

A stylized graphic on the left side of the cover. It features a top-down view of a brain with blue and green highlights, and below it, a profile of a human head with a purple and blue glow. A white diagonal line cuts across the bottom left corner.

School of Psychology

Review Submission

2015

Volume 1



**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA



Preface

All members of the School had input into this document. We started with our Strategic Plan, which was generated via a two-step process. In mid-2014, each of the School's committees and professional staff held special meetings to discuss their area's strengths, aspirations, threats and strategies for the future. These discussions were distilled into mini-strategic plans for each area. We held a School-wide planning day in November 2014 at which point we focused on aligning the School's priorities with those of the University, and finalised our School Strategic Plan 2015 – 2018.

Data gathering for this document began in December 2014 when we were fortunate to appoint Wendy Brealey as our School Review Project Officer. Section drafts were written by Wendy, our School Manager Karen Perkins, Deputy Heads of School, Chairs of School Committees, Directors of School Centres, and our Postgraduate Program Directors. I then edited this material into the final draft, which was reviewed by all School staff. I incorporated their feedback to generate the document presented here, which was skilfully formatted by Beverley Jeppesen.

This was a useful process. It inspired members of the School to consider our position, our activities and our goals, and to develop shared priorities for our continued success. I speak for the School in saying that we look forward to exploring these issues further with the Review Committee.



Virginia Slaughter, PhD
Professor and Head of School
School of Psychology

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Glossary

#	Unit of study at UQ. Most courses at UQ equal #2 with a standard semester comprising #8	HERDC	Higher Education Research Data Collection
ACA	Australian Counselling Association	INT	International fee paying student
AGS	Australian Graduate Survey (encompasses CEQ and GDS)	IPRS	International Postgraduate Research Scholarship
AHPRA	Australian Health Practitioner Regulation Agency	ISSP	International Student Support Program (Psychology School)
APA	Australian Postgraduate Award	KPI	Key Performance Indicators
APAC	Australian Psychology Accreditation Council	MEI	UQ Major Equipment and Infrastructure Grants
APS	Australian Psychological Society	MOOC	Massive Open Online Course
AQF	Australian Quality Framework	N/A	Not applicable or not available
ARC	Australian Research Council	NGO	Non Government Organisation
ATSI	Aboriginal and Torres Strait Island(er)	NHMRC	National Health & Medical Research Council
Blackboard	UQ e-learning system	OH&S	Occupational Health & Safety
CEQ	Course Experience Questionnaire	OLT	Office of Learning and Teaching (formerly the Australian Learning and Teaching Council)
CSP	Commonwealth supported (student) places	OP	Overall Position (Qld tertiary admissions score used for entrance to university)
CTQA	Curriculum and Teaching Quality Appraisal (UQ)	PACFA	Psychotherapy and Counselling Federation of Australia
DEEWR	Australian Government Department of Employment, Education & Workplace Relations	PGCW	Postgraduate Coursework
DIISR	Australian Government Department of Innovation, Industry, Science and Research	PPL	UQ Policies and Procedures Library
ECP	Electronic course profile	Program/ Course	At UQ a program is a course of study leading to an award of a degree or certificate. A course, formerly known as a subject, is a distinct unit of study within a program.
ECR	Early Career Researcher	PSA	Psychology Students' Association
ED	Executive Dean	PSREA	Psychology Postgraduate Student Research Excellence Award
EFTSL	Equivalent full-time student load	PSST	Psychology Student Support Tutors
ERA	Excellence in Research Australia	QTAC	Queensland Tertiary Admissions Centre
FOE	Field of Education	RBWH	Royal Brisbane & Women's Hospital
FOR	Field of Research	RF	Research Focused (academic staff)
FTE	Full-time equivalent	RHD	Research Higher Degree (students)
GDS	Graduate Destination Survey	SECaT	Student Evaluation of Course and Teacher (UQ survey instrument)
Go8	Group of Eight		
GPA	Grade Point Average		
HECS	Higher Education Contribution Scheme		

SSP	Special Studies Program (sabbatical leave)	ISSR	Institute of Social Science Research
T&L	Teaching and Learning	ITEE	School of Information Technology & Electrical Engineering
T&R	Teaching & Research (academic staff)	ITS	Information Technology Services
TF	Teaching Focused (academic staff)	NMSW	School of Nursing, Midwifery & Social Work
Turnitin	Plagiarism detection software	QBI	Queensland Brain Institute
UFA	Usable Floor Area		
UI	Universitas Indonesia		
UQ	The University of Queensland		
<i>UQ Schools, Faculties and Services</i>		<i>Psychology Research Centres & Clinic acronyms</i>	
ATSIS	Aboriginal & Torres Strait Islander Studies Unit	CFPC	Child and Family Psychology Clinic
HASS	Faculty of Humanities & Social Sciences	CHOICE	Centre for Health Outcomes, Innovation and Clinical Education
HABS	Faculty of Health & Behavioural Sciences	CPCN	Centre for Perception and Cognitive Neuroscience
HMNS	School of Human Movement & Nutrition Sciences	CRiSP	Centre for Research in Social Psychology
HRS	School of Health & Rehabilitation Sciences	ECDC	Early Cognitive Development Centre
		PFSC	Parenting and Family Support Centre
		RUPERT	RBWH and UQ Psychology Education Research & Training Centre

1

Executive Summary

The School of Psychology at The University of Queensland (UQ) has gone from strength to strength since our last septennial review in 2008. We are a high performing School on all measures. We are at the very top of research productivity and impact nationally, with our discovery activities recognised as “well above world standard” by the federal government’s *Excellence in Research for Australia 2012*. Our educational programs are in high demand and our students receive outstanding teaching and supervision at all levels. We are building strong alumni networks and have productive relationships with national and international partners within academia, industry, government and non-government organisations.

The School’s high quality academic and professional staff create a collegial, democratic environment. Our current academic staffing profile includes a higher number at Level E than at Level B. To create a pipeline of talented young academics who will develop within our School over the next decades, we are recruiting new academic staff at the lower levels and implementing strategies to help them achieve to their potential.

Our balanced budget is healthy, underpinned by strong student enrolments and an excellent record of research funding, including competitive research fellowships. We recognise that both of these funding sources may be challenged in the future. We are taking steps to ensure that studying psychology, especially in our School, remains an attractive, preferred option for talented domestic and international students. We are also working to diversify our research funding, targeting alternatives to the Australian Research Council (ARC) and building relationships with external partners and potential donors.

Our School runs Australia’s broadest suite of professional training programs in Psychology. These programs attract the very best applicants who go on to highly successful careers as clinical, health, counselling, sport and organisational psychologists. We have Queensland’s only neuropsychology and geropsychology postgraduate training programs, both of which are highly attractive to students and meet market demand for professionals trained in these specialties. The challenge here is to maintain, or, if possible, grow capacity in an environment where there is increasing competition amongst universities for external student placements. One aim is to create more on-campus placements, via a new clinic and an organisational consultancy to be run out of the School.

These latter aspirations require space. As highlighted in our previous septennial review in 2008, our School outgrew its space allocation on campus some time ago. Consistent lobbying has pleasingly resulted in the University committing to the re-development of 10 residential houses into clinics and laboratories, with four of those earmarked for our School. This will relieve some pressure but in the longer term, the School of Psychology will require a larger footprint so that we can build on our strengths and continue to operate at a level *well above world standard*.

This document offers a comprehensive overview of the School in the domains of learning, discovery and engagement. Each chapter describes (a) how we responded to recommendations from our 2008 septennial review, (b) current structures, KPIs and pressure points that we have identified, and (c) our strategic plan for each of these domains. Where applicable, we include comparator data generously provided by our international benchmarking partner, the Department of Psychology at the Ohio State University.

2

Management and Resources

2.1 History

Psychology has been represented at UQ since classes began in 1911. Initially, psychology courses were offered by the Department of Philosophy. In 1955 an autonomous Department of Psychology was established. The Department experienced steady and substantial growth over the following 40 years. Following a restructuring of the University, in 1996 the Department of Psychology became a School within the Faculty of Social and Behavioural Sciences. As of January 2014, UQ's faculties were reorganised. Currently the School of Psychology is situated in the Faculty of Health and Behavioural Sciences (HABS) with fellow schools Dentistry, Pharmacy, Health and Rehabilitation Sciences (HRS), Human Movement and Nutrition Sciences (HM&NS), and Nursing, Midwifery and Social Work (NM&SW). Appendix 1 sets out some key events in the history of the School.

2.2 2008 Septennial Review

The School's third septennial review in August 2008 resulted in 24 commendations and 14 recommendations. Commendations included a collegial approach to decision-making; strong leadership and high calibre staff; quality courses and programs and the most diverse array of postgraduate professional training programs of any Australian university; a vibrant and supportive research climate, outstanding success in competitive funding schemes and quality research outputs. Appendix 2 summarises the 14 recommendations and the School's responses. These will be discussed in dedicated sections in each chapter.

2.3 Governance and Staffing

The School of Psychology is managed through a committee structure that ensures representation of staff and students from across the subdisciplines and activities of the School. Figure 2.1 illustrates the current governance structure.

The Academic Committee is the central decision-making body of the School. It meets monthly. All academic staff are members, as are the senior professional staff. Other professional staff attend and contribute to discussions but do not have voting rights. There are up to 11 elected students on the committee, five representing postgraduate coursework and research students, and up to six from undergraduate courses, selected by the Psychology Students' Association (PSA).

A number of subcommittees report to the Academic Committee each month: Teaching and Learning, Postgraduate Training, Research, Research Higher Degree, Equipment and Information Technology, International, and Engagement. Brief outlines of their respective areas of responsibility are provided in the relevant chapters.

The School also has a Strategy Group, comprising the Head of School, Deputy Heads (Research & Research Training and Teaching and Learning), the School Manager and up to five elected members of academic staff. This group meets monthly to discuss and plan major strategic initiatives and directions for the School.

The School Executive (Head of School, Deputy Heads and School Manager) meets weekly to exchange information and make day-to-day operational decisions. To share the administrative workload of operating the School, there are also a number of positions filled by members of academic staff including Program Directors, an Equity Officer, Library Officer, Ethics Officers, Academic Integrity Officer, Tutorial Coordinator, Clinic Director, etc.

Terms of reference and membership for committees are provided in Appendix 3.

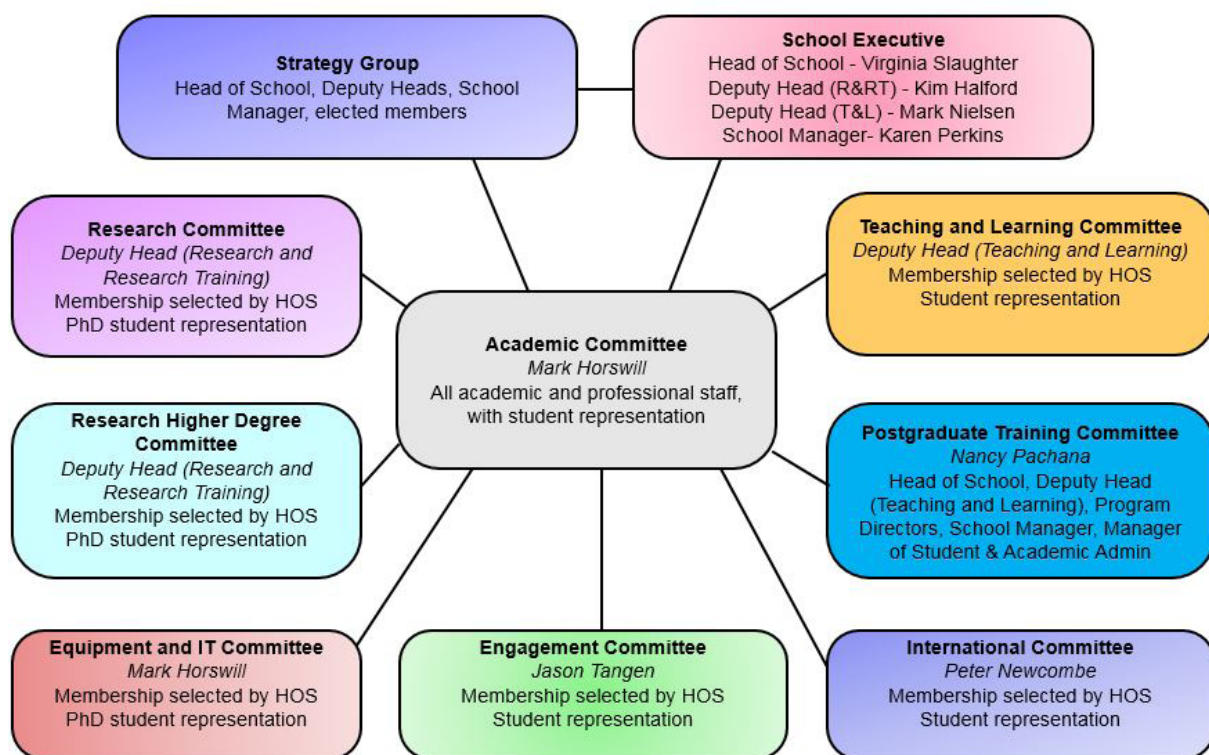


Figure 2.1 School of Psychology Committee Structure

Effective communication can be a challenge in a large School. While the Academic Committee is the major forum for two-way communication, the School also has an intranet with resources and links relating to teaching, research and administration. Other means of general communication include the School newsletter (published twice per year) and the website, both of which feature current events and achievements in the School.

A School Strategic Planning day is held approximately biennially, with the most recent day held in November 2014. This event was attended by the majority of academic and professional staff, as well as postgraduate representatives, and resulted in the development of the strategic plan for 2015–2018.

2.4 Academic Staff Profile

The School's staff have expertise across most subdisciplines of psychology; approximate distributions (collapsed over level) are: 30% applied (clinical, health, organisational); 10% developmental; 25% experimental (perception, cognition, human factors); 25% social; and 10% neuroscience and neuropsychology.

The School's academic staff numbers have remained relatively stable over the past four years as shown in Table 2.1, although the full-time equivalent (FTE) of staff at level B and C has declined over this period, largely due to promotion. As a consequence, we currently have a relatively "top-heavy" academic staff profile, with 43% of staff

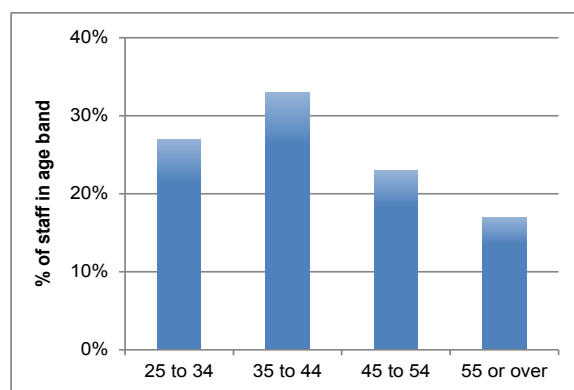


Figure 2.2 Percentage of Academic Staff in Age Band

Source: UQ Reportal, Staff Age Profile Current, generated 5 January 2015.

at Level D or E compared to the University average of 25% at those levels. On this measure we are also above our external benchmarking partner, Ohio State University (OSU) where 38% of the academic staff in Psychology are at the top rank. To address this, new continuing appointments in the School are advertised at level B or B/C. A graph comparing the classification of staff in Psychology with those of other Schools in the Faculty and two other cognate schools in the University is provided in Appendix 4.

The School has a substantial number of externally-funded fellowship holders. Approximately half of these are continuing staff members temporarily on fellowship; managing costs as these staff move from externally to internally funded positions can be a challenge as discussed in 2.6 below. Also challenging is managing expectations and career planning for staff members whose appointments in the School do not extend beyond their external funding.

Table 2.1 Psychology Academic Staff FTE at 31 March 2011 to 2014 and Projected 2015

	2011	2012	2013	2014	2015 proj.
Teaching and Research					
Level E (Professor)	9.4	11.2	10.9	9.9	10.2
Level D (Associate Prof. or Reader)	6.3	6.3	6.3	9.3	8.8
Level C (Senior Lecturer)	11.5	8.0	9.0	7.4	9.9
Level B (Lecturer)	12.0	10.0	6.5	6.0	9.0
Level A (Associate Lecturer)	–	–	–	–	
Teaching Focused					
Level D (Associate Prof. or Reader)	2.2	2.3	1.6	1.6	1.6
Level B (Lecturer)	–	2.5	–	–	–
Research Focused					
Level E (Professor)	3.0	3.0	4.5	4.5	2.5
Level D (Associate Prof. or Reader)	3.0	3.5	3.5	3.5	2.0
Level C (Senior Research Fellow)	3.0	6.0	5.8	6.5	5.5
Level B (Research Fellow)	6.4	9.7	11.5	10.5	6.4
Level A (Research Fellow)	8.5	8.0	9.5	7.6	10.8
Total Academic Staff	65.3	70.5	69.1	66.8	66.7

Notes: Projected 2015 figures include appointments for which interviews are being held. Continuing T&R staff temporarily holding Research Focused positions are included in Research Focused totals. Source: *UQ Reportal, Staff FTE, by Function & Classification*.

Despite the bias to upper level career staff, the age profile of the School is sound (Figure 2.2). Up to five academic staff retirements are expected in the next three to five years. As retirements occur, decisions as to how best fill the positions are made based on the strategic plan and budgetary position of the School.

Women constitute 50% of the School's academic staff although at the upper levels (D and E) only 42% are female. This imbalance at the upper levels is far less severe than the norm across UQ where only 25% of Level D and E academics are female. Approximately 32% of the School's academic staff obtained their PhDs outside Australia.

We use the UQ Workload tool to ensure that the allocation of workloads amongst staff is equitable. In principle, the expected workload allocation for T&R staff is 40% teaching, 40% research and 20% service. Alterations to this formula are negotiated with the Head of School where staff take on significant administrative roles such as Deputy Headship, Honours coordination, representation on a major University committee, etc. Staff on Research Focused appointments allocate approximately 90% to research with the remaining workload dedicated to membership of at least one School committee and teaching of approximately 0.5 course per year.

A full list of Psychology staff, including honorary, adjunct and affiliate staff is provided in Appendix 5 and short profiles of current academic staff members and postdoctoral fellows are provided at the end of this volume.

2.5 Professional Staff Profile

In 2014 the ratio of professional staff to academics was 0.37, which is below the University mean (for faculties and institutes) of 0.57.

Professional staff in the School are organised into functional groups under the supervision of the School Manager, with line managers responsible for day-to-day supervision of staff within their group. As shown in Figure 2.3, the School's professional staff are concentrated in areas of student administration and advising (yellow), finance and HR (light blue), IT and tech (light purple) research and clinic support (pink and purple) and placement management (light green).

Female staff make up the majority of professional staff (80% in 2014), a proportion typical across the University. Staff are encouraged to take up opportunities for advancement and career development offered by the University, as well as conference attendance relevant to professional affiliations. The School has participated twice in recent years in the University's Indigenous training scheme, and the most recent trainee is still employed in the School on a part-time basis following completion of her traineeship.

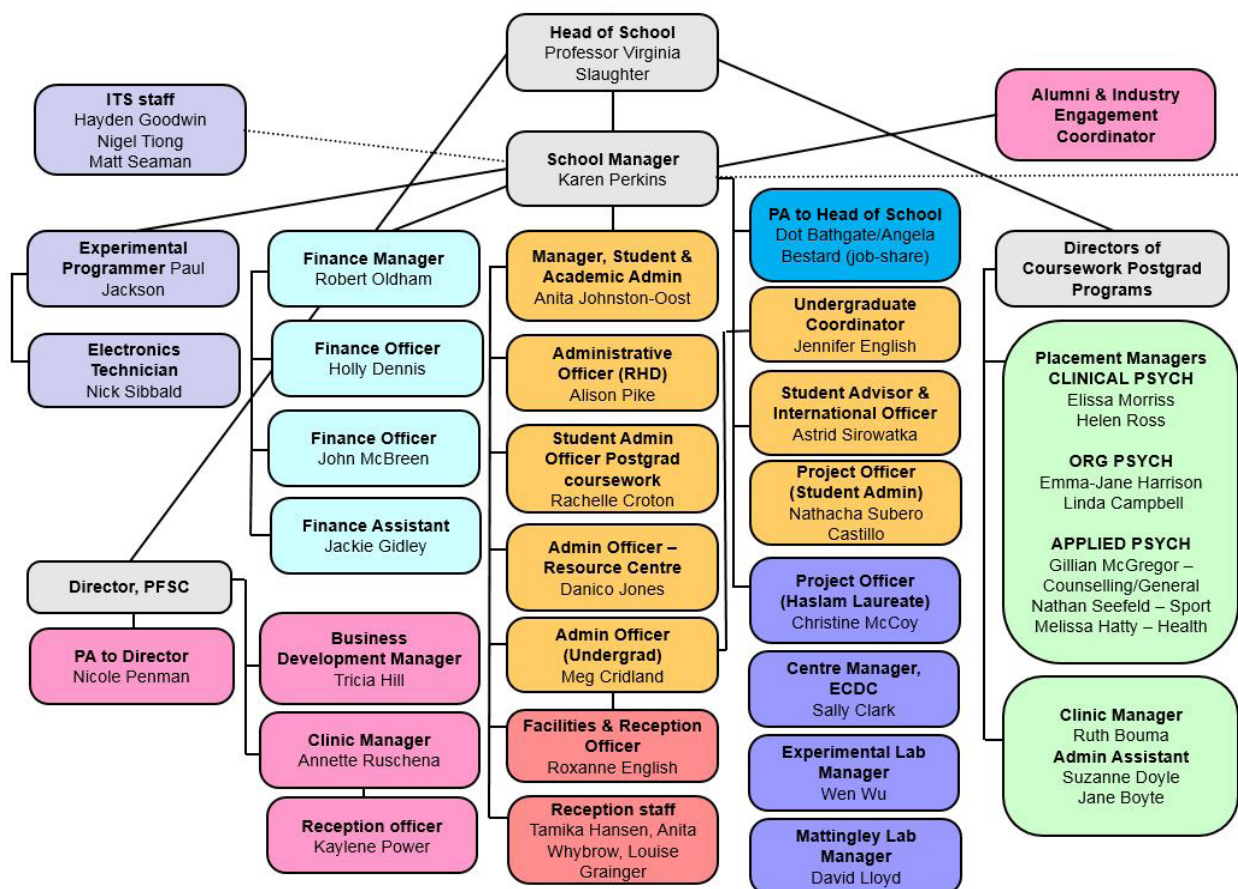


Figure 2.3 Professional staff Organisational Chart

2.6 Finance

2.6.1 Overall Position

The School is currently in a strong financial position, as outlined in Table 2.2, bringing approximately \$45 million (including research income) into the University annually and maintaining a balanced budget.

Commonwealth funding and tuition fees provide the School's main sources of operating income (refer Table 2.2 and Figure 2.4). Both are dependent on student load, while the research block funding is dependent on research outcomes (grant income, publication outputs and RHD student completions).

The University applies a levy of 54% to Commonwealth government income and 20% to consulting and contract income. The Faculty applies 6% to Commonwealth government income. After internal cross-subsidies (e.g. co-contributions to salaries, internal funding schemes, etc.) the School receives an annual disposable income of around 41–46% of its total revenue.

Budget management is challenging because financial projections for the year are not finalised until the end of the first quarter, when student enrolments are confirmed. In this context we have taken a conservative approach and, as shown in Table 2.2, ended up with surpluses in each of the last two years. This stringency comes at a cost. For instance, our School currently provides modest start-up funding

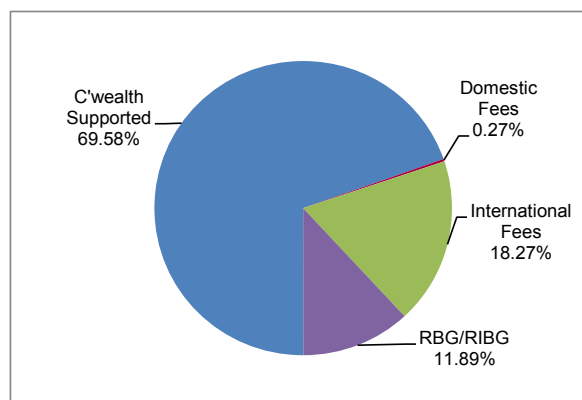


Figure 2.4 School of Psychology Components of Income 2014

Appendix 6 contains a table showing a further breakdown by funding source.

for new academic staff and postdoctoral research fellows, which diminishes our attractiveness to top-quality candidates. In the same vein, Psychology's internal funding for RHD students is limited to a small annual research allocation and some conference travel funding. By contrast, many other national and international Psychology schools and other enrolling units at UQ (such as the Queensland Brain Institute) offer more generous RHD funding including top-up scholarships and research grants. These offers have lured excellent students away from our School. We are hopeful that the University's planned move to triennial budget cycles will enable us to bolster our

Table 2.2 Income and Expenditure Statement – Core Operating Functions

Operating Income & Expenses	2013 YTD Actuals \$	2014 YTD Actuals \$	2015 Forecast Year End \$	2016 Forecast Year End \$	2017 Forecast Year End \$
Revenue					
External Revenue					
Cth Gov Financial Assistance	25,947,013	26,220,484	27,437,949	29,153,212	29,973,363
Research Block Grants	3,505,064	4,480,277	4,533,820	4,667,855	4,807,890
Tuition Fees	5,944,596	6,984,692	6,598,142	6,792,607	6,997,348
Commercial Services Fees & Chg	483,129	532,846	277,148	407,380	412,816
Other Income	675,802	402,745	763,304	371,179	461,914
Total External Revenue	36,555,605	38,621,044	39,610,363	41,392,233	42,653,331
Total Internal Allocations	(19,480,258)	(20,711,827)	(22,370,732)	(22,748,687)	(23,922,778)
TOTAL OPERATING REVENUE	17,075,347	17,909,217	17,239,631	18,643,546	18,730,553
Expenditure					
Academic Salaries					
Salaries — Academic	8,189,576	8,022,815	8,274,362	8,910,717	8,928,119
Salaries — Academic Casual	2,839,656	2,698,074	2,645,417	2,609,271	2,689,606
<i>Total Academic Salaries</i>	<i>11,029,232</i>	<i>10,720,889</i>	<i>10,919,779</i>	<i>11,519,988</i>	<i>11,617,725</i>
General Salaries					
Salaries — General	2,598,524	2,309,354	2,556,766	3,037,212	3,167,835
Salaries — General Casual	1,048,943	733,985	644,743	543,475	545,711
<i>Total General Salaries</i>	<i>3,647,467</i>	<i>3,043,339</i>	<i>3,201,509</i>	<i>3,580,687</i>	<i>3,713,546</i>
Total Other Employment Costs	139,722	177,596	482,243	361,580	365,789
Total Other Expenditure	2,245,272	2,317,704	1,865,916	2,103,728	1,995,783
TOTAL EXPENDITURE	17,061,693	16,259,529	16,469,447	17,565,983	17,692,843
Operating Surplus/(Deficit)	13,654	1,649,688	770,184	1,077,563	1,037,710

funding in these areas to attract and retain the best possible staff and students.

Salaries constitute the largest area of expenditure in the School, accounting for 77% of Total Operating Revenue in 2014. Casual Academic salary expenditure goes primarily to tutors and sessional lecturers and clinic staff. These costs are dependent on student load and are manageable, as any higher cost due to load change is reflected in higher Commonwealth government revenue.

The School's success in obtaining external and internal fellowships and other forms of salary support conversely presents a challenge when these arrangements are due to expire. There are seven ARC and internal fellowships finishing in years 2017 and 2018. The School has taken the conservative strategy of fully costing all of these staff to the School budget. Additional fellowship funding success is likely, based on past performance, but not quantified in forecasts until known.

The School runs two internal clinics, the UQ Psychology Clinic and the Child and Family Psychology Clinic within the Parenting and Family Support Centre. These run on a not-for-profit basis to

provide research and clinical training for postgraduate students and to serve the community. With clinics not directly supported through government funding models, the School invests operational funds (generated from postgraduate student load) in the clinics, recognising their importance for the School's research and for the generation of future psychologists.

2.6.2 Financial Outlook

The School's healthy financial position has traditionally been underpinned by strong student enrolments and success in obtaining ARC research funds. We recognise that both of these income sources may be threatened in future years. Fee deregulation, if approved, may affect domestic student demand and enrolments. Anticipating this possibility, we are developing strategies for maintaining student numbers, such as marketing that highlights the broad applicability of an undergraduate education in psychology, pursuit of new international student enrolments, and development of new postgraduate offerings. Recent government cuts to ARC funding

Table 2.3 Allocation of Psychology Controlled Space (m²) By Usage

Type	Number	Size m ²	Comment
Teaching areas	7	395	These are centrally-timetabled rooms on which the School has first call
Research labs	64	1052	Some have specialist equipment such as eye-trackers, psychophysiology equipment for EMG and ANS measures or EEG systems
Staff and PhD student offices	101	1866	Most PhD offices are 'owned' by the Graduate School, but Psychology provides additional offices to meet demand
Clinics	17	208	Reception areas, consultation rooms
Other Usable Space	28	477	Includes reception, waiting areas, meeting and resources rooms

may reduce this revenue stream to our School. Here, we are working to increase National Health and Medical Research Council (NHMRC) funding applications, seeking non-traditional research funding arrangements and growing interdisciplinary collaborations. These initiatives are described in more detail in the relevant chapters.

2.7 Space and Facilities

The School has approximately 4213m² of useable floor area (UFA) located mainly in the McElwain Building (building 24A, built in 1982) and in the Social Science building (24) on the St Lucia campus. Approximately 10% of the space is occupied by teaching rooms, 26% by research laboratories and 47% in staff and PhD student offices; clinics occupy a further 5% (refer Table 2.3).

As evident in Figure 2.5, Psychology is woefully short on space relative to other schools in the HABS Faculty. The School has grown substantially over the last three decades with little additional space allocated during that time, and no further space allocation since 1997. With less than 11m² of research laboratory space per FTE staff member, we are seriously limited in our capacity to broaden our research activities. This situation puts us at risk of losing some of our excellent research staff and may compromise our ability to attract outstanding new research staff.

The shortage of space is emphasised by benchmarking our space against the Department of Psychology at Ohio State University (OSU), a similarly-sized, research-intensive unit. As of 2013/14 academic year, OSU has 56 staff FTE (Faculty only) compared to our 67 staff FTE; approximately 2250 total Equivalent Full-time Student Load (EFTSL) compared to our 2062; and produced 248 refereed journal articles compared to our 277. Yet, OSU has 8840 m² of space in total with 4103 m² allocated for research, compared with our 4213 m² *in total*. This internationally comparable Department of Psychology has double the total space of our School, and research-dedicated space equivalent to the size of our entire School.

