

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 purple and blue highlights. A white diagonal line cuts across the bottom left corner.

School of Psychology

Review Submission

2015

Volume 2



**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA

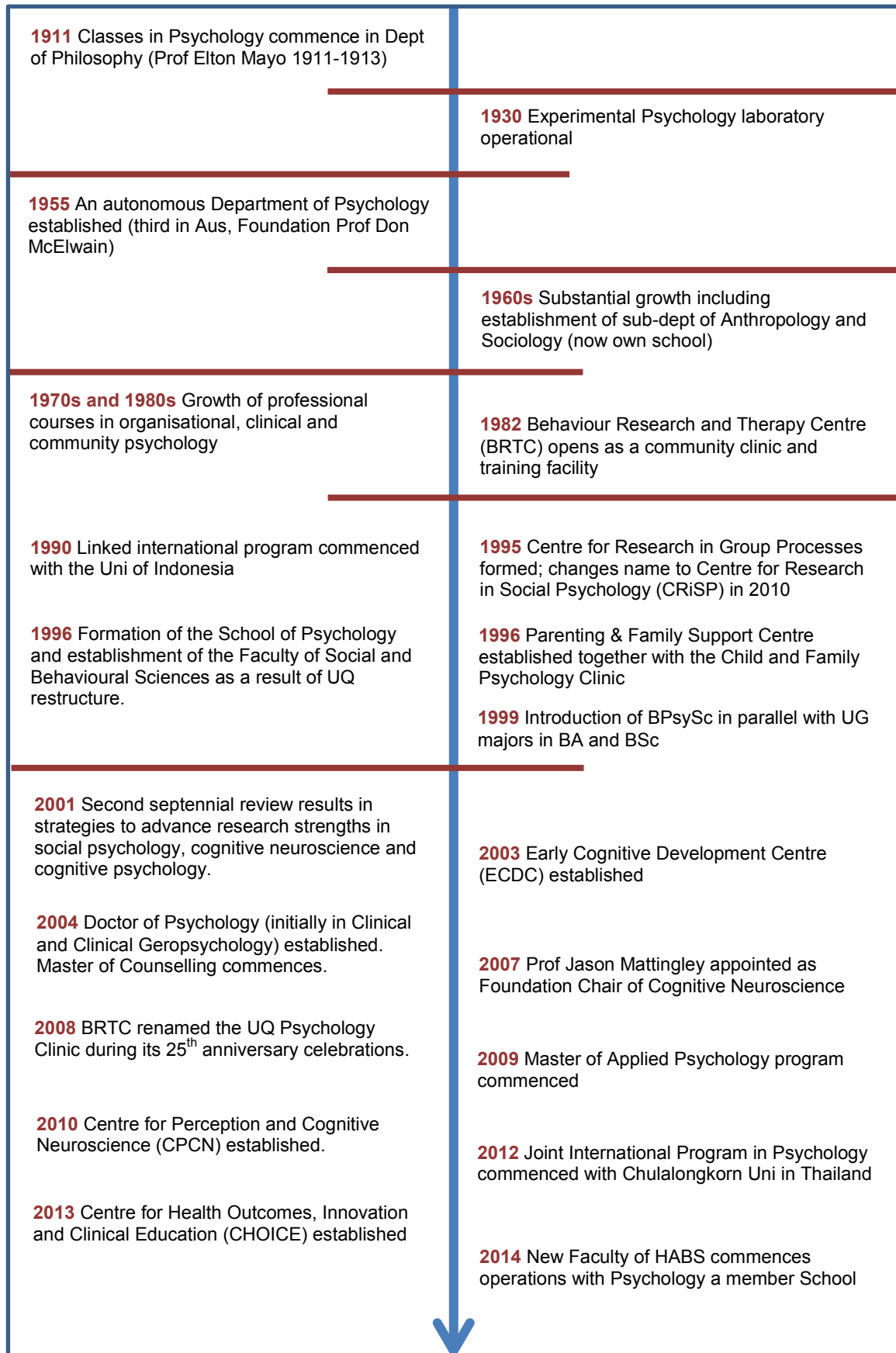


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1

Historical Timeline for School of Psychology



2

2008 School of Psychology Review Key Recommendations and Outcomes

Area	Recommendation	Actions Taken	Future Actions
Governance	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.	Strategy Group established immediately. Committees meet monthly with greater decision-making delegation. Ongoing cycle of strategic planning undertaken.	The most recent Planning Day was held in November 2014 and resulted in a new iteration of the Strategic Plan.
	4. Develop a coordinated strategy for successfully advancing within UQ the well-justified case for additional space.	Whilst a strategic proposal for new space was put forward through the Executive Dean; this has only recently come to fruition with the Upland Rd proposal.	The Upland Rd proposal will have flow-on benefits to all areas of the School, however, space shortages will remain a constricting factor for growth.
	5. Give academic staff greater opportunity for strategic planning by appropriately devolving more admin tasks to professional staff.	Actioned where feasible (e.g. student admin restructured and several tasks transferred; induction website).	Subject to ongoing review.
Teaching & Learning (T&L)	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.	Analysis and review always undertaken. 3 rd year electives reviewed, MAppPsyc introduced, MSp&ExPsych incorporated into the MAppPsyc degree as a stream; new course delivery methods.	T&L Committee oversees ongoing review and viability of curricula. A major curriculum review is currently in progress.
	8. Optimise the quality and mix of honours students and minimise inequalities across degree programs.	Standardise min. GPA for entry to honours across all programs. Exit award (BBehSc) introduced at end of 3 rd year BPsySc.	Ongoing monitoring by the T&L Committee.
	9. Develop and promote new models for professional training and seek UQ Strategic Initiative support for necessary infrastructure.	ALTC funded project resulted in embedding of competency-based assessment in PGCW programs and accreditation. 2009 MEI funding upgraded clinic facilities.	Ongoing development of new placement opportunities through partner relationships.
Discovery	10. Identify research initiatives that synthesise aspirations of groups & infrastructure needed; monitor success with reference to benchmarks; further increase proportion of high quality publications.	Supported bids for large cross-group research initiatives, such as the 3 CREs, and senior research fellowships who provide significant leadership. 2010 MEI funding improved computer facilities.	Ongoing monitoring of performance relative to benchmarks by Research Com. Upland Rd development will provide flow-on benefits.
	11. Establish clear and consistent policy concerning establishment, review and continuance of School Centres.	Policies established and implemented. Centres provide annual report to Faculty that is reviewed by the Research Com.	Established process is ongoing.
	12. Include a buddy system in induction package for new research students and staff.	Informal mentoring works well generally, but new staff experience can be variable.	New approach to mentoring of new academic staff implemented in 2015.
	13. Enhance completion rates of RHD students.	UQ milestone policy plus policies developed by School better support RHD students.	Completion rate is now 6.5%. Monitored by Research Com.
Engagement	14. 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.	Engagement Committee established. Appointment of Adjunct Professors now an established practice. Dynamic engagement strategy now in place. Events held to engage different types of stakeholders. Research collaborations with multiple organisations well-established. Newsletter from 2013.	Alumni survey conducted in early 2015. Appointment of dedicated staff member to ensure a coordinated approach to stakeholder engagement, especially in the areas of alumni and industry.

3

Constitution of Committees

School of Psychology - Constitution of the Academic Committee and Subcommittees

{Approved - March 2013}

Constitution and Functioning of the Academic Committee

The Academic Committee is the major staff-student advisory committee within the School of Psychology. Its major functions are to facilitate communication between individuals at all levels within the School and to make recommendations (mainly to the Head of School but also to other relevant persons or bodies) on matters of concern to the School of Psychology.

I. Membership

The **Academic Committee** consists of:

Ex-Officio

All academic staff (including Postdoctoral Research Fellows)
School Manager
School Finance Manager
School IT Manager
Psychology Clinic Manager
Senior Administrative Officer (Academic)
School Secretary to minute the meetings

Observers

All professional staff of the School who are not already members of Academic Committee have rights of audience and debate but not voting rights.

Elected

- i) Postgraduate students
 - Five representatives of postgraduate students within the School of Psychology: Two from Masters and Professional Doctorate coursework programs and three from PhD-programs to be selected by the Psychology Students' Association (PSA); at least one of these representatives should also be a tutor.
- ii) Undergraduate and Honours students
 - Two to four representatives of students enrolled in Level 1, Level 2, and Level 3 Psychology courses; to be selected by the Psychology Students' Association (PSA).
 - One to two representatives of students enrolled in Level 4 Psychology courses; to be selected by the PSA.

Alternative Representatives

If an elected representative cannot attend a meeting, an alternative representative may attend instead, so long as the alternative is a member of the representative's "electorate".

II. Elections

- i) Time:

Elected members of the Academic Committee are to be elected at the December meeting of each year.
- ii) Method

The procedure adopted for the elections is determined by an ad hoc committee of the Academic Committee.

Casual vacancies for elected positions are filled by the following methods:

 - a) Undergraduate

Replacements e.g., caused by students no longer being enrolled in Psychology courses, are to be nominated by the PSA Executive.

- b) Postgraduate
All casual vacancies are to be filled by election at a plenary meeting of the electorate.

III. Scheduling of meetings

Ordinary meetings are held at 12 noon on the first Wednesday of each month except January. Extraordinary meetings may be called at other times by the Head of School, the Chair of the Academic Committee, or at the request of any eight members. Requests should be made in writing or by email to the Chair. The July meeting may be cancelled if there is insufficient business.

IV. Openness of meetings

All meetings of the Academic Committee are open meetings with any interested person permitted to attend. However, non-members may not participate at meetings except by invitation.

V. Procedure at meetings

In general, the Academic Committee operates within a fairly formal structure. All decisions reached by the Committee are based on votes taken on formal motions and the Committee has a number of permanent subcommittees. In particular;

- i) it has a quorum requirement
- ii) it has a pre-elected Chairperson
- iii) formal minutes are kept, and
- iv) it operates with a pre-circulated agenda.
 - a) A quorum consists of twelve members, including a minimum of four members of the full-time teaching staff.
 - b) The Chairperson of the Academic Committee is elected for a period of one year with the election taking place at the December meeting of each year.
 - c) Formal summaries are kept by a Minutes Secretary who is the School Secretary. Copies of the minutes of each meeting are supplied to each member via email. Additional copies are available from the School Secretary. Where reports are given, they must be submitted in writing to the School Secretary, before the meeting at which they are presented.

The agenda for each meeting is in the following order:

Apologies

Confirmation of minutes

Matters arising from the minutes

OH&S Matters

Reports

- Head of School
- Subcommittees
- Representatives on Faculty Boards & Boards of Studies
- School Officers' Reports
- PSA Report
- Postgraduate Student Report

Notice of Motion and specific (pre-specified) items of business

Questions without notice

Any other business

At the discretion of the Chairperson of the Academic Committee, urgent items may be taken prior to reports. The specific items of business to be included on the agenda are determined by the Chairperson of the Academic Committee after consultation with the Head of School, whenever possible. The agenda is to be sent to members via email as long as practicable before the meeting.

VI. Subcommittees

The Academic Committee has eight permanent subcommittees with specific terms of reference. All subcommittees have the power to co-opt. The elections for the subcommittees occur annually at the December meeting of the Academic Committee. Nominations for the Chair of Academic Committee, and for the Chairs and members of the subcommittees, are made to the Chair of the Academic Committee prior to the December meeting. If more nominations are received than positions are available a secret ballot will be held at the December meeting of the Academic Committee.

i) Teaching & Learning Subcommittee

The Teaching and Learning subcommittee includes the following ex-officio members: Head of School, Deputy Head of School (Teaching & Learning), Chief Examiner, School Manager, Senior Administrative Officer (Academic).

Student administration and advisory staff of the School are encouraged to attend meetings as observers in order to facilitate information exchange across all areas.

The elected members will be: At least two members of the academic staff elected at the December meeting of the Academic Committee; one postgraduate coursework student and one undergraduate student. The elected staff members should between them represent most areas of undergraduate and postgraduate coursework teaching in the School.

The Chairperson of the subcommittee is the Deputy Head of School (Teaching & Learning), ex officio.

