disease. (abstract) *GUT* 2002 **50** Supplement II.

Gill A, Williams AC. Preliminary Study of Chronic Pain Patients' Concerns about Cannabinoids and Analgesics. *The Clinical Journal of Pain* 2001 **17**: 45-248.

Nijher G, Weinman J, Bass C, Chambers J. Chest pain in people with normal coronary anatomy. *British Medical Journal* 2001 **323**: 1319-20.

Ogden J, Taylor C. Body size evaluation and body dissatisfaction within couples. *International Journal of Health Psychology* 2000 **5**: 25-32.

Ogden J, Steward J. The role of the mother daughter relationship in explaining weight concern. *International Journal of Eating Disorders* 2000 **28**: 78-83.

Ogden J, Thomas D. The role of familial values in understanding the impact of social class on weight concern. *International Journal of Eating Disorders* 1999 **25**: 273-279.

- Ogden J, Elder C. The role of family status and ethnic group on body image and eating behaviour. *International Journal of Eating Disorders* 1998 **23**: 308-315
- Ogden J, Chanana A. Explaining the effect of ethnicity on weight concern: finding a role for family values. *International Journal of Obesity* 1998;**22**:641-647
- Ogden J, Mtandabari T. Examination stress and changes in mood and health related behaviours, *Psychology and Health* 1997 **12**: 289-299.
- Ogden J, Whyman C. The effects of repeated weighing on psychological state. *European Eating Disorders Review* 1997 **5**: 121-130.
- Michie S, Bron F, Bobrow M, Marteau T. Non directiveness of genetic counseling: an empirical study. *American Journal of Human Genetics* 1997 **60**: 40-47.
- Ogden J, Munday K. The effect of the media on body satisfaction: the role of gender and size, *European Eating Disorders Review* 1996 **4**: 171-182.
- Ogden J, Evans C. The problem of weighing: effects on body image, self esteem and mood. *International Journal of Obesity* 1996 **20**: 272-277.
- Shepherd EW, Mortimer AKO, Mobasher R. The police caution: comprehension and perceptions in the general population. *Expert Evidence* 1995 **4**: 60-67.
- Patel M, Weinman J, Gessler S. Type A behaviour and the perception of facially expressed affect. *Personality and Individual Differences* 1995 **18(6)**: 809-811.
- Liu R, Barry JES, Weinman J. Effects of background stress and anxiety on postoperative recovery. *Anaesthesia* 1994 **49**: 382-386.
- Schuman A, Marteau TM. Obstetricians' and midwives' contrasting perceptions of pregnancy. *Journal of Reproductive and Infant Psychology* 1993 **11(2)**: 115-118.
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- Weinman J, Petrie KP, Bahl R, Rahman, S. Patients representations of chronic illness: links with coping, psychological distress and well-being. Proceedings of VIth European Health Psychology Society, 1992 234.
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