The last two septennial reviews both recommended that Psychology seek additional space to support its growing staff and student numbers and its expanding research capacities. We have made two formal proposals for additional space in recent years. In these proposals, we argued that the School requires a new building to comfortably accommodate its ongoing activities and to enable further growth. So far, a new building for Psychology has not been prioritised at the University level, but we will continue to make this case. Meanwhile, in 2014 the University identified 10 former residential houses on Upland Road and Hawken Drive that could be renovated for clinical and research purposes. This location is adjacent to campus on the opposite side to the Psychology building. Pending Development

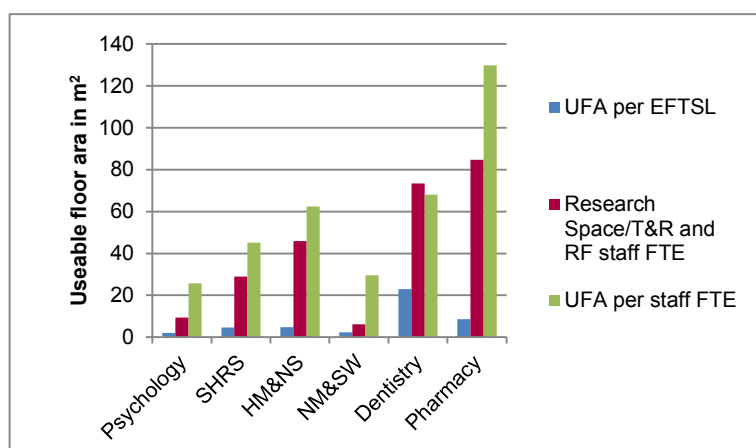


Figure 2.5 Comparison of Useable Floor and Research Spaces in the HABS Faculty

Notes: Comparing usable floor area per EFTSL and by staff Full Time Equivalent (FTE) for schools in the HABS Faculty. Source: Report. Usable Floor Area by School 2014

Approval from Brisbane City Council, the University plans to renovate these houses for allocation to the HABS Faculty, with four earmarked for Psychology. If successful, this will provide an additional 733 m² of space, suitable for clinics and/or laboratories.

The School has an Equipment and IT Subcommittee currently chaired by Associate Professor Mark Horswill, which acts principally as an executive committee for the purchase of equipment by the School, and determines policies regarding the purchase and management of infrastructure and IT resources in the School. It reports monthly to the Academic Committee (see Appendix 3).

2.8 Occupational Health and Safety

The School has a Workplace Health and Safety Coordinator who is a member of the professional staff. New staff and postgraduate students are required to complete the on-line Induction and Fire Safety training programs mandated by the University, plus any other risk management or safety training modules applicable to their role and working environment such as Fieldwork Safety Training. The University reporting mechanisms for incidents, accidents and near misses is actively encouraged with staff required to submit appropriate documentation and necessary steps are taken to correct or manage risks or injury.

2.9 Responses to 2008 School Review

The last review of our School made the following recommendations concerning management and resources:

1–3. Establish a School Strategy Group and a defined planning cycle that coordinates planning by staff culminating in annual planning day and forward plans for each portfolio.

The Strategy Group was formed immediately after the previous review and functions as described above. All-School Strategic Planning meetings have run approximately every other year, with the most recent in November 2014 resulting in our School Strategic Plan 2015 – 2018 (see Chapter 6).

4. Develop a coordinated strategy for successfully advancing within UQ the well-justified case for additional space.

As discussed above, this has been a priority, with formal submissions made to the University senior management. The promise of four houses in the new Upland Road development is an excellent first step as we continue to make the case for a new building.

5. Give academic staff greater opportunity for strategic planning by appropriately devolving more administrative tasks to professional staff.

In response to this recommendation, the student administration team increased in size and diversified. As portrayed in Figure 2.3, we created specialised roles within student administration which are individually responsible for administrative activities related to our largest undergraduate courses, our significant honours cohort (among the largest in the University) and our substantial number of postgraduate students. This has been welcomed by academics. However, the net effect has been negated by the University's introduction of new administrative requirements such as the online travel form and hospitality documentation (who; when; what was consumed). Where possible professional staff in our School have taken on additional responsibilities to accommodate new University procedures.

2.10 Strategic Plan 2015–2018

In the School's current strategic plan, future priorities for management and resources include the following:

- ***Balance out the “top-heavy” academic staffing profile***

To achieve this, we currently prioritise hiring at Level B and B/C. We recognise that this policy means that we will have an increased proportion of early-career researchers in the School. To address this, the School Strategy Group recently recommended: (a) doubling of start-up funding for new staff (to a level that is still low by international standards), (b) provision of extra tutorial assistance for new staff when they deliver their first course for the School, and (c) establishment of additional schemes for mentoring of early-career researchers. We are also considering flexible options for staff who will transition to retirement in the next several years, so that as far as possible, the School can hold onto their expertise, corporate knowledge and mentoring.

- ***Improve internal communication and awareness of who belongs to the School community***

Here we are seeking ways to support informal social gatherings after Academic Committee meetings. We have also recently updated our internal email lists, and we are producing an annual update of who is who in the School, including a “faceboard” of all postgraduate students.

3

Teaching and Learning

3.1 Overview

The School of Psychology offers a breadth of programs across undergraduate and postgraduate levels. Our undergraduate cohorts are amongst the largest in Australia; in semester 1 2015 we had over 2600 students enrolled in our first year courses alone. We offer the most varied range of Psychology postgraduate training programs in Australia, all of which qualify our graduates for registration as a psychologist. Enrolment data are summarised in Appendix 7.

Our teaching programs enjoy very high student demand and also boast positive outcomes including strong retention and graduation rates. Despite large classes, especially in first year, the School's courses and teachers are rated highly by students and together with the employment of well-trained tutors and the use of innovative teaching methods, our teaching is efficient and effective.

A summary of all programs offered by the School is provided in Table 3.1 with further details provided below and in Appendix 8. A list of all current courses together with their EFTSL and head count is provided in Appendix 9.

The School Teaching and Learning Subcommittee (TLC) chaired by Associate Professor Mark Nielsen (Deputy Head, Teaching and Learning), focuses on planning and managing activities relating to the quality of teaching, learning and assessment in the School. The TLC reports to the Academic Committee; terms of reference and composition are detailed in Appendix 3.

3.2 Psychology Program Offerings

3.2.1 Undergraduate Programs

The School's undergraduate programs provide a thorough coverage of the core areas of psychology and give ample opportunity for students to specialise in subdisciplines. Our flagship program is the four-year **Bachelor of Psychological Science (BPsySc)** which is accredited by APAC.

UQ students can also study psychology through the three-year **Bachelor of Arts (BA)** and **Bachelor of Science (BSc)** programs. These students have the option to complete an extended major in psychology which is APAC-accredited. Students who complete BA or BSc psychology extended majors with sufficiently high GPAs may enrol in a fourth year of study through a Psychology Honours degree.

3.2.2 Honours

Psychology consistently has one of the largest honours enrolments (153 as at 9 February 2015) of any School at UQ. Honours is completed either as the fourth year of the BPsySc or offered as an additional year of study in the BA and BSc programs. In keeping with the recommendation from the 2008 School review, and to minimise inequities across different degree programs, the GPA cut-off for honours entry has been set at a minimum of 5.5 across the BA, BSc and BPsySc. Honours students complete a year of full-time study that includes an individual research thesis representing 50% academic credit for the year. Many of these honours theses are ultimately published with the student and supervisor as co-authors.

3.2.3 Postgraduate Coursework Programs

The School offers three APAC accredited postgraduate coursework (PGCW) programs, described below. We also share the multidisciplinary Master of Counselling with the School of Nursing, Midwifery & Social Work.

Master of Clinical Psychology and Doctor of Psychology

Ours is one of the largest clinical psychology postgraduate training programs in Australia, overseen by the Postgraduate Clinical Training Program Director, Professor Nancy Pachana. The structure of the programs reflects a scientist-practitioner philosophy, with students expected to obtain a solid understanding of clinical practice in their coursework and the ability to apply these in a variety of placement settings, as well as carry out clinical research. Within

Table 3.1 Summary of Programs Offered by the School of Psychology

Program	Length of Program	Comments
Undergraduate Programs		
Bachelor of Psychological Science (pass or hon ¹)	4 years (#64) full-time (or P/T equiv.)	Accredited with APAC. Option to exit after 3 years with Bachelor of Behavioural Science.
Bachelor of Arts	#28 extended major	Accredited. Students may also study a non-accredited single (#16) major or (#8) minor.
Bachelor of Science	#28 extended major	Accredited. Students may also study a non-accredited single (#20) major.
Honours Programs		
Bachelor of Arts with Honours	1 year (#16) F/T	Only available to BA graduates with extended major in Psychology. Accredited as a year 4 sequence of study
Bachelor of Science with Honours.	1 year (#16) F/T	Only available to BSc graduates with extended major in Psychology. Accredited as a year 4 sequence of study
Postgraduate Programs		
Master of Applied Psychology	2 years F/T or P/T equiv. Specialisation in: Health or Counselling or Sports & Exercise	Accredited. Meets requirements for general registration as a psychologist. Maximum quota of 25.
Master of Organisational Psychology	2 years F/T or P/T equiv.	Accredited. Meets requirements for general registration as a psychologist. May exit after completion of #16 with a Grad Dip in Organisational Behaviour. Maximum quota of 25.
Master of Clinical Psychology	2 years F/T or P/T equiv.	Accredited. Meets requirements for general registration as a psychologist. Combined maximum quota of 30 with Doctor of Psychology.
Doctor of Psychology ²	4 yrs F/T or P/T equiv.	Accredited. Meets requirements for general registration as a psychologist. Doctorate reduces time required for PsyBA specialist endorsement.
Master of Counselling	2 years F/T or P/T equiv.	PACFA and ACA accredited counselling program.
Master of Philosophy ³	2 years F/T or P/T equiv.	Research program
Doctor of Philosophy ³	3 – 4 years F/T or P/T equiv.	Research program

Notes: 1. From 2016 the Bachelor of Psychological Science will be offered as an AQF level 8 honours program only.

2. Prior to 2015 the Doctor of Psychology was a 3-year program. The move to a 4-year program was required under the AQF.

3. Research higher degree programs are discussed in Chapter 4.0.

4. For an explanation of # (units) refer to the Glossary.

the Doctor of Psychology (DPsych), students may choose to pursue the clinical psychology qualification, or the combined clinical and clinical neuropsychology doctoral training program, unique in Australia in providing students with an accredited pathway to gaining endorsement in two unique clinical practice areas. Students in the DPsych may also choose to combine their clinical psychology training with a specialisation in clinical geropsychology. The option to focus on geriatrics is a distinguishing feature of our program; UQ is currently the only institution in Australia to offer a professional doctorate with a

named degree in geropsychology. All clinical students complete internships in the School's internal clinics located on the St Lucia campus and in supervised partner clinics in local hospitals. For example, we recently opened the Royal Brisbane and Women's Hospital UQ Psychology Education Research and Training Centre (RUPERT) to enable postgraduate professional clinical training and clinical research in the busiest hospital in Queensland. Externships are offered in community, outpatient and inpatient placement, giving students exposure to a broad range of patient populations and clinical settings.

Master of Organisational Psychology

The MOrgPsy program, directed by Professor Andrew Neal, prepares students for professional work as psychologists in an organisational context by combining academic learning, practical experience, and a research orientation to problem-solving. Students develop professional skills within a broad range of strategic and functional areas including job analysis and design, personnel selection and assessment, training and development, and organisational development and change. Research and postgraduate training in organisational psychology is carried out through the Centre of Organisational Psychology and postgraduate students are affiliated with the Centre during their candidature.

Master of Applied Psychology

This program (MAppPsy) commenced in 2009 with Dr Bernadette Watson as founding Director. It comprises three streams: Health, Counselling, and Sport and Exercise. Enrolments have grown from nine students in 2009 to over 40 in 2015. The MAppPsy's position as a key professional degree has increased over the last two years as other offerings across the country have folded; there are no other sport and exercise programs in Australia, only two other counselling programs (Victoria and Western Australia), and just one health program (South Australia).

Master of Counselling

The MCouns is a multidisciplinary professional degree offered jointly since 2004 by the Schools of Psychology and NM&SW. Several courses are shared between the MAppPsy and MCouns. The program is directed by Dr Pieter Rossouw who holds a 50% appointment in Psychology. The MCouns was the first such program in Southeast Queensland to be accredited by the Psychotherapy and Counselling Federation of Australia (PACFA), who noted that it set a national benchmark for these programs. Graduates work in Departments of Health, Education, academia, NGOs, private practice and other workplaces.

3.3 Responses to 2008 School Review

In the 2008 review of our School, three recommendations were made with respect to teaching and learning. Those recommendations, and the School's response, were as follows:

6–7. Strategic plan to be guided by formal analysis of objectives, costs and sustainability including reduction of teaching loads, more shared teaching and supervision arrangements, and refined course delivery methods.

In response to this recommendation, we initially reviewed our 3rd year elective offerings. This resulted in closing some electives and adding new ones. In particular we developed new electives in cognitive, perceptual and social neuroscience, which give students exposure to state-of-the art techniques and new discoveries in this rapidly growing area

that is a research strength of our School. Following the recommendation, these courses are generally team-taught. We also reviewed our second year core courses and, in line with the previous move, re-named and restructured a core course, now titled Neuroscience for Psychologists. We also made alterations to maximise teaching efficiency in our postgraduate coursework programs, by introducing the Master of Applied Psychology which incorporates the former MSp&ExPsych. We are continuing to seek efficiencies in teaching, such as offering workshops on generalist assessment tools, and combining some elements of ethics teaching, where appropriate, across the postgraduate programs. Finally, we have explored new course delivery methods, as outlined in more detail below in Section 3.9.

The School is currently reviewing the undergraduate curriculum with a view to updating content to reflect cutting edge developments in each subdiscipline, eliminating duplication across year levels and ensuring a coherent progression from first through to fourth year. This review commenced in 2014 and will be complete in 2015. A smaller scale review of the postgraduate applied curriculum is ongoing in 2015.

8. Optimise the quality and mix of honours students and minimise inequalities across degree programs.

Here, we worked to equalise the minimum GPA for entry to honours across all programs. We increased the BPsySc cut-off for progression to honours from 5.0 to 5.5. This meant that more honours supervision places were available for BA and BSc applicants, enabling us to offer places to these students with a GPA cut-off of 5.5 or very close to this figure. At the same time we introduced an exit degree (the Bachelor of Behavioural Science) which is offered to BPsySc students at the end of their third year of study. This option allows students who find that they do not want to continue in Psychology, to graduate after three years of study. The number of students taking this option has been steady over in recent years and it serves not only to give students more flexibility, but also to increase the quality of our 4th year cohorts by only including those who really want to continue to that level.

9. Develop and promote new models for professional training and seek UQ Strategic Initiative support for necessary infrastructure.

We carried out an ALTC-funded project on competency-based assessment that is now standard across our clinical training program. The program has been adopted by over a third of the clinical postgraduate training programs in Australia and recognised by the Australian Psychology Accreditation Council (APAC). The School received a UQ MEI grant in 2009 to fund an upgrade of clinic facilities and in 2013, surplus budget funds plus a HABS Faculty contribution enabled a further upgrade of the consultation and supervision facilities.

The School is pioneering a new approach for postgraduate training in work and organisational psychology. This initiative is a response to increasingly strict constraints on national registration

and accreditation of psychologists. Extensive consultation with our alumni and stakeholders has revealed strong support for a new postgraduate program in business psychology that is not APAC-accredited. Further details are provided in Section 3.10.

3.4 Teaching and Learning Performance Indicators

3.4.1 Student load

Figure 3.1 shows the EFTSL for the School by program level for the past five years. This demonstrates an increase overall, largely driven by undergraduate enrolments. This increase is characteristic of many popular undergraduate programs across Australia following the Bradley Review and the subsequent removal of caps on Commonwealth-supported student places. These enrolments include Psychology students as well as high numbers of non-Psychology students whose programs prescribe one or more courses in Psychology or who simply take our courses as “free” electives in other degrees.

Our School has among the highest EFTSL in the University: a total of 2062 in 2014 including 1753 at undergraduate level. These loads are only exceeded by Business (4905 in 2014, including 3277 undergraduate), and Medicine (with 2127 in 2014 including 1802 undergraduate).

These high student numbers present many

challenges, not the least of which is a lack of rooms with the capacity to handle large enrolments (e.g., up to 1300 enrolments in first year course PSYC1030, in some semesters). Lecture halls at UQ have a maximum of 500, which means that our largest courses require multiple offerings of each lecture per week. In recent years there has been a decline in student attendance at lectures which may be a response to the crowded conditions, as well as the availability of recorded lectures online. We employ a veritable army of tutors every semester to keep tutorial class sizes below 25 and thereby ensure that undergraduate students receive interactive learning experiences and some one-on-one attention.

We have approximately 160 PGCW students enrolled across the three Psychology professional training programs. The proportion of PGCW students enrolled in the School is currently 7.7%, which is a small percentage in comparison to several cognate schools and the University average of 13.1%. This is a result of the high undergraduate numbers plus constraints on the number of PGCW places that we can offer (see 3.4.4).

3.4.2 Undergraduate Student Demand

All domestic undergraduate admissions into UQ programs are managed by the Queensland Tertiary Admissions Centre (QTAC). Entry prerequisites for the BA and BSc are set by the respective Faculty (refer Appendix 8). The Overall Position (OP, see Glossary) required for entry to the BA is currently 12 (2014 median of 6.5) and in the BSc it is 10

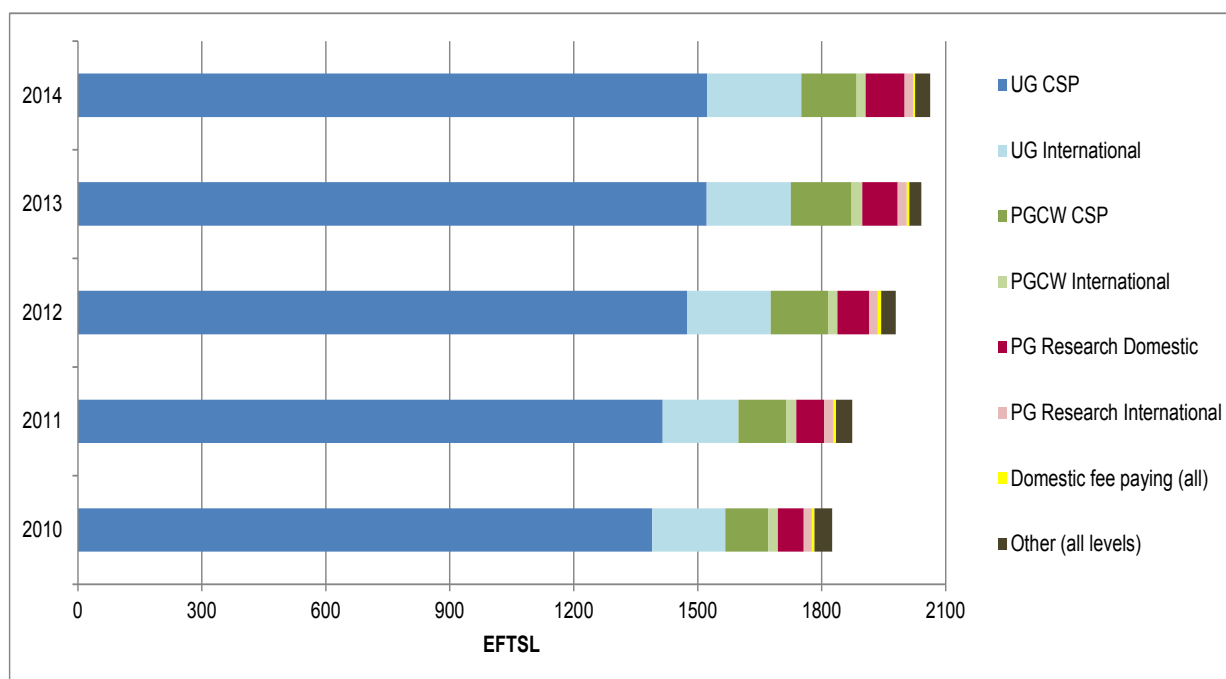


Figure 3.1 EFTSL by Program Level and Type

Note: CSP is Commonwealth Supported Place. For other definitions see Glossary.

Source: UQ Reportal, Load by Faculty, School by Funding Type, 5 Year Trend.

(2014 median of 6). Entry to the BPsySc is more competitive, requiring an OP of 5 (which equates to the top 9% of applicants) for the last three years. Our BPsySc is the only Psychology program in Queensland that offers a guaranteed 4th year, giving it a market advantage. The School participates in a range of University and Faculty marketing strategies that assist in highlighting UQ as the university of choice for high-achieving school leavers wishing to study Psychology, and continues to draw the largest market share of first preference applications for Psychology programs in Queensland. Within UQ's BA and BSc programs, Psychology is in high demand: approximately 60% of BA students and close to 30% of BSc students choose Psychology as their major.

3.4.3 Undergraduate Program Outcomes

Retention rates (i.e., proportion of first year students who re-enrolled at UQ the following year) for the BA and BSc for Psychology minors and majors are not easy to discern as students need not declare their study plans until relatively late in their programs. In the BPsySc, retention of students is very good. The most recently calculated 5-year mean (2009–2013) was 86.5%, just above the benchmark for all other Bachelor Pass degrees at UQ over the same time frame (mean = 84.5%).

The **success rate** of undergraduate BPsySc students (i.e., the percentage who successfully complete their program measured as length of program plus one year) averaged 76.3% over the most recently assessed period 2006–2009. This exceeds the University average for all other Bachelor Pass degrees over the same period (mean = 61.1%).

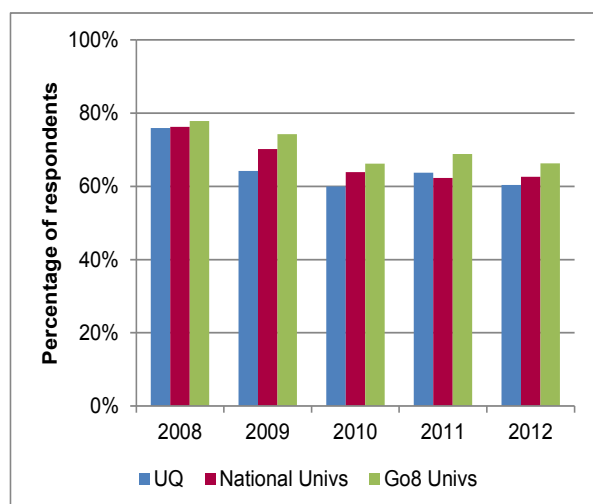


Figure 3.2 Percentage of Available Psychology Graduates in Full-time Work

Notes: This shows the percentage of respondents who indicated they were working full-time in the April following graduation as a proportion of those respondents seeking full-time work (i.e. not as a % of total survey responders). National and Go8 figures exclude UQ. Source: CTQA Dashboard. 2012 is the most recently available data for this variable using MyUniversity Field of Education figures.

The mean **pass rate** (i.e., the percentage of students who obtain a passing grade and therefore receive credit for a course) for BPsySc students for the years 2010–2014 was 94.3% which is slightly higher than the mean for all other UQ undergraduate programs (mean = 89.8%). Pass rates for students undertaking majors in the BA or BSc are not easily discernible as explained above. The School Teaching and Learning Committee examines grade distributions for all individual courses each semester to confirm equity in marking and in general, these show similar patterns of grade distribution over the years with 10% to 12% of students in first year courses failing their courses, reducing to a 5% failure rate on average in the later years.

Graduations data for the programs relevant to the School are provided in Appendix 10. Between 2009 and 2014, close to 400 students per year earned degrees in Psychology (BPsySc, BA, BSc, including honours).

The annual **Graduate Destination Survey** polls respondents from the Field of Education (FoE) Psychology, which at UQ includes BA, BSc and BPsySc graduates. Figure 3.2 indicates that the proportion of Psychology graduates who have a full-time job within four months after graduation is slightly behind the average for Psychology nationally and at Go8 universities. This appears to be the trend in most years. However response rates are low; the average number of UQ Psychology survey respondents is N= 90 per year in the data portrayed in Figure 3.2.

We recently conducted an in-house survey of UQ Psychology graduates to better understand employment outcomes of our undergraduates. Responses were received from Psychology alumni spanning the years 1975 to 2014 from all graduate pathways, with a preponderance of responses from BPsySc (Hons) graduates.

Results indicate that the School's alumni who do not pursue postgraduate training in Psychology follow highly diverse careers, including in the Police Service, education, social services, sales (real estate, account management), Allied Health (Occupational Rehabilitation, Speech Pathology), Business Management (CEOs, directors, middle management, analysis), research (including social, medical and industry funded), and academia.

Asked to reflect on the most valuable skills learned during their Psychology studies at UQ, our alumni repeatedly referred to statistics training, critical thinking and interpersonal skills, as well as specialist skills acquired during their Psychology training including diagnostics, theoretical grounding and specific treatment techniques.

These responses are encouraging but we are aware that much more work is required to understand post-graduation trajectories for our students. This figures in our current strategic plan.

3.4.4 Postgraduate Student Demand and Outcomes

Demand for the School PGCW programs is exceptionally high, with over 500 applications received annually for approximately 70–80 places across the MPsychClin and DPsych, MAppPsy and MOrgPsy programs. Many of these applicants are from interstate, and there are also high numbers of applications from overseas. PGCW numbers are limited by the availability of suitable external placement opportunities, constraints associated with qualified supervision of practica and the availability of thesis supervisors. For the MCouns program, demand is also healthy with an average of 70 applications annually (with a quarter of those from international applicants) for 40 places.

Unsurprisingly, passing and success rates for our PGCW programs are close to ceiling. The average passing rate across all of the School's PGCW programs during the period 2010 to 2014 is 97.7% which is in line with the UQ average of 95% over the same time period. Similarly, success rates in our PGCW programs range from 97% to over 99%. Again, one of our strategic initiatives is to do a better job of tracking employment outcomes, including for our PGCW graduates (see chapter 5.0, Engagement). Currently we have no official records of immediate or longer-term job prospects for these graduates but our understanding is that close to 100% of them are employed after graduation, very often at one of the sites where they completed an externship placement.

3.5 Teaching Staff and Support

3.5.1 Teaching loads

The standard teaching load for full time staff in Psychology is 2.5 2-unit courses per year, plus supervision of up to five honours or postgraduate professional theses per year. One course is assumed to include planning and documenting the curriculum (via UQ's Electronic Course Profile system), updating lecture and tutorial content, two hours of lecture delivery per week, development of assessment, some marking plus supervision of course tutors. Large courses receive administrative assistance from our Undergraduate Coordinator (Jenny English).

3.5.2 Student: Staff Ratio

The student:staff ratio in Psychology is the highest in our Faculty and higher than that of other large schools in the University (see Figure 3.3). Our ratio is skewed by the very high student numbers in first year, where enrolments can exceed 2500 per semester (across three separate courses). The School of Medicine, with a similar total EFTSL, has a lower student:staff ratio due to their many casual staff on Teaching Focused appointments. Our international benchmarking institution, Ohio State University, has similar undergraduate enrolments of approximately 2100 FTE each semester and in 2014 had a student staff ratio of 29.2, similar to our School's average of 29.9. (Staff data used in the calculation includes casual staff, see notes to graph.)

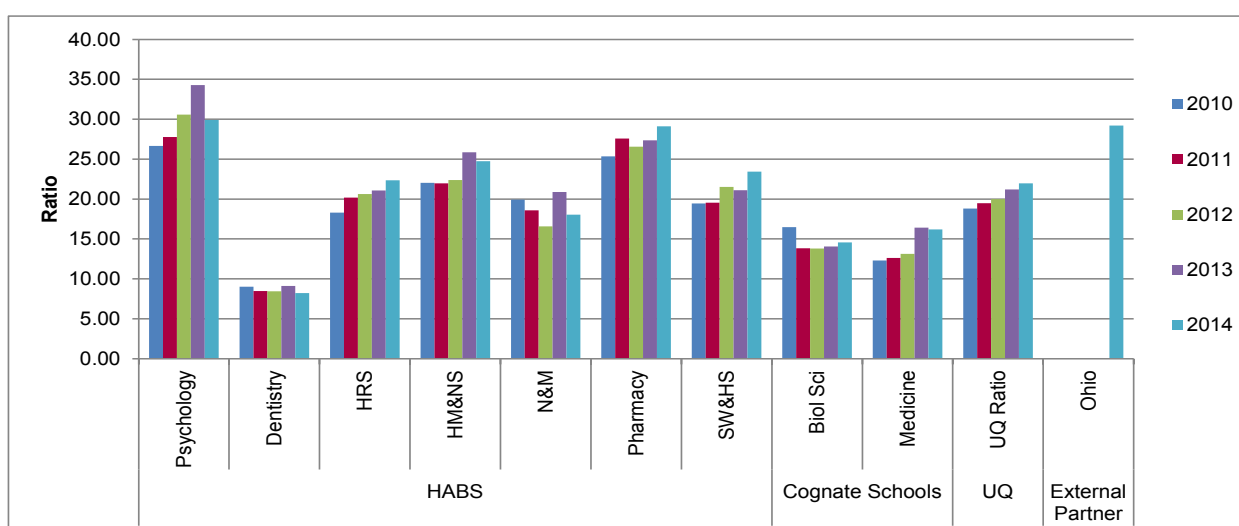


Figure 3.3 Comparative Student Staff Ratios

Notes: Comparison of student:staff ratios for schools in the Faculty of HABS, the UQ average and our external benchmarking partner Ohio State University. 2014 student data are not yet final. Ratio is calculated using the FTE of T&R, TF and casual teaching staff recorded as Teaching Focused. Source: UQ Reportal, Student Staff Ratio, 5 Year Trend and partner supplied data.

3.5.3 Tutor Support

In order to manage the high student numbers, the School relies heavily on its tutors. We employ an average of 140–150 tutors each semester, all of whom are postgraduate students or Honours graduates in Psychology. The tutors deliver weekly tutorial group lessons of no more than 25 students, as an adjunct to large lectures. Tutors with more than two semesters' experience may be offered positions as "Lead Tutors" which involves higher duties including mentoring less experienced tutors in the same course. In addition, the School has a scheme called the Psychology Student Support Tutors (PSST), which is a group of highly experienced tutors employed by the School who help any and all Psychology students with assignment writing and examination preparation.

Psychology tutors receive formal tutor training by the HABS Faculty via a program adapted from one developed initially by our School and which received an Australian Award for University Teaching in 2005. Student evaluations generally rate Psychology tutors highly. The contribution made by tutors to the teaching program is acknowledged through an annual School tutor award.

3.5.4 Assessment and Academic Integrity

The assessment policies and processes applied in the School are governed by the University Policy and Procedures Library which covers marking and award of grades, timing and length of examinations and student access to feedback. Every undergraduate course in the School uses online submission via Turnitin to optimise the submission process for students, save School resources and monitor academic integrity. The majority of undergraduate courses also use online marking, so that students receive prompt feedback electronically.