1. The Teaching & Learning subcommittee shall meet monthly, unless there is insufficient business, and whenever requested by the Chairperson, the Head of School or any two members of the Academic Committee. Notices of the agenda of meetings shall be circulated to all members of the Academic Committee, along with invitations to submit comments for consideration by the Subcommittee.
2. The Teaching & Learning subcommittee shall be concerned with the teaching of all formal courses offered by the School. It shall:
 - a) propose guidelines within which development of the teaching program of the School will be considered;
 - b) evaluate proposals for the restructuring of teaching at the various levels, including alterations to the curricula of established courses and to their prerequisite and companion requirements, the addition of new courses, and the deletion of established ones;
 - c) periodically review curricula in specific areas of the School;
 - d) make recommendations regarding awards for teaching excellence;
 - e) propose guidelines within which assessments should normally be set;
 - f) evaluate the number and nature of assessments proposed for each course;
 - g) consider other issues of teaching and learning policy as they arise.
3. The Teaching & Learning subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that Committee.

ii) Postgraduate Training Subcommittee

The Postgraduate Training subcommittee includes the following ex-officio members: Head of School, Deputy Head of School (Teaching & Learning), Postgraduate Program Directors, School Manager, Manager, Student and Academic Administration, Administrative Officer (Postgraduate Coursework).

Teaching and placements staff of the School's postgraduate coursework programs are encouraged to attend meetings in order to facilitate information exchange across all areas. It would also be desirable for student representatives of the programs to attend at least one meeting per year to provide the opportunity for student feedback to staff.

The subcommittee has no elected members, but will invite relevant people to attend meetings on a co-opted basis as needs arise.

The Chairperson of the subcommittee is one of the Directors of the postgraduate programs, as agreed amongst themselves.

1. The Postgraduate Training subcommittee shall meet at least once per semester, and whenever requested by the Chairperson, the Head of School or any two members of the Academic Committee. Notices of the agenda of meetings shall be circulated to all members of the Academic Committee, along with invitations to submit comments for consideration by the Subcommittee.
2. The Postgraduate Training subcommittee shall be concerned with the operation of all postgraduate coursework programs offered by the School. It shall:
 - a) propose guidelines within which development of the postgraduate coursework teaching program of the School will be considered;
 - b) evaluate proposals for the restructuring of postgraduate teaching;
 - c) consider ways of collaborating across programs;
 - d) consider issues relating to external placements and field supervision;
 - e) periodically review postgraduate curricula;
 - f) consider other issues of teaching and learning policy as they arise.
3. The Postgraduate Training subcommittee shall report its activities to the Academic Committee following each meeting, and shall have any policies upon which it operates formally approved by that Committee.

iii) Equipment & IT Subcommittee

The Equipment & IT subcommittee shall include the following ex-officio members: Head of School or nominee (ex officio), School Manager, Finance Manager, IT Manager, and Duty Programmer.

The elected members will be: At least two members of the academic staff and one postdoctoral fellow elected at the December meeting of the Academic Committee; and one postgraduate student.

The Chairperson of the subcommittee shall be elected by the Academic Committee in a separate ballot at the December meeting.

1. The Equipment & IT subcommittee shall meet monthly, unless there is insufficient business, and whenever requested by the Chairperson, the Head of School or any two members of the Academic Committee.
2. The Equipment & IT subcommittee shall act principally as an executive committee for the purchase of equipment by the School. It will also determine general policies regarding such purchase, and the management of equipment and IT resources in the School. For these purposes "equipment" will mean items of equipment as defined by the University. It shall determine its own procedures for acting in this role, but these must include advising staff and postgraduates of the funds available and inviting proposals for suitable expenditure.
3. A representative of ITS staff based in the School will provide updates to the Academic Committee via the Equipment & IT subcommittee.
4. The Equipment & IT subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that Committee.

iv) Research Higher Degree Subcommittee

The Research Higher Degree subcommittee shall comprise the following ex-officio members: Head of School, Deputy Head of School (Research & Research Training), Chairperson of the Academic Committee, School Manager, Postgraduate Student Administrator.

The elected members will be: At least 6 and no more than 10 members of the academic staff, elected at the December meeting of the Academic Committee; and at least 2 and no more than 4 research higher degree students.

An elected staff member of the subcommittee must currently be the principal advisor of one or more postgraduate students in the School of Psychology, and must be eligible to vote in the Academic Committee. The elected staff members should between them cover most areas of research in the School.

The Chairperson and Deputy Chair of the subcommittee shall be elected by the Academic Committee in a separate ballot at the December meeting.

1. The Research Higher Degree subcommittee shall meet monthly, unless there is insufficient business, and whenever requested by the Chairperson, the Head of School, or any two members of the Academic Committee.
2. The Research Higher Degree subcommittee is responsible for initiation and monitoring of policy on all matters concerning postgraduate students in the School of Psychology. Issues concerning rules and policies governing requirements of students, resources provided by the School, and other matters concerning postgraduate programs, may be referred to the committee by the Head of School or the Academic Committee. Matters will be put before other relevant committees (e.g., research subcommittee) where appropriate.
3. The Research Higher Degree subcommittee will be responsible for the administration of the requirements of candidature for research degree students; including requirements for seminar presentations, assessment and monitoring of progress of RHD students in the completion of milestones, and School administration of thesis assessment. The subcommittee also has a role in resolution of problems affecting the progress of students. The subcommittee members will maintain strict confidentiality in respect of information and correspondence concerning student progress.
4. Student advisors will automatically be invited to meetings of the subcommittee whenever any of the following matters concerning students they are advising are being discussed: transfer or confirmation, appointment of examiners, extension of scholarship, suspension or termination of candidature, unsatisfactory progress or quality of work, or any matter of substantial significance to the student.
5. The Research Higher Degree subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that Committee.

v) Research Subcommittee

The Research subcommittee shall comprise the following ex-officio members: Head of School, Deputy Head of School (Research & Research Training), Chairperson of Academic Committee, School Manager, Chairperson of the Research Higher Degree subcommittee, School Ethics Officer(s), and Finance Manager.

The elected members will be: At least two academic staff and one postdoctoral fellow elected by the Academic Committee, and one postgraduate research student.

The Chairperson of the subcommittee is the Deputy Head of School (Research & Research Training), ex officio.

1. The Research subcommittee shall act principally to advise on research policy and strategy within the School, including the earning as well as spending of funding.
2. The Research subcommittee will meet monthly, unless there is insufficient business, and whenever requested by the Chairperson, the Head of School or any two members of the Academic Committee.
3. The Research subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that Committee.

Any student who is not a member of the Academic Committee and who wants a matter discussed by that Committee, should, in general, raise the issue with a student representative.

vi) International Subcommittee

The International Subcommittee shall comprise the following members: At least three academic staff, the Student Advisor & International Support Officer (ex officio), one postgraduate research student, and one undergraduate student.

The Chairperson of the subcommittee shall be elected by the Academic Committee in a separate ballot at the December meeting.

1. The International Subcommittee shall be concerned with all matters relating to international student links, including issues affecting international students at UQ; relationships with overseas institutions; Study Abroad students; and the appointment and duties of the Psychology Student Support Tutors.
2. The International subcommittee will meet at least once per year, and whenever requested by the Chairperson, the Head of School or any two members of the Academic Committee.
3. The International subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that Committee.

vii) Engagement Subcommittee

The Engagement subcommittee includes the following ex-officio members: Head of School, School Manager, or delegate (e.g. Senior Administrative Officer (Academic)), IT manager or delegate, and a representative from the Psychology Students' Association (PSA).

The elected members will be: At least three members of the academic staff and one postdoctoral fellow elected at the December meeting of the Academic Committee; one postgraduate student and one undergraduate student.

The Chairperson of the subcommittee shall be elected by the Academic Committee in a separate ballot at the December meeting.

1. The Engagement subcommittee shall meet monthly, unless there is insufficient business, and whenever requested by the Chairperson, the Head of School or any two members of Academic Committee. Notices of the Agenda of meetings shall be circulated to all members of the Academic Committee, along with invitations to submit comments for consideration by the subcommittee. All meetings shall be open to all staff and students in the School. Interested parties outside of the School (e.g. HaBS Faculty staff) may attend provided they obtain approval in advance from the Chair.
2. The Engagement subcommittee shall take a leading role in defining and promoting engagement activities for the School. This includes but is not limited to engagement within the School, between the School and other parts of the University, and between the School and the broader community.
3. The Engagement subcommittee will be responsible for proposing guidelines within which development of an engagement strategy for the School will be considered.
4. The Engagement subcommittee will evaluate proposals for the enhancement of engagement broadly, including but not limited to engagement in learning, discovery, and community endeavours; past, present and future Australian and international students' interaction with the School; elevation of the School's profile; and other activities which foster the School's strategic goals
5. The Engagement subcommittee shall engage with other subcommittees of the School as the need arises. Other subcommittees shall consult with the Engagement committee as the need arises.
6. The Engagement subcommittee shall report its activities to each monthly meeting of the Academic Committee, and shall have any policies upon which it operates formally approved by that committee.

viii) School Strategy Group

The School Strategy Group shall comprise the following ex-officio members: Head of School, Deputy Head of School (Research & Research Training), Deputy Head of School (Teaching & Learning), School Manager.

The elected members will be 4 members of academic staff, with 2 elected each year for a term of two years. A secret ballot will be held at the December meeting of the Academic Committee to elect these members.

1. The School Strategy Group shall meet monthly, unless there is insufficient business, and whenever requested by any two members of the Group.
2. The role of the School Strategy Group is to provide advice to the Head of School on strategic matters, and to identify and plan for major strategic initiatives and directions for the School
3. The School Strategy Group is an advisory group, not a decision-making body. Recommendations of the Group are referred to the appropriate subcommittee or to the Academic Committee for discussion.

ix) School Officers

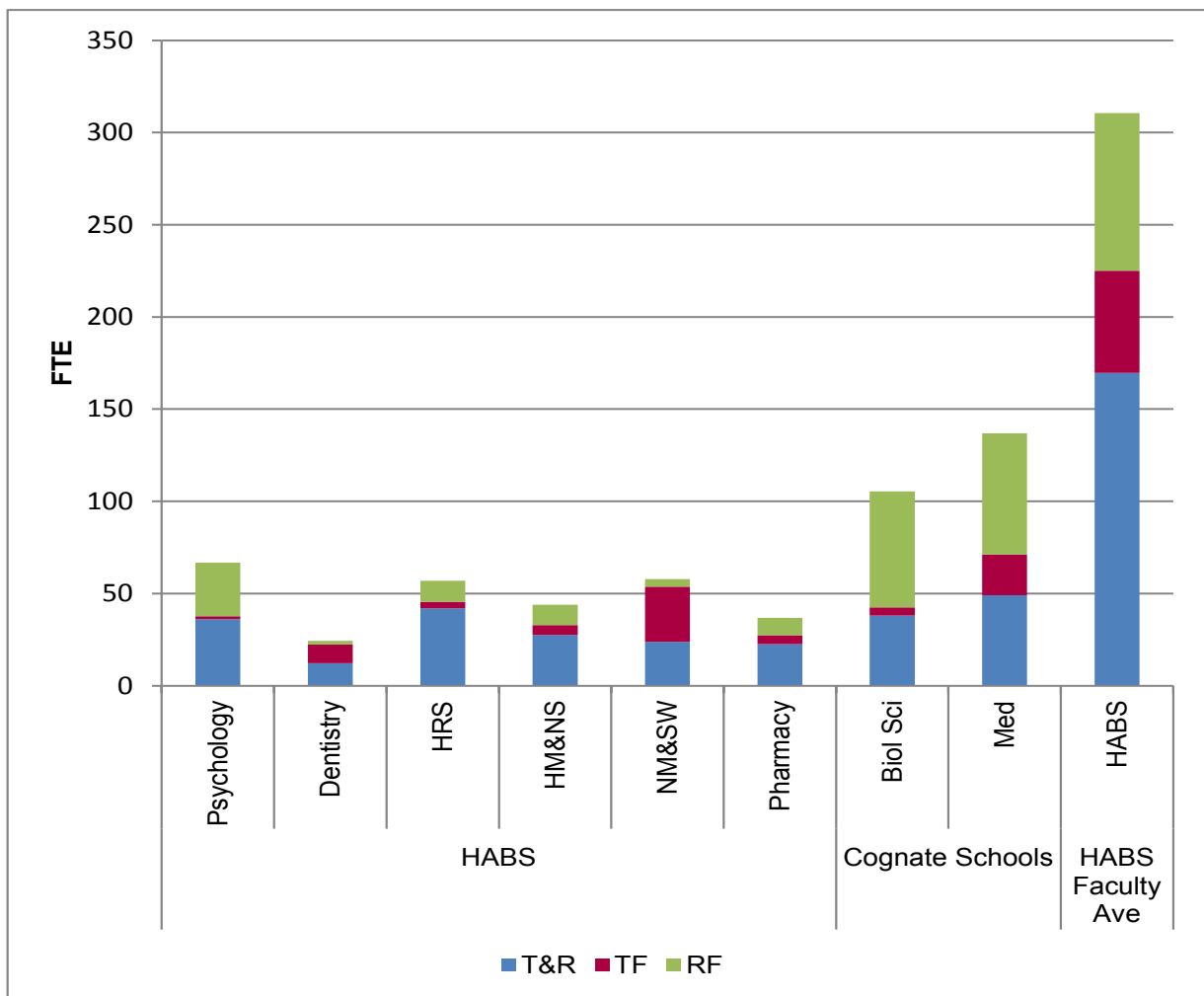
To share the administrative burden involved in operating the School a number of administrative positions are filled by members of the academic staff. These positions are appointed by the Head of School following discussion with relevant staff members and are ratified at the December meeting of the Academic Committee. These positions may be modified by the Head of School on an annual basis depending on the needs of the School. School Officers report to Academic Committee when there is business to report however the year co-ordinators should report through the TLC. School Officers include:

Equity Officer
Library Officer
Ethics Officers
Reconciliation Officer
Chief Examiner
Academic Integrity Officer
Tutorial Coordinator
Seminar Consortium
Honours Coordinator
Clinical Programs Director
UQ Clinic Director
Clinic Examiner
Organisational Psychology Program Director
Applied Masters Program Director
WashU and Dean's Scholars Programs Director
LCPC School Rep

4

Comparison of the Classification of Staff in Schools

This graph compares the classification of staff in schools in the Faculty of HABS and two other cognate schools in UQ with which the School has benchmarked, the Schools of Biological Sciences and Medicine, and the total across the Faculty, for 2014.