The School takes action on suspected plagiarism as specified within the UQ policy. The number of cases

amongst first year students is trending downwards; however, plagiarism by international students remains higher than desirable. The School runs an optional workshop for students and will investigate options for strengthening advice and support to students on this issue.

3.6 Teaching Quality

3.6.1 Student Evaluation of Course and Teaching (SECaT)

The SECaT survey instrument was introduced by the UQ in 2010. It comprises two scales measuring students' perceptions of the course and teaching. Both scales culminate in Question #8 which asks for ratings of Overall Satisfaction. Figure 3.4 shows a comparison of the mean Course Satisfaction scores for our School, the Faculty of HABS and UQ as a whole. The mean Course Satisfaction rating for 2011–2013 was 4.1 across all courses in Psychology, which is in line with the means for courses in the HABS Faculty (mean = 4.0) and across the whole of UQ (mean = 4.0). Yearly means for Teaching Satisfaction are not compiled in the same way, as these ratings are meant to be used as a feedback mechanism for individual lecturers. However, data available through UQ's Academic Performance and Quality Index indicate that the average Teaching Satisfaction rating across all Psychology lecturers during 2010–2014 is 4.39, which is higher than the ratings for the HABS Faculty (mean = 4.26) and across the whole of UQ (mean = 4.22).

3.6.2 Course Experience Questionnaire (CEQ)

The CEQ is one of several national surveys of graduates that form part of the Australian Graduate Survey (AGS). The data are used not only by UQ but also government agencies to measure performance across Australian universities.

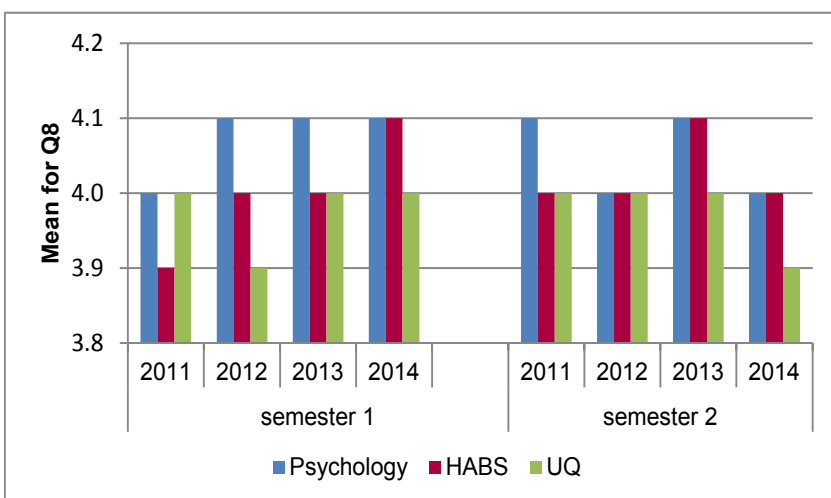


Figure 3.4 SECaT Undergraduate Mean Responses to Q. 8: Overall, how would you rate this course?

Note: Percentage of students who strongly agreed or agreed; average of the mean score for all courses on a 5-point scale. Source: CTQA Dashboard

Figures 3.5, 3.6 and 3.7 display mean graduate ratings for Psychology programs at UQ in comparison to the average from national universities and Go8 universities. Figure 3.5 shows that students' Overall Satisfaction with Psychology programs at UQ has improved in recent years and at the same time, UQ has consistently ranked higher than the average of all other national institutions and the Go8. Similarly, Figure 3.6 indicates that on students' ratings of Good Teaching, UQ also outperforms its national peer universities. Student perceptions of the Generic Skills they acquired in their Psychology programs are comparable for UQ and their comparators, as shown in Figure 3.7.

3.7 Student Equity

The Psychology student body is approximately 71% female, a trend that has been sustained over many years and is typical of the social sciences. Our international benchmark, Ohio State University similarly has approximately 70% female enrolments across their programs. Although the University has supportive systems in place to assist students with disabilities, there are few students reporting with a disability though the number has increased slightly over time.

Like most of UQ, the number of enrolled students reporting as Aboriginal and Torres Strait Islander is low (0.70%) but numbers have increased slightly since 2011. The number of students from low socioeconomic status (SES) backgrounds has remained stable over the past four years at 9%. This is below the UQ average of around 14% (and the HABS Faculty average of 16%). A more detailed table of equity data is provided in Appendix 11. The School's current Strategic Plan emphasises recruiting students from under-represented groups and improving support for those students at both undergraduate and PGCW levels.

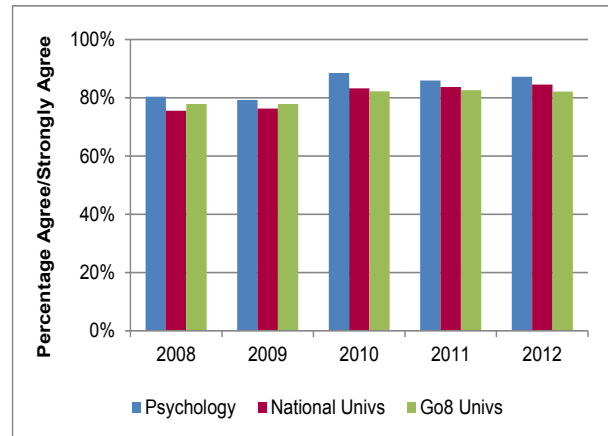


Figure 3.5 CEQ Overall Satisfaction Score Using MyUniversity Field of Education Psychology

Note: National and Go8 figures exclude UQ. Source: CTQA Dashboard.

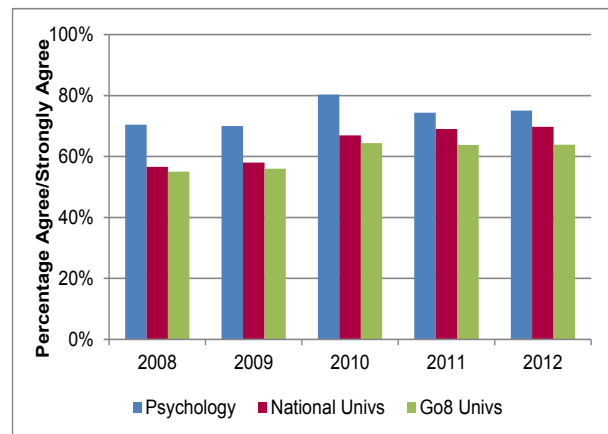


Figure 3.6 CEQ Good Teaching Score Using MyUniversity Field of Education Psychology

Note: National and Go8 figures exclude UQ. Source: CTQA Dashboard.

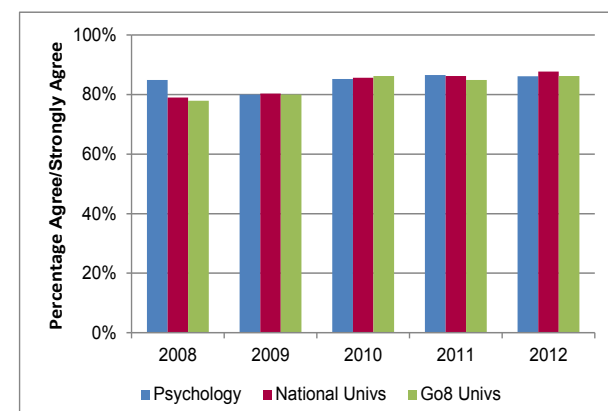


Figure 3.7 CEQ Generic Skills using MyUniversity Field of Education Psychology

Note: National and Go8 figures exclude UQ. Source: CTQA Dashboard.

3.8 Internationalisation in Teaching and Learning

3.8.1 International Teaching Programs

Since 2000, the School has offered a Linked International Program in Psychology with the University of Indonesia (UI). It is open to high-achieving Indonesian Psychology students with good English language skills. The program enables these students to gain international experience and graduate with two degrees, a Sarjana Psikologi (Bachelor of Psychology) from the University of Indonesia and a BA (Psychology) from UQ. This long-standing program has produced over 200 graduates with an attrition rate below 5%. Many of the students have pursued postgraduate studies, at UQ and abroad. The program extends to academic staff, with UQ academics visiting and teaching at UI each semester and UI academic staff visiting UQ. The standing and success of the UI-UQ linked program in Psychology has been recognised for excellence with University and state government awards and commendations.

A similar program has recently been established with Chulalongkorn University (Chula) in Thailand. The first cohort graduated from UQ in 2013 and from Chula in 2014. Several graduates have pursued postgraduate study at international universities.

We also have long-standing study abroad programs with Washington University in St. Louis and Princeton University. Advanced undergraduates from these universities complete research projects in semester-long tailored programs in our School.

These joint programs have resulted in spin-off research activities, for instance two members of the academic staff at Chula and one from UI have completed PhDs at UQ, and Psychology academics have published seven co-authored papers with UI staff in the last 10 years.

3.8.2 International Student Profile

International students represent 14.6% of the Psychology student body in 2014, a proportion that has remained steady since 2010, as shown in Table 3.2 on the following page.

Students come from more than 40 countries, graphically portrayed in the map contained in Appendix 12, though at the undergraduate level Singapore, Indonesia (UI), Malaysia (INTEC) and Thailand (Chulalongkorn) are dominant (refer Figure 3.8). Psychology also attracts many international exchange students, for example in 2014, there were 125, made up of 103 in the BA (Psychology), 19 in the BPsySc and 3 in the BSc (Psychology) from a wide range of countries.

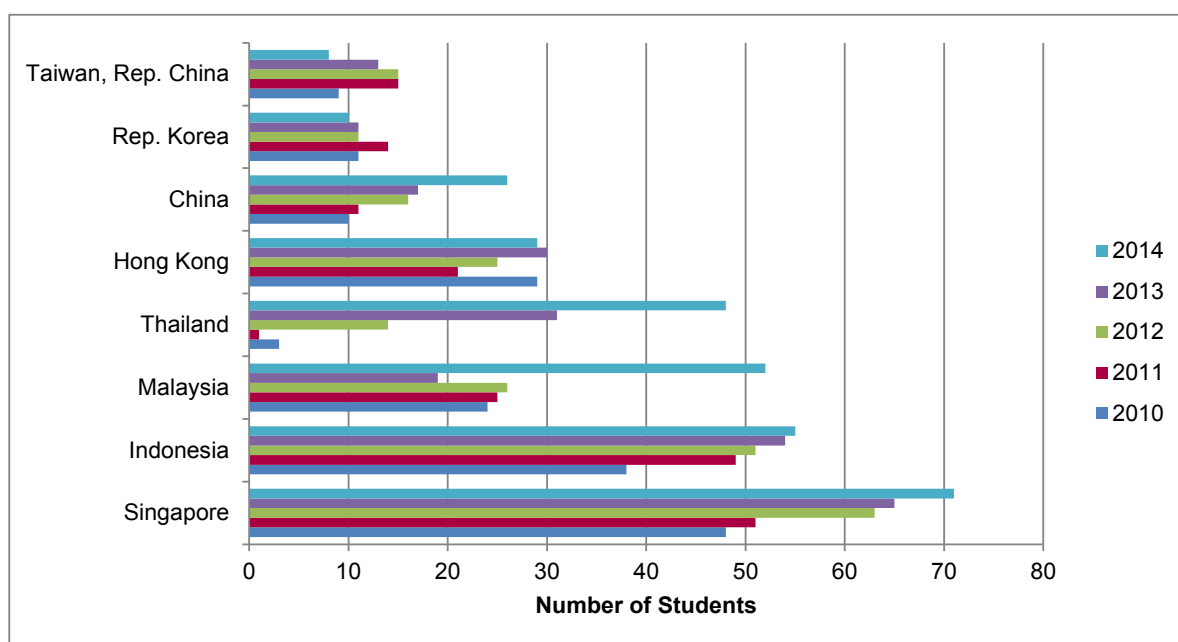


Figure 3.8 International Undergraduate Students Main Countries of Origin

Source: Report/ Student Current 5 Year Trend, Custom Report to show Country of Origin of International Students whose EFTSL is owned by Psychology

Table 3.2 International EFTSL by Cohort Group

Program	2010	2011	2012	2013	2014
Undergraduate					
B Psychological Sci	54.8	47.3	50.2	49.0	47.6
B Arts & dual degrees	73.1	74.0	87.1	96.5	118.4
B Science and dual degrees	15.7	18.5	16.6	22.4	24.1
Bachelor of Science/ Bachelor of Arts	0.3	1.7	1.8	0.7	0.6
Other Undergraduate programs	27.4	36.5	40.2	32.3	31.7
Bachelor of Arts Hons	5.7	4.8	3.0	2.0	4.8
Bachelor of Science Hons	0	1.0	3.0	1.0	1.0
<i>Undergraduate</i>	177.0	183.8	201.9	203.9	228.3
Postgraduate Coursework					
Master Applied Psychology	2.4	1.6	2.3	4.0	1.8
Master Clinical Psychology	1.5	0.3	1.5	3.3	2.3
Master Organisational Psychology	0.6	4.0	3.2	1.4	2.9
Master of Counselling	7.9	6.9	5.9	7.2	6.7
Doctor of Psychology	9.4	10.9	7.6	8.1	6.6
Other PGCW	1.4	1.5	1.9	1.6	1.6
<i>Postgraduate Coursework</i>	23.2	25.2	22.4	25.6	21.9
Postgraduate Research					
<i>Postgraduate Research</i>	19.9	22.2	21.5	22.0	20.6
Non Award	20.5	22.0	19.7	22.0	31.6
Total International EFTSL	240.59	253.11	265.63	273.51	302.42
Proportion of total EFTSL	13.2%	13.5%	13.4%	13.4%	14.6%

Source UQ Reportal, Load by Faculty, Campus, School and Program, 5 Year Trend.

Some international students find it difficult to adjust to social, cultural and academic norms at UQ. This is most readily evident in the UI and Chula cohorts, who come to our School for an extended period, but it can also be an issue for exchange students. To assist international students in Psychology, we have a number of strategies including a dedicated Student Advisor & International Officer (Astrid Sirowatka) who is available for drop-in meetings throughout the year. The School holds an International Student Welcome each semester and runs an ongoing International Student Support program (ISSP), to help international students transition into UQ. The ISSP includes social and sporting events, seminars on academic topics, and a buddy/friendship program.

The School is committed to supporting UQ Psychology students to undertake overseas study. However, for BPsychSc students in particular, the tight course structure and strict rules relating to the award of credit for overseas study can make it difficult. In 2014, there were only 11 outgoing student exchanges in the BPsychSc (1.3%). Our international partner OSU by comparison had 18 students (3.5%) on overseas exchange. A strategic priority for the School is finding ways to give more BPsychSc students an international experience, for instance by working with institutions that already have existing agreements with the School or with UQ.

The proportion of international students in our PGCW programs is around 14% with Singapore the dominating country over the last five years (overall as well as within each program other than MCouns), refer Figure 3.9. This is due to the shortage of training opportunities for aspiring psychologists in Singapore, as well as the fact that the Singaporean government recognises the Australian degree for practitioner registration purposes. The MCouns draws students from the widest range of countries including a healthy intake from North America.

3.9 Teaching Innovation and Excellence

3.9.1 MOOCs

The University of Queensland is a charter member of the MOOC (Massive Open Online Course) consortium edX. Our School was in the vanguard of UQ's entry into this market with the very popular course Think101x: *The Science of Everyday Thinking*, run by Drs Jason Tangen and Matthew Thompson in early 2014. It is also offered on campus in a 'flipped' classroom model, where students prepare for class by engaging with the online materials before attending extended tutorials on campus.

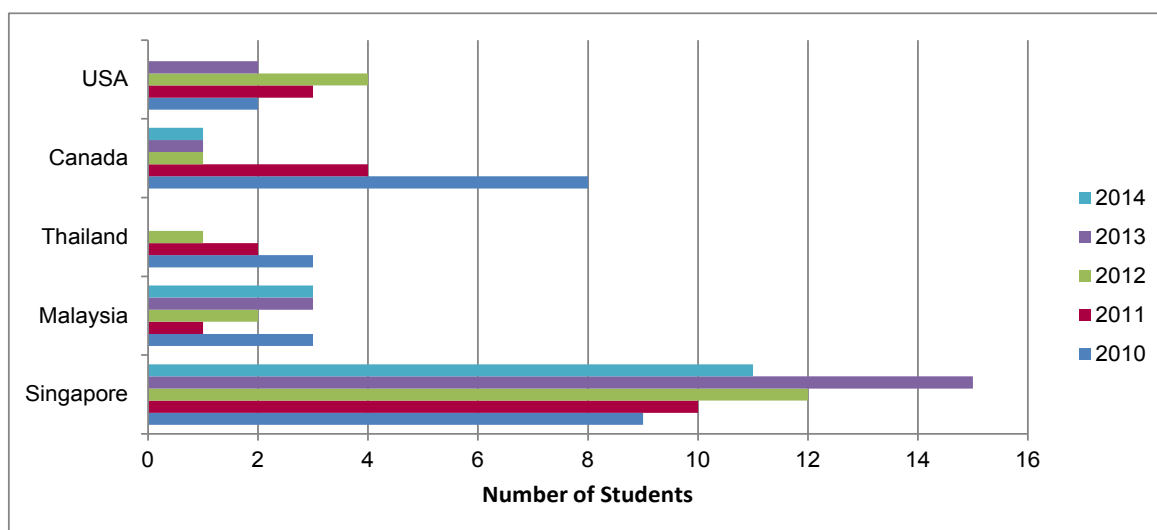


Figure 3.9 International PGCW Students Main Countries of Origin

Note: USA students are all from MCounselling. Source: UQ Reportal, Student Current 5 Year Trend, Custom Report to show Country of Origin of International Students whose Program is owned by Psychology.

The School subsequently offered Crime101x: *The Psychology of Criminal Justice*, which explored the effectiveness of the law and justice system from a psychology perspective. This course was put together by Associate Professors Blake McKimmie, Barbara Masser and Mark Horswill, and the online materials will be used in the on-campus offering of the course in 2015. As a School, we invested a lot of time and resources in these MOOCs. This investment benefits UQ which has prioritised MOOC engagement, and we hope that it will benefit the School in the long run, by promoting our expertise and teaching excellence to international prospective students and other stakeholders.

3.9.2 Competency-based Assessment

In 2008 UQ Psychology staff led an Australian Learning and Teaching Council (ALTC) funded project that developed a competency-based assessment for our postgraduate clinical training program. This has since been adopted by ten other clinical psychology programs nationally. Demonstration of competence is also being embedded in the new national accreditation requirements for the profession of Psychology.

3.9.3 Teaching Grants and Awards

The School encourages innovation and excellence in teaching. This is reflected in the number and calibre of teaching awards we receive, for example, lecturers and/or tutors from Psychology won Faculty teaching awards in each of the past eight years. During that period academics from our School also collected six UQ Teaching Awards or Commendations plus three national awards. Appendix 13 lists teaching awards received by staff from 2007 to 2014.

3.10 Strategic Plan 2015–2018

The School's current Strategic Plan (see Chapter 6 for the full plan) includes the following priorities in Teaching and Learning:

- **Improve undergraduate student advising in order to enhance the student experience and reinforce the value of studying undergraduate psychology**

To address this priority, we are exploring the use of Blackboard Analytics to identify troubled (and talented) students early, so that we can assist them to perform at their best in our courses and programs. Options for resourcing more comprehensive one-on-one student advising are being considered, in conjunction with the PSA who are looking at peer mentoring. This is in line with UQ's recent peer advising initiatives. We have an ongoing commitment to encourage all our undergraduates to gain some work experience through psychology-relevant volunteering, although our efforts to develop a formal program in this area have so far been thwarted by numerous practical constraints. Through our School Newsletter, we are building alumni networks that we hope will become resources for educating our current students about the variety of career pathways available to psychology graduates.

- **Ensure currency and relevance of teaching**

We are currently completing a comprehensive review of the undergraduate curriculum, with a smaller scale review of the postgraduate programs planned for 2015/2016. A key issue for our postgraduate training in Organisational and Applied Psychology has been that we lack resources (mainly, space) to create internships for these subdiscipline areas. If the Upland Road house project is approved, then the clinical/ research space provided will enable the creation of an Applied Psychology clinic, which can also service Master of Counselling students. Additional space will

also enable the development of an Organisational Consultancy that will allow students to gain campus-based practical supervised hours in Organisational Psychology.

- ***Enhance opportunities for students to have an international experience during their studies***

This has been a challenge due to the stringent course requirements that satisfy accreditation of the BPsySc and extended majors (in the BA and BSc). Many students do not plan ahead for flexibility, so we are working to communicate with our students early about possibilities for international study. We are encouraging two-way student exchange with our international partner universities in Indonesia and Thailand, as well as investigating opportunities to offer clinical psychology placements in Singapore.

- ***Improve student equity and access to our programs***

We recognise the need to increase participation of under-represented cohorts in postgraduate psychology training, including Indigenous students and students from regional and remote areas, ultimately in order to increase availability of high-quality services in these areas. In the last three years the School has enacted strategies to attract students from Indigenous and regional communities to the clinical programs, including targeted advertisements, more generous admission entry requirements, and externships in these communities. As a result we now have two Indigenous students enrolled in the Doctor of Psychology. Building on this, future plans include introducing BlackCard Indigenous Cultural Safety training into the final postgraduate year, working in partnership with Indigenous people and facilitating non-Indigenous clinicians to work and liaise effectively within ATSI organisations.

- ***Enhance collaborations among programs at postgraduate level***

The postgraduate curriculum review will give us a chance to look more closely at how well our programs meet current and future practice needs for the profession. We are also working toward more cross-program teaching, for example teaching of ethics is being revised currently with a shared portion that includes students from both the Clinical and Applied programs. The aim is to enhance teaching efficiency and also to foster coherence and a collective identity amongst our postgraduate student cohorts.

- ***Consider introducing non-accredited postgraduate training options***

It is increasingly difficult to find practicum supervisors who fulfil the current regulatory criteria. This is particularly true in Organisational Psychology where many professionals choose not to maintain registration as a psychologist because their work does not demand it. Recognising this as a potential threat to our accredited Organisational Psychology program, we are developing a new Masters of Business Psychology that will run parallel to the MOrgPsy. This new program will offer a non-accredited degree option for students who intend to work in an organisational context without becoming registered psychologists. The aim is to ensure the health of our Organisational Psychology program and at the same time, provide more varied postgraduate training and career options for our three- and four-year Psychology graduates.

4.1 Overview

The School of Psychology at UQ is the nation's most research productive as reflected in award of ARC grants, number of research fellows, number of refereed publications, and number of students in research training. In the 2012 Excellence in Research Australia (ERA) round, Psychology research at UQ was rated at the highest level, 5 (well above world standard). The School's international reputation and its ability to attract, retain and support high quality staff is reflected in the number of staff holding nationally or internationally-competitive fellowships (11 in 2015), including two ARC Australian Laureate Fellows. Within UQ, our School is among the top five earners of Australian national competitive research income per academic staff member and among the top seven for total research income per academic staff member.

The School's large size enables broad coverage of the discipline and profession of Psychology. We have particular strengths in cognitive neuroscience, basic perceptual and cognitive processes, higher cognitive processes (such as decision-making), human development, social psychology, organisational behaviour, health psychology, and clinical psychology. At the same time we have made strategic decisions to focus research and build capacity by hiring and resourcing areas of strength (e.g., a recent appointment in clinical neuropsychology) and not hiring in research areas that lack critical mass (e.g., psycholinguistics, behaviour genetics, forensic psychology).

There are six research centres within the School, each of which provides a focus for the work of at least five academics plus their associated postdoctoral students, postgraduate research students, honours students, and research staff. There is a vibrant research culture with each Centre embodied in regular research seminars, international visitors, writing and methodology workshops, mentoring programs, and conferences. These activities, in combination with School-wide research seminars and various School-based resources (e.g. online statistics repository, strategic research funding, bookable labs), create an environment of research innovation and productivity.

Psychology research at UQ has a strong focus on addressing practical problems, even when studying basic psychological processes. For example, researchers in our School undertake work on motion perception and its relevance to driver safety; decision making by police, jurors and judges; delivery of family education and therapy to reduce rates of child abuse and neglect; attitudes to climate change; selection and training in work contexts to reduce stress and burnout; media influences on child behaviour; and strategies to promote healthy ageing.

Psychology academics have research collaborations with over 150 government, industry and non-government organisation (NGO) partners. Examples include Airservices Australia, Australian Federal Police, Australian Red Cross Blood Service, Department of Foreign Affairs and Trade (DFAT), Endeavour Foundation, Queensland Health, Queensland Rail, Relationships Australia (Queensland), and The Salvation Army. School research has led to significant outcomes with far-reaching impact and commercial success. For example, the Triple P-Positive Parenting Program is currently available in 18 languages, across 26 countries, with more than 64,000 professionals trained to deliver the program. Other successful commercial assets resulting from UQ Psychology research include the Geriatric Anxiety Inventory, an assessment tool to manage anxiety in the elderly and Leximancer, a text analytics software product. Appendix 14 shows a Leximancer "concept map" of this document. These are examples of the ways in which the School contributes to the University's goal of demonstrable research impact.

The Research Subcommittee, currently led by Deputy Head of School (Research and Research Training) Professor Kim Halford, monitors the work of the School Centres, tracks School research performance, provides strategic advice on recruitment and retention of research fellows, and facilitates capacity building in the School through awards recognising research excellence. The committee reports to the Academic Committee each month. Terms of reference are provided in Appendix 3.

4.2 Responses to 2008 School Review

The 2008 septennial review produced three recommendations with respect to research. Those recommendations, and the School's response, were as follows:

10. Identify research initiatives that synthesise aspirations of groups & infrastructure needed; monitor success with reference to benchmarks; further increase proportion of high quality publications.

The School actively identifies and supports involvement in large research initiatives. We currently have staff involved in two ARC Centres of Excellence, a Cooperative Research Centre and an ARC Special Research Initiative. We have also increased financial support for the School's six research centres. We actively encourage applications for research fellowships, both from within and from external candidates. The School Research Committee promotes strategies for enhancing research performance, for instance in the last several years the proportion of School publications that appear in high ranking journals has increased.

11. Establish clear and consistent policy concerning establishment, review and continuance of School Centres.

In response to this recommendation, we developed the following policy: To establish a School Centre, a formal submission is made to the School Research Committee, which recommends to the Head of School, who seeks Executive Dean approval for establishment. Each centre must include a minimum of five research active academic staff, five PhD students, five honours students, and sustain a high level of research activity (attraction of grants, research publications, seminars, conferences). Additionally, Centres are required to submit annual reports to the Faculty Executive Dean and each centre is reviewed every five years. The most recent annual report for each Centre can be provided to the panel on request.

12. Include a buddy system in induction package for new research students and staff.

Currently, this recommendation is not systematically implemented, rather, new staff are informally mentored through the School Centres and via the annual appraisal process. With our current policy of hiring at Levels B and C, we recognise the need for more formal mentoring and will be holding topical round-table mentoring meetings.

13. Enhance completion rates of Research Higher Degree (RHD) students.

At the time of our last review, a substantial minority of RHD students were slow in completing their degrees, with 28% of then-current RHD students out of load (i.e., having exceeded the maximum funded candidature time). To reduce this liability, the School developed detailed milestone requirements for Masters and PhD candidates, built on the University Graduate School's milestone policy and overseen by the RHD Committee. This reform has reduced

the proportion of out of load students in 2015 to approximately 6.5%. Surveys of RHD students conducted in 2013 and 2014 report high levels of student satisfaction with the milestone system and the overall experience of being an RHD student in the School.

4.3 Research Centres and Clinics

The School's six research centres are described below. These Centres exemplify the School's focus on research achievement, collaboration and impact.

4.3.1 The Centre for Health Outcomes, Innovation and Clinical Education (CHOICE)

Director: Professor Catherine Haslam

Psychology affiliated staff: Dr Ruth Bouma, Dr Melissa Day, Dr Genevieve Dingle, Professor Kim Halford, Dr Paul Harnett, Ms Elissa Morriss, Professor Kenneth Pakenham, Ms Helen Ross, Dr Jeanie Sheffield.

This Centre was established in 2013 to provide a platform for the support of clinical research projects and dissemination of clinical research outcomes. It conducts high quality basic and applied programs of research that provide a link between clinical theory and practice. Despite being a new Centre, CHOICE has already been highly successful in developing collaborations with both public and private sector organisations, such as Queensland Health, Alzheimer's Australia (Qld), the Murri School and the UQ Centre for Clinical Research. Staff affiliated with the Centre are chief investigators on several significant grants, including from the NHMRC, ARC, and the EU Commission, totalling over \$6 million, and have substantial records of publication, keynote and invited addresses and conference presentations. CHOICE membership comprises affiliated staff, honorary professorial appointments (one UQ, three USA), two Clinical Externship Managers, 72 RHD and coursework students, and 125 clinical supervisors of the School's clinical training program. Webpage: www.psy.uq.edu.au/research/centresandgroups.html?role=789#

4.3.2 The UQ Centre for Perception and Cognitive Neuroscience (CPCN)

Director: Dr Phil Grove

Psychology affiliated staff: Associate Professor Derek Arnold, Dr Stefanie Becker, Associate Professor Ross Cunnington; Associate Professor Paul Dux, Dr Hannah Filmer, Dr Ada Kritikos, Dr Welber Marinovic, Dr Natasha Matthews, Professor Jason Mattingley, Emeritus Professor Roger Remington.

The CPCN is a catalyst for excellence in perceptual and cognitive neuroscience research in South East Queensland. It was established as an interdisciplinary research centre in the School in 2010. Members are engaged in innovative research covering diverse topics such as attention, perception, consciousness, language, learning and memory, emotion, action, genetics and neurological pathology. A range of research methods are employed including behavioural, psychophysical, electrophysiological (EEG), transcranial magnetic stimulation (TMS), and brain imaging (fMRI) to provide converging evidence to investigate the links between the brain, cognition and behaviour. In 2013 the 14 full and associate members published more than 70 journal articles in high-impact, peer-reviewed international journals and were successful in obtaining eight new competitive grants including two large-scale cooperative grants (ARC Special Research Initiative for a Science of Learning Research Centre and an ARC Centre of Excellence for Integrative Brain Function), together totalling \$36 million. This was in addition to receiving a further \$2.75 million in other research funding. Collectively, 32 PhD and 20 Honours students were supervised. Several staff hold notable fellowships such as Professor Mattingley, an ARC Australian Laureate Fellow, and Associate Professors Arnold, Becker and Dux, ARC Future Fellows. Webpage: www.psy.uq.edu.au/research/cpcn/QPCN.htm

4.3.3 The Centre for Research in Social Psychology (CRiSP)

Co-Directors: Dr Aarti Iyer and Associate Professor Winnifred Louis

Psychology affiliated staff: Dr Tegan Cruwys, Professor Jolanda Jetten, Emeritus Professor Cindy Gallois, Dr Katherine Greenaway, Professor Alex Haslam, Professor Matthew Hornsey, Associate Professor Barbara Masser, Associate Professor Blake McKimmie, Dr Nicole Nelson, Dr Kim Peters, Dr Nik Steffens, Dr Stephanie Tobin, Dr Eric Vanman, Professor Bill von Hippel, Dr Courtney von Hippel, Dr Bernadette Watson.