Note: Continuing T&R staff temporarily holding Research Focused positions are included in Research Focused totals.

Source: UQ Reportal. Staff FTE, by Function & Classification.

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List of Staff in Psychology

As at 3 March 2015

Academic Staff

Teaching and Research

T&R Professors

Slaughter, Virginia

Head of School

Halford, William K

Deputy Head of School (Research)

Haslam, Catherine

Hornsey, Matthew J

+Kenardy, Justin A

+Lee, Christina E

Neal, Andrew F

Pachana Nancy A

Pakenham, Kenneth I

+Sanders, Matthew R

+Sanderson, Penelope

Suddendorf, Thomas

Von Hippel, William

Research Focused Professors

Haslam, Stephen A

ARC Laureate Fellow

+Mattingley, Jason B

ARC Laureate Fellow

Jetten, Jolanda P. A

ARC Future Fellow

T&R Associate Professors

Nielsen, Mark G

Deputy Head of School (T&L)

Burt, Jennifer S

+Hanrahan, Stephanie J

Horswill, Mark S

Louis, Winnifred

Masser, Barbara M

McKimmie, Blake M

Newcombe, Peter A

Soironoff, Katherine V

Research Focused Associate Professors

Arnold, Derek H

ARC Future Fellow

+Cunnington, Ross

Principal Research Fellow

Dux, Paul E

ARC Future Fellow

*Henry, Julie D

Teaching Focused Associate Professors

McLean, John P

+Murray, Judith A

T&R Senior Lecturers

+Cobham, Vanessa E

Grove, Philip M

Harnett, Paul H

Iyer Aarti

Kritikos, Ada

Robinson, Gail A

+Rossouw, Peter

Tangen, Jason

Vanman, Eric J

Von Hippel, Courtney

Watson, Bernadette M

Research Focused Senior Lecturers

Becker, Stefanie

ARC Future Fellow

*+Turner, Karen

Deputy Director Programs (PFSC)

*+Morawska, Alina

Deputy Director Research (PFSC)

*Haslam, Divna M

Head, International Research

Development (PFSC)

+Burke, Kylie M

Senior Research Fellow

T&R Lecturers

Cruwys, Tegan L

Dingle, Genevieve A

Imuta, Kana

*Nelson, Nicole L

Parker, Stacey L

Peters, Kim O

*Sheffield, Jeanie K

*Tobin, Stephanie

Research Focused Level B

*+Dittman, Cassandra K

*Matthews, Natasha L

*Marinovic, Welber

*Zietsch, Brendan P

Research Focused Level A

*Filmer, Hannah L

*Greenaway, Katherine H

*Steffens, Niklas

*Thompson, Matthew B

Professional Staff

Governance

School Manager

Perkins, Karen S

Personal Assistant/Admin Officer

+Bathgate, Dorothy

+Bestard, Angela

Student and Academic Administration

Student & Academic Administration

Manager

Johnston-Oost, Anita

Senior Student Advisor &

International Support Officer

Sirowatka, Astrid

Undergraduate Coordinator

English, Jennifer

Administration Officer (UG)

+Cridland, Megan

Administration Officer (PGCW)

Croton, Rachelle

Administration Officer (RHD)

Pike, Alison

Facilities & Reception Officer

English, Roxanne

Project Officer (Student Admin.)

Subero Castillo, Nathacha

Resource Centre Administration

Jones, Danico

Finance and Human Resources Manager

Oldham, Robert

Finance & Personnel Officers

Dennis, Holly

McBreen, John

Clinics and External Placements

Clinics Managers

Bouma, Ruth (*UQ Psych*)
+McTaggart, Philippa (*PFSC*)
+Ruschena, Annette (*PFSC*)

Clinic Administrative Officers

Doyle, Suzanne
Power Kaylene

Clinic Administrative Assistant

+Boyte, Jane

Placement Managers

+Campbell, Linda R
+Harrison, Emma-Jane
+Hatty, Melissa A
+McGregor, Gillian
+Morris, Elissa
+Ross, Helen
+Seefeld, Nathan

Technical and IT

Experimental Programmer & Webmaster

+Jackson, Paul

Electronics Technician

+Sibbald, Nicholas

Parenting and Family Support Centre

Head, Triple P Innovation Precinct
Pickering, John

Executive Assistant

Penman, Nicole

Business Development Manager

+Hill, Tricia M

Innovation Engagement Manager

Winch, Teresa

Research Coordinator

+Mitchell, Amy

Haslam Laureate

Project Officer

Christine McCoy

Mattingley Laureate

Lab Manager

David Lloyd

Early Cognitive Development Centre

Centre Manager

+Sally Clark

Honorary and Adjunct Academic Appointments

Emeritus Professors

Geffen, Gina M
Halford, Graeme S
Humphreys, Michael S
McBride, Glenorchy
Noller, Patricia
Oei, Tian P.S
Peterson Candida L
Remington, Roger W

Honorary Professors

Coltheart, Max
Dekker, Sidney
Kavanagh, David J
Kellmann, Michael
Knight, Bob
Lambert, Michael
Lipp, Ottmar V
Martin, Nicholas G
Pot, Anne M
Prinz, Ron
Sarwono, Sariito W
Spence, Susan H
Van Der Vijver, Alphonsius

Adjunct Professors

Ariyanto, Amarino
Dooley, Roger T
Mansoor, Wilman D
Mansoor, Winarini W
Miller, Mary-Ellen
Rifameutia, Tjut
Tjokrosuprihatono, Diennaryati

Affiliate Professor

Byrne, Gerard J.A

Honorary Associate Professors

Beaudreau, Sherry
De Zubizaray, Greig I
Feeney, Judith A
Loft, Shayne D
Macdonald, Geoffrey G
McFarland Kenneth A
Metzler Carol
O'Hara, Ruth
Ralph, Alan
Redshaw, Maggie
Schwarz, Gavin M
Watson, Marcus
Yeo, Gillian

Adjunct Associate Professors

Allen, Michael
Clair, Anne
Grech, Michelle R
Griffiths, Judith A
Hooper, Danica
McDonald, Allison N
Medland, Sarah E

Affiliate Associate Professor

Hewett, David G

Honorary Senior Fellows

Barlow, Fiona K
Bastian, Brock B
Beaumont, Renae B
McKinnon, Loretta C
Wright, Margaret J

Honorary Senior Research Fellows

Miller, Yvette D
Molenberghs, Pascal

Honorary Senior Lecturers

Broerse, Peter J
Hughes, Clair P
Mazzuccelli, Trevor G

Adjunct Senior Fellows

Harris, Keith
Raylu, Namrata N

Adjunct Senior Lecturers

Baird, Amee D
Beames, Lee
Broome, Annette S
Dalton, Melanie M
De Vaus, June
Hawkins, Kate
Hully, Christina M
Hutchinson, Sandra D
Mullens, Amy B
Petch, Jemima F
Piccone, Judith M.G
Pinsker, Donna M
Steindl, Stanley R
Wegener, Signy V

Honorary Fellow Level B

Dane, Sharon

Honorary Research Fellows Level B

Alhadad, Sharifah S
Bongiorno, Renata T
Collier-Baker, Emma
Grundgeiger, Tobias
Gullo, Matthew J
Zacher, Hannes

Honorary Lecturer

Turner, Cynthia M

Adjunct Fellows Level B

McHale, Mala
Philpot, Catherine R
Winter, Sarah L

Adjunct Research Fellow Level B

Puga, Francisca

Adjunct Lecturers

Cambell, Heather

Hamernik, Elizabeth

Affiliate Research Fellow

Level B

Dissanayaka, Nadeeka

Honorary Fellows Level A

Moran, Claire P

Zhang, Airong

Honorary Research Fellows

Level A

Stallman, Helen M

Whittingham, Koa I

Ysseldyk, Renate

Adjunct Fellow Level A

Prosser, Samantha J

+ Fractional appointment

* Fixed term position

6

School of Psychology 2014 — Components of Income

Commonwealth Support & Tuition Fees		Research Block Grant		
	\$			\$
1st Year	10,347,811			
2nd Year	5,941,572	JRE	Research Income (2-4)	182,611
3rd Year	5,173,856		Publications	119,015
4th Year	2,489,660		HDR Load (Domestic)	565,295
Postgrad	2,267,585			866,922
Commonwealth Support	26,220,484			
Domestic Fee Paying		RTS	Research Income (1-4)	442,878
			Publications	244,590
Non-Award	7,280		HDR Awards (Int'l + Domestic)	1,664,954
Undergraduate	43,050			2,352,422
Postgraduate Coursework	49,826			
	100,156			
International Fee Paying		SRE	Research Income (Cat. 1 Only)	564,498
Non-Award	607,109		x ERA Index	564,498
Undergraduate	630,780			
Postgraduate Coursework	229,315	RIBG	Research Income (Cat. 1 Only)	696,435
Postgraduate Research	5,417,332			696,435
	6,884,536			
	33,205,176		Research Block Grants	4,480,277

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EFTSL by Program Level and Type

Program Level	Load Type	2010	2011	2012	2013	2014 est
Undergraduate	CSP	1389.9	1415.0	1474.9	1521.5	1522.6
	Domestic fee-paying	3.7	3.5	4.9	3.9	2.2
	International	176.9	183.8	201.9	203.9	228.3
PGCW	CSP	104.0	114.8	138.6	147.0	133.6
	Domestic fee-paying	2.5	2.4	2.8	2.4	2.6
	International	23.3	25.2	22.4	25.6	21.9
PG Research	Domestic	62.3	67.6	76.7	85.7	94.0
	International	19.9	22.2	21.5	22.0	20.6
	Other	20.0	14.9	14.6	5.9	4.9
Non-Award	Domestic fee-paying	2.6	2.3	0.9	1.2	0.2
	International	20.5	22.0	19.8	22.0	31.6
Total		1825.6	1873.5	1978.9	2041.2	2062.5

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

8

Summary of Psychology Programs Offered by the School

	Entry Requirements	Length of Psych Program	Accreditations	Other	Weblink for more information
Undergraduate Programs http://www.psy.uq.edu.au/future-students/undergraduate/					
Bachelor of Psychological Science (pass or honours). BPsySc From 2016 the degree will be offered as an AQF level 8 honours program only.	Qld Snr English. In 4th year students enter pass or honours stream subject to GPA	#64. 4 years full-time (or P/T equiv.).	APAC. Grads meet degree requirements for provisional registration as a psychologist with PsyBA.	Graduates may continue further training required for general registration as a psychologist. Students who successfully complete the first 3 years may exit the program with a Bachelor of Behavioural Science	http://www.uq.edu.au/study/program.html?acad_prog=2023
Bachelor of Arts. BA	Qld Snr English	#28 extended major	#28 extended major accredited by APAC.	Students may also study a single #16 major or an #8 minor in psychology.	http://www.uq.edu.au/study/program.html?acad_prog=2000
Bachelor of Science. BSc	Qld Snr English, maths B and one of Chemistry or Physics.	#28 extended major	#28 extended major accredited by APAC.	Students may also study a single #20 major in psychology	http://www.uq.edu.au/study/program.html?acad_prog=2030
Honours Programs http://www.psy.uq.edu.au/future-students/4thyear/					
Bachelor of Arts with Honours. BA(Hons)	Minimum GPA of 5.5 in extended major	#16, 1 year F/T	Graduates are deemed to have completed an accredited 4 year sequence of study and meet requirements for provisional registration as a psychologist with PsyBA.	Graduates may continue further training required for general registration as a psychologist.	http://www.uq.edu.au/study/program.html?acad_prog=2052
Bachelor of Science with Honours. BSc(Hons)	Minimum GPA of 5.5 in extended major	#16, 1 year F/T			http://www.uq.edu.au/study/program.html?acad_prog=2031