CRiSP was formally established in 1995 within the School as the Centre for Research in Group Processes (and changed its name to CRiSP in 2010). CRiSP members conduct basic and applied research on many topics in social psychology (e.g., understanding fundamental processes relating to attitude formation, group behaviour, intergroup relations, prejudice and stereotyping, inclusion and discrimination, the role of emotions in social interactions, social identity) using a diversity of approaches (ranging from the study of interacting small groups or communication styles in dyads to social cognition and social neuroscience). The Centre coordinates international and intra-national exchange of scholars and graduate students and runs a social psychology seminar series with a key event, the annual Brisbane Symposium on Self and Identity (BSSI). In 2013 the Centre comprised 17 academic staff, five postdoctoral fellows and more

than 40 PhD students. In the five years from 2009 to 2014 members have secured a total of \$11.5 million in ARC funding, including 21 Discovery grants and 10 Linkage grants. The Centre currently hosts one ARC Laureate Fellow (Professor Alex Haslam) and two ARC Future Fellows (Professor Jolanda Jetten and Dr Kelly Fielding from ISSR). Webpage: www.psy.uq.edu.au/research/centresandgroups.html?role=41

4.3.4 The Centre for Organisational Psychology

Director: Dr Kim Peters

Psychology affiliated staff: Professor Andrew Neal, Professor Alex Haslam, Dr Stacey Parker, Dr Nik Steffens, Dr Courtney von Hippel.

Organisational psychology has been a subdiscipline in the School since Psychology began at UQ. The Centre conducts research into a range of topics in organisational psychology, and has an international reputation for excellence in the areas of leadership, occupational stress and employee well-being, organisational change management, human factors and performance, and successful ageing in the work place. The Centre engages with both public and private sector organisations on collaborative projects and consultancies including Airservices Australia, British Medical Association, QantasLink, Qld Allied Health, and Qld Rail among many others. In 2013 the Centre comprised six academic staff, six affiliated members, two postdoctoral fellows, 11 PhD students, 39 masters students and six psychology internship supervisors. New and ongoing grants in 2013 totalled almost \$9 million including ARC Discovery and Linkage Projects, an ARC Future Fellowship, an ARC Laureate Fellowship, four European/North American grants and a new industry contract. Webpage: www.psy.uq.edu.au/research/centresandgroups.html?role=39

4.3.5 The Early Cognitive Development Centre (ECDC)

Director: Associate Professor Mark Nielsen

Psychology affiliated staff: Dr Kana Imuta, Dr Nicole Nelson, Professor Virginia Slaughter, Professor Thomas Suddendorf, Emeritus Professor Candi Peterson.

The ECDC, first established as a Unit in 2003 and then expanded into a Centre in 2010, supports investigation into multiple aspects of social and cognitive development in young children and nonhuman animals. The Centre was one of the first facilities in Australia designed for testing pre-verbal infants. Through its current activities it enhances UQ's reputation as an internationally recognised hub for developmental, cross-cultural and comparative psychology. In the last five years, members have attracted over \$2 million dollars from major (e.g. ARC, NHMRC) and smaller (e.g. APEX Foundation, the Waltham Centre for Pet Nutrition) funding bodies,

and published over 100 papers in international peer-reviewed journals. Research outcomes are also disseminated to participating families (close to 2000 are registered on the Centre database) via the ECDC newsletter and research from the Centre is often publicised in the media such as in Time, Science News, New Scientist and the ABC, among many. Webpage: www.psy.uq.edu.au/research/ecdc/

4.3.6 The Parenting and Family Support Centre (PFSC)

Director: Professor Matt Sanders

Psychology affiliated staff: Dr Kylie Burke, Dr Vanessa Cobham, Dr Cassandra Dittman, Dr Divna Haslam, Dr Alina Morawska, Associate Professor Kate Sofronoff, Dr Karen Turner.

The PFSC was established in 1996 as a specialist family intervention research and training facility within the School. Its primary mission is to conduct innovative research and develop programs that promote the wellbeing of children and their families through the application of evidence based parenting and family intervention programs. The Centre's research agenda is broad covering the development of specific interventions targeting individual problems such as parenting of children with disabilities, obesity, chronic health conditions, child maltreatment, and a range of mental health problems. Research and clinical activities primarily revolve around the PFSC's internationally-renowned Triple P — Positive Parenting Program and the Centre continues to lead an international network of research groups involved in research examining the efficacy of the program. In 2013 new and ongoing grants totalled over \$38.5 million with around \$7 million managed by the PFSC; 45 papers were accepted in peer-reviewed journals and a further 21 were in press; four book chapters and ten professional resources and reports were published (with another three in press); and PhD enrolments rose to 22. Members gave over 90 presentations at national and international conferences and community events. Webpage: www.pfsc.uq.edu.au

4.3.7 Clinics

In addition to their teaching and community engagement functions, the two clinics run within the School provide invaluable research infrastructure to support the Discovery mission of the School. Clinical psychology staff and postgraduate students conduct research on the nature of psychological disorders and family functioning, and evaluate psychological treatments within these clinics. The IT and audiovisual recording facilities provide essential infrastructure to enable online assessments for clinical research participants, conduct of e-therapy, and behavioural observation of client behaviours (e.g., couple and family interaction) and therapeutic processes.

4.3.8 External Research Centres with Affiliation to Psychology

The School is also involved in three other external research centres as detailed below.

ARC Special Research Initiative — the Science of Learning Research Centre was established in 2013 and brings together researchers in education, neuroscience and cognitive psychology who work with teachers to understand the learning process. The Centre comprises 25 chief investigators from across eight research organisations including three staff from the School of Psychology at UQ (Jason Mattingley, Paul Dux, Ross Cunnington) and is supported by nine partner organisations including three state education departments (Queensland, Victoria and South Australia). Our School houses the research infrastructure centrepiece of the Science of Learning Research Centre, a "virtual experimental classroom" for recording behaviour and brain activity during learning. Website: <http://slrc.org.au/>.

The Cooperative Research Centre for Living with Autism Spectrum Disorders is the world's first national, cooperative research effort focused on autism. Participants include representatives from government, university, research and non-government organisations. UQ Psychology staff member Associate Professor Kate Sofronoff is a project leader and Professor Virginia Slaughter is UQ's representative on the CRC's Research and Development Committee. Website: www.autismcrc.com.au.

The ARC Centre of Excellence for Children and Families over the Life Course was established to advance basic, applied and translational research to reduce intergenerational and long-term disadvantage. Professor Matt Sanders of UQ Psychology is one of the Centre's research leaders. Website: [www.lifecoursecentre.org.au](http://lifecoursecentre.org.au).

4.4 Research Performance

4.4.1 Excellence in Research Australia (ERA)

In 2010 the Australian Government introduced the Excellence in Research for Australia (ERA) initiative through the ARC. ERA assesses research quality within Australia's higher education institutions using a combination of indicators and expert review by committees comprising experienced, internationally recognised experts.

In the 2012 ERA exercise, publication output from Psychology contributed predominantly to three Fields of Research (FoR) at the four digit level, of which Psychology and Clinical Sciences both received the highest rating of 5, Well Above World Standard, and Cognitive Sciences received 4, Above World Standard. It is also notable that the School contributed to a further four Fields of Research that received a rating of 5, refer Table 4.1.

UQ was one of only five Schools of Psychology in Australia to achieve a rating of 5 for FoR 1701 Psychology. The others were Go8 members Melbourne, UNSW and UWA, and the University of Newcastle. Only a few universities contributed sufficiently for a rating in FoR 1702 Cognitive Sciences, with Newcastle and Sydney both achieving a rating of 4.

Table 4.1 Publication Output to Fields of Research (ERA) in School of Psychology

FoR	% Contribution to FoR	% Output	UQ Rating
1701 Psychology	45%	43%	5
1702 Cognitive Science	40%	13%	4
1110 Nursing	9%	2%	5
2001 Communication & Media Studies	9%	2%	5
1109 Neurosciences	6%	4%	5
1503 Business & Management	6%	2%	5
1103 Clinical Sciences	3%	9%	5

4.4.2 Research Income

The School of Psychology is research-intensive with the majority of staff engaged in competitively funded research programs. Figure 4.1 demonstrates

a steady increase in income since 2009 particularly in Australian competitive grant schemes. The total number of grants has also increased over this time frame from 57 to 74. As depicted in Figure 4.1 the School earned total research income of approximately \$7.4 million in 2013. This included \$4.8 million from the ARC, which grew to over \$5.1 million in 2014. The reliance on ARC funding in the current climate is recognised as a liability and the School has prioritised diversification of research income sources in our current Strategic Plan. Already in 2015, Psychology led 11 NHMRC project grant applications which is double the figure from the previous years, in addition to 21 ARC Discovery grant applications (which is on par with previous years).

Figure 4.2 on the following page compares income earned per academic staff member (Level B and above) with the average for other schools within the University and our external benchmarking partner. While Psychology leads other schools in the HABS Faculty on this measure, we are behind some other strong science and clinical based research schools at UQ such as Biological Science and Medicine, and behind the UQ average which would include the various Institute researchers on Research-Focused appointments. Our School's performance on this measure is commensurate with that of external partner Ohio State University.

A list of grants active in 2015 is provided in Appendix 15.

In recent years the School has increased the number of staff holding high quality research fellowships and prestigious awards, with in 2013, 17 national and international competitive fellowships, including as previously noted two ARC Australian Laureate Fellowships held by Professor Alex Haslam and Professor Jason Mattingley. For details of other recipients refer to the list of fellowships and research awards received in the past seven years provided in Appendix 16.

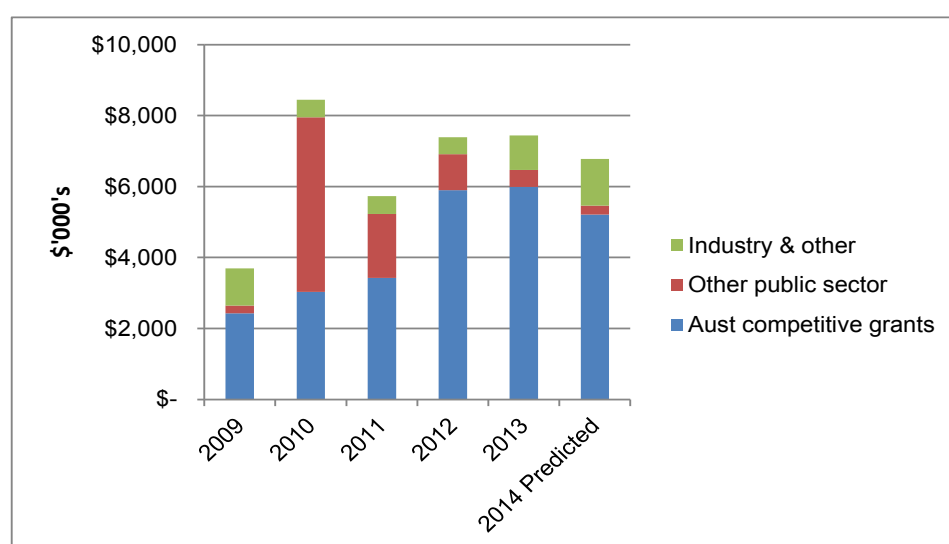


Figure 4.1 Psychology Research Income 2009 to 2013

Notes: Research income ('000s) for Psychology by source (as reported to HERDC) 2009 to 2013. The 2010 income from Other Public Sector reflected block funding from the Qld Centre for Mothers and Babies (Centre ceased in 2014).

Source: UQ Reportal, Research Income by School, 5 Year Trend.

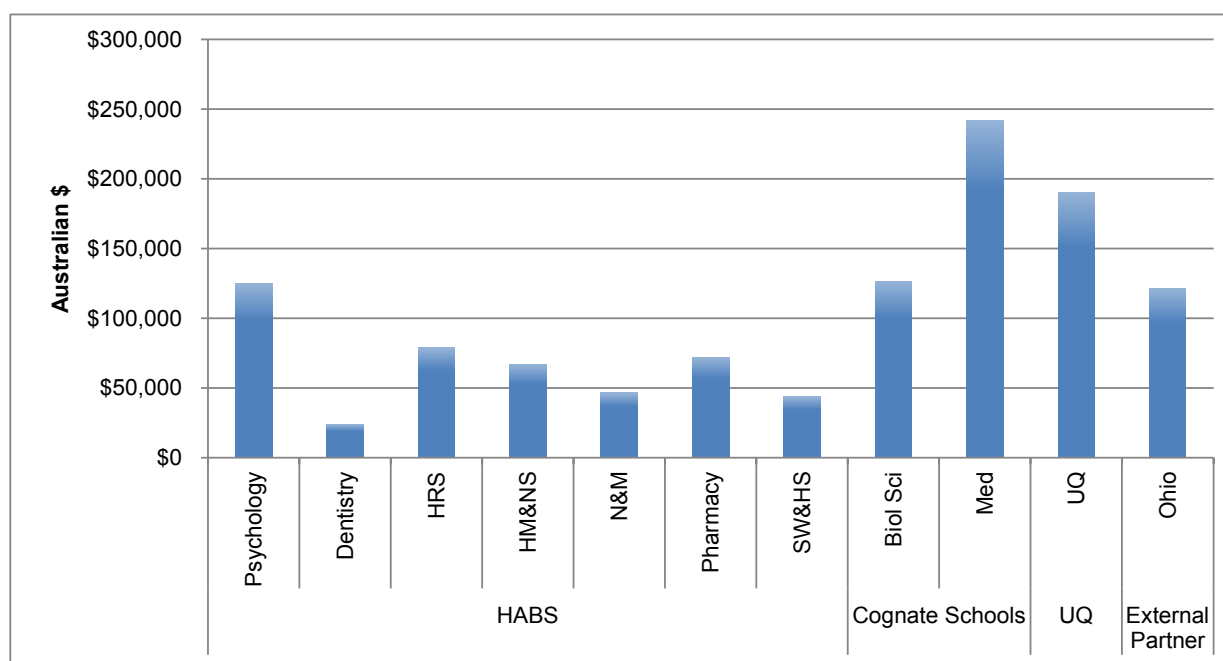


Figure 4.2 Comparative Research Income per FTE 2013

Notes: Research income in 2013 presented per academic staff FTE (level B and above) and compared with other cognate schools in the Faculty of HABS, cognate schools, the UQ average, and benchmarking partner Ohio State University. US\$ converted to Australian \$ at the exchange rate applying 19 March 2015. These data are reported prior to the merger of Nursing and Midwifery with Social Work and Human Services. Source: UQ Reportal, Research Income by School/Faculty, 5 Year Trend and partner supplied data.

4.4.3 Publications

The School's total publication output has risen since 2009 (see Figure 4.3). Although the former ERA system of journal ranking has been formally abandoned, we continue to use it to track quality of publications in the School. Since 2009 our School's total publications in highly-ranked, A* journals nearly doubled from 21 in 2009 to 43 in 2013. There was a similar increase in A-ranked journal publications from 61 in 2009 to 98 in 2013.

Figure 4.4 benchmarks refereed publications per FTE (Level B and above) in Psychology in 2013 relative to other schools in the Faculty and other cognate schools in the University. The School performs strongly in comparison to these schools. Our productivity is comparable to our external Psychology benchmark, Ohio State University, who published 4.43 journal articles per academic staff member in 2014, compared to our 4.13 per staff member in 2013. Selected recent publications are included in individual staff profiles provided at the end of this volume and a full list of publications in 2014 is provided in Appendix 17.

4.4.4 Research Quality

Analyses from the ERA 2012 exercise indicated that in the FoR 1701 – Psychology (the chief FoR code to which the School contributed), UQ was in receipt of 7% of total competitive research income across Australia and was responsible for 8% of total outputs. Notably for the Esteem indicator (fellowships and the

like), UQ was responsible for holding 16% of the total across Australia and for commercialisation received 79% of total income for this FoR code, across Australia. For publications where 1.0 is the baseline, UQ received a world Relative Citation Impact (RCI) rating of 1.37, which is well above the Australian RCI of 1.15.

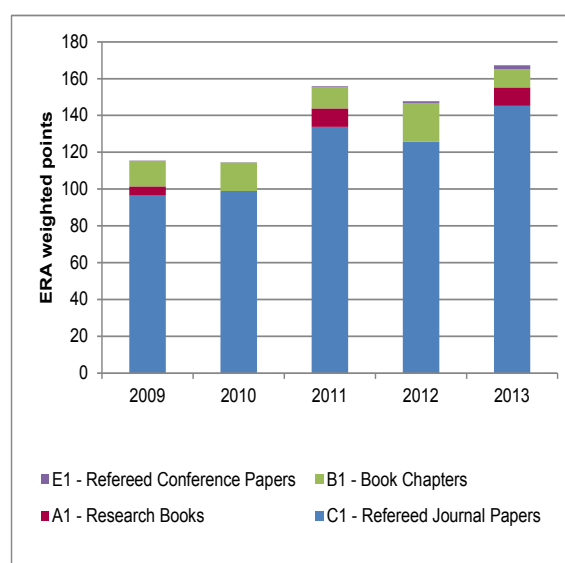


Figure 4.3 Psychology Publication Points 2009 to 2013

Note: Refereed research publications by category for Psychology 2009 to 2013, by staff level B and above (ERA weighted points; points allocated for each type of output and divided by number of authors). Source: UQ Reportal, SBPF Publication Points per School. Publications by Level B and above staff.

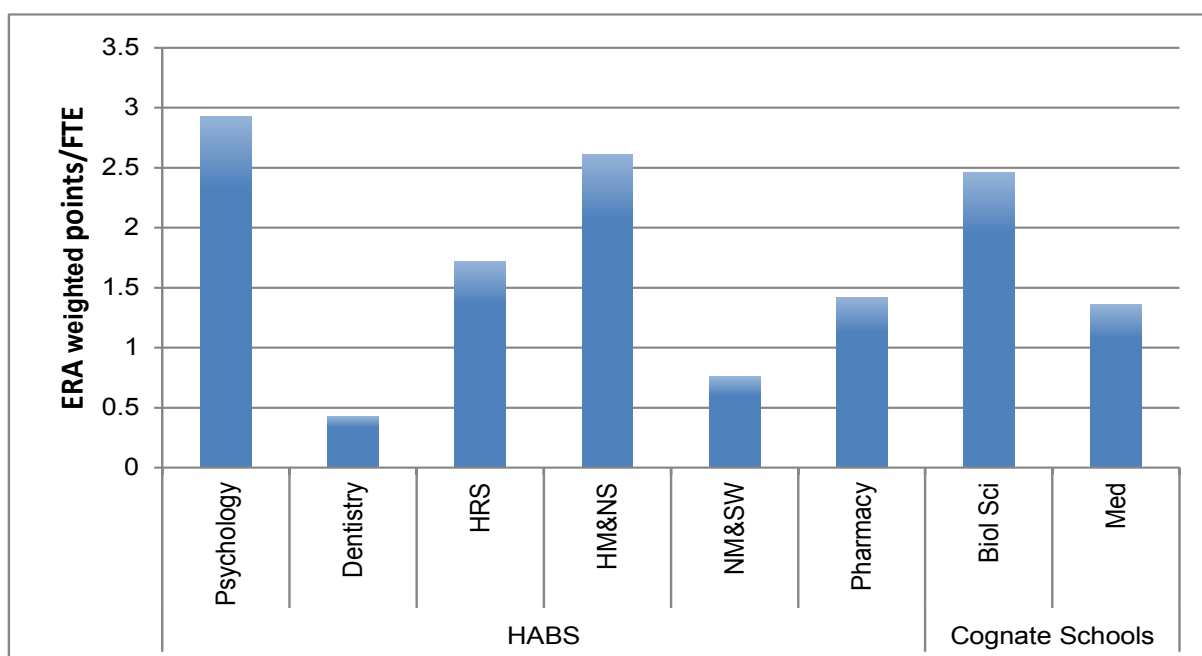


Figure 4.4 Average Publications per FTE 2013

Notes: Comparison of the total number of refereed publications (A1, B1, C1 and E1) measured by ERA weighting for Psychology in 2013 with other schools in the Faculty and other cognate schools in the University. Source: UQ Reportal, SBPF Publication points per school.

Appendix 18 contains a listing of the top 40 national and international institutions that cited School of Psychology publications during 2009–2014. This table shows that the most frequent citations to our School's research came from the University of California, the University of London and Harvard.

4.4.5 Laboratory Facilities

As shown in Figure 2.5 in Chapter 2.7, our School has less research space per FTE than any other School in the HABS Faculty. With only 1052 m² of laboratory space available in the School, we have been forced to find innovative, though unsatisfactory, strategies to maximise the utility of what little research space we have. For instance, we conducted an audit of School labs in 2011, which established different tiers of lab ownership and identified some that are available for communal use with an online booking system. A large number of lab spaces have curtains dividing single rooms to enable multiple simultaneous projects, and much of the School's research equipment is kept on trolleys to allow flexibility of space configurations.

4.4.6 Ethics

UQ operates a peak Human Experimentation Ethics Review Committee (HEERC) and two ethics subcommittees, Behavioural and Social Science (BSSERC) and Medical Research (MREC). Almost all ethics clearances for staff research are dealt with at the University level. Students (up to and including PhD students) whose research is considered ethically innocuous (where the only foreseeable risk is of discomfort) may apply for ethics clearance to the School. Applications are reviewed by the School's Ethical Review Officers (four academic staff fulfil this service role) with over 300 reviewed each year.



Figure 4.5 Institution Collaboration Network

Note: Web of Science documents authored by School of Psychology staff between 2009–2014 (based on eSpace publications claimed by staff as at an October 2014 census). Source: UQ Library, Scholarly Communication and Digitisation Services.

4.5 Research Collaborations

Figure 4.5 illustrates the School's top 20 publication partners during the 2009–2014 period. This figure is based on Web of Science publications which overall included 560 distinct collaborative partners. While Australian academic institutions are well represented here, major collaborations are also evident in the UK, USA, New Zealand and the Netherlands. The School hosts numerous international visitors annually, for instance in 2014 there were 41 official visiting academics from the UK, Germany, Spain, Netherlands, Japan, China, Pakistan, Scotland, England, USA, Canada and New Zealand, among others.

4.6 Research Higher Degree Training and Outcomes

Research training is integrated within the School's research programs and constitutes an important component of the School's research effort. Of the School's 166 enrolled RHD students (as at February 2015), 72% are supported by competitively awarded scholarships. The RHD program is overseen by the Postgraduate Coordinator and the Deputy Head of School (Research) who also chairs the Research Higher Degree Subcommittee. This committee is responsible for initiating and monitoring policy on all RHD matters (see Appendix 3 for terms of reference).

Research higher degree students participate in the life of the School through representation on every committee; participation in labs, reading groups and research centres and attendance at School research seminars (followed by wine and cheese). The students organise an annual RHD day where they present their work to their peers and academic colleagues.

4.6.1 Student Profile

Since 2009 the School's RHD numbers have gradually increased, and between 35 and 40 new students enrol each year, with the vast majority undertaking PhDs (as distinct from MPhil degrees). About 82% of RHD students are currently enrolled full-time, with many of the part time students working as professional psychologists while undertaking their RHD training. The School has one of the highest RHD EFTSL loads in the Faculty, with 119.4 FTE in 2014. Trends in student enrolments over the past five years are shown in Figure 4.6. More detailed enrolment data are provided in Appendix 19.

Approximately 66% of RHD students in the School are female. The majority are domestic students (approximately 85%), with international students currently numbering 25. The number of commencing international students has remained between six and eight students each year. The very small number of international RHD scholarships is the limiting factor for this cohort. We are aware that some top-quality international RHD applicants to our School have gone elsewhere because they were unable to gain funding. Finding ways to increase support for international RHD students is a current strategic priority for the School.

The RHD EFTSL per staff FTE (Level B and above) has remained around two per full time staff member across the last five years. Figure 4.7 compares supervision of RHD students per staff FTE in Psychology with cognate schools within the University and our external benchmarking partner. Our School is about average within the HABS Faculty on this measure, and below the cognate schools of Biological Sciences and Medicine. It should be noted that

Psychology academics additionally supervise (on average) five honours or postgraduate coursework students each year, which do not appear in these data.

RHD completions per staff FTE have remained steady across recent years, with 0.46 completions (measured in EFTSL) per staff FTE in 2013. This compares favourably with the Faculty and UQ averages which are both 0.38.

4.6.2 Internationalisation in RHD training

There are currently 25 overseas RHD students enrolled in the School, mostly PhD candidates. These students come from North America (six enrolled in 2014), the UK and Europe (total of five in 2014), North Africa and the Middle East (four in 2014), and a range of countries in Asia. Figure 4.8 provides RHD enrolment trends for the top countries in the past five years.

The majority of RHD students receive School funding to attend at least one international conference during their candidature. UQ offers a Graduate School International Travel Award (GSITA) of up to \$5000 to support overseas travel for UQ Research students; in 2014 eight Psychology students received an award (a success rate of 75%). RHD student projects also draw on international expertise, with numerous associate supervisors from international institutions.

UQ's central schemes for international student support are extremely competitive and this limits our School's capacity to attract international RHD students. To boost international enrolments, a

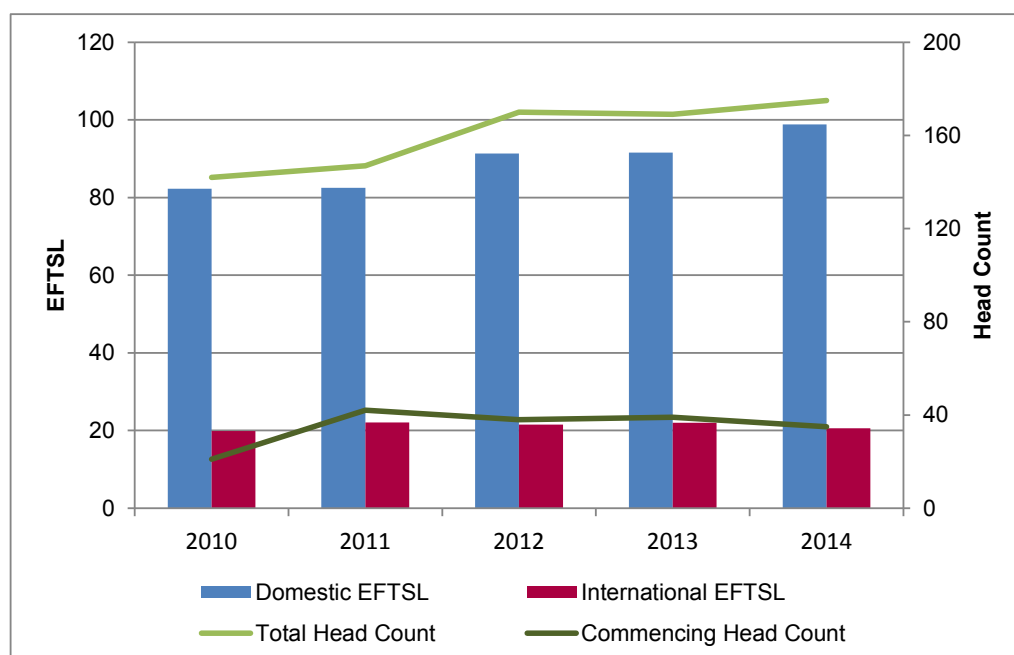


Figure 4.6 RHD Student Enrolment Trends

Notes: RHD head count refers to any RHD student supervised or co-supervised by Psychology staff regardless of the %. Source: UQ Reportal, Student Load (EFTSL) by School 2010–2014 and Whole Year Enrolments, Summary Five Year Trend sorted for Psychology as EFTSL owner.

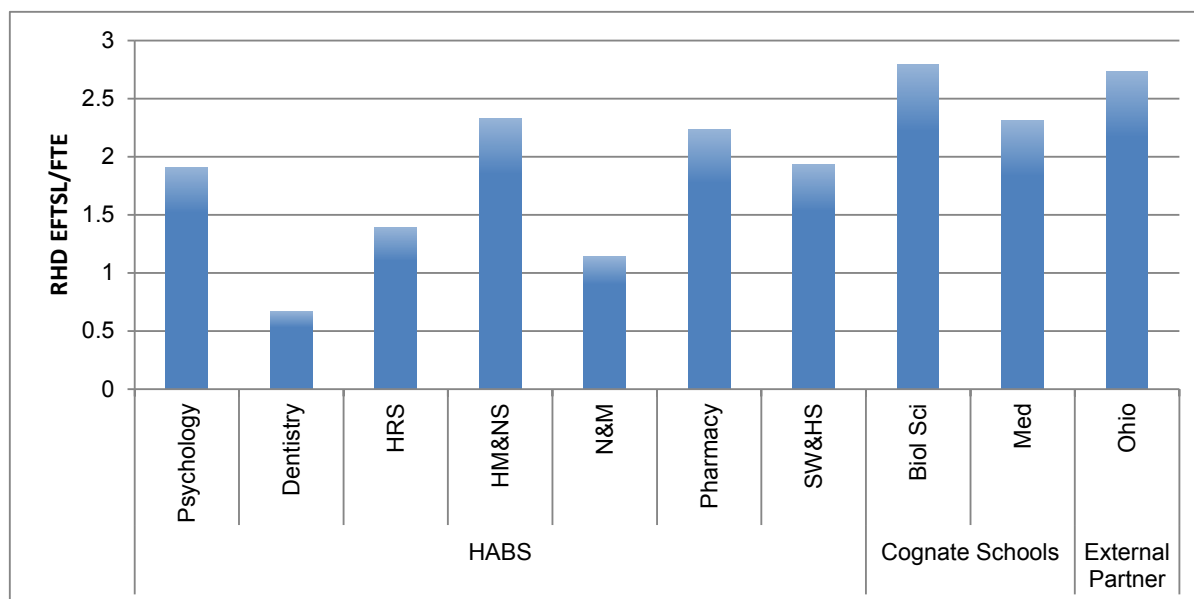


Figure 4.7 Comparative RHD EFTSL per FTE in 2013

Note: Comparison of RHD load per academic staff FTE level B and above compared to other schools in the Faculty and other cognate schools in the University using 2013 data and with external benchmarking partner Ohio using 2014 data. The Ohio figure is calculated using staff head count (Faculty only) not FTE. Source: UQ Report, HDR Load per Staff Member by School, 5 Year Trend and partner supplied data.

viable strategy will be to establish joint PhDs with international institutions where the School has existing research collaborations. This is in keeping with the University's goal to build stronger global relationships and strengthen research partnerships. We are also looking at targeted recruitment in countries where RHD students are likely to find funding via their home country's study abroad schemes (e.g., the DIKTI scholarship for Indonesian academics and the CONICYT scholarship for Chilean citizens) or via targeted international schemes (such as the *Australian-American Fulbright Commission* or the Endeavour India Education Council Research Fellowship).

4.6.3 RHD Student Outcomes

As with PGCW student outcomes, we lack formal records of where our MPhil and PhD graduates go after earning their degrees. Rectifying this is a School priority (though it is particularly difficult in the case of RHD graduates because they finish and move on at different times throughout the year). Informally, we know that recent PhD graduates have taken up a variety of positions around the world. Three examples from our 2014 graduating PhD cohort are: postdoctoral position at Harvard Medical School, expert consultant to the World Health Organisation and tenure-track Assistant Professor at Purdue University.

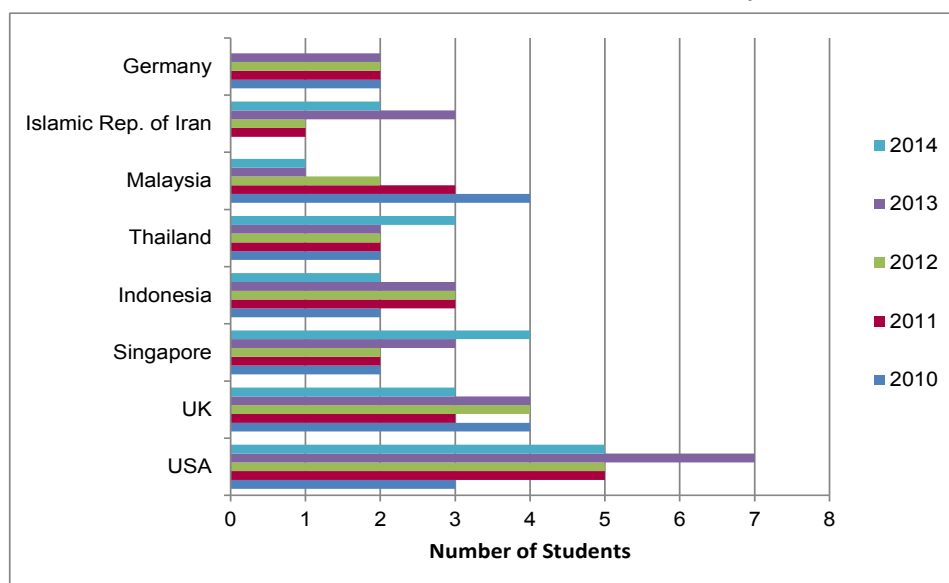


Figure 4.8 International RHD Students Main Countries of Origin

Source: UQ Report, Student Current 5 Year Trend, Custom Report to show Country of Origin of International Students whose Program is owned by Psychology

4.7 Strategic Plan 2015–2018

Our current Strategic Plan includes the following priorities in Discovery:

- ***Increase research/lab space***

We will continue to lobby the University for additional space, ideally a new building. In the meantime, we are pursuing the option to move some laboratory and clinic facilities to renovated houses on Upland Road (see Chapter 2.7).

- ***Increase research and commercialisation income from NHMRC and other funding sources***

In 2014 we held a School-wide NHMRC information session for staff and we are working to nurture existing industry relationships and explore collaborative funding opportunities. We are also considering allocation of a budget to be used at the discretion of the Research Committee for support mechanisms such as seed funding.

- ***Explore options for an ARC Centre of Excellence bid***

Discussion at our Strategic Planning Day highlighted the importance and value of this activity. Research Centre staff have been discussing potential bids. We aim to develop a proposal for at least one major collaborative centre that draws on the School's strengths and is led by School researchers, in coming funding rounds. At this stage, one is planned for the next round.

- ***Invest in research capacity to support academic staff A-C and build their research performance***

New staff are provided with start-up sufficient to hire a half time research assistant for their first two years of employment in the School. They are also allocated a Lead Tutor to support the coordination of their first course, to minimise the time required to “learn the ropes”.

- ***Provide research mentoring for new and early-career academics to support the development of high quality research performance***

In 2015 a structured mentoring scheme has been introduced to augment existing informal mentoring of new academic staff, in particular at level B and C. Staff are invited to attend regular mentoring meetings facilitated by experienced senior academic staff around specific themes of interest and importance to new staff. We feel that a group approach with set themes will produce more beneficial and organic mentoring relationships than a system of matching staff on a one-to-one basis.

- ***Attract more high quality RHD students, particularly from overseas***

We intend to review our recruitment strategies and specifically target students who can be supervised by staff with capacity for additional supervision. Some strategies under discussion include the development of joint PhD programs with international institutions, such as via the Erasmus Mundus schemes and summer and winter schools. The current time lag in processing international applications under UQ procedures has been an issue, so School staff are looking to work with UQ International and the Graduate School to develop more streamlined procedures to fast-track offers to suitable applicants.

- ***Engage RHD alumni in order to maintain positive connections and awareness of outcomes***

In 2013 the School began communicating with alumni via a regular newsletter. This has proven popular with all stakeholders and we are working to ensure that all alumni are on the mailing list so that we can maintain contact.

5

Engagement

5.1 Overview

The School has significant engagement with a range of key external stakeholders, including industry, professional groups, government, alumni, and the community, as well as with other academic departments and institutions. In light of the importance of engagement to the work of the School, and the need to consolidate activities in a strategic way, a new professional role has been created: that of Alumni and Industry Engagement Coordinator. We are currently recruiting for that full-time position.

The School Engagement Subcommittee, chaired by Dr Jason Tangen, meets monthly. The committee's purview includes public events, adjunct and honorary appointments, alumni activities, the School's presence in social and traditional media, profiling the work of staff and students, market research, and exploring new opportunities for making connections with our stakeholders. Terms of reference and membership for this committee is provided in Appendix 3.

In 2014, the Engagement Committee coordinated two major public events. One was the Excellence in Psychology showcase, which incorporated a lecture by Professor Matt Sanders (the founder of the Triple P program) along with displays and demonstrations of current research underway in psychology. This event prompted offers from leading philanthropic organisations, government bodies, industry partners and private donors to support the School's research. The other public event in 2014 was a lecture on the Compassion Imperative by Dr James Doty of the Center for Compassion and Altruism Research and Education at Stanford University. This event kicked off a one-day conference, supported by donor funding from an alumnus of the School. The donation will support an annual event on the topic of compassion.

Through these and other outreach activities, the School stands out in its support of the University's Engagement strategies, including the development of strong, mutually beneficial relationships with business, government, the social sector, and the wider community.



Figure 5.1 Excellence in Psychology Showcase 2014

5.2 Responses to 2008 School Review

In our School's 2008 review, the following recommendation was made:

Enhance engagement and visibility within the community and the professions (e.g. Engagement committee and stakeholder group). Appoint additional senior & distinguished members of the profession as Adjunct Professors.

In response to this recommendation, we established the School Engagement Committee. Through this committee's work, the number of Adjunct and Honorary appointments in the School has increased substantially since the previous review. We also implemented a regular newsletter that goes to alumni and stakeholders. We hold numerous engagement events through the year to showcase our research and attract, recognise and celebrate collaborations with external partners. In addition to appointing an Alumni and Industry Engagement Coordinator, we have recently created a School Communications Officer role for an academic staff member who will be responsible for overseeing the School's media strategy.

5.3 Student Engagement

The challenge for a school with a large undergraduate population studying multiple and diverse degrees is to provide opportunities for students to identify with the School and the discipline of Psychology, engage with their peers and become active alumni. In addition to the School newsletter and social media, the School engages with undergraduate students in the following ways. (Engagement with RHD students is discussed in Chapter 4.0.)

5.3.1 Psychology Students' Association (PSA)

The School has an active Psychology Students' Association (PSA) who support students' personal and professional development, foster their engagement with the School, and provide a platform from which students' opinions and concerns are heard by the School. The PSA nominates student representatives for the School's Academic Committee and relevant subcommittees each year, as well as organising a range of social and professional events and assisting at student recruitment events such as Open Day. In 2014 the PSA was the UQ Union Club of the Year.

5.3.2 Scholarships and Prizes

The School makes a point of celebrating the conferral of student prizes. We have a number of them, most of which were established via donations or bequests from former students or staff, though some originate with either a professional association or an industry body. A list of student scholarships and prizes currently available are provided in Appendix 20.

5.3.3 Undergraduate Work Experience

Student feedback has indicated that there is demand for relevant work experience during the undergraduate degree, to assist with determining career direction and to increase individual students' competitiveness for postgraduate degree entry. However, many students are not sure how to seek out opportunities in the field, so the School is working more closely with industry bodies and the PSA to identify opportunities for undergraduate students to gain meaningful and relevant experience.

Related to this is the PSA-initiated volunteer research internship scheme, due to commence in 2015, which will meet student demand for research experience working with researchers in the School.

5.4 Alumni Engagement

From a low baseline, the School has worked over the last few years to make contact with our alumni. This is an ongoing priority that requires time to come to fruition. Our external benchmarking partner Ohio State University reports over 95% contact with their Psychology alumni; we aspire to this level of engagement. In the last several years we have initiated a School newsletter, a School of Psychology social media presence, and public events. We are also making more targeted connections, for example, by holding gatherings for graduating fourth years and conducting surveys to collect information about career trajectories. The survey data will enable the School to better identify certain alumni, such as high achievers for nomination of alumni awards or potential donors, as well as enriching the information we hold about the types of careers psychology graduates pursue.

The School supports an annual Distinguished Alumnus Award that recognises outstanding contributions made by a UQ psychology graduate in one or more areas (practice, research, teaching or community service).

5.5 Academic and Professional Engagement

The School of Psychology is affiliated with many schools and research institutes, and nearly every faculty within UQ. This is partly demonstrated by the number of joint appointments. The School has staff holding joint appointments with Human Movement and Nutrition Sciences, Information Technology and Electrical Engineering, Nursing, Midwifery & Social Work, the UQ Centre for Clinical Research and the Queensland Brain Institute (QBI). We work closely with the Faculties administering the BA and BSc, as well as other faculties with large numbers of students taking Psychology courses as core and elective courses within their programs.

Our School also has wide research collaborations across the University. Academics in the School share grants, publications or RHD student supervision with colleagues from every one of the other faculties at UQ, as well as the Institute for Social Science Research, QBI and the QIMR Berghofer Medical Research Institute. Within the HABS Faculty we have numerous collaborations, exemplified in the School's success in the HABS collaborative seeding grant competition where Psychology is represented on 68% of successful interdisciplinary grants in 2014.

Nationally, the School holds ARC and NHMRC-funded projects with major academic partners that include the University of New South Wales, Australian National University, University of Western Australia, Monash University, La Trobe University, Griffith University, University of Western Sydney, Curtin University, Flinders University, Newcastle University and the University of Wollongong.

School members contribute to the profession through leadership positions, membership on editorial boards, conference program and organising committees, grant review, PhD examinations, and many other related activities. Psychology academics are well represented at the highest level in Australian and overseas learned and professional bodies including six fellows of the Academy of Social Sciences in Australia (Gallois, Geffen, Mattingley, Pachana, Peterson, Sanderson); seven fellows of the Australian Psychological Society (Geffen, Halford, Hanrahan, Harnett, Kenardy, Oei, Pachana, Sanders), and four fellows of the International Association for Psychological Science (Humphreys, Slaughter, Suddendorf, von Hippel).

5.6 Engagement with the Community

The School engages with the community through its research programs, services (including the clinics), voluntary schemes, courses, seminars, workshops, and media appearances. These are too numerous to describe in detail but here are some examples:

- The Triple P (Positive Parenting Program), originating from our School, is currently in use across 26 countries with an estimated 7 million families participating. Triple P is continually being adapted to address the practical needs of the community, such as helping parents of children with disability or chronic illness, Indigenous parents, and parents of children who are overweight or obese.
- The Geriatric Anxiety Inventory (GAI) was designed by Professor Nancy Pachana in collaboration with Professor Gerard Byrne from the UQ School of Medicine. It is in use across Australia and overseas, including within the US Department of Veteran's Affairs health care system, and has been translated into more than twenty languages.
- The Parents Under Pressure (PuP) program, co-developed by Dr Paul Harnett from UQ Psychology and Professor Sharon Dawe from Griffith University, is being implemented across Australia and trialled across sites in the UK by the National Society for Protection for Children. It is aimed at improving family functioning and reducing child abuse in high risk families with children under 8 years of age. It has also been successfully adapted for use with Indigenous families.
- The Queensland Centre for Mothers and Babies (QCMB), a major initiative funded by Queensland Health, is a resource hub for maternity care. Developed by members of the School, QCMB websites offer decision aids and information sheets to assist families all over Queensland to optimise their pregnancy and birth experiences.
- A team from our School worked with the Department of Foreign Affairs and Trade (DFAT) researching Australians' reporting of their lost and stolen passports. The outcomes helped DFAT make the case to the Commonwealth government

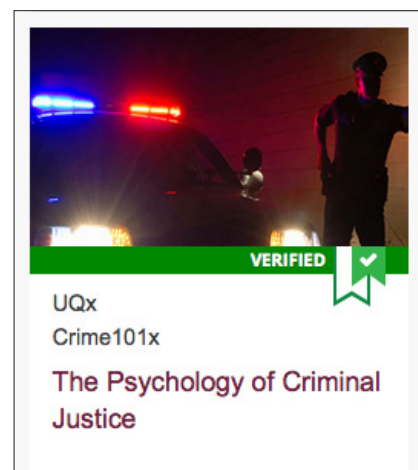
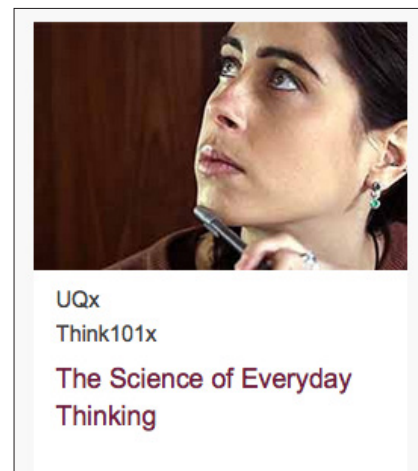


Figure 5.2 UQ Psychology MOOCs Offered on the edX Platform

that the the fine for lost and stolen passports should be removed and an attendant change in legislation is being developed for consideration by Government.

Other School-led research with positive community impact includes a video-based hazard perception test, sponsored by Queensland Transport and developed by Associate Professor Mark Horswill, which has been an element of new driver licensing since 2008 throughout Queensland; a new patient observation chart, associated with a 17% reduction in mortality, now introduced into most Queensland hospitals, developed by Associate Professor Mark Horswill and funded through the Australian Commission on Safety and Quality in Health Care and Queensland Health; and a suite of materials called SenseAbility, designed by Dr Jeanie Sheffield to build resilience in adolescents, supported by *Beyondblue*, with 1900 kits distributed throughout Australia to date.

A more recent program that will impact the lives of many is the REaDY (Resilience of Adults Every Day) program launched in 2014, currently under trial with congenital heart disease patients in the Psychology Department at Prince Charles Hospital and delivered by Professor Kenneth Pakenham.

In addition to the above, School staff are involved in a range of community-centred projects, often in collaboration with government or charitable bodies,

reflecting their areas of expertise. Examples of these include: disaster recovery (such as following the Queensland floods, the NSW bushfires and the New Zealand earthquakes) involving collaborations with governments, *Beyondblue* and Mater Kids in Mind, amongst others (Dr Vanessa Cobham); applied research into mental illness undertaken in collaboration with organisations such as the Salvation Army, Reclink, Headspace, the Toowong Private Hospital and Redcliffe Hospital (Dr Tegan Cruwys); IGNITE gifted education program for primary school students (Associate Professor Ross Cunningham); workshops on couple and family issues in conjunction with Relationships Australia (Qld) (Professor Kim Halford); mindfulness and resilience workshops delivered to volunteers working in a community-based organisation in Centrecare and Multiple Sclerosis Qld (Professor Kenneth Pakenham); and in-service training to nursing staff on behalf of organisations such as BlueCare and Princess Alexandra Hospital (PAH) (Associate Professor Judith Murray).

The 2008 review commended the School for its award-winning workshops on factors affecting Indigenous Australians. This focus has continued with members of the School working to improve access to psychology for Indigenous peoples through involvement in the Australian Indigenous Psychology Education Project (AIPEP), led by APS and funded by the Office of Learning and Teaching. Other specifically Indigenous focused activities include supporting Indigenous Family Support Workers across Queensland to use a specialist Triple P program (through an ARC funded collaboration with the Queensland Aboriginal and Torres Strait Islander Child Protection Peak); participation in the Solid Pathways program for Indigenous school students; and through the Sport and Exercise Psychology stream of the MAppPsych, running team-building and personal development sessions for the Indigenous Youth Sports Program and at the Murri School (the Aboriginal and Islander Independent Community School).

As described in Chapter 3.9, the School has offered two MOOCs on the edX platform. Over the last three years, massive open online courses (MOOCs) have exploded. *Think101x: The Science of Everyday Thinking* had more than 93,000 students from every country in the world enrolled and *Crime101x: The Psychology of Criminal Justice* attracted more than 17,000 enrolments from 179 countries. These courses are rated among the best and most popular courses worldwide. *Think101x* is the third largest course on the entire edX platform next to Harvard and MIT, and the course videos have been viewed more than 1.2 million times resulting in 5.4 million minutes (more than a decade) viewed collectively.

In these and other community engagement initiatives, staff ensure that their work is presented to the wider community at every opportunity. This includes free public lectures, community workshops, invited presentations to community groups, and television, radio, and media appearances. Honours received by staff include Emeritus Professor Gina Geffen, Member of the Order of Australia, General Division, and Professor Matt Sanders, 2007 Queenslander of the year.

The School's website, newsletter and social media presence provide a public face for those who are interested in engaging with the School. The home page <www.psy.uq.edu.au> consists of dynamic content featuring information about researchers, courses on offer, research projects and demonstrations, School seminars, workshops, as well as news, events, videos and publications.

The School newsletter is published twice a year and distributed via email and on the School website (see the latest issue at www.psy.uq.edu.au/activity/newsletters/2015/1/). It is aimed at a broad audience, including alumni, industry and government, the community as well as staff and students, and is sent to around 6,000 subscribers. Each issue profiles current research, teaching innovations, alumni, staff and student achievements, and general School news.

Social media allows the School to profile its activities in a more immediate and informal way. Facebook and Twitter are useful for promoting media coverage of research findings, awards won by staff and students, opinion pieces, calls for research participants, and light-hearted stories that promote an identity of belonging. Efforts are being made to involve students and alumni in contributing to the School's social media presence, in order to ensure that the content is relevant to our target demographics.

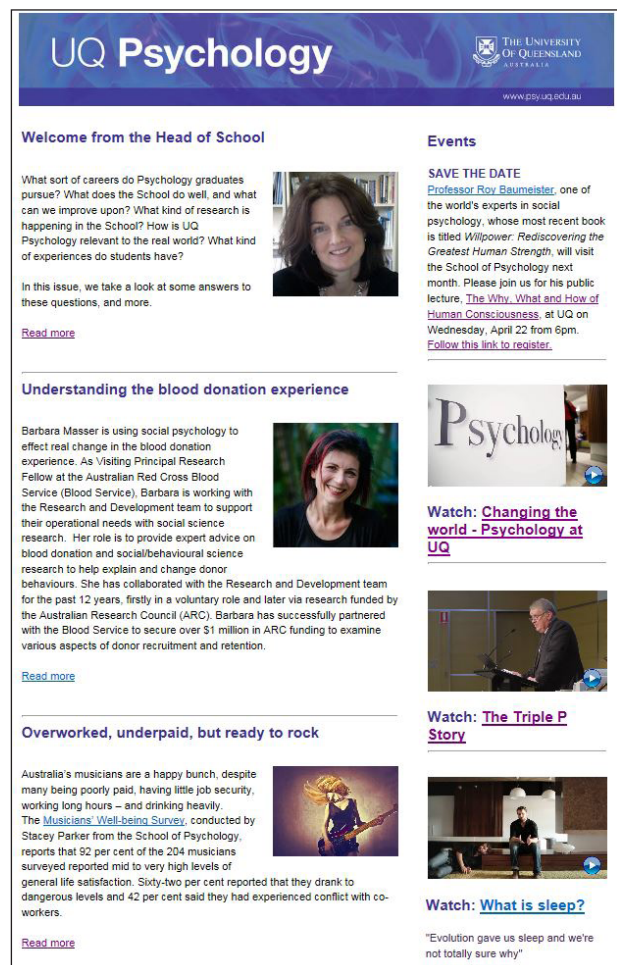


Figure 5.3 School Newsletter Sample

5.7 Engagement with Industry and Government

Members of the School hold current ARC Linkage grants with the Australian Maritime Safety Authority, Relationships Australia, Aftercare, Australian Federal Police, and Safe Work Australia, and contribute to other Linkage grants working with The Federal Court and IP Australia, among others. These grants reflect long-standing and deep relationships with these industry and government bodies. Other recent research collaborations have been undertaken with or funded by the Salvation Army, the Australian Red Cross Blood Service, Queensland Health, Alzheimer's Australia, Cerebral Palsy Alliance, the Reserve Bank of Australia, the Australian Commission on Safety and Quality in Health Care, NICTA, CSIRO, the Department of Foreign Affairs and Trade (DFAT), and the Department of Health and Ageing.

These research partnerships address a range of practical issues including increasing blood donorship; evaluating social skills training for children with autism; how cochlear implants impact children's development; optimal safety practices for the maritime industry; transition to a national online passport application system; social perception in older adults; age discrimination; counterfeit detection; family mediation; parenting interventions for children with diabetes; web-based support for children with cerebral palsy; human factors in patient chart designs to improve safety and quality in health care; development of a long-term strategy to enable the Australian aviation system to manage a projected doubling of traffic; forensic reasoning for pattern matching (such as fingerprints and medical scans), and courtroom security and technology.

Another significant area of industry and government engagement is PGCW student externships in organisations. Our students complete around 120 placements each year, with each placement accounting for approximately 250 hours. In 2014, postgraduate students from our School contributed over 60,000 hours of their time to host organisations including Airservices Australia, Alzheimer's Australia, Artius Health Services, Assure, Aurizon, the Australian Taxation Office, Boystown Psychology Service, Bravehearts, CSIRO, DrugArm, Epilepsy Queensland, Kids Helpline, Multiple Sclerosis Society, Qantaslink, Relationships Australia, Vision Australia, as well as hospitals, clinics, schools, disability organisations, aged care facilities, recruitment and consulting agencies, student counselling services and community health centres, both in Queensland and interstate.

A large proportion of placement organisations provide in-house supervision by qualified and endorsed psychologists, and the School recognises the contributions of these practitioners to the training of future professionals through recognition certificates, thank-you events and supervisor awards. A number of supervisors have also been granted Adjunct appointments in the School, and some have been invited to teach into our programs.

Like their community work, staff are regularly sought after or seek to contribute to relevant government initiatives. In recent years this has included membership of the Families and Children Expert Panel Steering Committee (Australian Department of Social Services); contribution to the development of the Junior Sport Framework (Australian Sports Commission); presentation of workshops for the Anti-Discrimination Commission Queensland; co-authorship of the NHMRC approved National Stroke Guidelines and Posttraumatic Stress Disorder Guidelines; production of a multidisciplinary training program for spiritual care in palliative care (Australian Department of Health and Ageing); report for DFAT on Australians' care of their passports; research agreement to test whether cognitive work analysis methods would help defence analysts forecast the impact of revolutionary technology (Defence Science and Technology Organisation); development of a leadership development course for allied health professionals (Queensland Health); and board membership on the Australian Psychology Accreditation Council, amongst others.

While the School's external engagement is prolific, we recognise that better tracking and coordination of activities will allow a more strategic approach to fostering relationships with industry partners and placement organisations. This will be facilitated by the appointment of an Alumni and Industry Engagement Coordinator, and together, these initiatives should assist in realising our strategic goals to diversify income sources, expand training places, and raise the profile of the School.

5.8 Strategic Plan 2015–2018

To increase our School's engagement with stakeholders over the next 4 years, we plan to:

- ***Appoint an Alumni and Industry Engagement Officer to implement the School's engagement priorities***

This position will be filled in the first half of 2015.

- ***Improve understanding of graduate destinations for all types of graduates***

Building on the positive reception of our School newsletter and our initial alumni survey, we aim to conduct further surveys of alumni to track their career trajectories more closely. This information will then inform development of marketing information, provide advice to students re career paths, and as input to decisions about fee-setting.

- ***Enhance communication of School's work***

We are doing this via our newsletter, working with the Faculty's media office, and working with students to effectively use social media.

- ***Maintain connections with and support for Psychology Students' Association***

We recently allocated office space to the PSA, despite our dire lack of office space. We are also committed to providing financial and material support for PSA initiatives that we see as enhancing the student experience.

6

School of Psychology Strategic Plan 2015–2018

The School's current Strategic Plan aligns with that of the University (see www.uq.edu.au/about/docs/strategicplan/StrategicPlan2014.pdf). We have prioritised enhancing the Psychology student experience, growing research capacity by supporting junior staff and seeking new sources of research funding, and building engagement networks with alumni, industry and the community. This plan for the next four years has been contextualised and elaborated in each of the previous chapters and is presented in table form below.

Learning Priority		How to achieve
Improve undergraduate student advising in order to enhance the student experience and reinforce the value of studying undergraduate psychology		<ul style="list-style-type: none"> • Adopt Blackboard Analytics for certain BPsySc courses, prioritising first year, in order to identify at-risk students, and intervene as appropriate • Explore options for one-to-one advising for first year BPsySc students • Work with the PSA to develop peer mentoring scheme for all new undergraduate students • Improve communication to students regarding work experience opportunities, overseas exchanges and possible career paths after graduation
Ensure currency and relevance of teaching in terms of content and structure of curriculum		<ul style="list-style-type: none"> • Review the undergraduate curriculum with a view to improving its efficiency and effectiveness • Review the postgraduate curriculum
Enhance opportunities for students to have an international experience during their studies		<ul style="list-style-type: none"> • Develop mechanisms to better enable BPsySc students to go overseas during their degree, such as information exchange sessions for students • Increase communications about the School's international activities
Improve student equity and access to the study of and progression through psychology		<ul style="list-style-type: none"> • Explore mechanisms for recruiting and supporting students from under-represented groups at both undergraduate and postgraduate levels • Support the PSA to introduce a textbook loan scheme for disadvantaged students
Enhance collaborations among programs at postgraduate level		<ul style="list-style-type: none"> • Increase coordination of postgraduate programs to enhance professional identity while maintaining individual identities • Explore inter-professional training within the School and across the Faculty
Consider introducing non-accredited postgraduate training options		<ul style="list-style-type: none"> • Explore options for a master's degree in Business Psychology to complement the Masters in Organisational Psychology • Continue to support the current suite of programs
Discovery Priority		How to achieve
Increase research and commercialisation income from NHMRC and other funding sources		<ul style="list-style-type: none"> • Develop a strategy for targeting NHMRC grants • Work with Faculty Research Office, UniQuest and other parts of UQ to improve staff understanding of funding sources and opportunities, and to ensure they understand what Psychology staff do • Nurture our existing industry relationships and explore new opportunities
Explore options for an ARC Centre of Excellence bid		<ul style="list-style-type: none"> • Consider which area/s would lend themselves to a Psychology-led bid for 2016
Invest in research capacity to support academic staff A-C and build their research performance		<ul style="list-style-type: none"> • Offer new staff more generous start-up funds • Allocate a budget to Research Committee to use for research support, such as seed grants • Provide additional funding support to early-career researchers • Encourage staff to use their strategic funds to leverage other funds, such as from industry • Keep a record of software available in the School or centrally

Discovery <i>Priority</i>		<i>How to achieve</i>
Provide research mentoring for new and early-career academics to support the development of high quality research performance		<ul style="list-style-type: none"> Revitalise mentoring scheme for new academics Provide strong mentoring for early-career researchers, especially regarding external funding
Attract more high quality RHD students, particularly from overseas		<ul style="list-style-type: none"> Investigate options for joint PhD programs with international institutions, eg via the Erasmus Mundus scheme, summer and winter schools Lobby for faster and more efficient admissions
Engage RHD alumni in order to maintain positive connections and awareness of outcomes		<ul style="list-style-type: none"> Keep track of the career destinations of our research student alumni, including those with a non-academic career trajectory
Engagement <i>Priority</i>		<i>How to achieve</i>
Appoint an Alumni and Industry Engagement Coordinator to implement the School's engagement priorities		<p>Recruit staff member to:</p> <ul style="list-style-type: none"> Establish mechanisms to keep track of and maintain contact with alumni Foster relationships with industry partners, including research collaborators, placement organisations and supervisors, employers and work experience organisations Contribute to raising the profile of the School's work Support fundraising efforts and leverage Faculty- and University-level resources and expertise
Improve understanding of graduate destinations for all types of graduates		<ul style="list-style-type: none"> Conduct survey of alumni to ascertain career trajectories at all levels Use findings to inform marketing information, provide advice to students re career paths, and as input to decisions about fee-setting
Enhance communication of School's work		<ul style="list-style-type: none"> Appoint academic to oversee communication strategy, with input to social media content from student representatives
Maintain connections with and support for Psychology Students' Association		<ul style="list-style-type: none"> Explore possibility of allocating office space to the PSA Support the PSA's student engagement activities
People and Culture <i>Priority</i>		<i>How to achieve</i>
Provide mentoring for new staff		<ul style="list-style-type: none"> Revitalise mentoring program for new academic staff by senior colleagues
Improve internal communication and awareness of who belongs to the School community		<ul style="list-style-type: none"> Provide opportunities for informal social gatherings after all-staff meetings Produce annual update of who is who in the School, including postgraduate students

7

Academic and Research Fellow Staff Profiles



DEREK ARNOLD – ASSOCIATE PROFESSOR

PhD (Macquarie)

ARC Future Fellow

Derek joined UQ in 2006 having undertaken research positions at the University of Sydney and University College London. He was awarded an ARC Future Fellowship in 2014. His research is primarily concerned with links between neural processing and conscious perceptual experience, with specific interests in human time perception, cross modal perception, and perceptual rivalry. Further information on Derek's research is available at www2.psy.uq.edu.au/~uqdarnol/ or www.psy.uq.edu.au/directory/index.html?id=1027#.

- ❖ Johnston, A., Arnold, D.H. & Nishida, S. (2006). Spatially localised distortions of perceived duration. *Current Biology*, 16, 472 - 479.
- ❖ Arnold, D.H., & Johnston, A. (2003). Motion induced spatial conflict. *Nature*, 425, 181 - 184.
- ❖ Arnold, D.H., Clifford, C.W.G., & Wenderoth, P. (2001). Asynchronous processing in vision: Color leads motion. *Current Biology*, 11, 596 - 600.



STEFANIE BECKER – SENIOR LECTURER

PhD (Bielefeld, Germany)

Following completion of her PhD in Germany, Stefanie joined UQ in 2007, and held an ARC postdoctoral fellowship from 2011 to 2014. Her research focus is in cognitive and experimental psychology, with a focus on visual selective attention. She employs a variety of methods to unravel the factors that guide attention including eye tracking, EEG and brain imaging and in 2014 was the recipient of a UQ Foundation Research Excellence Award. Further information on Stefanie's research is available at www.psy.uq.edu.au/directory/index.html?id=1297#.