	Entry Requirements	Length of Psych Program	Accreditations	Other	Weblink for more information
Postgraduate Programs http://www.psy.uq.edu.au/future-students/postgraduate/					
Master of Applied Psychology. MAppPsych	Honours class 1 or IIA in psychology or equivalent 4-year APAC-accredited program (incl. UQ BPsySc)	2 years F/T or P/T equiv.	APAC. General membership of APS and Associate membership of the relevant specialist College of the APS. Meets qualification requirements for general registration as a psychologist with PsyBA. Eligible for two year PsyBA registrar endorsement program.	Students specialise in Health Psychology, Counselling Psychology or Sport & Exercise Psychology. Includes 1000 hrs of supervised practice over 4 semesters. Annual maximum quota of 25 (subject to available placements and supervision load).	http://www.psy.uq.edu.au/future-students/postgraduate/map/index.html
Master of Clinical Psychology. MPsychClin	As above	2 years F/T or P/T equiv.	APAC. General membership of APS and eligible for associate membership of the APS College of Clinical Psychologists. Meets qualification requirements for general registration as a psychologist with PsyBA. Eligible for two year PsyBA registrar endorsement program.	Includes 1000 hours of supervised practice over 4 semesters. Annual maximum quota of 30 for all clinical psychology (MPsychClin and DPsych) including 8 places for clinical neuropsychology (subject to available placements and supervision load).	http://www.psy.uq.edu.au/future-students/postgraduate/clin/mclin.html
Master of Organisational Psychology. MOrgPsy	As above	2 years F/T or P/T equiv.	APAC. General membership of APS and eligible for associate membership of the APS College of Org. Psychologists. Meets qualification requirements for general registration as a psychologist with PsyBA. Eligible for two year PsyBA registrar endorsement program.	Includes 1000 hours of supervised practice over 4 semesters. Annual maximum quota of 25 (subject to available placements and supervision load). Students who successfully complete 16 units may exit with the Graduate Diploma in Organisational Behaviour.	http://www.psy.uq.edu.au/future-students/postgraduate/mop/index.html

	Entry Requirements	Length of Psych Program	Accreditations	Other	Weblink for more information
Master of Counselling. MCouns	Bachelor degree with demonstrated prior learning in social & behavioural sci (e.g. social work, psychology, social welfare, human services, behav. studies, nursing, therapies, and related fields).	2 years F/T or P/T equiv.	PACFA and ACA accredited counselling program with graduates eligible for membership of both bodies.	Includes 200 hours of supervised practice over 2 semesters.	http://www.psy.uq.edu.au/future-students/postgraduate/mcouns/index.html
Doctor of Psychology. DPsych	Honours class 1 or IIA in psychology or equivalent 4-year APAC-accredited program	4 yrs F/T or P/T equiv. (3 yrs prior to 2015)	<p>APAC. Conditional membership of the Clinical College and other relevant colleges for the degree specialisation (full membership approval is pending).</p> <p>Meets qualification requirements for general registration as a psychologist with PsyBA.</p> <p>Doctorate reduces time required for PsyBA endorsement pathway.</p> <p>Eligible for one year PsyBA registrar endorsement program.</p>	<p>Students may specialise in Clinical Psychology, Clinical Psychology & Clinical Neuropsychology or Clinical Psychology & Clinical Geropsychology.</p> <p>Includes over 1550 hours of supervised practice across 5 semesters & 4 sems of research thesis.</p> <p>Annual maximum quota of 30 for all clinical psychology (MPsychClin and DPsych) (subject to available placements and supervision load).</p>	http://www.psy.uq.edu.au/future-students/postgraduate/clin/profdoc.html

9

EFTSL and Student Numbers by Course Code

Courses for which Psychology receives an EFTSL share (100% unless otherwise indicated)

*2014 unofficial at 5 March 2015

Course Code	Course Title		2011	2012	2013	2014*
PSYC1020	Intro to Psych: Phys & Cog Psy	Number of Students	1,517.00	1,615.00	1,729.00	1,804.00
		EFTSL	189.75	199.88	217.13	223.50
PSYC1030	Intro to Psych:Dev, Soc & Clin	Number of Students	2,205.00	2,449.00	2,582.00	2,505.00
		EFTSL	275.25	306.00	324.88	310.50
PSYC1040	Psychological Res Method I	Number of Students	777.00	759.00	813.00	935.00
		EFTSL	98.75	96.38	103.50	116.88
PSYC2010	Psychological Res Method II	Number of Students	499.00	560.00	533.00	580.00
		EFTSL	64.63	70.88	67.63	72.50
PSYC2020	Neuroscience for Psychologists	Number of Students	619.00	579.00	557.00	673.00
		EFTSL	76.88	72.50	69.25	83.38
PSYC2030	Developmental Psychology	Number of Students	646.00	579.00	547.00	574.00
		EFTSL	79.75	73.63	68.88	70.50
PSYC2040	Social & Org Psychology	Number of Students	606.00	583.00	559.00	613.00
		EFTSL	75.38	72.38	70.25	74.63
PSYC2050	Learning & Cognition	Number of Students	520.00	531.00	525.00	546.00
		EFTSL	65.50	66.25	66.50	67.50
PSYC2063	Psychological Approaches	Number of Students	204.00	207.00	220.00	235.00
		EFTSL	25.50	25.88	27.50	29.38
PSYC2311	Developmental Disorders	Number of Students	264.00	218.00	254.00	202.00
		EFTSL	32.25	26.88	30.88	24.63
PSYC2341	Psych Problems of Adolescence	Number of Students	221.00	124.00	129.00	117.00
		EFTSL	27.25	15.13	15.13	14.13
PSYC2371	Everyday thinking	Number of Students	-	90.00	156.00	172.00
		EFTSL	-	10.38	18.88	20.38
PSYC2991	Research Experience I	Number of Students	-	21.00	34.00	17.00
		EFTSL	-	1.31	2.13	1.00
PSYC2992	Research Experience II	Number of Students	-	18.00	24.00	18.00
		EFTSL	-	1.13	1.50	1.06
PSYC3010	Psych Research Method III	Number of Students	415.00	364.00	356.00	435.00
		EFTSL	53.50	45.38	44.50	54.13
PSYC3020	Measurement in Psychology	Number of Students	393.00	435.00	548.00	504.00
		EFTSL	49.00	54.38	68.38	62.88
PSYC3020	Principles of Psych Assessment	Number of Students	-	-	-	-
		EFTSL	-	-	-	-
PSYC3032	Topics in Social Psychology	Number of Students	148.00	162.00	207.00	244.00
		EFTSL	18.00	19.63	25.75	30.25
PSYC3034	Applied Psychology	Number of Students	204.00	201.00	163.00	241.00
		EFTSL	25.50	25.13	20.38	30.13

Course Code	Course Title		2011	2012	2013	2014*
PSYC3042	Psych Res: Interp & Evaluation	Number of Students	247.00	259.00	260.00	259.00
		EFTSL	30.88	32.00	32.38	32.25
PSYC3052	Judgment & Decision-Making	Number of Students	62.00	98.00	154.00	-
		EFTSL	7.50	11.63	18.88	-
PSYC3062	Introduction to Human Factors	Number of Students	-	57.00	57.00	71.00
		EFTSL % owned 75%	-	5.25	5.34	6.47
PSYC3082	Psychotherapies & Counselling	Number of Students	177.00	251.00	230.00	247.00
		EFTSL	21.25	30.38	27.50	29.50
PSYC3102	Psychopathology	Number of Students	365.00	415.00	451.00	457.00
		EFTSL	45.38	51.00	55.75	56.00
PSYC3122	Attitudes & Social Cognition	Number of Students	-	77.00	-	-
		EFTSL	-	9.00	-	-
PSYC3132	Health Psychology	Number of Students	-	109.00	-	-
		EFTSL	-	13.00	-	-
PSYC3142	Intergroup Relations & Proc	Number of Students	195.00	108.00	122.00	186.00
		EFTSL	24.25	12.75	14.38	22.38
PSYC3152	Applied Topics in Lifespan Dev	Number of Students	92.00	-	-	-
		EFTSL	11.50	-	-	-
PSYC3162	Development in Infancy	Number of Students	116.00	88.00	-	-
		EFTSL	14.50	11.00	-	-
PSYC3192	Sensory Neuroscience	Number of Students	74.00	76.00	107.00	43.00
		EFTSL	9.00	9.25	13.25	5.38
PSYC3202	Industrial & Org Psychology	Number of Students	152.00	122.00	187.00	147.00
		EFTSL	18.25	15.00	23.00	18.00
PSYC3262	Evolutionary Approach to Psych	Number of Students	113.00	102.00	82.00	132.00
		EFTSL	13.63	12.38	9.75	16.13
PSYC3272	Social Neuroscience	Number of Students	71.00	55.00	106.00	-
		EFTSL	8.50	6.50	12.88	-
PSYC3282	Child Dev & Cultural Cognition	Number of Students	142.00	113.00	150.00	149.00
		EFTSL	17.13	14.13	18.38	18.13
PSYC3302	Cognitive Neuroscience	Number of Students	-	-	38.00	97.00
		EFTSL	-	-	4.50	11.88
PSYC3312	Parenting and Family	Number of Students	119.00	126.00	131.00	144.00
		EFTSL	13.75	15.38	15.50	17.00
PSYC3991	Research Practicum	Number of Students	7.00	5.00	3.00	10.00
		EFTSL	0.88	0.63	0.38	1.25
PSYC3992	Research Practicum II	Number of Students	-	1.00	1.00	2.00
		EFTSL	-	0.13	0.13	0.25
PSYC4050	Psychological Research Method.	Number of Students	198.00	203.00	183.00	187.00
		EFTSL	24.75	25.38	22.75	23.38
PSYC4060	Ethical Considerations for Psy	Number of Students	197.00	192.00	191.00	171.00
		EFTSL % owned 85%	10.47	10.20	10.15	9.08
PSYC4070	Individual Research Thesis	Number of Students	1.00	-	-	-
		EFTSL	0.38	-	-	-
PSYC4071	Individual Research Thesis	Number of Students	153.00	152.00	144.00	255.00
		EFTSL	74.75	75.75	70.75	63.75
PSYC4091	Group-Supervised Thesis	Number of Students	45.00	43.00	47.00	87.00
		EFTSL	16.69	15.75	17.63	16.31

Course Code	Course Title		2011	2012	2013	2014*
PSYC4102	Psychopathology	Number of Students	31.00	16.00	10.00	-
		EFTSL	3.88	2.00	1.25	-
PSYC4121	Scientist-Practitioner Model	Number of Students	191.00	197.00	178.00	187.00
		EFTSL	23.88	24.63	22.25	23.38
PSYC4171	Personnel Assessment	Number of Students	25.00	50.00	36.00	39.00
		EFTSL	3.13	6.25	4.50	4.88
PSYC4181	Applied Social Psychology	Number of Students	29.00	-	69.00	51.00
		EFTSL	3.63	-	8.63	6.38
PSYC4191	Applied Cognitive Psychology	Number of Students	39.00	-	40.00	52.00
		EFTSL	4.88	-	5.00	6.50
PSYC4311	Adv Topics Soc Cog & Grp Proc	Number of Students	10.00	-	20.00	20.00
		EFTSL	0.63	-	1.25	1.25
PSYC4331	Topics in Percept & Cognition	Number of Students	-	-	6.00	25.00
		EFTSL	-	-	0.38	1.56
PSYC4341	Special Topics in Clin Psych	Number of Students	55.00	36.00	37.00	35.00
		EFTSL	3.44	2.25	2.31	2.19
PSYC4361	Evol & Comp Persp in Psych	Number of Students	-	-	35.00	19.00
		EFTSL	-	-	2.19	1.19
PSYC4371	Adv Topics in Child Development	Number of Students	9.00	19.00	19.00	20.00
		EFTSL	0.56	1.19	1.19	1.25
PSYC4981	Current Issues in Psychology 1	Number of Students	49.00	27.00	31.00	22.00
		EFTSL	6.13	3.38	3.88	2.75
PSYC4982	Current Issues in Psych II	Number of Students	54.00	134.00	-	50.00
		EFTSL	6.75	16.88	-	6.25
PSYC4991	Advanced Seminar in Psych 1	Number of Students	67.00	58.00	25.00	39.00
		EFTSL	4.19	3.63	1.56	2.44
PSYC4992	Advanced Sem in Psych II	Number of Students	52.00	89.00	37.00	24.00
		EFTSL	3.25	5.56	2.31	1.50
PSYC7011	Dissertation Part A	Number of Students	1.00	4.00	7.00	15.00
		EFTSL	0.19	0.75	1.31	2.81
PSYC7011	Dissertation Part B	Number of Students	-	4.00	5.00	14.00
		EFTSL	-	0.75	0.94	2.63
PSYC7042	Child & Adol Behav Ass & Ther	Number of Students	23.00	27.00	33.00	17.00
		EFTSL	1.44	1.69	2.06	1.00
PSYC7052	Behav Family Intervention	Number of Students	21.00	25.00	27.00	20.00
		EFTSL	1.25	1.56	1.69	1.19
PSYC7112	Assessment in Clinical Psyc	Number of Students	21.00	29.00	32.00	20.00
		EFTSL	2.63	3.63	4.00	2.50
PSYC7191	Clinical Psychopathology EFTSL % owned 60%	Number of Students	24.00	25.00	31.00	22.00
		EFTSL	1.80	1.88	2.33	1.65
PSYC7211	Clinical Skills	Number of Students	22.00	28.00	32.00	21.00
		EFTSL	1.38	1.75	2.00	1.31
PSYC7231	Ethical Prac & Research App	Number of Students	22.00	25.00	32.00	19.00
		EFTSL	2.75	3.13	4.00	2.38
PSYC7241	Acceptance & Commit Therapy	Number of Students	20.00	21.00	25.00	18.00
		EFTSL	1.25	1.31	1.56	1.13
PSYC7251	Evidence-based Psychotherap's	Number of Students	23.00	26.00	31.00	35.00
		EFTSL	2.81	3.25	3.88	2.19