- ❖ Becker, S.I., Folk, C.L., & Remington, R.W. (2013). Attentional capture does not depend on feature similarity, but on target-nontarget relations. *Psychological Science*, 24, 76-92.
- ❖ Bayliss, A.P., Murphy, E. Naughtin, C.K., Kritikos, A., Schilbach, L., & Becker, S.I. (2013). 'Gaze leading': Initiating simulated joint attention influences eye movements and choice behaviour. *Journal of Experimental Psychology: General*, 142, 76-92.
- ❖ Becker, S.I. (2010). The role of target-distractor relationships in guiding attention and the eyes in visual search. *Journal of Experimental Psychology: General*, 139, 247-265.



JENNIFER BURT – ASSOCIATE PROFESSOR

PhD (UNSW)

Jenny obtained her PhD in animal learning, and worked briefly at the University of Adelaide before joining UQ as a Senior Tutor in Psychology, obtaining a lectureship at UQ in 1992. Her research focus lies in cognition and language, including visual word recognition, spelling and literacy in adults, attention and memory, especially as they relate to visual word processing, and applications of cognitive psychology to education. Further information on Jenny's research is available at www.psy.uq.edu.au/directory/index.html?id=5#.

- ❖ Burt, J. S. (2006). What is orthographic processing skill and how does it relate to word identification in reading? *Journal of Research in Reading*, 29(4), 1-18.
- ❖ Burt, J. S. (2002). Why do non-color words interfere with color naming? *Journal of Experimental Psychology: Human Perception and Performance*, 28, 1019-1038.
- ❖ Burt, J. S., & Tate, H. (2002). Does a reading lexicon provide orthographic representations for spelling? *Journal of Memory and Language*, 46, 518-543.



VANESSA COBHAM – SENIOR LECTURER (0.4)

PhD (UQ)

Vanessa has been associated with UQ since 2000 and is also a Principal Research Fellow at the Mater Research Institute and a Senior Clinical Psychologist within the Child and Youth Mental Health Service (CYMHS). At the Mater RI, Vanessa oversees the QF2011 Flood study, a longitudinal study of women who were pregnant during the 2011 Queensland floods, and their babies (funded through the Canadian Institute of Health Research). Her research foci include child and adolescent psychopathology (particularly anxiety disorders and posttraumatic mental health problems); the impact of natural disasters on children, adolescents and families; and the impact of disaster-related post-natal maternal stress on children's development. Further information on Vanessa's research is available at www.psy.uq.edu.au/directory/index.html?id=509#.

- ❖ Cobham, V.E. and Mcdermott, B. (2014) Perceived parenting change and child posttraumatic stress following a natural disaster. *Journal of Child and Adolescent Psychopharmacology*, 24(1), 18-23.
- ❖ Scheeringa, M. S., Cobham, V. E. and Mcdermott, B. (2014) Policy and administrative issues for large-scale clinical interventions following disasters. *Journal of Child and Adolescent Psychopharmacology*, 24(1), 39-46.
- ❖ Cobham, V.E. (2012). Do Anxiety-disordered children need to come into the clinic for efficacious treatment? *Journal of Consulting and Clinical Psychology*, 80(3), 465-476.



TEGAN CRUWYS – LECTURER

PhD (ANU)

Tegan joined UQ in 2012 following completion of her PhD at ANU. Her research investigates how social relationships shape mental and physical health; work that is at the intersection of social, clinical and health psychology. She is a registered clinical psychologist and teaches into the postgraduate professional psychology programs. Further information on Tegan's research interests is available at www.psy.uq.edu.au/directory/index.html?id=2131#.

- ❖ Cruwys, T., Bevelander, K. E. & Hermans, R.C.J. (2015) Social modeling of eating: A review of when and why social influence affects food intake and choice. *Appetite*, 86, 3-18.
- ❖ Cruwys, T., Haslam, S. A., Dingle, G. A., Haslam, C. & Jetten, J. (2014). Depression and social identity: An integrative review. *Personality and Social Psychology Review*, 18(3), 215-238.
- ❖ Cruwys, T., Dingle, G. A., Haslam, C., Haslam, S. A., Jetten, J. & Morton, T. A. (2013). Social group memberships protect against future depression, alleviate depression symptoms and prevent depression relapse. *Social Science and Medicine*, 98, 179-186.



ROSS CUNNINGTON– ASSOCIATE PROFESSOR (0.5)

PhD (Monash)

Joint position with the Queensland Brain Institute

Ross established his laboratory at UQ in 2007 following positions at the Howard Florey Institute in Melbourne and the University of Vienna and holds a joint position as a Principal Research Fellow with the Qld Brain Institute. His research group focuses on the brain processes involved in the planning and preparation for action and in the perception and imitation of others' actions. Further information on Ross's research is available at www.psy.uq.edu.au/directory/index.html?id=1163.

- ❖ Nguyen VT, Breakspear M, Cunnington R. (2014). Reciprocal Interactions of the SMA and Cingulate Cortex Sustain Premovement Activity for Voluntary Actions. *Journal of Neuroscience*, 34, 16397-16407.
- ❖ Molenberghs P, Cunnington R, and Mattingley JB. (2012). Brain regions with mirror properties: a meta-analysis of 125 human fMRI studies. *Neuroscience and Biobehavioral Reviews*, 36, 341-349.
- ❖ Chong TT-J, Cunnington R, Williams MA, Kanwisher N, and Mattingley JB. (2008). fMRI adaptation reveals mirror neurons in human inferior parietal cortex. *Current Biology*, 18, 1576-1580.



GENEVIEVE DINGLE – LECTURER

PhD (UQ)

Genevieve is a practicing clinical psychologist and has worked for over a decade as a clinical psychologist in hospital and private practice settings. She currently lectures in clinical psychology in the School and is an affiliate lecturer with the Centre for Youth Substance Abuse, UQ. Her research is focused on social and emotional theories and interventions for emotional disorders and substance misuse. She also researches music psychology theories and how they can be applied in therapeutic ways. Further information on Genevieve's research is available at www.psy.uq.edu.au/directory/index.html?id=1146.

- ❖ Dingle, G. A., Stark, C., Cruwys, T. & Best, D. (2014) Breaking good: breaking ties with social groups may be good for recovery from substance misuse. *British Journal of Social Psychology*, (in press).
- ❖ Cruwys, T., Haslam, S. A., Dingle, G. A., Haslam, C., & Jetten, J. (2014). Depression and social identity: An integrative review. *Personality and Social Psychology Review*, 18(3), 215–238.
- ❖ Dingle, GA., & Oei, TPS. (1997). Is Alcohol a cofactor of HIV and AIDS? Evidence from immunological and behavioral studies. *Psychological Bulletin*, 122 (1), 56-71.



PAUL DUX – ASSOCIATE PROFESSOR

PhD (Macquarie)

ARC Future Fellow

Paul is a psychologist and neuroscientist who undertook a postdoctoral fellowship at Vanderbilt University in the US on completion of his PhD. He joined the School in 2009 and is currently an ARC Future Fellow. Paul leads a group that uses cutting edge techniques to study the cognitive and neural underpinnings of human information-processing capacity limitations in health and disease. Specific interests are the mechanisms of attention, learning, theory of mind and the efficacy of cognitive training and how it changes the brain to improve performance. He also conducts research on the applications of psychology and neuroscience to education. He has published widely, received several early career research awards and attracted funding from both the ARC and NHMRC. Further information on Paul's research is available at www.psy.uq.edu.au/directory/index.html?id=1484.

- ❖ Filmer, H. L., Mattingley, J. B., Marois, R., & Dux, P. E. (2013). Disrupting prefrontal cortex prevent performance gains from sensory-motor training. *Journal of Neuroscience*, 33, 18654-18660.
- ❖ Schneider, D., Lam, R., Bayliss, A. P., & Dux, P. E. (2012). Cognitive load disrupts implicit theory of mind processing. *Psychological Science*, 23, 842-847.
- ❖ Dux, P. E., Tombu, M. N., Harrison, S., Rogers, B. P., Tong, F., & Marois, R. (2009). Training improves multitasking performance by increasing the speed of information processing in human prefrontal cortex. *Neuron*, 63, 127-138.



CINDY GALLOIS – EMERITUS PROFESSOR

PhD (Florida)

Cindy has been with UQ since 1979 and has been a professor since 1996. She was the founding director of the former Social and Behavioural Sciences (SBS) Faculty Centre for Social Research in Communication. She has held several University executive positions, including serving as President of the Academic Board (1998 to 2000), Associate Dean (Research) (2003-2007, also Deputy Executive Dean 2006-7), and Acting Executive Dean (2008-2009) in SBS. Cindy's areas of research interest include health communication and health psychology. She is a Fellow of several prestigious international and Australian Academies. For further information see <https://www.psy.uq.edu.au/directory/index.html?id=13#>.

- ❖ Hewett, G.G., Watson, B.M., & Gallois, C. (2015). Communication between hospital doctors: Underaccommodation and interpretability. *Language and Communication*, 41, 71-83.
- ❖ Cretchley, J., Gallois, C., Chenery, H., & Smith, A. (2010). Conversations between carers and people with schizophrenia: A qualitative analysis using Leximancer. *Qualitative Health Research*, 20(12), 1611-1628. DOI: 10.1177/1049732310378297
- ❖ Hewett, D.G., Watson, B.M., Gallois, C., Ward, M., & Leggett, B. A. (2009). Intergroup communication between hospital doctors: Implications for quality of patient care. *Social Science & Medicine*, 69, 1732-1740. doi:10.1016/j.socscimed.2009.09.048.



GINA GEFFEN – EMERITUS PROFESSOR, AM

PhD (Monash), DSc hon (Flinders)

Gina joined the School as Professor in 1991 and was Director of the Cognitive Psychophysiology Laboratory until her retirement in 2007. She trained at Oxford and Monash Universities and became Professor of Neuropsychology at Flinders University. She is now in private practice as Psychology Director of the Brisbane Pain Rehabilitation Service where she supervises clinical externships. She is the recipient of numerous national and international awards and fellowships including those of the International Neuropsychological Society; Order of Australia; FASSA, FAPS, and ASSBI. She has held office in many national organisations including the Psychology Board of Queensland and of Australia. Further information on her research is available at www.psy.uq.edu.au/directory/index.html?id=14.

- ❖ Dougan, B.K., Horswill, M.S., & Geffen, G.M. (2014). Do injury characteristics predict the severity of acute neuropsychological deficits following sports-related concussion? A meta-analysis. *Journal of the International Neuropsychological Society*, 20(1), 81-87.
- ❖ Medland, S.E., Duffy, D.L., Wright, M.J., Geffen, G.M., et al. (2009). Genetic influences on handedness: Data from 25,732 Australian and Dutch twin families. *Neuropsychologia*, 47(2), 330-337.
- ❖ Wright, M.J., Luciano, M., Hansell, N.K., Montgomery, G.W., Geffen, G.M., and Martin, N.G. (2008). QTLs identified for P3 amplitude in a non-clinical sample: importance of neurodevelopmental and neurotransmitter genes. *Biological Psychiatry*, 63(9), 864-873.



PHILIP GROVE – SENIOR LECTURER

PhD (York, Toronto)

Director of the Centre for Perception and Cognitive Neuroscience (CPCN)

Philip joined UQ in 2006 having held positions at the UNSW and a visiting professorship at Tohoku Gakuin University in Japan. He conducts psychophysical experiments on human space perception including stereoscopic vision and how inputs from different senses, such as vision and audition, are coordinated and our movements perceived. Further information on Philip's research is available at www.psy.uq.edu.au/directory/index.html?id=1118#.

- ❖ Kawachi, Y., Grove, P.M. & Sakurai, K. (2014). A single auditory tone alters the perception of multiple visual events, *Journal of Vision*, 14(8), 16, 1-13.
- ❖ Finlayson, N.J., Remington, R.W., Retell, J.D. & Grove, P.M. (2013) "Segmentation by depth does not always facilitate visual search". *Journal of Vision*, 13(8), 11, 1-14.
- ❖ Grove, P.M. & Ono, H. (2012) Horizontal/vertical differences in range and upper/lower visual field differences in the midpoints of sensory fusion limits of oriented lines. *Perception*, 41, 939-949.



KIM HALFORD – PROFESSOR

PhD (La Trobe)

Deputy Head of School (Research & Research Training)

Kim joined the School of Psychology at UQ in 2009 as Professor of Clinical Psychology and served as Director of Clinical Training from 2009 to 2012 inclusive. Previously he was Professor of Clinical Psychology at Griffith University (1995-2008) and before that held a conjoint appointment as Chief Psychologist of the Royal Brisbane Hospital and Reader in Clinical Psychology at UQ (1991-1994). He is a practicing clinical psychologist, clinical teacher and active researcher having published five books and over 160 research articles. His specialist area of expertise is couple relationships, especially developing and evaluating innovative interventions; he also has an interest in cross-cultural issues in family psychology. Further information on Kim's research is available at www.psy.uq.edu.au/directory/index.html?id=1477#.

- ❖ Hiew, D. N., Halford, W. K., van de Vijver, F. J. R. & Liu, S. (in press). The Chinese-Western Intercultural Couple Standards Scale. *Psychological Assessment*.
- ❖ Halford, W. K., & Bodenman, G. (2013). Effects of relationship education on maintenance of couple relationship satisfaction. *Clinical Psychology Review*, 33(4), 515-525.
- ❖ Petch, J., Halford, W. K., Creedy, D. K., & Gamble, J. (2012). A randomised controlled trial of a couple relationship and co-parenting program (Couple CARE for Parents) for high- and low-risk new parents. *Journal of Consulting and Clinical Psychology*, 80 (4), 662-673.



STEPHANIE HANRAHAN – ASSOCIATE PROFESSOR (0.3)

PhD (UWA)

Joint position with School of Human Movement & Nutrition Sciences

Stephanie joined UQ in 1990 and holds a joint appointment with the School of Human Movement and Nutrition Sciences. She is a registered psychologist with research interests in psychological skills training for special populations and positive youth development through sport. Further information on Stephanie's research is available at www.psy.uq.edu.au/directory/index.html?id=16#.

- ❖ Baranoff, J., Hanrahan, S., Kapur, D., & Connor, J. (2014). Validation of the Chronic Pain Acceptance Questionnaire-8 in an Australian pain clinic sample. *International Journal of Behavioral Medicine*, 21, 177-185.
- ❖ Schinke, R., & Hanrahan, S. J. (2012). *Sport for development, peace, and social justice*. Morgantown, WV: Fitness Information Technology.
- ❖ Hanrahan, S. J., & Andersen, M. B. (2010). *The Routledge Handbook of Applied Sport Psychology: A comprehensive guide for students and practitioners*. London: Routledge.



PAUL HARNETT – SENIOR LECTURER

PhD (Griffith)

Paul worked in London for several years as a clinical psychologist in the fields of child protection and juvenile justice. After moving to Australia he continued to work for several years in these fields before moving into a research position. He joined UQ in 2003. His major research area is child protection and includes the development of a parenting program for multi-problem families, Parents Under Pressure (PUP) program. Further information on Paul's research is available at www.psy.uq.edu.au/directory/index.html?id=53#.

- ❖ Harnett, P. H., Dawe, S., & Russell, M. (2014). An investigation of the needs of grandparents who are raising grandchildren. *Child and Family Social Work*, 19(4), 411-420.
- ❖ Harnett, Paul H., Lynch, Samantha J., Gullo, Matthew, Dawe, Sharon and Loxton, Natalie (2013). Personality, cognition and hazardous drinking: support for the 2-Component Approach to Reinforcing Substances Model. *Addictive Behaviors*, 38(12), 2945-2948.
- ❖ Harnett, P. H., & Dawe, S. (2012). The contribution of mindfulness-based therapies for children and families and proposed conceptual integration. *Child and Adolescent Mental Health*, 17(4), 195-208.



ALEX HASLAM – PROFESSOR

PhD (Macquarie)

ARC Laureate Fellow

Alex has been with the School since 2012 following positions at universities in Australia and overseas. His research focuses on the study of group and identity processes in organisational, social, and clinical contexts. Together with colleagues, he has written and edited 11 books and published over 170 peer-reviewed articles on these topics. He has won several international teaching awards and the EASP's Lewin Medal. His work on the Glass Cliff was identified by the *New York Times* as one of the 'Best 100 Ideas' of 2008, and in 2013 his co-authored book *The New Psychology of Leadership* won the ILA's Outstanding Leadership Book Award. He is a Fellow of CIAR (and co-director of its Social Interactions, Identity and Well-being Program) and APS, and on the editorial board of 10 international journals including *Scientific American Mind* for which he writes regularly. Further information on Alex's research is available at www.psy.uq.edu.au/directory/index.html?id=2129#.

- ❖ Haslam, S. A., & McGarty, C. (2014). *Research Methods and Statistics in Psychology (2nd Ed.)* London and Thousand Oaks, CA: Sage.
- ❖ Haslam, S. A., Reicher, S. D. & Platow, M. J. (2011). *The New Psychology of Leadership: Identity, influence and power*. New York and Hove: Psychology Press.
- ❖ Haslam, S. A., Jetten, J., Postmes, T., & Haslam, C. (2009). Social identity, health and well-being: An emerging agenda for applied psychology. *Applied Psychology: An International Review*, 58, 1-23.



CATHERINE HASLAM – PROFESSOR

PhD (ANU)

Director of Centre for Health Outcomes, Innovation & Clinical Education (CHOICE)

Catherine had experience in both the clinical and academic fields of clinical psychology, in Australia and the UK, before joining the School in 2012. Her research focuses on the cognitive and social consequences of trauma and disease in neurological populations and more recently has investigated identity-cognition relationships in aging. Further information on Catherine's research is available at www.psy.uq.edu.au/directory/index.html?id=2124#.

- ❖ Haslam, Catherine, Cruwys, Tegan and Haslam, S. Alexander (2014) "The we's have it": Evidence for the distinctive benefits of group engagement in enhancing cognitive health in aging. *Social Science and Medicine*, 120, 57-66.
- ❖ Jetten, J., Haslam, C., & Haslam S. A. (Eds.) (2012). *The social cure: Identity, health and well-being*. London: Psychology Press.
- ❖ Haslam, C., Haslam, S.A., Jetten, J., Bevins, A., Ravenscroft, S., & Tonks, J. (2010). The social treatment: Benefits of group reminiscence and group activity for the cognitive performance and well-being of older adults in residential care. *Psychology and Aging*, 25, 157-167.



JULIE HENRY – ASSOCIATE PROFESSOR

PhD (Aberdeen)

Australian Research Fellow

Julie joined the School in 2011. Her research focuses primarily on understanding the consequences of ageing for cognition and emotion. This area of research informs both the theoretical understanding of the neuropsychology of old age, and addresses social issues at the heart of maintaining quality of life in an ageing population. She is also broadly interested in the effects of neurodegenerative and psychiatric disease on cognition and emotion, in particular dementia and schizophrenia. Further information on Julie's research is available at www.psy.uq.edu.au/directory/index.html?id=1885#.

- ❖ Lyons, A., Henry, J. D., Rendell, P. G., Corballis, M. & Suddendorf, T. (in press). Episodic foresight and aging. *Psychology and Aging*.
- ❖ Henry, J. D., Phillips, L. H., Ruffman, T. & Bailey, P. E. (2013). A meta-analytic review of age differences in theory of mind. *Psychology and Aging*, 28, 826-839.
- ❖ Henry, J. D., MacLeod, M., Phillips, L. H., & Crawford, J. R. (2004). A metaanalytic review of prospective memory and aging. *Psychology and Aging*, 19, 27-39.



MATTHEW HORNSEY – PROFESSOR

PhD (UQ)

Matthew has been with the School since 2000 and has won several awards for teaching including in 2010, an AAUT citation for teaching excellence. Matthew's research interests are in examining intragroup and intergroup relations in the context of identity threat and response to criticism. Further information on Matthew's research is available at www.psy.uq.edu.au/directory/index.html?id=43.

- ❖ Bastian, B., Jetten, J., Hornsey, M. J., & Leknes, S. (in press). The positive consequences of pain: A biopsychosocial approach. *Personality and Social Psychology Review*.
- ❖ Jetten, J., & Hornsey, M. J. (2014). Deviance and dissent within groups. *Annual Review of Psychology*, 65, 461–485.
- ❖ Hornsey, M.J., & Wohl, M. J. A. (2013). We are sorry: Intergroup apologies and their tenuous link with intergroup forgiveness. *European Review of Social Psychology*, 24, 1-31.



MARK HORSWILL – ASSOCIATE PROFESSOR

PhD (Reading), CertFPS (Reading)

Chair, Equipment and IT Committee

Mark joined the School in 2002. His current research interests include hazard perception in driving; human factors in patient chart design; and skill in training and surgery. Several of these have had community impact such as the video-based hazard perception test for Queensland Transport and the patient observation chart recommended for use in Qld hospitals in 2010. In 2008 Mark won the Innovation Excellence Award in the former Faculty of SBS and has also received awards for teaching excellence. Further information on Mark's research is available at www.psy.uq.edu.au/directory/index.html?id=647#.

- ❖ Horswill, M. S., Falconer, E. K., Pachana, N. A., Wetton, M., Hill, A. (2015). The longer-term effects of a brief hazard perception training intervention in older drivers. *Psychology and Aging*, online.
- ❖ Horswill, M. S., Taylor, K., Newnam, S., Wetton, M., Hill, A. (2013). Even highly experienced drivers benefit from a brief hazard perception training intervention. *Accident Analysis and Prevention*, 52, 100-110.
- ❖ Horswill, M. S., Sullivan, K., Lurie-Beck, J. K., Smith, S. (2013). How realistic are older drivers' ratings of their driving ability? *Accident Analysis and Prevention*, 50, 130-137.



MICHAEL HUMPHREYS – EMERITUS PROFESSOR

PhD (Stanford)

Michael arrived at UQ as a lecturer at the end of 1979. He had previously served as an assistant professor at the Universities of British Columbia and Northwestern. He was made a professor in 1991 and served as head of department from 1994 to 1996. From 1999 to 2004 he served as the director of the ARC funded Key Centre for Human Factors and Applied Cognitive Psychology. He became Emeritus in 2010. Michael's research has focused on both basic research in human memory including mathematical models as well as a variety of applications of memory including the effects of personality, learning disabilities, air traffic control, dementia, and the role of memory in marketing. He is a Fellow of the Academy of Social Sciences in Australia and a Fellow of the Association for Psychological Science. Further information on Michael's research is available at www.psy.uq.edu.au/directory/index.html?id=19.

- ❖ Humphreys, M. S. & Chalmers, K. A. *Thinking about Human Memory*. Book under contract to Cambridge University Press. The completed manuscript has been submitted.
- ❖ Humphreys, M. S., Murray, K. L. & Koh, J. Y. (2014). Reinstating Higher Order Properties of a Study List by Retrieving a List Item. *Memory & Cognition*, 42, 570-582
- ❖ McFarlane, K. M. & Humphreys, M. S. (2012) Maintenance-rehearsal: The key to the role attention plays in storage and forgetting. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 1001-1018.



KANA IMUTA – LECTURER

PhD (Otago)

Kana commenced her postdoctoral fellowship in the School in 2013 and was appointed as a Lecturer in 2015. Her research area is in developmental psychology and, in particular, the examination of bilingualism and language acquisition, as well as the development of social competence in young children.

- ❖ Slaughter, V., Imuta, K., Peterson, C., Henry, J. (In press). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. *Child Development*.
- ❖ Imuta, K., Scarf, D. and Hayne, H. (2013) The effect of verbal reminders on memory reactivation in 2-, 3-, and 4-year-old children. *Developmental Psychology*, 49 6, 1058-1065.
- ❖ Imuta, K., Scarf, D., Pharo, H. and Hayne, H. (2013) Drawing a close to the use of human figure drawings as a projective measure of intelligence. *PLoS ONE*, 8 3: doi:10.1371/journal.pone.0058991.



AARTI IYER – SENIOR LECTURER

PhD (California)

Co-Director Centre for Research in Social Psychology (CRiSP)

Aarti has been with the School since 2007 and has played a significant leadership role as Deputy Head (Teaching & Learning) and Chair of the Teaching and Learning Committee from 2012 to 2014. Her research focuses on four areas, emotional reactions to inequality and terrorism and their implications for political attitudes; participation in collective action and political activism; implementation of affirmative action programs in education and employment; and identity change processes in times of transition. Further information on Aarti's research is available at www.psy.uq.edu.au/directory/index.html?id=1239.

- ❖ Iyer, Aarti, Jetten, Jolanda (2011). What's left behind: Identity continuity moderates the positive effects of nostalgia on well-being and life choices. *Journal of Personality and Social Psychology*, 101, 94-108.
- ❖ Iyer, Aarti, & Leach, Colin W. (2008). Emotion in inter-group relations. *European Review of Social Psychology*, 19, 86-125.
- ❖ Iyer, A., Schmader, T., & Lickel, B. (2007). Why individuals protest the perceived transgressions of their country: The role of anger, shame, and guilt. *Personality and Social Psychology Bulletin*, 33, 572-587.



JOLANDA JETTEN – PROFESSOR

PhD (Amsterdam)

ARC Future Fellow

Jolanda re-joined UQ in 2007 having previously undertaken a postdoctoral fellowship at UQ in the 1990's before pursuing her career overseas. Her research focuses on social identity, group processes and intergroup relations. She is currently employed as an ARC Future Fellow (2012-2016). In 2014 she received the prestigious Kurt Lewin Medal for social psychology research from the European Association of Social Psychology. Further information on Jolanda's research is available at www.psy.uq.edu.au/directory/index.html?id=1197#.

- ❖ Jetten, J., Haslam, C., Haslam, S.A., Dingle, G., & Jones, J. M. (2014). How groups affect our health and well-being: The path from theory to policy. *Social Issues and Policy Review*, 8, 103-130.
- ❖ Jetten, J., & Hornsey, M.J. (2014). Deviance and dissent in groups. *Annual Review of Psychology*, 65, 461-485.
- ❖ Ellemers, N., & Jetten, J. (2013). The many ways to be marginal in a group. *Personality and Social Psychology Review*, 17, 3-21.



JUSTIN KENARDY – PROFESSOR (0.5)

PhD (UQ)

Deputy Director, Centre for National Research on Disability and Rehabilitation Medicine (CONROD)

Justin is a clinical health psychologist and is the Deputy Director of CONROD. During the last 25 years he has focused on the interface between psychological and physical health, preventative and novel intervention technologies, and affect regulation. He has particular interests in anxiety and stress in relation to physical illness and injury, and disaster related traumatic stress and disorder, and the promotion of recovery with a focus on children. He has published over 200 peer-reviewed papers books, book chapters and abstracts and in 2008 was awarded the Ian Campbell Memorial Prize for Outstanding Contribution to Clinical Psychology in Australia. He has been awarded more than \$50 million in research funding. Further information on Justin's research is available at <http://www.psy.uq.edu.au/directory/index.html?id=20#>.

- ❖ Jull, G. Kenardy, J. Hendrikz, J., Cohen, M., Sterling, M. (2013) Management of acute whiplash: A randomized controlled trial of multidisciplinary stratified treatments, *Pain*, 154(9), 1798-806.
- ❖ Dunne, R.L., Kenardy, J., & Sterling, M. (2012). A randomised controlled trial of cognitive behavioural therapy for the treatment of PTSD in the context of chronic Whiplash. *Clinical Journal of Pain*.28, 602-605.
- ❖ De Young, A., Kenardy, J., Cobham, V., Kimble, R. (2012). Prevalence, Comorbidity and Course of Trauma Reactions in Young Burn Injured Children, *Journal of Child Psychology and Psychiatry*, 53, 56-63.



ADA KRITIKOS – SENIOR LECTURER

PhD (Melbourne)

Ada joined the School in 2007 having previously held research positions at the University of Wales and Melbourne University, and an academic position at Victoria University (Melbourne). Her research area is perception and action, specifically the way people modify their motor behaviour to the meaningful social and physical environment. She conducts work on action observation, body representation, and embodied cognition. Further information on Ada's research is available at www.psy.uq.edu.au/directory/index.html?id=1180#.

- ❖ Kritikos, A., Dozo, N., Painter, D. and Bayliss, A.P. (2012). Mountain high, valley low: Direction-specific effects of articulation on reaching. *Quarterly Journal of Experimental Psychology*, 65(1), 39-54.
- ❖ Bayliss, A., Bartlett, J., Naughtin, C. and Kritikos, A. (2011). A direct link between gaze perception and social attention. *Journal of Experimental Psychology: Human Perception and Performance*. 37(3), 634-644.
- ❖ Constable, M., Kritikos, A. and Bayliss, A. (2011). Grasping the concept of personal property, *Cognition*, 119(3), 430-437.



CHRISTINA LEE – PROFESSOR

PhD (Adelaide)

Associate Dean (Research), Faculty of HABS (0.8 secondment 2013-2016)

Christina is a public health psychologist and a former head of the School (2006-2009). She is currently seconded (0.8) to the Faculty as the Associate Dean (Research). She is a member of the NHMRC CRE in Women's Health in the 21st Century (2012-2015). Her research focuses on gender and health and she is a joint CI on The Australian Longitudinal Study on Women's Health (1995-), funded directly by the Australian Department of Health & Ageing (\$24 million to date). Further information on Christina's research is available at www.psy.uq.edu.au/directory/index.html?id=734#.

- ❖ Holden, L., Lee, C., Hockey, R., Ware, R.S., & Dobson, A.J. (2014). Validation of the MOS Social Support Survey 6-item (MOS-SSS-6) measure with two large population-based samples of Australian women. *Quality of Life Research*, 23, 2849-2853.
- ❖ Wade, T., Wilksch, S., & Lee, C. (2012). A longitudinal investigation of the impact of disordered eating on young women's quality of life. *Health Psychology*, 31, 352-359.
- ❖ Johnstone, M., Lucke, J., & Lee, C. (2011). Influences of marriage, motherhood, and other life events on Australian women's employment aspirations. *Psychology of Women Quarterly*, 35 (2), 267-281.



WINNIFRED LOUIS – ASSOCIATE PROFESSOR

PhD (McGill)

Co-Director Centre for Research in Social Psychology (CRiSP)

Winnifred joined the School in 2001 as a postdoctoral research fellow from the Social Sciences and Humanities Research Council of Canada and obtained a continuing position in 2005. In 2011 she was the recipient of a UQ Award for Teaching Excellence. Her research focuses on identity and decision-making; intergroup relations and conflict; collective action; and norms, attitudes and behaviour. Further information on Winnifred's research is available at www.psy.uq.edu.au/directory/index.html?id=529#.