Course Code	Course Title		2011	2012	2013	2014*
PSYC7414	Org Psych Dissertation Part A	Number of Students	15.00	23.00	24.00	14.00
		EFTSL	2.81	4.31	4.50	2.63
PSYC7414	Org Psych Dissertation Part B	Number of Students	14.00	24.00	24.00	13.00
		EFTSL	2.63	4.50	4.50	2.44
PSYC7424	Job & Organisational Design	Number of Students	28.00	23.00	18.00	19.00
		EFTSL	3.38	2.88	2.13	2.38
PSYC7454	Adv Organisational Psychology	Number of Students	26.00	20.00	18.00	17.00
		EFTSL	3.13	2.50	2.25	2.13
PSYC7464	Org Change: Theory & Practice	Number of Students	21.00	20.00	22.00	18.00
		EFTSL	2.63	2.38	2.63	2.25
PSYC7474	Applied Research Methods	Number of Students	15.00	25.00	22.00	14.00
		EFTSL	1.88	3.13	2.75	1.75
PSYC7484	Advanced Personnel Training	Number of Students	20.00	29.00	7.00	29.00
		EFTSL	2.50	3.38	0.88	3.63
PSYC7494	Adv Personnel Assessment	Number of Students	27.00	18.00	17.00	22.00
		EFTSL	3.38	2.25	2.13	2.75
PSYC7514	Advanced Psycholog. Research	Number of Students	8.00	10.00	-	-
		EFTSL	0.38	0.50	-	-
PSYC7524	Org Psychology Prac A	Number of Students	25.00	20.00	15.00	18.00
		EFTSL	3.13	2.50	1.88	2.25
PSYC7534	Org Psychology Prac B	Number of Students	22.00	24.00	17.00	16.00
		EFTSL	2.63	3.00	2.13	2.00
PSYC7544	Org Psychology Prac C	Number of Students	18.00	19.00	25.00	11.00
		EFTSL	2.13	2.25	3.13	1.38
PSYC7554	Org Psychology Prac D	Number of Students	15.00	19.00	26.00	16.00
		EFTSL	1.75	2.25	3.25	2.00
PSYC7584	Readings in Org Psychology	Number of Students	3.00	2.00	1.00	2.00
		EFTSL	0.38	0.25	0.13	0.25
PSYC7594	Motivating & Leading in W'place	Number of Students	11.00	15.00	17.00	5.00
		EFTSL	1.38	1.88	2.13	0.50
PSYC7604	Prof Skill Dev for Org Psych	Number of Students	23.00	24.00	21.00	15.00
		EFTSL	2.88	3.00	2.63	1.88
PSYC7725	Psy Skill Train Tech Sport A	Number of Students	3.00	6.00	6.00	4.00
	EFTSL % owned 30%	EFTSL	0.11	0.23	0.23	0.15
PSYC7745	Sport Psychology Placement B	Number of Students	3.00	6.00	6.00	4.00
	EFTSL % owned 30%	EFTSL	0.11	0.23	0.23	0.15
PSYC7755	Sport Psychology Placement D	Number of Students	5.00	3.00	6.00	6.00
	EFTSL % owned 30%	EFTSL	0.19	0.11	0.23	0.23
PSYC7775	Intro Appl Prac Sp & Ex Psych	Number of Students	3.00	6.00	6.00	4.00
	EFTSL % owned 30%	EFTSL	0.11	0.23	0.23	0.15
PSYC7800	Applied Psych Dissertation A	Number of Students	11.00	10.00	26.00	17.00
		EFTSL	3.00	2.75	6.75	4.25
PSYC7800	Applied Psych Dissertation B	Number of Students	9.00	8.00	26.00	17.00
		EFTSL	2.25	2.00	6.50	4.25
PSYC7801	Interpersonal Skills 1	Number of Students	14.00	21.00	17.00	18.00
	EFTSL % owned 45%	EFTSL	0.79	1.18	0.96	1.01
PSYC7802	Applied Psychology Evaluation	Number of Students	14.00	21.00	18.00	18.00
		EFTSL	1.75	2.63	2.25	2.25

Course Code	Course Title		2011	2012	2013	2014*
PSYC7803	App Psyc Skills & Behav Chang	Number of Students	12.00	22.00	17.00	18.00
		EFTSL	1.50	2.75	2.13	2.25
PSYC7804	Relationship Counselling	Number of Students	2.00	1.00	8.00	3.00
		EFTSL	0.25	0.13	1.00	0.38
PSYC7805	Mental Health	Number of Students	12.00	16.00	17.00	17.00
		EFTSL	1.50	2.00	2.13	2.13
PSYC7807	Understanding Loss	Number of Students	3.00	5.00	2.00	3.00
		EFTSL % owned 45%	0.17	0.28	0.11	0.17
PSYC7808	Health Challenges	Number of Students	2.00	3.00	7.00	4.00
		EFTSL % owned 45%	0.11	0.17	0.39	0.23
PSYC7809	Counselling Ethics	Number of Students	14.00	20.00	18.00	17.00
		EFTSL	1.75	2.50	2.25	2.13
PSYC7810	Applied Psychology Placem't A	Number of Students	13.00	21.00	16.00	15.00
		EFTSL	1.63	2.63	2.00	1.88
PSYC7820	Applied Psych Placement C	Number of Students	13.00	12.00	23.00	13.00
		EFTSL	1.63	1.50	2.88	1.63
PSYC7830	Clinical Health Placement B	Number of Students	1.00	8.00	4.00	7.00
		EFTSL	0.13	1.00	0.50	0.88
PSYC7840	Health Promotion Placement D	Number of Students	6.00	1.00	8.00	4.00
		EFTSL	0.75	0.13	1.00	0.50
PSYC7850	Counselling Placement B	Number of Students	7.00	7.00	7.00	6.00
		EFTSL	0.88	0.88	0.88	0.75
PSYC7860	Counselling Placement D	Number of Students	4.00	7.00	8.00	5.00
		EFTSL	0.50	0.88	1.00	0.63
PSYC8011	Doctor of Psych Dissertation A	Number of Students	18.00	15.00	16.00	13.00
		EFTSL	9.00	7.50	8.00	6.50
PSYC8011	Doctor of Psych Dissertation B	Number of Students	15.00	21.00	13.00	16.00
		EFTSL	7.50	10.50	6.50	8.00
PSYC8012	Doctor of Psych Dissertation A	Number of Students	7.00	9.00	9.00	10.00
		EFTSL	2.00	3.00	3.75	2.50
PSYC8012	Doctor of Psych Dissertation B	Number of Students	3.00	3.00	4.00	5.00
		EFTSL	0.75	0.75	1.00	1.25
PSYC8017	Public Health Psych	Number of Students	11.00	11.00	4.00	9.00
		EFTSL	1.38	1.38	0.50	1.13
PSYC8111	Advanced Clinical Health Psyc	Number of Students	23.00	25.00	-	-
		EFTSL % owned 60%	1.73	1.88	-	-
PSYC8111	Advanced Clinical Health Psyc	Number of Students	-	-	32.00	37.00
		EFTSL	-	-	4.00	4.63
PSYC8151	Sex and Couples Therapy	Number of Students	12.00	22.00	25.00	28.00
		EFTSL	1.38	2.63	3.13	3.50
PSYC8161	Neuroanatomy for Neuropsych	Number of Students	7.00	7.00	5.00	6.00
		EFTSL	0.88	0.75	0.63	0.75
PSYC8171	Diag & Mgt Neuropsych Disord.	Number of Students	3.00	7.00	4.00	5.00
		EFTSL	0.38	0.88	0.50	0.63
PSYC8181	Neuroscience of Neuropsychol	Number of Students	6.00	6.00	4.00	5.00
		EFTSL	0.75	0.63	0.50	0.63
PSYC8191	Clin Leadership & Supervision	Number of Students	-	-	6.00	11.00
		EFTSL	-	-	0.75	1.38
PSYC8291	Applied Gerontology	Number of Students	24.00	28.00	34.00	20.00
		EFTSL % owned 60%	1.80	2.10	2.55	1.50

Course Code	Course Title		2011	2012	2013	2014*
PSYC8301	Intern & Professional Prac 1	Number of Students	26.00	25.00	32.00	20.00
		EFTSL	3.25	3.13	4.00	2.50
PSYC8302	Intern & Professional Prac 2	Number of Students	25.00	27.00	28.00	24.00
		EFTSL	3.13	3.38	3.50	3.00
PSYC8320	Externship Placement 1	Number of Students	22.00	26.00	23.00	32.00
		EFTSL	2.63	3.13	2.88	4.00
PSYC8330	Externship Placement 2	Number of Students	17.00	26.00	30.00	23.00
		EFTSL	1.50	3.25	3.50	2.88
PSYC8340	Externship Placement 3	Number of Students	18.00	22.00	17.00	16.00
		EFTSL	4.25	5.25	4.25	4.00

Non Psychology Courses to which Psychology contributes						
COMU1030	Communication Skills	Number of Students	205.00	452.00	534.00	578.00
		EFTSL % owned 100% EFTSL	25.25	56.00	66.25	70.75
COUN7001	Interpersonal Skills in Couns1	Number of Students	41.00	34.00	48.00	38.00
		EFTSL % owned 45% EFTSL	2.31	1.91	2.70	2.14
COUN7004	Relationship Counselling	Number of Students	23.00	33.00	32.00	41.00
		EFTSL % owned 100% EFTSL	2.88	4.13	4.00	5.13
COUN7005	Counselling and Mental Health	Number of Students	42.00	32.00	39.00	41.00
		EFTSL % owned 100% EFTSL	5.25	4.00	4.88	5.13
COUN7007	Counselling Practicum 1	Number of Students	3.00	-	-	-
		EFTSL % owned 45% EFTSL	0.17	-	-	-
COUN7012	Coun. Children & Young People	Number of Students	50.00	38.00	55.00	45.00
		EFTSL % owned 45% EFTSL	2.81	2.14	3.09	2.53
COUN7013	Counselling Practicum 2	Number of Students	2.00	-	-	-
		EFTSL % owned 45% EFTSL	0.11	-	-	-
COUN7014	Caring for those Affect by Loss	Number of Students	40.00	46.00	46.00	59.00
		EFTSL % owned 45% EFTSL	2.25	2.59	2.59	3.32
COUN7015	Counselling for Health and Cap	Number of Students	31.00	46.00	36.00	50.00
		EFTSL % owned 45% EFTSL	1.74	2.59	2.03	2.81
COUN7016	Ethics and Professional Prac.	Number of Students	38.00	25.00	42.00	38.00
		EFTSL % owned 100% EFTSL	4.75	3.13	5.25	4.75
COUN7020	Counselling Practicum Part A	Number of Students	22.00	30.00	26.00	39.00
		EFTSL % owned 45% EFTSL	1.86	2.53	2.19	3.29
COUN7020	Counselling Practicum Part B	Number of Students	19.00	29.00	27.00	39.00
		EFTSL % owned 45% EFTSL	1.60	2.45	2.28	3.29
NEUR7005	Neuroscience Core II	Number of Students	13.00	13.00	-	8.00
		EFTSL % owned 100% EFTSL	1.63	1.50	-	0.88
SCIE1000	Theory & Practice in Science	Number of Students	457.00	457.00	-	-
		EFTSL % owned 10% EFTSL	5.71	5.71	-	-

10

Number of Graduating Students in Programs Relevant to Psychology

Degree	2009	2010	2011	2012	2013	2014
Undergraduate						
BPsySc (pass)	26	38	39	45	40	41
BBehSc ¹		15	21	33	51	41
BPsySc (Hons)	89	92	102	114	91	87
BA ²	153	126	138	104	137	125
BSc ²	35	38	33	37	47	50
BSc/BA ²	7	9	9	13	15	16
Other dual degrees with BA ²	28	19	27	16	29	40
Other dual degrees with BSc ²	3	5	6	6	8	9
BA (Hons Psych)	37	32	28	23	25	28
BSc (Hons Psych)	12	15	15	12	20	14
Postgraduate						
Dr Clin Psych			1			
DPsych	12	23	25	21	17	15
MAppPsych	-	3	7	11	18	25
MPsychClin	5	8	5	-	6	12
MPsychOrg	15	18	17	17	23	16
MCouns	14	25	23	23	31	40
GDipPsychOrg		1				
GCertOrgPsych						1

Notes:

1. BBehSc is an exit award for students in the 4 year BPsySc who choose to exit at the completion of the 3rd year.

2. Unit programs by declared plan "Psychology"; due to variations in how this is expressed, data is not totally reliable.

Source: UQ Reportal. Awards by Program Level & Program, 5 Year Trend.

11

Equity Data

Student enrolment (and percentage of total EFTSL) for selected equity groups for Psychology (for all EFTSL for which Psychology is recorded as the owner)

Student equity group	2011		2012		2013		2014	
	%	EFTSL	%	EFTSL	%	EFTSL	%	EFTSL
Female	72.3	1354.3	70.9	1402.7	70.4	1436.8	71.1	1463.2
Disability ¹	2.5	47.2	2.7	52.8	3.0	61.8	3.2	62.4
International	13.5	253.1	13.4	265.6	13.4	273.5	14.6	303.0
Country of birth outside Australia	30.1	562.9	30.3	598.9	30.3	618.3	32.5	667.6
Language other than English spoken at home	15.5	290.5	16.1	318.4	16.5	337.1	17.8	366.6

Note 1: Defined by the federal government. 2014 is based on preliminary data.

Source: UQ Reportal, Equity Groups by School, 5 Year Trend.

Student enrolment for selected equity groups measured as a percentage of undergraduate domestic students (for all EFTSL in which Psychology is recorded as the owner)

Student equity group ¹	2011		2012		2013		2014	
	%	EFTSL	%	EFTSL	%	EFTSL	%	EFTSL
Aboriginal & Torres Strait islander	0.58	9.45	0.83	14.22	0.83	14.65	0.70	12.34
Non English speaking background	3.4	55.3	3.9	67.4	4.4	77.0	5.3	92.2
Low socio-economic status	9.4	152.9	9.0	153.8	9.2	162.4	8.9	155.8
Students from rural areas	0.6	8.9	0.6	11.0	0.7	12.4	0.6	11.3
Students from isolated areas	13.0	210.4	12.5	213.3	12.3	234.8	13.2	231.0

Note 1: Defined by the federal government. 2014 is based on preliminary data.

Source: UQ Reportal, Equity Groups by School, 5 Year Trend.

12

International Students Map

The figure below provides a graphic presentation of the international countries from which Psychology drew students in 2014, emphasising the breadth of outreach.



Key: ● Undergraduate students ● Postgraduate Coursework students ● RHD students

2014

- UQ Award for Teaching Excellence: Jason Tangen
- 2014 HABS Faculty Awards for Tutors & Clinical or Professional Practice Supervisors: Tamara Butler, Stephen La Macchia and Michael Thai. Honourable Mention: Billy Sung

2013

- SBS Faculty Award for Teaching Excellence: Natalie Loxton
- SBS Faculty Awards for Excellence in Tutoring: Elise Kalokerinos and Alexander Saeri
- OLT Innovation and Development Grant (led by Curtin University): Natalie Loxton as a member of a cross-university team

2012

- Outstanding Teaching and Mentoring Award, Society for the Psychological Study of Social Issues (SPSSI), Honorable Mention: Winnifred Louis
- SBS Faculty Award for Teaching Excellence: Jason Tangen
- SBS Faculty Award for the Enhancement of Student Learning: Kenneth Pakenham
- SBS Faculty Early Career Award for Teaching Excellence: Fiona Barlow
- SBS Faculty Award for Excellence in Tutoring: Jessica O'Reilly, Wen Wu
- SBS Faculty Award for Excellence in Teaching: Pieter Rossouw

2011

- UQ Award for Teaching Excellence: Winnifred Louis
- SBS Faculty Early Career Award for Teaching Excellence Honourable Mention: Fiona Barlow
- SBS Faculty Award for Excellence in Tutoring: Jo Brown

2010

- ALTC Citation for Outstanding Contributions to Student Learning: Matthew Hornsey
- National Teaching Fellowship, Higher Education Academy: Alex Haslam
- UQ Citation for Outstanding Contribution to Student Learning: Barbara Masser
- UQ Commendation for Teaching Excellence: Winnifred Louis
- SBS Faculty Teaching Excellence Award: Blake McKimmie
- SBS Faculty Award for Excellence in Tutoring: Rowena Brown and Stacey Parker

2009

- Higher Education Equity Support Program (\$30,000): Paul Harnett and colleagues from Psychology and ATSI SU *Promoting indigenous students' transition into the study of psychology at UQ.*
- Scholarship of Teaching & Learning Grant (\$10,785): Judith Murray *Teaching professional interpersonal skills.*
- British Psychology Society Award for Excellence in Teaching Psychology: Alex Haslam
- UQ Award for Teaching Excellence: Mark Horswill
- UQ Commendation for Teaching Excellence: Matthew Hornsey
- SBS Faculty Award for Teaching Excellence: Winnifred Louis
- SBS Faculty Award for Excellence in Tutoring: Nicole Erlich

2008

- Pearson Education Early Career Teaching Award, Australian Psychological Society: Winnifred Louis

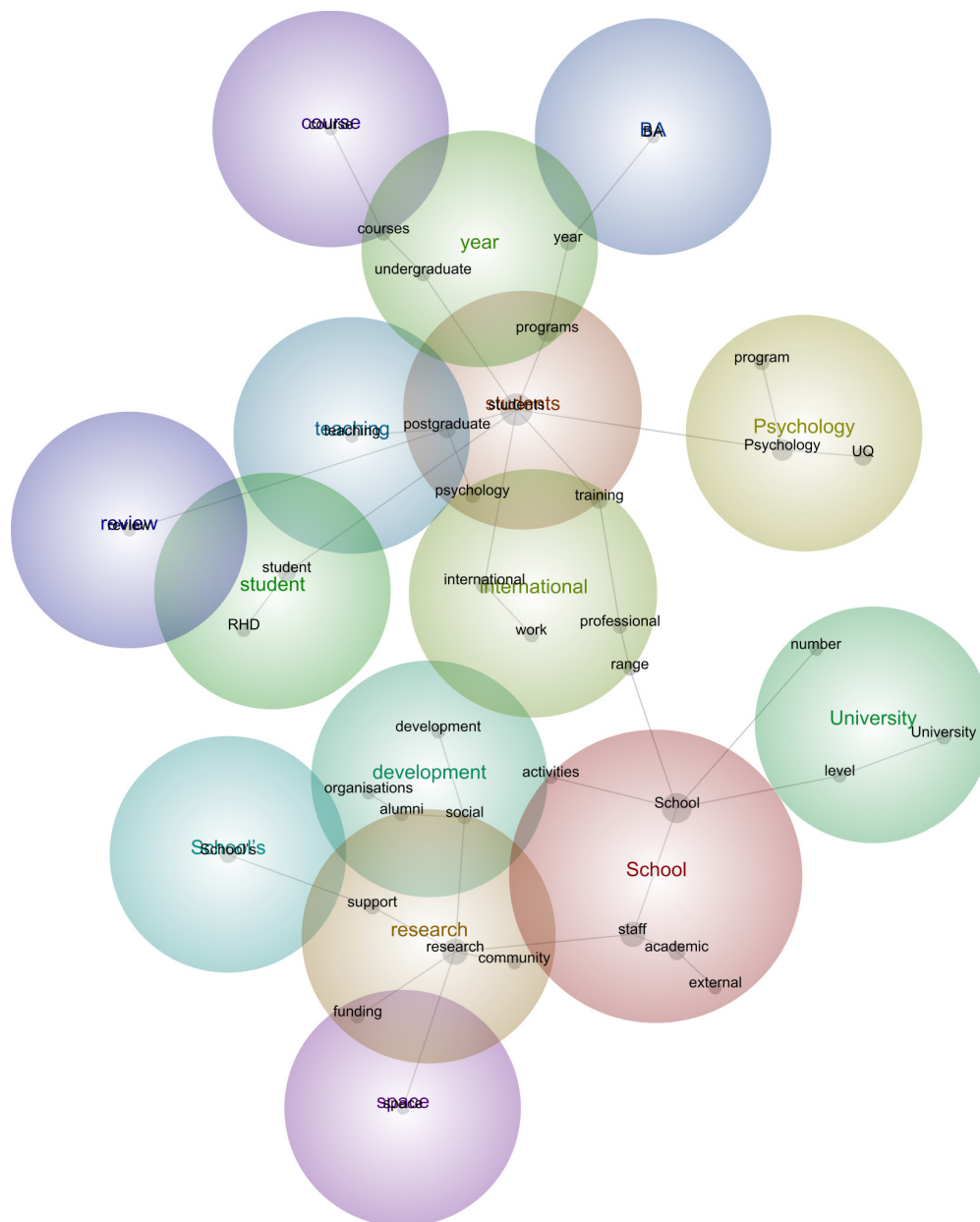
- Australian Learning & Teaching Award (\$220,000): Nancy Pachana and Kate Sofronoff (with members of APS, Clinical College, APAC, and Registration Boards) *Taking clinical psychology postgraduate training into the next decade: aligning competencies to the curriculum.*
- UQ Citation for Outstanding Contributions to Student Learning: Mark Nielsen and Jason Tangen
- UQ Strategic Grant, DVC Academic (\$109,000): Julie Duck, Barbara Masser, Lisa Gaffney, Paula Myatt and Fiona Barlow *An institutional approach to tutor training.*
- SBS Faculty Award for Teaching Excellence: Vanessa Cobham.

2007

- Carrick Citation for Outstanding Contributions to Student Learning: Peter Newcombe, John McLean, Virginia Slaughter, Tian Oei and Astrid Sirowatka for *University of Queensland – Universitas Indonesia Psychology Twinning Program*
- Queensland Government International Education and Training Industry Showcase Award: Commendation in “International Support Services and Pastoral Care” category: Peter Newcombe, John McLean, Virginia Slaughter, Tian Oei, and Astrid Sirowatka *University of Queensland – Universitas Indonesia Psychology Twinning Program*
- UQ Teaching and Learning Commendation: Matthew Hornsey
- SBS Faculty Award for Teaching Excellence: Matthew Hornsey and Mark Nielsen
- SBS Faculty Award for Excellence in Tutoring: Fiona Kate Barlow

Leximancer “Concept Map” for the School Review Document

This is a concept map of the current School Review Submission, generated by Leximancer (<http://info.leximancer.com/>). The software was originally developed in the School of Psychology at UQ. It uses semantic analysis to identify high level concepts (not just word frequencies) in one or more text documents. Key concepts are denoted in circles; their inter-relations are marked with connecting lines. The map is a visual guide to the context of analysed text; users of Leximancer can click on it to find relevant passages in the original document(s).