- ❖ Molenberghs, Pascal, Bosworth, Rebecca, Nott, Zoie, Louis, Winnifred R., Smith, Joanne R., Amiot, Catherine E., Vohs, Kathleen D. and Decety, Jean (2014) The influence of group membership and individual differences in psychopathy and perspective taking on neural responses when punishing and rewarding others. *Human Brain Mapping*, 35 10: 4989-4999.
- ❖ Thomas, E.F., & Louis, W. R. (2014). When will collective action be effective? Violent and non-violent protests differentially influence perceptions of legitimacy and efficacy among sympathizers. *Personality and Social Psychology Bulletin*, 40(2), 263–276.
- ❖ McDonald, R. I., Fielding, K. S., & Louis, W. R. (2013). Energizing and demotivating effects of norm conflict. *Personality and Social Psychology Bulletin*, 39(1), 57-72.



BARBARA MASSER – ASSOCIATE PROFESSOR (0.80)

PhD (Kent)

Barbara joined the School in 1999. She has received Faculty, University and national teaching awards. Barbara is an applied social psychologist with specific interests in gender within the criminal justice system and blood donor recruitment and retention. She is currently seconded part time to the Australian Red Cross Blood Service and is an associate scientist on the Biomedical Excellence in Safer Transfusion international research collaborative. Further information on Barbara's research is available at www.psy.uq.edu.au/directory/index.html?id=22#.

- ❖ McKimmie Blake, M., Masser, Barbara, M., Bongiorno, Renata. (2014). What counts as rape? The effect of offense prototypes, victim stereotypes, and participant gender on how the complainant and defendant are perceived. *Journal of Interpersonal Violence*, 29 (12), 2273-2303.
- ❖ Masser, Barbara, M., Bednall, Timothy, C., White, Katherine, M., & Terry, Deborah, J., (2012). Predicting the retention of first-time donors using an extended Theory of Planned Behavior. *Transfusion*, 52 (6), 1303-1310.
- ❖ Masser, Barbara, M., White, Katherine, M., & Terry, Deborah J. (2008). The psychology of blood donation: Current research and future directions. *Transfusion Medicine Reviews*, 22 (3), 215-233.



JASON MATTINGLEY – PROFESSOR (0.5)

PhD (Monash)

ARC Australian Laureate Fellow

Joint position with the Queensland Brain Institute

Jason was appointed as the Foundation Chair in Cognitive Neuroscience at UQ in 2007 as a joint appointment with QBI to foster research and teaching links between neuroscience and cognitive science. Jason is a Laureate Fellow, Chief Investigator in the ARC Science of Learning Research Centre, and Theme Leader in the ARC Centre of Excellence for Integrative Brain Function. His research interests lie in understanding the neural and cognitive mechanisms that underlie human selective attention, learning and brain plasticity. Further information on Jason's research is available at www.psy.uq.edu.au/directory/index.html?id=1139.

- ❖ Painter, D.R., Dux, P.E., Travis, S.L., & Mattingley, J.B. (2014). Neural responses to target features outside a search array are enhanced during conjunction but not unique-feature search. *Journal of Neuroscience*, 34, 3390-3401.
- ❖ Kamke, M.R., Ryan, A.E., Sale, M.V., Campbell, M.E.J., Riek, S., Carroll, T.J., & Mattingley, J.B. (2014). Visual spatial attention has opposite effects on bidirectional plasticity in the human motor cortex. *Journal of Neuroscience*, 34, 1475-1480.
- ❖ Harrison, W.J., Retell, J.D., Remington, R.W., & Mattingley, J.B. (2013). Visual crowding at a distance during predictive remapping. *Current Biology*, 23, 793-798.



BLAKE McKIMMIE – ASSOCIATE PROFESSOR

PhD (UQ)

Blake joined the School in 2007 having previously been a lecturer at QUT. He won a Faculty Teaching Excellence Award in 2010. His research focuses on jury decision-making including the influence of gender-based stereotypes and the influence of different modes of evidence presentation. He is also interested in group membership and attitude-behaviour relations and how group membership influences thinking about the self. Further information on Blake's research is available at www.psy.uq.edu.au/directory/index.html?id=1173#.

- ❖ McKimmie, B. M., Antrobus, E., & Baguley, C. (2014). Objective and subjective comprehension of jury instructions in criminal trials. *New Criminal Law Review*, 17(2), 163-183.
- ❖ Rijnbout, J. S., & McKimmie, B. M. (2012). Deviance in group decision-making: Group-member centrality alleviates negative consequences for the group. *European Journal of Social Psychology*, 42(7), 915-923.
- ❖ McKimmie, B. M., Masters, J. M., Masser, B. M., Schuller, R. A., & Terry, D. J. (2012). Stereotypical and counter-stereotypical defendants: Who is he and what was the case against her? *Psychology, Public Policy, and Law*. doi: 10.1037/a0030505.



JOHN McLEAN – ASSOCIATE PROFESSOR (TF)

PhD (Oregon)

John has had a global career spanning psychology practice and teaching in Europe, Asia, Africa and the Americas before becoming established at UQ in 1990. He holds a Teaching Focused position and has led the School in the development and delivery of international programs, particularly the establishment of the articulation arrangement with Chulalongkorn. His activities and research interests also include ethics and he has served on many ethics review committees to a national level; he currently chairs the University's BSSERC. Further information on John's research and teaching interests is available at www.psy.uq.edu.au/directory/index.html?id=24#.

- ❖ Zulkiply, N., McLean, J., Burt, J. S. and Bath, D. (2012) Spacing and induction: application to exemplars presented as auditory and visual text. *Learning and Instruction*, 22 (3), 215-221.
- ❖ Lindquist, S. I., & McLean, J. P. (2011). Daydreaming and its correlates in an educational environment. *Learning and Individual Differences*, 21(2), 158-167.
- ❖ Irons, J. L., Remington, R. W. and McLean, J. P. (2011) Not so fast: Rethinking the effects of action video-games on attentional capacity. *Australian Journal of Psychology*, 63 (4), 224-231.



ALINA MORAWSKA – SENIOR LECTURER (0.7)

PhD (UQ)

Deputy Director, Parenting and Family Support Centre

Alina completed her PhD in Clinical Psychology at UQ for which she received the APS's Excellent PhD thesis in Psychology Award. She is currently Deputy Director (Research) of the PFSC and a Director of the Australian Association for Cognitive and Behaviour Therapy Ltd. Her research interests are in the area of prevention and early intervention of child behavioural and emotional problems, particularly for chronic childhood conditions. She is a Training Consultant for Triple P International, conducting training for allied health professionals in the delivery of Triple-P. Further information on Alina's research is available at www.psy.uq.edu.au/directory/index.html?id=433#.

- ❖ Mitchell, A., Fraser, J., Ramsbotham, J., Morawska, A., & Yates, P. (2015). Childhood atopic dermatitis: A cross-sectional study of relationships between child and parent factors, atopic dermatitis management, and disease severity. *International Journal of Nursing Studies*, 52 (1), 216-218.
- ❖ Morawska, A., Adamson, M., Hinchliffe, K., & Adams, T. (2014). Hassle Free Mealtimes Triple P: A Randomised Controlled Trial of a Brief Parenting Group for Childhood Mealtime Difficulties. *Behaviour Research and Therapy*, 53, 1-9.
- ❖ Morawska, A., Haslam, D., Milne, D., & Sanders, M. R. (2011). Evaluation of a Brief Parenting Discussion Group for Parents of Young Children. *Journal of Developmental and Behavioral Pediatrics*, 32(2), 136-145.



JUDITH MURRAY – ASSOCIATE PROFESSOR (TF, 0.6)

PhD (UQ)

Joint position with the School of Nursing, Midwifery and Social Work

Judith holds teaching and nursing qualifications as well as a PhD in Psychology. She established a Loss and Grief Unit at the Centre for Primary Health Care at UQ and was Program Director of the Graduate Health Studies Program before establishing the MCouns and was involved in the development of the Counselling stream in the MAppPsych. She currently holds a joint, part-time position as above and works part-time as a Registered Nurse in Haematology and Oncology at PAH. Her research focus has been in reactions to bereavement and other situations of loss. Further information on Judith's activities is available at www.psy.uq.edu.au/directory/index.html?id=738#.

- ❖ Richardson, M., Cobham, V., Mc Dermott, B. and Murray, J. (2013) Youth mental illness and the family: parents' loss and grief. *Journal of Child and Family Studies*, 22 (5), 719-736.
- ❖ Meredith, P., Murray, J., Wilson, T., Mitchell, G. and Hutch, R. (2012) Can spirituality be taught to health care professionals? *Journal of Religion and Health*, 51 (3), 789-889.
- ❖ Bradford, N., Bensink, M., Irving, H., Murray, J., Pedersen, L-A., Roylance, J., Crowe, L. and Herbert, A. (2012) Paediatric palliative care services in Queensland: An exploration of the barriers, gaps and plans for service development. *Neonatal, Paediatric and Child Health Nursing*, 15 (1), 2-7.



ANDREW NEAL – PROFESSOR

PhD (UNSW)

Director, Master of Organisational Psychology program

Andrew joined the School in 1995, having obtained his PhD at UNSW. Andrew works at the intersection of organisational psychology and human factors. He leads basic and applied research into human performance and safety that have received more than \$10 million in funding from ARC, NICTA, Federal and State Governments, and industry. His research examines the factors that enhance the performance, safety and effectiveness of people at work, and the mechanisms by which people manage competing demands in complex, dynamic environments. Further information on Andrew's research is available at www.psy.uq.edu.au/directory/index.html?id=25#.

- ❖ Neal, A., Hannah, S., Sanderson, P. M., Bolland, S., Mooij, M. & Murphy, S. (2014). Development and validation of multilevel model for predicting workload under routine and non-routine conditions in an Air Traffic Management center. *Human Factors*, 56(2) 287-305.
- ❖ Vuckovic, A., Kwantes, P. J., Humphreys, M. & Neal, A. (2014) A sequential sampling account of response bias and speed-accuracy tradeoffs in a conflict detection task. *Journal of Experimental Psychology: Applied*, 20(1), 55-68.
- ❖ Griffin, M. A., Neal, A. & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347.



NICOLE NELSON – LECTURER (FIXED TERM)

PhD (Boston College)

Nicole joined the School on a five-year contract in 2014. She is a developmental psychologist whose research centres on how children and adults learn about and understand emotional expressions, including how we integrate facial, postural and vocal expression cues; incorporation of situational information into emotion understanding; the role of movement in expression recognition; and how cultural information informs our understanding of others' expressions. Further information on Nicole's research is available at www.psy.uq.edu.au/directory/index.html?id=2414.

- ❖ Nelson, N.L. & Russell, J.A. (2013). Universality Revisited. *Emotion Review*, 5, 8-15.
- ❖ Nelson, N.L. & Russell, J.A. (2011). Preschoolers' Use of Dynamic Facial, Bodily, and Vocal Cues to Emotion. *Journal of Experimental Child Psychology*, 110, 52-61.
- ❖ Nelson, N.L. & Russell, J.A. (2011). Putting Motion in Emotion: Do Dynamic Presentations Increase Preschooler's Recognition of Emotion? *Cognitive Development*, 26, 248-259.



PETER NEWCOMBE – ASSOCIATE PROFESSOR

PhD (UQ)

Peter is a developmental psychologist who has been involved with the School since completing his University studies in 1997. He has received Faculty, University, and national teaching awards and teaches into the linked psychology program with the University of Indonesia. His recent research has focused on quality of life issues and psycho-social wellbeing of children with chronic respiratory illnesses. Further information on Peter's research is available at www.psy.uq.edu.au/directory/index.html?id=26.

- ❖ Newcombe, P.A., Sheffield, J.K., & Chang, A.B. (2013). Parent cough-specific quality of life: Development and validation of a short form. *Journal of Allergy and Clinical Immunology*, 131(4), 1069-1074.
- ❖ Newcombe, P.A., Sheffield, J.K., & Chang, A.B. (2011). Minimally important change in a parent-proxy quality of life questionnaire for paediatric chronic cough (PC-QOL). *Chest*, 139(3), 576-580.
- ❖ Newcombe, P.A., Sheffield, J.K., Juniper, E.F., Marchant, J.M., Halsted, R.A., Masters, I.B., & Chang, A.B. (2008). Development of a parent-proxy quality of life chronic cough specific questionnaire: Clinical impact versus psychometric evaluations. *Chest*, 133, 386-395.



MARK NIELSEN – ASSOCIATE PROFESSOR

PhD (La Trobe)

Deputy Head of School (Teaching and Learning)

Director, Early Cognitive Development Centre

Mark joined the School in 2002 as a UQ Postdoctoral Research Fellow after completing his PhD at La Trobe University. His research interests lie in a range of inter-related aspects of socio-cognitive development in young human children and non-human primates. His current research is primarily focused on charting the origins and development of human cultural cognition. Further information on Mark's research is available at www.psy.uq.edu.au/directory/index.html?id=636.

- ❖ Nielsen, M., Tomaselli, K., Mushin, I., & Whiten, A. (2014). Where culture takes hold: "Overimitation" and its flexible deployment in Western, Aboriginal, and Bushmen children. *Child Development*, 85, 2169-2184.
- ❖ Nielsen, M. (2012). Imitation, pretend play and childhood: Essential elements in the evolution of human culture? *Journal of Comparative Psychology*, 126, 170-181.
- ❖ Nielsen, M., & Tomaselli, K. (2010). Over-imitation in Kalahari Bushman children and the origins of human cultural cognition. *Psychological Science*, 21, 729-736.



TIAN PO OEI – EMERITUS PROFESSOR

PhD (Newcastle)

Tian was with La Trobe and Otago Universities before he joined UQ in 1984. His research focuses mainly on addictive behaviours and substance abuse as well as psychopathology, particularly the use of cognitive behaviour therapy in the treatment of addictive behaviours and anxiety and mood disorders. He is also interested in how the interface of social, psychological and biochemical variables impact on the processes of change in Asian cultures. Further information on Tian's research is available at www.psy.uq.edu.au/directory/index.html?id=29.

- ❖ Shaw, S., Oei, TPS, & Sawang, S., (2015) Psychometric Validation of the Dysexecutive Questionnaire (DEX) in Psychiatric Outpatients, *Psychological Assessment*. (In press 9/14).
- ❖ Oei, TPS., McAlinden, N., & Cruwys, T., (2014) Exploring Mechanisms of Change: The Relationship Cognitions, Symptoms and Quality of Live Over the Course of Group CBT, *Journal of Affective Disorders*, 168, 72-77.
- ❖ Oei, TPS, Dingle, G., & McCarthy, M. (2010) Urinary Catecholamine levels and Response to Group Cognitive Behavior Therapy for Depression, *Behavioral and Cognitive Psychotherapy*, 38, 479-483.



NANCY A. PACHANA – PROFESSOR

PhD (CWRU)

Director, Clinical Psychology Training Programs

Following completion of her PhD, Nancy undertook postdoctoral training in her specialty area of geropsychology including fellowships at the Palo Alto Veteran's Hospital and the UCLA Neuropsychiatric Institute before joining the School in 2000. She is a practicing clinical geropsychologist and neuropsychologist and has published over 200 peer-reviewed articles, book chapters and books in the field of ageing. Her main research questions focus on older adults and span a range of clinical neuro-psychological and psychosocial topics such as anxiety in later life, early assessment of dementia and improving training in geriatric mental health service provision. Further information on Nancy's research is available at www.psy.uq.edu.au/directory/index.html?id=272#.

- ❖ Pachana, N.A., Egan, S.J., Laidlaw, K., Dissanayaka, N., Byrne, G.J., Brockman, S., Marsh, R., & Starkstein, S. (2013). Clinical issues in the treatment of anxiety and depression in older adults with Parkinson's Disease. *Movement Disorders*, 28(14), 1930-1934.
- ❖ Smith, G.E., Camp, C., Cooley, S., Gonzalez, H.M., Hartman-Stein, P., LaRue, A., Pachana, N.A., & Zeiss, A. (2012). Guidelines for the evaluation of dementia and age-related cognitive change. *American Psychologist*, 67(1), 1-9.
- ❖ Laidlaw, K. & Pachana, N.A. (2009) Aging, mental health, and demographic change. *Professional Psychology: Research and Practice*, 40(6), 601-608.



KENNETH PAKENHAM – PROFESSOR

PhD (UQ)

Kenneth joined the School of Psychology in 1992 after working as a clinical psychologist in Qld Health for 12 years. During this time he worked with children and adults with a range of problems (including schizophrenia, bipolar, anxiety, depression and eating disorders) and in a range of settings. He continues to practice clinical psychology and consult with community and government agencies. His research interests are in the areas of Acceptance and Commitment Therapy (ACT), positive psychology and clinical health psychology. In 2012 he won a Faculty of SBS Teaching Award for the Enhancement of Student Learning. Further information on Kenneth's research is available at www.psy.uq.edu.au/directory/index.html?id=30#.

- ❖ Pakenham, K.I. & Cox, S. (2014). The effects of parental illness and other ill family members on the adjustment of children. *Annals of Behavioral Medicine*, 48, 424-437.
- ❖ Pakenham K I. & Cox S (2012). Test of a model of the effects of parental illness on youth and family functioning. *Health Psychology*, 31, 580-590.
- ❖ Pakenham, K. I. (2011). Benefit finding and sense making in chronic illness. In Folkman, S. (Ed.). *Oxford Handbook on Stress, Coping, and Health*, (pp. 242-268). NY: Oxford University Press.



STACEY PARKER – LECTURER

PhD (UQ)

Stacey completed her PhD in 2012 and joined the School of Psychology in 2013 following a postdoctoral research position at QUT. She is a registered psychologist pursuing endorsement as an organisational psychologist and is a consultant on applied research projects. Her research focuses on occupational health psychology and positive organisational behaviour, particularly what individuals and organisations can do to manage stress and improve wellbeing. Further information on Stacey's research is available at www.psy.uq.edu.au/directory/index.html?id=1218.

- ❖ Parker, S.L., Laurie, K.R., Newton, C.J., & Jimmieson, N.L. (2014). Regulatory focus moderates the relationship between task control and physiological and psychological markers of stress: A work simulation study. *International Journal of Psychophysiology*, 94 (3), 390-398.
- ❖ Parker, S.L., Jimmieson, N.L., & Amiot, C.E. (2013). Self-determination, control, and reactions to changes in workload: A work simulation. *Journal of Occupational Health Psychology*, 18 (2), 173-190.
- ❖ Parker, S.L., Jimmieson, N.L., & Amiot, C.E. (2010). Self-determination as a moderator of demands and control: Implications for employee strain and engagement. *Journal of Vocational Behavior*, 76, 52-67.



KIM PETERS – LECTURER

PhD (Melb)

Director, Centre for Organisational Psychology

Kim joined the School in 2013 following six years working as a postdoctoral researcher and lecturer at the University of Exeter, UK. Her research focuses on the dynamics (and consequences) of communicating novel, emotional and social information, on the importance of social comparisons in the workplace for motivation and performance, and on the role of identity factors in communication, employee engagement, motivation and stress. Further information on Kim's research is available at www.psy.uq.edu.au/directory/index.html?id=2253.

- ❖ Peters, K., Ryan, M., & Haslam, S.A. (in press). Marines, medics and machismo: A lack of fit with masculine occupational stereotypes discourages men's participation. *British Journal of Psychology*.
- ❖ Peters, K., Daniels, K., Hodgkinson, G. P. & Haslam, S.A. (2014). Experts' judgments of management journal quality: An identity concerns model. *Journal of Management*, 40(7), 1785-1812.
- ❖ Peters, K., & Haslam, S.A., Ryan, M., & Fonseca, M. (2013). Working with subgroup identities to build organizational identification and support for organizational strategy: A test of the ASPIRe model. *Group and Organisation Management*, 38(1), 128-144.



CANDIDA PETERSON – EMERITUS PROFESSOR

PhD (Calif)

Candida came to UQ in 1991 and was promoted to Professor of Psychology in 1999. A Fellow of the Academy of the Social Sciences in Australia, she is known internationally for her research on the growth of social intelligence, notably her seminal discoveries (e.g., Peterson & Siegal, 1999; Peterson, Wellman & Liu, 2005) of how theory of mind (ToM) develops in varied contexts of family communication (e.g., autism, deafness) or culture (e.g., China, Iran, Indigenous Australia). This work is highly cited (H index: 40). As her 6th edition textbook (see below) illustrates, she is also strongly committed to the teaching of lifespan developmental psychology with sensitivity to the lessons from varied cultures. For further information see www.psy.uq.edu.au/directory/index.html?id=32.

- ❖ Peterson, C.C. (2014). *Looking Forward through the Lifespan: Developmental Psychology (6th Edition)*. Sydney: Pearson Education/Prentice-Hall of Australia.
- ❖ Wellman, H. M. & Peterson, C. C. (2013). Theory of mind development and deafness. In Baron-Cohen, S., Lombardo, M.V., and Tager-Flusberg, H. (eds) *Understanding Other Minds: Perspectives from Developmental Social Neuroscience* (pp. 51-71). Oxford: Oxford University Press.
- ❖ Peterson, C. C., Wellman, H. M. & Slaughter, V. (2012). The mind behind the message: Advancing theory of mind scales for typically developing children, and those with deafness, autism, or Asperger Syndrome. *Child Development*, 83, 469-485.



ROGER REMINGTON – EMERITUS PROFESSOR

PhD (Oregon)

Roger joined the School of Psychology at UQ in 2006 as an ARC Professorial Fellow following a long career at NASA Ames Research Center where he was Director of the Cognition Laboratory. In 2012 he was awarded a UQ Vice-Chancellor's Senior Research Fellowship to study cortical control of attention. He has published extensively on human attention, multitasking, eye movements, the control of cognitive processing, as well as computational modelling of human performance, especially in complex applied domains, such as shuttle cockpit operations and air traffic control. He recently authored a text book on human factors engineering. Further information on Roger's research is available at www.psy.uq.edu.au/directory/index.html?id=1144#.

- ❖ Heathcote, A., Loft, S., & Remington, R.W. (in press). Slow down and remember to remember! The underlying causes of prospective memory costs. *Psychological Review*.
- ❖ Harrison, W.J., Retell, J., Remington, R.W., & Mattingley, J.B. (2013). Visual crowding at a distance during predictive remapping. *Current Biology*, 23 (9), 793-798.
- ❖ Harrison, W.J., Mattingley, J.B., & Remington, R.W. (2013). Eye movement targets are released from visual crowding. *Journal of Neuroscience*, 33 (7), 2927-2933. DOI: 10.1523/JNEUROSCI.4172-12.2013.



GAIL ROBINSON – SENIOR LECTURER

PhD (UCL)

Coordinator, Clinical Neuropsychology Doctoral training

Gail was appointed as Senior Lecturer in Clinical Neuropsychology at UQ during 2010, having spent over 14 years practising as a clinical neuropsychologist at the National Hospital of Neurology and Neurosurgery in London. Her research is patient-based adopting single-case, case series and group methodologies and is focused on the neuropsychology of executive functions and language generation, particularly in frontal lobe pathology. Further information on Gail's research is available at www.psy.uq.edu.au/directory/index.html?id=1755.

- ❖ Robinson, G., Cipolotti, L., Walker, D.G., Biggs, V., Bozzali, M & Shallice, T. (2015). Verbal suppression and strategy use: A role for the right lateral prefrontal cortex? *Brain* 138, 1084-1096.
- ❖ Robinson, G. (2013). Primary progressive dynamic aphasia and Parkinsonism: Generation, selection and sequencing deficits. *Neuropsychologia*, 51, 2534–47.
- ❖ Robinson, G., Shallice, T., Bozzali, M. & Cipolotti, L. (2012). The differing roles of the frontal cortex in fluency tests. *Brain*, 135 (7), 2202-2214.



PIETER ROSSOUW – SENIOR LECTURER (0.5)

PhD (UCL)

Joint appointment with the School of Nursing, Midwifery & Social Work

Director, Master of Counselling Program

Pieter has been in private practice for the past 25 years and is accredited by the RACGP. Prior to UQ, he was professor in clinical psychology and director of the Trauma Institute in South Africa, UFS and clinical director at St John of God Health Services in Sydney. His research and teaching focus on neurobiology and neuropsychotherapy as well as clinical training for clinicians, psychologists and general practitioners and he is an expert in anxiety and mood disorders. He has published 6 scientific books and over 60 scientific articles. Further information on Peter's research is available at www.psy.uq.edu.au/directory/index.html?id=2130.

- ❖ Rossouw, Pieter J. (2014). Neuropsychotherapy: an integrated theoretical model. In Pieter Rossouw (Ed.), *Neuropsychotherapy: Theoretical underpinnings and clinical applications* (43-72) St Lucia, Qld, Aus., Mediros.
- ❖ Rossouw, Pieter and Reddington, Francesca (2014) Internet supported psychological interventions (ISPis) and mobile phone applications: a literature review and proposed model. *Psychotherapy and Counselling Journal of Australia*, 2 1-11.
- ❖ Henson, Connie and Rossouw, Pieter. (2013). *BrainWise leadership: practical neuroscience to survive and thrive at work*. Sydney, NSW, Australia: Learning Quest.



MATT SANDERS – PROFESSOR (0.5)

PhD (UQ)

Director, Parenting and Family Support Centre

Prof Sanders joined UQ in 1979 and has been a member of the School since 1996. He is the founder of the Triple P-Positive Parenting Program and is recognised as the global leader in the field of evidence-based parenting intervention. He has published over 400 scientific papers, books and book chapters. His work has been widely recognised by his peers reflected in many prestigious awards including being named Queenslander of the Year in 2007 and one of UQ's Top 5 Innovators in 2013. Further information on Matt's research is available at www.psy.uq.edu.au/directory/index.html?id=33#.

- ❖ Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). The Triple P-Positive Parenting Program: A systematic review and meta-analysis of a multi-level system of parenting support. *Clinical Psychology Review*, 34(4), 337-357.
- ❖ Sanders, M. R., & Mazzucchelli, T. (2013). The Promotion of Self-Regulation through Parenting Interventions. *Clinical Child and Family Psychology Review*, 16(1), 1-17.
- ❖ Sanders, M. (2012). Development, Evaluation, and Multinational Dissemination of the Triple P Positive Parenting Program. *Annual Review of Clinical Psychology*, 8, 345-379.



PENELOPE SANDERSON – PROFESSOR (0.5)

PhD (Toronto)

Joint appointment with the School of Information Technology & Electrical Engineering

Penelope holds a joint appointment with the Schools of Psychology, ITEE and Medicine. She joined the School in 2002 after a career including 11 years at University of Illinois at Urbana-Champaign. She leads the Cognitive Engineering Research Group (CERG). Her work has been recognised by several awards and honours including the HFESA's Cumming Memorial Medal and Lecture (2014), the HFES's Paul M Fitts Education Award (2012) and Distinguished International Colleague Award (2004), and the APA's Franklin V. Taylor Award (2012). Further information on Penelope's research is available at www.psy.uq.edu.au/directory/index.html?id=533.

- ❖ Grundgeiger, T., Sanderson, P., MacDougall, H., & Venkatesh, B. (2010). Interruption management in the Intensive Care Unit: Predicting resumption times and assessing distributed support. *Journal of Experimental Psychology: Applied*, 16(4), 317-334.
- ❖ Sanderson, P. M., Watson, M. O., Russell, W. J., Jenkins, S., Liu, D., Green, N., Llewelyn, K., Cole, P., Shek, V., Krupenia, S. (2008). Advanced auditory displays and head mounted displays: Advantages and disadvantages for monitoring by the distracted anesthesiologist. *Anesthesia and Analgesia*, 106(6), 1787-1797.
- ❖ Wee, A., & Sanderson, P. (2008). Are melodic medical equipment alarms easily learned? *Anesthesia and Analgesia*, 106(2), 501-508.



JEANIE SHEFFIELD – LECTURER (FIXED TERM)

PhD (UQ)

Jeanie joined the School in 1998 as a postdoctoral fellow and then as a lecturer/research fellow lecturing into clinical psychology. Her research focuses on adolescent mental health including development and evaluation of approaches to build resilience and well-being; and development of measures to assess quality of life in children with chronic health conditions and their parents, and the relevance to Indigenous communities. Further information on Jeannie's research is available at www.psy.uq.edu.au/directory/index.html?id=46#.

- ❖ Newcombe, P. A., Sheffield, J. K., & Chang, A. B. (2012). Parent cough-specific quality of life: Development and validation of a short form. *Journal of Allergy and Clinical Immunology*.doi:10.1016/j.jaci.2012.10.004.
- ❖ Newcombe, P. A., Sheffield, J. K., Juniper, E. F., Petsky, H. L., Willis, C., Chang, A. B. (2010). Validation of a parent-proxy quality of life questionnaire for paediatric chronic cough (PC-QOL). *Thorax*, 65(9), 819-823.
- ❖ Sawyer, M. G., Pfeiffer, S., Spence S. H., Bond, L., Graetz, B., Kay, D., Patton, G., & Sheffield, J. (2010). School-based prevention of depression: A randomised controlled study of the *beyondblue* schools research initiative. *Journal of Child Psychology and Psychiatry*, 51 (2), 199-209.



VIRGINIA SLAUGHTER – PROFESSOR

PhD (Berkeley)

Head of School

Virginia joined UQ in 1996 following a two-year postdoctoral fellowship at the Massachusetts Institute of Technology. She is the Founding Director of the Early Cognitive Development Centre within the School of Psychology. Her research focuses on social and cognitive development in infants and young children. She has been the recipient of several teaching and research awards including an Australian Award for University Teaching and a UQ Foundation Research Excellence Award. Further information on Virginia's research is available at www.psy.uq.edu.au/directory/index.html?id=35#.

- ❖ Slaughter, V., Imuta, K., Peterson, C., & Henry, J. (in press). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. *Child Development*.
- ❖ O'Haire, M., McKenzie, S., & Beck, A., & Slaughter, V. (2013). Social behaviors increase in children with autism in the presence of animals compared to toys. *PLoS ONE* 8(2): e57010. doi:10.1371/journal.pone.0057010
- ❖ Slaughter, V., Itakura, S., Kutsuki, A. & Siegal, M. (2011). Learning to count begins in infancy: Evidence from 18-month-olds' visual preferences. *Proceedings of the Royal Society B: Biological Sciences*, 278, 2979-2984.



KATE SOFRONOFF – ASSOCIATE PROFESSOR

PhD (UQ)

Kate is a clinical psychologist who joined the staff of the School in 1999. Her research interests centre on interventions for children with autism spectrum disorders and their families, and parenting programs for parents of children with a disability. She is a project leader in the Living with Autism CRC, the world's first national, cooperative research effort focused on autism. Further information on Kate's research is available at www.psy.uq.edu.au/directory/index.html?id=37.

- ❖ Brown, F., Whittingham, K., Boyd, R., McKinlay, L., & Sofronoff, K. (2014). Improving child and parent outcomes following pediatric acquired brain injury: A randomized controlled trial of Stepping Stones Triple P plus Acceptance and Commitment therapy. *Journal of Child Psychology and Psychiatry*, 55(10), 1172-1183
- ❖ Andrews, L., Attwood, T., & Sofronoff, K. (2013). Increasing the appropriate demonstration of affectionate behavior in children with Asperger syndrome: A randomized controlled trial. *Research in Autism Spectrum Disorders*, 7(12), 1568-1578.
- ❖ Sofronoff, K., Jahnel, D., & Sanders, M. (2011). The Stepping Stones Triple P Seminars for parents of a child with a developmental disability: A randomized controlled trial. *Research in Developmental Disabilities*, 32, 2253-2262.