15

Psychology Research Grants Active 2015

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
ARC Discovery Grant	Andrew Neal, Jeffrey Vancouver, Aaron Schmidt	A general theory of multiple-goal pursuit	\$236,700	2015	2017
NHMRC Project Grant	Greig de Zubicaray, Gail Robinson, David Copland, Katie McMahon	A prospective study of language impairment and recovery following surgery for brain tumours	Not available	2015	2019
ARC Discovery Grant	Virginia Slaughter, Candida Peterson, Marc de Rosnay, Henry Wellman, Sander Begeer	Do theory of mind delays explain children's social problems?	\$315,100	2015	2017
NHMRC Project Grant (administered by QBI)	Ross Cunnington, C. Windischberger, Markus Barth	High-resolution brain imaging of basal ganglia function	Not available	2015	2019
NHMRC Project Grant (administered by QBI)	Martin Sale, Jason Mattingley	Mimicking slow wave sleep to enhance plasticity in the elderly human brain	Not available	2015	2017
NHMRC Early Career Fellowships	Melissa Day	Mechanisms of Mindfulness Meditation, Cognitive Therapy, and Mindfulness-Based Cognitive Therapy for Low Back Pain	Not yet available	2015	2018
ARC Discovery Grant	Julie Henry, Louise Phillips	Social perception difficulties in late adulthood	\$256,300	2015	2017
ARC Discovery Grant	Matthew Hornsey, Kelly Fielding	Understanding and responding to scepticism about science	\$192,300	2015	2017
UQ Firstlink	Matthew Hornsey, Karen Healey, Nicole Gillespie	Trust breaches in the not-for-profit sector: Causes, consequences and solutions	\$4,000	2015	2015
UQ Foundation Research Excellence Awards	Stefanie Becker	Do feature relationships play a role for conscious visual perception and awareness	\$99,565	2015	2015
UQ Early Career Researcher	Stacey Parker	Daily management of and recovery from work stress	\$27,750	2015	2015
UQ Early Career Researcher	Welber Marinovic	Facilitating motor actions with sound: Neural responses to loud auditory stimuli	\$29,138	2015	2015

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
UQ Postdoctoral Research Fellowship	Barnaby Dixon	The masculinity paradox and the evolution of men's physical attractiveness	\$347,995	2015	2018
Royal Brisbane and Women's Hospital (administered by UQCCR)	Nadeeka Dissanayaka, Gerald Byrne, John O'Sullivan, Rodney Marsh, Nancy Pachana	Mindfulness therapy for depression, anxiety, motor and cognitive dysfunction in Parkinson's disease	\$44,000	2015	2015
Volleyball Australia (administered by HM&NS)	Stephanie Hanrahan	Monitoring and Evaluation of the Pacific Island Women's Village Volleyball Programs	\$19,800	2014	2015
Cerebral Palsy Alliance (administered by Medicine)	Koa Whittingham, Roslyn Boyd, Jeanie Sheffield	Parenting Acceptance and Commitment Therapy (PACT), innovative, web-based support for families of children with Cerebral Palsy	\$165,000	2015	2017
NHMRC Project Grant (administered by Public Health)	Gita Mishra, Peter Davies, Annette Dobson, Virginia Slaughter, Kylie Hesketh, Deborah Loxton, Leigh Tooth	Mothers' and their Children's Health study: understanding disparities in health and health service utilisation among Australian families	\$669,042	2014	2017
ARC Linkage Grant (collaborator Australian Maritime Safety Authority)	Andrew Neal, Michelle Grech, Mark Griffin	Assessing the determinants and consequences of safety climate in the maritime industry	\$391,385	2014	2017
ARC Discovery Grant	Derek Arnold, Kielan Yarrow	Distorted Time Perceptions: Altered neural coding or decisional criteria?	\$163,000	2014	2016
ARC Discovery Grant	Julie Henry, Thomas Suddendorf, Peter Rendell, Michael Corballis	Episodic foresight and ageing	\$248,000	2014	2016
ARC Discovery Grant (administered by UNSW)	Jolanda Jetten, Brock Bastian	How pain shapes our social world	\$71,500	2014	2016
ARC Discovery Grant	Penelope Sanderson, Leanne Aitken, Sidney Dekker, Bala Venkatesh, Tobias Grundgeiger, David Liu	Interruptions, work coordination, and resilience	\$489,000	2014	2016
ARC Discovery Grant	Alina Morawska, Katherine Sofronoff, Jennifer Batch, Ania Filus	Outcomes and predictors of change resulting from participation in a brief parenting intervention for parents of children with type 1 diabetes	\$530,000	2014	2016

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
ARC Discovery Grant (administered by Monash Uni)	Catherine Haslam, David Best, Daniel Lubman, Petra Staiger, Genevieve Dingle, Michael Savic	Social networks, identity, and recovery	\$217,987	2014	2016
ARC Discovery Project (administered by Uni of Melbourne)	Kim Peters	Co-Evolutionary Dynamics of Culture and Social Structure	Not available	2014	2015
Cancer Council Qld	Greig de Zubicaray, Gail Robinson, David Copland, Katie McMahon	A prospective study of language function following surgical resection of left hemisphere primary brain tumours	\$220,000	2014	2015
ARC Discovery Grant	Penelope Sanderson, Robert Loeb, David Liu	Sonification and multiple-patient monitoring	\$489,000	2014	2016
ARC Discovery Grant	Mark Nielsen, Ilana Mushin	The developmental origins of tool innovation	\$256,000	2014	2016
Murdoch Children's Research Institute	Kylie Burke	Development of an e-parenting intervention targeting behavioural problems for children with leukaemia: A pilot study	\$4,891	2014	2015
Uni of Iowa	Justin Kenardy	Evaluation of parent-based interventions to support children after traumatic injury	\$42,482	2014	2015
Australian Commission on Safety & Quality in Health Care	Mark Horswill, Andrew Hill, Blake McKimmie, Marcus Watson	Design of a subcutaneous insulin chart and heuristic analysis	\$43,951	2014	2015
Australian Commission on Safety & Quality in Health Care	Mark Horswill, Andrew Hill, Marcus Watson	Development of human factors assessment for on-screen display of medicines information	\$44,880	2014	2015
UQ Postdoctoral Research Fellowship	Matthew Thompson	Towards evidence-based evidence: Understanding forensic expertise to establish minimum scientific and legal standards	\$287,945	2014	2016
UNSW (administered by UQCCR)	Jacqueline Liddle, Perminder Sachdev, Sandra Brauer, Nancy Pachana, Mohanraj Karunanithi, Louise Gustafsson, et al	Lifespace and people with dementia: Measuring and reenabling continued community participation	\$59,040	2014	2015
CRC for Living with Autism Spectrum Disorders (Autism CRC Ltd)	Kate Sofronoff, et al	Project 3.014RC EVAP and IEST: Finding a place in the workplace and in the community: EVAP development and testing and IEST development and testing	-	2014	2016

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
ARC Centre of Excellence (administered by ISSR)	Janeen Baxter, Stephen Zubrick, Deborah Cobb-Clark, Mark Western, Matthew Sanders, et al	ARC Centre of Excellence for Children and Families over the Life Course (UQ Lead)	\$24,570,500	2014	2021
Dementia Collaborative Research Centre (administered by Medicine)	Melinda Martin-Khan, Nancy Pachana, Geoffrey Mitchell, David Lie	The Public Health Benefits / Risks of Timely Diagnosis - Exploratory Studies	\$82,500	2013	2015
ARC Discovery Project (administered by Curtin Uni)	Martin Hagger, Eric Vanman, Jonathon Foster, Lee Hogarth, Michael Smith	Advancing the science of willpower: Investigating the mechanisms and processes of self-control	\$40,700	2013	2015
ARC Discovery Projects	Roger Remington	Do Rewarded Features Automatically Capture Attention?	\$185,000	2013	2015
ARC Discovery Project (administered by Flinders University)	Matthew Hornsey, Tyler Okimoto, Michael Wenzel	Identifying and resolving challenges to the effectiveness of collective apologies	\$126,500	2013	2016
ARC Discovery Project (administered by UNSW)	Eric Vanman, Lenny Vartanian, Tiffany A Ito	Intergroup emotions and prejudice toward obese people	\$110,000	2013	2015
ARC Discovery Projects	Ada Kritikos, Virginia Slaughter, Katherine Sofronoff, Andrew Bayliss	Yours and mine: Development of the concept of ownership in typical children and those on the autism spectrum	\$255,126	2013	2015
ARC Future Fellowships	Paul Dux	The multitasking brain: Training and individual differences	\$714,502	2013	2017
ARC Linkage Project (administered by Uni of Western Sydney)	Blake McKimmie, David Tait, W. Sarre, M. Rossner, D. Jones, M. Rose, P. Katsieris, M. Du Duonni,	Just Spaces: security without prejudice in the wireless courtroom	\$59,400	2013	2016
ARC Linkage Projects (collaborator Relationships Australia (Qld)	Kim Halford	Enhancing Outcomes for Separated Families by Improving Family Mediation	\$264,680	2013	2016
ARC Discovery Grant	Paul Dux, Bradley Wyble	Can cognitive training increase the capacity of perceptual attention?	\$547,000	2013	2016

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
ARC Future Fellowship	Stefanie Becker	Can the relational account of attention explain search in natural environments and inattention blindness?	\$744,844	2013	2017
ARC Future Fellowship	Derek Arnold	Human Vision: Predicting the present? Suppressing the past?	\$832,708	2013	2017
Uniquet Pty Ltd	Sue Spence, Caroline Donovan, Justin Kenardy	Online self-help therapy site for the treatment, early intervention and prevention of anxiety in children and adolescents	\$49,394	2013	2016
NHMRC Project Grant (administered by QUT)	Nicola Burton, Gavin Turrell, Wendy Brown, Billie Giles-Corti, Adrian Barnett, Nancy Pachana	A longitudinal multilevel study of physical activity, sedentary behaviour and physical function in mid-to-late-adulthood	\$393,286	2013	2017
International Cricket Council FZ LLC (administered by HM&NS)	Steven Rynne, Emma Beckman, Anthony Rossi, Stephanie Hanrahan	Examination of intervention effectiveness - ICC East Asia Pacific: Pacific Sport Partnership (Fiji and PNG)	\$40,000	2013	2015
ARC Special Research Initiative (administered by QBI)	Pankaj Sah (Director), Jason Mattingley (CI 6), Ross Cunningham (CI 7), Paul Dux (CI 8) et al	Science of Learning Research Centre	\$18,780,000	2013	2016
NHMRC Project Grant (administered by QBI)	Jason Mattingley, Stephan Riek, Timothy Carroll, Marc Kamke, Martin Sale	The role of attention in modifying neural plasticity in the adult human cortex	\$378,510	2012	2015
NHMRC Project Grant (administered by QBI)	Jason Mattingley, Paul Dux, Pascal Molenberghs	Efficacy of prism adaptation for recovery of brain function in unilateral spatial neglect	\$513,675	2012	2015
NHMRC Program Grant (administered by Uni Sydney); UQ component admin by Psychology	Matthew Sanders, Stewart Einfeld, Bruce J. Tonge	Mental Health of Young People with Developmental Disabilities	\$2,388,007	2012	2017
NHMRC Project Grant (administered by UQCCR)	Paul Colditz, Matt Sanders, Roslyn Boyd, Margo Pritchard, Peter Gray, Michael O'Callaghan, Virginia Slaughter, Koa Whittingham	A randomised controlled trial of enhanced parenting capacity to improve developmental outcomes in preterm infants	\$996,335	2012	2016
ARC Australian Laureate Fellowships	Alex Haslam	Responding to the challenges of identity change: An Advanced Social Identity Approach to issues of leadership, health and well-being	\$2,521,750	2012	2017

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
ARC Australian Laureate Fellowships (administered by QBI)	Jason Mattingley	Cognitive control of attention and its role in regulating brain function in health and disease	\$2,649,836	2012	2017
ARC Future Fellowships	Jolanda Jetten	A social cure: How multiple social groups are key to health and well-being	\$837,168	2012	2016
Canadian Institute for Advanced Research	Alex Haslam	Social Interactions, Identity and Well-Being	\$120,000	2012	2016
ARC Linkage Project (administered by UWA)	Michael Humphreys, Kimberlee Weatherall, Robert Burrell, Sarah Kelly, Jennifer Burt, Megan Richardson	Testing trade mark law's image of the consumer	\$165,000	2012	2015
ARC Linkage Projects (collaborators Aftercare, UNSW)	Courtney von Hippel, Loren Brener, William von Hippel, Grenville Rose	The role of implicit identity and implicit beliefs in recovery from mental illness	\$217,000	2012	2015
ARC Linkage Projects (collaborators Aus. Federal Police, Cognitive Consultants Int. Ltd, McMaster Uni, NIFS, Qld Police Service, UBC, UNSW)	Jason Tangen, Kevin W Eva, I. Dror, B.Comber, D. McCarty, B. Lovell, G. Edmond, G. Norman	Forensic reasoning and uncertainty: Identifying pattern and impression expertise	\$422,000	2012	2016
ARC Discovery Early Career Researcher Award	Gail Robinson	The critical executive processes involved in translating ideas into spoken language for conversational speech	\$375,000	2012	2015
Canadian Institute for Advanced Research	Katherine Greenaway	CIFAR Junior Fellowship: Social interactions, identity and well-being	\$146,707	2012	2015
ARC Discovery Projects	Julie Henry, William von Hippel	Ageing and self-regulation	\$370,486	2011	2015
ARC Linkage (administered by La Trobe Uni)	Candida Peterson, Julia Sarant, Peter Busby, Edith Bavin, Gregory Leigh	The early communicative environment prior to and following cochlear implants: impact on children's early communicative and cognitive development	\$446,625	2011	2015

Granting Scheme	Chief Investigator(s)	Project Title	Total Value of Grant ¹	Start	End
Department of Health and Ageing (Commonwealth of Australia administered by Public Health)	Gita Mishra, Annette Dobson, J Byles, Christina Lee, Wendy Brown, Nancy Pachana, D Loxton, Jayne Lucke, D Sibbritt, Leigh Tooth	Project B - The Australian Longitudinal Study on Women's Health - Establishment of a new cohort of women born 1989 -94; more frequent surveys of women born 1921-26; strengthening of study capacity	\$4,517,611	2011	2016
NHMRC Centres of Research Excellence	Annette Dobson, Gita Mishra, Wendy Brown, Christina Lee, Nancy Pachana, Julie Byles	NHMRC CRE: Centre of Excellence in Women's Health in the 21 st Century	\$2,190,625	2010	2015
Department of Health and Ageing (C'wealth of Aus) (administered by Public Health)	Gita Mishra, Annette Dobson, Wendy Brown, Christina Lee, J Byles, Nancy Pachana, D Loxton, Jayne Lucke, D Sibbritt, Leigh Tooth	Project A - Australian Longitudinal Study on Women's Health	\$4,811,637	2009	2015
Air Force Office of Scientific Research (administered by Social Science)	Adrian Cherney, Matthew Hornsey, Kylie Fisk	Rebuilding Government Legitimacy in Post-Conflict Societies: Case Studies of Nepal and Afghanistan/ Rebuilding institutional legitimacy in post-conflict societies: An Asia-Pacific Case Study, Phase 1A	\$387,443	2008	2015
NHMRC Development Grant	Penelope Sanderson, Marcus Watson, W Russell, R Morris, Kersi Taraporewalla, S Jenkins	Clinical trial of respiratory sonification	\$97,813	2008	2015

Only new fellowships commencing in the year listed or new awards are shown.

2015

- NHMRC Research Fellowship: Melissa Day
- UQ Postdoctoral Research Fellowship: Barnaby Dixon
- Elected Associate Scientist at the Biomedical Excellence for Safer Transfusion (BEST) International Research Collaborative: Barbara Masser
- Endeavour QEII Diamond Jubilee Scholarship 2015: Felicity Brown

2014

- ARC Future Fellowship: Derek Arnold
- Fellow of the Academy of Social Sciences: Nancy Pachana
- Fellow of the Australian Psychological Society: Stephanie Hanrahan
- UQ Postdoctoral Research Fellowship: Matthew Thompson
- Paul Satz-INS Career Mentoring Award, International Neuropsychological Society: Gina Geffen
- Award of Distinction, APS College of Clinical Neuropsychologists: Gina Geffen
- Cumming Memorial Medal and Lecture, Human factors and Ergonomics Society of Australia (HEFSA): Penelope Sanderson
- Kurt Lewin Medal, European Association of Social Psychology: Jolanda Jetten
- Early Career Researcher Commendation, Academy of Social Sciences Australia: Brendan Zietsch
- UQ Foundation Research Excellence Award: Stephanie Becker
- Human Behavior & Evolution Society Postdoctoral Research Award: Brendan Zietsch

2013

- ARC Future Fellowship: Paul Dux
- ARC Future Fellowship: Stephanie Becker
- ARC Discovery Early Career Fellowship: Pascal Molenberghs
- UQ Postdoctoral Research Fellowship: Carmelo Vicario
- UQ Top Five Innovator Award: Matt Sanders
- Fellow, Association for Psychological Science: Virginia Slaughter
- Fellow, Association for Psychological Science: Thomas Suddendorf
- Queensland iAward (Education): Triple P Online Community Program
- Australian Institute for Training & Development Learning Innovation Award: Triple P Online Community

2012

- ARC Laureate Fellowship: Alex Haslam
- ARC Laureate Fellowship: Jason Mattingley
- ARC Future Fellowship: Jolanda Jetten
- ARC Future Fellowship: Nerina Jimmieson
- ARC Discovery Early Career Fellowship: Fiona Barlow
- ARC Discovery Early Career Fellowship: Welber Marinovic
- ARC Discovery Early Career Fellowship: Gail Robinson
- ARC Discovery Early Career Fellowship: Brendan Zietsch
- ARC Discovery Early Career Fellowship: Hannes Zacher
- UQ Vice-Chancellor's Senior Research Fellowship: Ottmar Lipp
- Australian Psychological Society Distinguished Contribution to Psychological Science Award: Jason Mattingley

- Paul M Fitts Education Award for outstanding contribution to the education and training of HF Specialists, Human Factors and Ergonomics Society USA: Penelope Sanderson
- Fellow of the Human Factors and Ergonomics Society USA: Penelope Sanderson
- Franklin V Taylor Award, American Psychological Association, for distinguished contributions to Engineering Psychology and Applied Experimental Psychology: Penelope Sanderson
- Outstanding Leadership Book Award (Uni San Diego): Alex Haslam (together with S Reicher and M Platow)
- Paul Bourke Award for Early Career Research, Academy of Social Sciences in Australia: Paul Dux
- UQ Foundation Research Excellence Award: Brock Bastian
- CIFAR Junior Fellowship (Canadian Institute for Advanced Research): Katie Greenaway
- Fellow of the Australian Society for the Study of Brain Impairment: Gina Geffen
- Fellow of the Association for Psychological Science: Alex Haslam
- Fellow of the Association for Applied Sports Psychology: Stephanie Hanrahan
- Australian Davos Connection (ADC) Future Summit Leadership Award: Nancy Pachana
- Award of Distinction for exceptional merit, APS College of Sport and Exercise Physiologists: Stephanie Hanrahan
- 30 year membership Australian Psychological Society: Matt Sanders
- Prime Minister Australia Asia Award: Winnie Lau
- UQ Promoting Women Fellowships: Barbara Masser and Vanessa Cobham

2011

- UQ Vice-Chancellor's Senior Research Fellowships: Roger Remington and Ottmar Lipp
- ARC QEII Fellowship: Julie Henry
- ARC APD Australian Postdoctoral Fellowship: Stefanie Becker
- ARC APD Australian Postdoctoral Fellowship: Brock Bastian
- UQ Foundation Research Excellence Award: Paul Dux
- UQ Postdoctoral Research Fellowship: Pascal Molenberghs
- Fulbright Queensland Scholarship: Matthew Thompson
- Outstanding Postgraduate Research Award, Society of Australasian Social Psychologists: Katherine Greenaway
- Australia-New Zealand Three Minute Thesis Challenge: Matthew Thompson

2010

- ARC Future Fellowship: Ross Cunnington
- ARC Future Fellowship: Greig de Zubicaray
- College of Clinical Psychologists, Australian Psychological Society, Ian M Campbell Memorial Prize for distinguished contribution to clinical psychology: Kim Halford.

2009

- ARC Australian Research Fellowship: Derek Arnold
- ARC Australian Postdoctoral Fellowship: Paul Dux
- Fellow of the Society of Experimental Social Psychology: Alex Haslam
- Academician of the Academy of Social Sciences: Alex Haslam
- Honorary President, Canadian Psychological Society: Matt Sanders
- Faculty Innovation in Research Excellence Award: Vanessa Cobham
- UK Royal Academy of Engineering Distinguished visiting Fellowship: Penelope Sanderson
- Australian Psychological Society Early Career Excellence Award: Paul Dux
- Academy of Social Sciences in Australia Paul Bourke Award for Early Career Research: Mark Bellgrove
- Academy of Technological Science and Engineering (ATSE) Young Ambassador Award: Matthew Thompson
- UQ Trailblazer Student Award: Greg Evans
- Queensland Smart Futures PhD scholarship: Matthew Thompson

(Books, book chapters and journal articles published in 2014 and recognised under HERDC guidelines or still under consideration for HERDC 2015 collection)

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International Citations

International institutions that cited School of Psychology papers during the period 2009-2014. The institutions are ranked by the total number of Web of Science documents, with only the first 40 international institutions shown. For example, authors from Harvard University have 503 publications during 2009-2014 which cite UQ Psychology publications. These papers have been cited 9362 times.

Institution		Times Cited	Web of Science Docs	Institution		Times Cited	Web of Science Docs
1	Univ Queensland	8884	1296	21	CNRS	2199	215
2	Univ Calif System	15714	1122	22	Yale Univ	3415	213
3	Univ London	10692	820	23	University of North Carolina	1906	210
4	Harvard Univ	9362	503	24	Univ Penn	2638	209
5	Univ Calif Los Angeles	7453	495	25	US Dept Hlth Human Services	4633	201
6	Univ Coll London	7044	428	26	Univ Utrecht	2091	201
7	Univ Melbourne	2513	330	27	Univ Western Australia	1348	200
8	Pennsylvania Commonwealth Sys High Educ	3750	326	28	VU Univ Amsterdam	2829	195
9	Univ New S Wales	2652	316	29	Univ Calif San Diego	3185	193
10	Florida State Univ System	2190	310	30	Univ Michigan Sys	2298	185
11	Univ Sydney	1967	297	31	Univ Michigan	2102	183
12	Univ Toronto	4146	285	32	Suny System	1454	181
13	Univ Texas Sys	3534	282	33	Radboud Univ Nijmegen	2417	180
14	Monash Univ	1702	273	34	Univ Newcastle	1051	175
15	Univ Oxford	4607	268	35	Natl Inst Hlth (NIH) - USA	4393	174
16	Max Planck Society	3397	260	36	Univ Amsterdam	2024	170
17	Kings Coll London	2843	257	37	Griffith Univ	814	169
18	Univ Sys Ohio	2109	247	38	Univ Sys Georgia	1542	168
19	Univ Groningen	1951	229	39	New York Univ	2915	167
20	INSERM	2814	224	40	Univ Calif San Francisco	3381	165

Notes: The set of data has been sourced from InCites™ Thompson Reuters (2015), current as at 16 October 2014 and includes publications identified as being authored by a current School of Psychology staff member based on UQ eSpace data. It will include publications authored by Psychology staff prior to their School of Psychology appointment if this data is available in eSpace.

Source: University Library, Scholarly Communication and Digitisation Services.

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RHD Data

	2010	2011	2012	2013	2014
RHD commencing head count ¹	21	42	38	39	35
RHD total head count ¹	142	147	170	169	175
RHD commencing domestic EFTSL	9.8	23.8	19.2	16.0	18.0
RHD total domestic EFTSL	82.3	82.4	91.3	91.6	98.8
RHD commencing international EFTSL	4.4	6.0	4.2	4.9	2.5
RHD total international EFTSL	19.9	22.2	21.5	22.0	20.6
RHD Total EFTSL	102.2	104.6	112.8	113.6	119.4
% of total EFTSL Load	5.6%	5.6%	5.7%	5.6%	5.8%
RHD EFTSL/academic staff member ²	1.9	1.8	1.8	1.9	2.1
RHD completions (EFTSL) ³	22.7	31.7	18.7	27.6	N/A
RHD completions/academic staff member ²	0.42	0.56	0.30	0.46	N/A

Notes:

1. RHD head count refers to any RHD student supervised or co-supervised by Psychology staff regardless of the percentage.

2. RHD completions per T&R and RF staff member Level B or above on a fixed term or continuing appointment as at 31 March each year.

3. In 2014 a total of 29 RHD students completed, EFTSL equivalency is not yet available. Completions per academic staff member will be similar to 2013.

Source: UQ Reportal, Whole Year Enrolments, Summary Five Year Trend sorted for Psychology as EFTSL owner; Student Load (EFTSL) by School 2010 – 2014; HDR Completions per Academic Staff Member By School.

Undergraduate Student Prizes Postgraduate Student Prizes

- APS College of Clinical Psychologist Student Prize
- APS Prize - Top Fourth Year Student
- Donald Tugby Prize in the Psychology of Peace
- First Year Psychology Prize
- The Elsie Harwood Prize
- The George Naylor Prize
- The Guy Goodricke Prize
- The Henry Law Prize
- The McBride Psychology Prize
- The McElwain Prize
- The Michael French Prize
- Jules de Groot Clinical Excellence Award
- Postgraduate Student Research Excellence Award
- The Tian P.S. Oei Clinical Research Prize
- Artius Scholarship
- Burnett William Wendorff Memorial Award (new)
- Joseph Sleight Bursary
- Award for Excellence in Organisational Psychology Practice
- Tutor Excellence Award

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