THOMAS SUDDENDORF – PROFESSOR

PhD (Auckland)

Thomas grew up in Germany and joined UQ in 1999 following postgraduate studies in New Zealand. He investigates the mental capacities in young children and in animals to answer fundamental questions about the nature and evolution of the human mind. His research has attracted several awards (incl. from the *Australian Academy of Social Sciences*, the *Australian Psychological Society* and the *American Psychological Association*) and his critically acclaimed book *The Gap* (e.g. see reviews in *Nature*, *Science* or the *Wall Street Journal* <http://thegap.psy.uq.edu.au/>) is currently being translated into several languages. Further information on Thomas's research is available at www.psy.uq.edu.au/directory/index.html?id=39#.

- ❖ Suddendorf, T. *The Gap: The Science Of What Separates Us From Other Animals*. (2013). New York, United States: Basic Books.
- ❖ Suddendorf, T., & Butler, D.L. (2013). The nature of visual self-recognition. *Trends in Cognitive Sciences*, 17, 121-127.
- ❖ Suddendorf, T. & Corballis, M.C. (2007). The evolution of foresight: What is mental time travel and is it unique to humans? *Behavioral and Brain Sciences*, 30, 299-351.



JASON TANGEN – SENIOR LECTURER

PhD (McMaster)

Chair, School Engagement Committee

Jason is a teaching and research academic in the School and explores the nature of expertise and the development of competence in professional practice. He has lead several large research programs in collaboration with police agencies, passports, and the reserve bank. In 2013, Jason developed UQ's first Massive Open Online Course called "The Science of Everyday Thinking," which attracted more than 93,000 enrolments. More information on Jason's research is available at: ExpertiseAndEvidence.com, as well as at www.psy.uq.edu.au/directory/index.html?id=1111.

- ❖ Edmond, G., Thompson, M. B., & Tangen, J. M. (2014). A guide to interpreting forensic testimony: Scientific approaches to fingerprint evidence. *Law, Probability & Risk*, 13(1), 1–25.
- ❖ Wu, W., Moreno, A. M., Tangen, J. M., & Reinhard, J. (2013). Honeybees can discriminate between Monet and Picasso paintings. *Journal of Comparative Physiology A: Neuroethology, Sensory, Neural, and Behavioral Physiology*, 199(1), 45–55.
- ❖ Tangen, J. M., Thompson, M. B., & McCarthy D. J. (2011). Identifying fingerprint expertise. *Psychological Science*, 22(8), 995–997.



STEPHANIE TOBIN – LECTURER (FIXED TERM)

PhD (Ohio State)

Stephanie joined the School in 2010 from the University of Houston. Her research focuses on motivation, well-being, and contextual influence. Specifically, she studies individual differences in causal uncertainty and the implications for social judgments, well-being, and health (e.g., alcohol use). She also studies the effects of social media on well-being, affective influences on judgments, and social influences on goal pursuit. Further information on Stephanie's research is available at www.psy.uq.edu.au/directory/index.html?id=1770.

- ❖ Tobin, S. J., Vanman, E. J., Verreynne, M., & Saeri, A. K. (2015). Threats to belonging on Facebook: Lurking and ostracism. *Social Influence*, 10, 31-42.
- ❖ Tobin, S. J., & Raymundo, M. M. (2010). Causal uncertainty and psychological well-being: The moderating role of accommodation (secondary control). *Personality and Social Psychology Bulletin*, 36, 371-383.
- ❖ Tobin, S. J., & Weary, G. (2008). The effects of causal uncertainty, causal importance, and initial attitude on attention to causal persuasive arguments. *Social Cognition*, 26, 44-65.



KAREN TURNER – RESEARCH ACADEMIC (0.77)

PhD (UQ)

Deputy Director (Programs), PFSC

Karen joined UQ in 1990 and the School in 1996. She has had a major role in the development of the Triple P – Positive Parenting Program and has co-authored publications for professionals and parents which are currently being used in over 26 countries. She has clinical and research experience relating to the prevention and treatment of childhood behavioural and emotional problems. Her primary research focus is the evaluation of innovative methods of increasing access to evidence-based parenting and family support, including media and online interventions, dissemination across disciplines, and the cultural tailoring of mainstream parenting programs for Indigenous families. Further information on Karen's research is available at <http://www.psy.uq.edu.au/directory/index.html?id=74>.

- ❖ Turner, K.M.T., Sanders, M.R., & Hodge, L. (2014). Issues in professional training to implement evidence-based parenting programs: The needs of Indigenous practitioners. *Australian Psychologist*, 49, 384-394.
- ❖ Sanders, M.R., Baker, S., & Turner, K.M.T. (2012). A randomized controlled trial evaluating the efficacy of Triple P Online with parents of children with early onset conduct problems. *Behaviour Research and Therapy*, 50, 675-684.
- ❖ Turner, K.M.T., Nicholson, J.M., & Sanders, M.R. (2011). The role of practitioner self-efficacy, training, program and workplace factors on the implementation of an evidence-based parenting intervention in primary care. *Journal of Primary Prevention*, 32(2), 95-112.



ERIC VANMAN – SENIOR LECTURER

PhD (USC)

Eric joined the School in 2007 having held various academic positions in several American universities, with the most recent Georgia State. His research interests include the social neuroscience of emotion and intergroup prejudice and he is particularly known for his research on racial prejudice. His work on unconscious bias displayed via psychophysiological measures was among a few early studies that laid the groundwork for research on implicit measures. Further information on Eric's research is available at www.psy.uq.edu.au/directory/index.html?id=1238.

- ❖ Milston, S. I., Vanman, E. J., & Cunningham, R. (2013). Cognitive empathy and motor activity during observed actions. *Neuropsychologia*, 51(6), 1103-1108.
- ❖ Molenberghs, P., Halász, V., Mattingley, J., Vanman, E.J., & Cunningham, R. (2013). Seeing is believing: Neural mechanisms of action perception are biased by team membership. *Human Brain Mapping*, 34, 2055-2068.
- ❖ Philipp, M.C., Storrs, K.R., & Vanman, E.J. (2012). Sociality of facial expressions in immersive virtual environments: A facial EMG study. *Biological Psychology*, 91, 17-21.



COURTNEY VON HIPPEL – SENIOR LECTURER

PhD (Ohio State Uni)

Courtney joined the School in 2007, having come from UNSW. Her research is broadly defined as applied social psychology, testing and extending important theories from social psychology (e.g., stereotype threat; implicit attitudes) to the 'real world'. Her research has been published in some of the top journals in the field. Further information on Courtney's research is available at www.psy.uq.edu.au/directory/index.html?id=1160.

- ❖ von Hippel, C., Kalokerinos, E., & Henry, J.D. (2013). Stereotype threat among older employees: Relationship with job attitudes and turnover intentions. *Psychology and Aging*, 28, 17-27.
- ❖ von Hippel, C., Wiryakusuma, C., Bowden, J., & Shochet, M. (2011). Stereotype threat and female communication styles. *Personality and Social Psychology Bulletin*, 37, 1312-1324
- ❖ von Hippel, C., Issa, M., Ma, R., & Stokes, A. (2011). Stereotype threat: Antecedents and consequences for working women. *European Journal of Social Psychology*, 41, 151-161.



WILLIAM (BILL) VON HIPPEL – PROFESSOR

PhD (Michigan)

Bill joined the School in 2007, after five years at UNSW and a dozen years before that at Ohio State University. His research focuses on evolutionary psychology, social intelligence, and implicit attitudes. He is a fellow of the Association for Psychological Science, the Society for Experimental Social Psychology, and the Institute for Advanced Study in Berlin. He was awarded the Outstanding Teaching Award by the University of Virginia for his teaching on Semester at Sea (a multiple country study-abroad program), and the Alumni Distinguished Teaching Award at Ohio State University. Further information on Bill's research is available at www.psy.uq.edu.au/directory/index.html?id=1159.

- ❖ Ronay, R., & von Hippel, W. (2015). Sensitivity to changing contingencies predicts social success. *Social Psychological and Personality Science*, 6, 23-30.
- ❖ von Hippel, W. & Trivers, R. (2011). The evolution and psychology of self-deception. *Behavioral and Brain Sciences*, 34, 1-16.
- ❖ Stewart, B. D., von Hippel, W., & Radvansky, G. A. (2009). Age, race, and implicit prejudice: Using process dissociation to separate the underlying components. *Psychological Science*, 20, 164-168.



BERNADETTE WATSON – SENIOR LECTURER

PhD (UQ)

Director, Applied Psychology Program

Bernadette has been a staff member since 2008. Her research focuses on effective communication between health professionals and patients, particularly the influence of identity and intergroup processes on patient-health professional communication and communication in multidisciplinary teams. Further information on Bernadette's research is available at www.psy.uq.edu.au/directory/index.html?id=301.

- ❖ Watson, B. M., Angus, D., Gore, L., Farmer, J. (2015). Communication in open disclosure conversations about adverse events in hospitals. *Language and Communication*. Advance online publication. doi:10.1016/j.langcom.2014.10.013
- ❖ Watson, B. M., Hewett, D. & Gallois, C. (2012). Intergroup communication and healthcare. In Howard Giles (Ed.), *The Routledge handbook of intergroup communication* (pp. 293-305). Abingdon, Oxon: Routledge
- ❖ Angus, D, Watson, B.M., Smith, A. Gallois, C. & Wiles, J. (2012). Visualising conversation structure across time: Insights into effective doctor-patient consultations. *PLoS One*, 7 6: E38014.1-e38014.12.

Postdoctoral Fellows and Externally Funded Staff

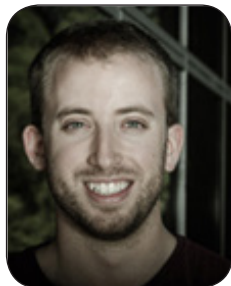


KYLIE BURKE – SENIOR RESEARCH FELLOW (FIXED TERM)

PhD (Swinburne)

Kylie has been employed in the School as a Senior Research Fellow since 2014. She is interested in research relating to supporting parents who are parenting in vulnerable or complex circumstances. In particular, the role of parenting for the health and wellbeing of adolescents; and the impact of life-threatening illness in children on parent well-being and parenting practices and the role of parenting interventions in improving health outcomes for seriously ill children. Further information on Kylie's research is available at www.psy.uq.edu.au/directory/index.html?id=2119

- ❖ Burke, K., Muscara, F., McCarthy, M., Dimovski, A., Hearps, S. J. C., Anderson, V., et al. (2014). Adapting Acceptance and Commitment Therapy for Parents of Children with Life-threatening Illness: Pilot Study. *Families, Systems & Health*, 32(1), 122-127.
- ❖ Burke, K., Brennan, L., and Cann, W., (2012). Promoting protective factors for young adolescents: ABCD Parenting Young Adolescents Program randomized controlled trial. *Journal of Adolescence*, 35(5), 1315-1328.
- ❖ Sanders, M. R., & Burke, K. (2013). The "Hidden" Technology of Effective Parent Consultation: A Guided Participation Model for Promoting Change in Families. *Journal of Child and Family Studies*, 1-9.



TIM BALLARD – POSTDOCTORAL RESEARCH FELLOW

PhD (UWA, awaiting conferral)

Tim commenced a postdoctoral fellowship in the School in January 2015 after having worked as a research associate at the University of Bristol during 2014. His research interests are in cognitive and organisational psychology, and behavioural economics. Much of his research focuses on developing and testing computational models that explain how people prioritise competing goals over time in uncertain environments. Further information on Tim's research is available at <https://www.psy.uq.edu.au/directory/index.html?id=1476#>.

- ❖ Gee, P., Ballard, T., Yeo, G. & Neal, A. (2012). Measuring affect over time: The momentary affect scale. In N.M. Ashkanasy, C.E.J. Hartel & Zerbe, W. J. Experiencing and Managing Emotions in the Workplace, *Research on Emotion in Organizations*, vol. 8, 141–173. Emerald Group Publishing Ltd, U.K.



MELISSA DAY – POSTDOCTORAL RESEARCH FELLOW

PhD (Alabama)

Upon completing her MA(Clin) and PhD, Melissa undertook a postdoctoral research fellowship that provided specialty training in Pain Psychology at the University of Washington. Her research focuses on implementing randomised controlled trials to evaluate the efficacy and mechanisms of psychosocial approaches for chronic pain. Melissa and her USA-based collaborators have been awarded over \$3.5 million for completed and ongoing projects. She joined the School in January 2015 when she commenced an NHMRC Early Career Fellowship. Further information on Melissa's research is available at <https://www.psy.uq.edu.au/directory/index.html?id=2436>.

- ❖ Day, M.A., Jensen, M.P., Ehde, D.M., Thorn, B.E. (2014). Towards a theoretical model for mindfulness-based pain management. *Journal of Pain*, 15(7), 691-703.
- ❖ Day, M.A., Thorn, B.E., Ward, L.C. et al. (2014). Mindfulness-based cognitive therapy for the treatment of headache pain: A pilot study. *The Clinical Journal of Pain*, 30(2), 152-161.
- ❖ Jensen, M.P., Day, M.A., Miró, J. (2014). Neuromodulatory treatments for chronic pain: Efficacy and mechanisms. *Nature Reviews Neurology*, 10, 167-178.



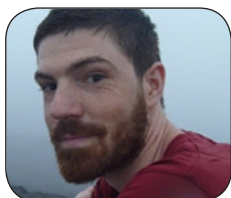
CASSANDRA DITTMAN – RESEARCH FELLOW (0.7)

PhD (UQ)

Curriculum Development Leader, PFSC

Cassandra joined the School in 2012 and is the Curriculum Development Leader in the PFSC, where she is responsible for developing and revising the training materials that are used to train practitioners in Triple P around the world. Her research interests lie in the impact of quality parenting on important developmental outcomes for children and adolescents and the use of the evidence-based parenting program, Triple P, as a means of experimentally testing this issue. She is also interested in ways that other important caregivers can be trained and supported to promote children's prosocial behaviour and learning skills. Further information on Cassandra's research is available at www.psy.uq.edu.au/directory/index.html?id=672.

- ❖ Salmon, K. Dittman, C. K., Sanders, M. R., Burson, R., & Hammington, J. (2014). Does adding an emotion component enhance the effects of the Triple P-Positive Parenting Program? *Journal of Family Psychology*. Advance online publication. <http://dx.doi.org/10.1037/a0035997>.
- ❖ Sanders, M. R., Dittman, C. K., Farruggia, S. P., & Keown, L. J. (2014). A comparison of online versus workbook delivery of a self-help positive parenting program. *The Journal of Primary Prevention*, 35, 125-133.
- ❖ Dittman, C. K. (2013). The impact of early classroom inattention on phonological processing and word reading development. *Journal of Attention Disorders*. Advance online publication. <http://dx.doi.org/10.1177/1087054713478979>.



BARNABY DIXSON – POSTDOCTORAL RESEARCH FELLOW

PhD (Well.)

Barnaby began a Vice Chancellors Postdoctoral Fellowship in the School of Psychology in April of 2015 having recently worked as Postdoctoral Research Associate at the University of New South Wales. His research focuses on human behavioural ecology, particularly the evolution of mate preferences and physical attractiveness. Much of his research involves cross-cultural data collection in small-scale societies and he has previously conducted fieldwork in Cameroon, Samoa and Vanuatu.

- ❖ Brooks R. C., Jordan, A. L., Shelly, J., Dixon B. J. 2015. The multivariate evolution of female body shape in an artificial digital ecosystem. *Evolution and Human Behavior*. doi:10.1016/j.evolhumbehav.2015.02.001.
- ❖ Janif, J. Z., Brooks, R. C., & Dixon, B. J. 2014. Negative frequency-dependent preferences and variation in male facial hair. *Biology Letters*. 10(4), 20130958.
- ❖ Dixon B. J. & Vasey, P. L. 2012. Beards augment perceptions of men's aggressiveness, dominance and age, but not attractiveness. *Behavioral Ecology*, 23, 481-490.



HANNAH FILMER – POSTDOCTORAL RESEARCH FELLOW

PhD (Exeter)

Hannah commenced her postdoctoral fellowship in the School in 2012. Her research area is in Cognitive Neuroscience, with a focus on using brain stimulation techniques to learn about the brain and cognition.

- ❖ Filmer, H. L., Mattingley, J. B., & Dux, P. E. (2014). Applications of transcranial direct current stimulation for understanding brain function. *Trends in Neurosciences*, 37(12), 742-753.
- ❖ Filmer, H. L., Mattingley, J. B., Marois, R., & Dux, P. E. (2013). Disrupting prefrontal cortex prevents performance gains from sensory-motor training. *Journal of Neuroscience*, 33(47), 18654-18660.
- ❖ Filmer, H. L., Mattingley, J. B., & Dux, P. E. (2013). Improved multitasking following prefrontal tDCS. *Cortex*, 49, 2845-2852.



KELLY GARNER – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

Kelly commenced a Postdoctoral Fellowship in the School in 2014 after completing her PhD in the Queensland Attention and Control Lab within the School. Since then Kelly has been working with the QACL and the Science of Learning Research Centre. Kelly's research focuses on how learning and experience shape how we attend to, and process information in the world around us, and seeks to elucidate the neural correlates of these individual differences in information processing.

- ❖ Garner, K.G., Tombu, M.T., & Dux, P.E. (2014). The influence of training on the attentional blink and psychological refractory period. *Attention, Perception and Psychophysics*, 76(4), 979-999.
- ❖ Garner, K.G., et al (2012). Attentional asymmetries in a visual orienting task are related to temperament. *Cognition & emotion*, 26(8), 1508-1515.
- ❖ Fox, E., Zougkou, K., Ridgewell, A., & Garner, K. (2011). The serotonin transporter gene alters sensitivity to attention bias modification: evidence for a plasticity gene. *Biological Psychiatry*, 70(11), 1049-1054.



KATHARINE GREENAWAY – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

Katharine completed her PhD in the School in 2012 and joined the School as a postdoctoral research fellow that year supported by a research fellowship from the Canadian Institute for Advanced Research. Her research interests broadly centre on issues of human agency and control, emotion regulation, and identity processes. Her recent work focuses on the benefits of shared group membership and the surprising social costs of expressing positive emotion. Further information on Katharine's research is available at www.psy.uq.edu.au/directory/index.html?id=1391# and www.katharinegreenaway.com

- ❖ Greenaway, K.H., Haslam, S.A., Cruwys, T., Branscombe, N.R., Ysseldyk, R., & Heldreth, C. (in press). From "we" to "me": Group identification enhances perceived personal control with consequences for health and well-being. Accepted to *Journal of Personality and Social Psychology* on March 27, 2015.
- ❖ Greenaway, K.H., Wright, R., Willingham, J., Reynolds, K.J., & Haslam, S.A. (2015). Shared identity is key to effective communication. *Personality and Social Psychology Bulletin*, 41(2), 171-182.
- ❖ Greenaway, K.H., Storrs, K., Philipp, M.C., Louis, W.R., Hornsey, M.J., & Vohs, K.D. (2015). Lacking control stimulates approach motivation. *Journal of Experimental Social Psychology*, 56, 235-241.



JULIE HODGES – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

Julie commenced a postdoctoral fellowship in the School in 2012. Her research centres on the developmental outcomes of children and adolescents and the influence that working with families and schools can have on these outcomes. She is also interested exploring the interplay between these contexts. During her fellowship she has been involved in the Stepping Stones Triple P project, a population level rollout of free parenting programs to parents of children with disabilities.

- ❖ Hodges, J., Sheffield, J., and Ralph, A. (2013) Home away from home? Boarding in Australian schools. *Australian Journal of Education*, 57 1: 32-47.
- ❖ Harnett, P. H., Whittingham, K., Puhakka, E., Hodges, J., Spry, C. and Dob, R. (2010) The short-term impact of a brief group-based mindfulness therapy program on depression and life satisfaction. *Mindfulness*, 1 3: 183-188.
- ❖ Hodges, J and Oei, T.P.S. (2007) Would Confucius benefit from psychotherapy? The compatibility of cognitive behaviour therapy and Chinese values. *Behaviour Research and Therapy*, 45 5: 901-914.



DIVNA HASLAM – RESEARCH FELLOW

PhD (UQ)

Head of International Research Development (PFSC)

As well as her above role in the PFSC, Divna is chair of the Triple P Research Network. She is a registered clinical psychologist with experience in hospital and private clinical settings. Her research focuses on the prevention of social-emotional and behaviour problems in children through delivery of evidence-based interventions, particularly issues relating to the work-family interface, and the relevance, cultural acceptability and effectiveness of evidence-based parenting interventions in low and middle income countries. She is the author of the Workplace Triple P Program which aims to reduce work-family conflict in working parents. Further information on Divna's research is available at www.psy.uq.edu.au/directory/index.html?id=359#.

- ❖ Haslam, D. M., Patrick, P., & Kirby, J. K. Giving Voice to Working Mothers. A Consumer Informed Study to Program Design for Working Mothers. *Journal of Child and Family Studies*. In Press.
- ❖ Haslam, D., Filus, A., Morawska, A., Sanders, M. R., & Fletcher, R. The Work and Family Conflict Scale (WAFCS): Development and Initial Validation of Self-report Measure of Work and Family Conflict. *Child Psychiatry and Human Development*. In Press.
- ❖ Haslam, D. M., & Sanders, M. R., & Sofronoff, K. (2013). Reducing Work and Family Conflict in Teachers: A Randomised Controlled trial of Workplace Triple P. *School Mental Health*, 5, 70-82.



NATASHA MATTHEWS – POSTDOCTORAL RESEARCH FELLOW

PhD (Newcastle)

Natasha recently joined the School as part of the newly opened Science of Learning Research Centre (SLRC), that will bring together researchers in education, neuroscience and cognitive psychology with the ultimate aim of increasing understanding of the learning process. Natasha's research focuses on understanding the neural, genetic and pharmacological control of attention and learning in both adult and child populations. She has previously undertaken a postdoctoral fellowship at Vanderbilt University and a research fellowship at QBI.

- ❖ Matthews, N. L., Collins, K. P., Thakkar, K. N. and Park, S. (2013) Visuospatial imagery and working memory in schizophrenia. *Cognitive Neuropsychiatry*, 19 (1), 17-35.
- ❖ Matthews, N., Todd, J., Mannion, D. J., Finnigan, S., Catts, S. and Michie, P.T. (2013) Impaired processing of binaural temporal cues to auditory scene analysis in schizophrenia. *Schizophrenia Research*, 146 (1-3), 344-348.
- ❖ Hawi, Z., Matthews, N., Wagner, J., Wallace, R.H., Butler, T.J., Vance, A., Kent, L., Gill, M. and Bellgrove, M.A. (2013) DNA variation in the SNAP25 gene confers risk to ADHD and is associated with reduced expression in prefrontal cortex. *PLoS One*, 8 (4), e60274.1-e60274.8.



WELBER MARINOVIC – RESEARCH FELLOW

PhD (UQ)

Welber has been a research fellow in the School since 2011 following a postdoctoral fellowship in the School of Human Movement Studies. His research interests primarily involve understanding the visuo-motor control of people's actions including how people successfully interact with moving objects despite rather long neuro-mechanical delays and the role of motion perception in the planning and control of skilled motor actions. Further information on Welber's research is available at www.psy.uq.edu.au/directory/index.html?id=1984#.

- ❖ Marinovic, W., Cheung, F. L., Riek, S. & Tresilian, J. R. (2014). The effect of attention on the release of anticipatory actions. *Behavioural Neuroscience*, 128(5), 548-55.
- ❖ Marinovic, W., Tresilian, J. R., de Rugy, A., Sidhu, S. & Riek, S. (2014). Corticospinal modulation induced by sounds depends on action preparedness. *Journal of Physiology*, 592(1), 153-169.
- ❖ Arnold, D. H., Pearce, S.L. & Marinovic, W. (2014). Illusory motion reversals and feature tracking analyses of movement. *Journal of Experimental Psychology: Human Perception and Performance*, 40(3), 938-47.



DAVID PAINTER – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

David commenced a Postdoctoral Research Fellowship in the School in 2014 having completed an International Visiting Researcher position at the Hitachi Central Research Laboratory (Japan), in which he investigated the use of functional near-infrared spectroscopy in measuring brain signals. His research includes selective attention, learning, brain imaging, brain stimulation and neuropsychology.

- ❖ Painter, D.R., Dux P.E., Mattingley, J.B. (2015) Distinct roles of the intraparietal sulcus and temporoparietal junction in attentional capture from distractor features: An individual differences approach. *Neuropsychologia*.
- ❖ Painter, D.R., Kritikos A., Raymond J.E. (2014) Value learning modulates goal-directed actions. *Quarterly Journal of Experimental Psychology* 67:1166-1175
- ❖ Painter, D.R., Dux ,P.E., Travis, S.L., Mattingley, J.B. (2014b) Neural responses to target features outside a search array are enhanced during conjunction but not unique-feature search. *Journal of Neuroscience* 34: 3390-3401.



JAMES RETELL – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

James completed his PhD in the School in 2014 and is continuing on in 2015 as a postdoctoral research fellow. He finds vision and human cognition remarkable and is interested in understanding the neural mechanisms and operations that underpin our conscious percept of the world. Further information on his research is available at <https://www.psy.uq.edu.au/directory/index.html?id=1575> or www.jdretell.com.

- ❖ Retell, J. D., Venini, D., & Becker, S. I. (2015). Oculomotor capture by new and unannounced colour singletons during visual search. *Attention Perception and Psychophysics*. 10.3758/s13414-015-0888-3
- ❖ Becker, S.I., Harris, A.M., Venini, D., & Retell, J.D. (2014). Visual search for colour and shape: When is the gaze guided by feature relationships, when by feature values? *Journal of Experimental Psychology: Human Perception and Performance*, 40(1), 264-291.
- ❖ Harrison, W. J., Retell, J. D., Remington, R. W., and Mattingley, J. B. (2013). Visual crowding at a distance during predictive remapping. *Current Biology*, 23, 1–6.



NIK STEFFENS – POSTDOCTORAL RESEARCH FELLOW

PhD (Exeter)

Nik is an organisational psychologist interested in issues related to self and identity, leadership and followership, motivation and creativity, and health and well-being. He mainly teaches and supervises students in the area of leadership and motivation. He joined the School in 2012 as a postdoctoral research fellow after having been awarded his PhD from the University of Exeter (UK). Further information on Nik's research is available at www.psy.uq.edu.au/directory/index.html?id=2126.

- ❖ Steffens, N. K., Steffens, N. K., Haslam, S. A., Reicher, S. D., Platow, M. J., Fransen, K., Yang, J., Ryan, M. K., Jetten, J., Peters, K., & Boen, F. (2014). Leadership as social identity management: Introducing the Identity Leadership Inventory (ILI) to assess and validate a four-dimensional model. *The Leadership Quarterly*, 25, 1001-1024.
- ❖ Steffens, N. K., Haslam, S. A., & Reicher, S. D. (2014). Up close and personal: Evidence that shared social identity is a basis for the 'special' relationship that binds followers to their leaders. *The Leadership Quarterly*, 25, 296-313.
- ❖ Steffens, N. K., & Haslam, S. A. (2013). Power through 'us': Leaders' use of we-referencing language predicts election victory. *PLoS ONE*, 8, e77952.



MATTHEW THOMPSON – POSTDOCTORAL RESEARCH FELLOW

PhD (UQ)

Matthew researches the nature of visual expertise in forensics and medicine, towards improving safety-critical decision making. He received a PhD from UQ and joined the School as a Postdoctoral Research Fellow in 2014. He was a Fulbright Scholar at the University of California, Los Angeles, and an Endeavour and AAA Fellow at Harvard Medical School. Matthew co-teaches one of the most popular Massive Open Online Courses in the world, *The Science of Everyday Thinking*, with over 100,000 students. More info at mbthompson.com and www.psy.uq.edu.au/directory/index.html?id=1399.

- ❖ Thompson, M. B. & Tangen, J. M. (2014). The nature of expertise in fingerprint matching: Experts can do a lot with a little. *PLOS ONE*. doi: 10.1371/journal.pone.0114759.
- ❖ Thompson, M. B., Tangen, J. M., & McCarthy, D. J. (2013). Human matching performance of genuine crime scene latent fingerprints. *Law and Human Behavior*, 38(1), 84–93.
- ❖ Tangen, J. M., Thompson, M. B., & McCarthy D. J. (2011). Identifying fingerprint expertise. *Psychological Science*, 22(8), 995–997.



ASHIKA VERGHESE – POSTDOCTORAL RESEARCH FELLOW

PhD (Melb)

Ashika commenced her postdoctoral fellowship in the School in 2014. Her research area is in Visual and Cognitive Neuroscience. Her current research focuses on studying the effects of cognitive training and the role of individual differences, using structural and functional imaging techniques.

- ❖ Vergheze, A., Kolbe, S.C., Anderson, A.J., Egan, G.F. & Vidyasagar, T.R. (2014) Functional size of human visual area V1: a neural correlate of top-down attention. *NeuroImage*, 93 Pt 1, 47-52
- ❖ Vergheze, A., Anderson, A.J. & Vidyasagar, T.R. (2013) Space, color, and direction of movement: how do they affect attention? *Journal of Vision*, 13.



BRENDAN ZIETSCH – RESEARCH FELLOW

PhD (UQ)

Brendan commenced as a research fellow in the School in 2010 on a UQ Postdoctoral Fellowship and in 2012 was awarded an ARC Discovery Early Career Researcher Award. His research focuses on combining evolutionary and genetic approaches to human behaviour; what evolutionary processes gave rise to the characteristics of our species and why there are wide, heritable individual differences in these characteristics despite selective pressures favouring only the most advantageous genetic variants. He is particularly interested in mate preferences and choices. Further information on Brendan's research is available at www.psy.uq.edu.au/directory/index.html?id=1220

- ❖ Zietsch, B. P., Kuja-Halkola, R., Walum, H. & Verweij, K. J. H. (2014) Perfect genetic correlation between number of offspring and grandoffspring in an industrialized human population. *Proceedings of the National Academy of Sciences*, 111, 1032-1036.
- ❖ Zietsch, B. P., Verweij, K. J. H., Heath, A. C. & Martin, N. G. (2011). Variation in human mate choice: simultaneously investigating heritability, parental influence, sexual imprinting, and assortative mating. *American Naturalist*, 177, 605-616.
- ❖ Lee, A. J., Mitchem, D. G., Wright, M. J., Martin, N. G., Keller, M. C., & Zietsch, B. P. (2014) Genetic factors increasing male facial masculinity decrease facial attractiveness of female relatives. *Psychological Science*, 25, 476-484.

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