



THE UNIVERSITY OF  
MELBOURNE

# School Report 2004/2005 >

School of Behavioural Science

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## INTRODUCTION

### *Background*

Professor Pip Pattison stood down as the Head of School in December 2004 to take up a substantive position as Vice-President of the Academic Board. She is a member of the School's recently established Executive Committee and Chair of the School's Benchmarking Working Party.

Henry Jackson took over as Head of School in January 2005, having completed the University Headstart Program in 2004. Richard Bell was appointed the Deputy Head of School at the same time. Richard Bell brings to the position expertise in financial matters and organizational skills. He is past Treasurer of the Australian Psychological Society and also past President of the Victorian Psychologists Registration Board. Henry, Richard, the new School Manager, Patricia Murray, and the Finance Officer, Malini Chandrakumar, agreed that, because of the complexity of the School, there was a need to develop longer-term strategic plans and examine the need for a new governance structure. Two planning days were held in February 2005, facilitated by an external consultant Mr Peter Dorrell of Teleos Partners. The planning days were well attended by 80% of the academic and general staff. Various issues were discussed and groups were formed to develop the elements of what has become a three-year Strategic Plan and one-year Operational Plan, both taking into account the Faculty of MDHS' Plans and the Melbourne Agenda. It was felt that staff needed to develop Strategic and Operational Plans from the ground up so that they could have a sense of ownership over the future of the School.

Subsequent to the two planning days, various working parties were formed; one to look at governance and the second to look at space. Space was seen to be a major issue by all conference attendees. Groups of volunteers to work on the Strategic and Operational Plans met regularly to further develop both plans. Drafts of both plans were circulated to all staff in the first half of 2005 and final versions were approved by the various committees, including the School Committee, in the second half of 2005. Copies of both documents are attached as appendices to the School Report.

The Governance structure has been signed off by the School Committee but much later than the July 2005 time frame for this School Report.

### *Achievements for 2004-2005*

There were three major achievements for the period 2004-2005. The first was the improvement in our research publications for the year 2004; the second was establishing a benchmarking process with the University of Nottingham; and, thirdly, finding a new home for our Postgraduate Psychology Clinic.

A most pleasing aspect of the School's performance in 2004 was the dramatic increase in publications over previous years. Inspection of *Table 1* shows that the total number of publications for 2004 was 162 - an increase of 62% over the previous year's output and a 41% increase over the previous best year 2002. Inspection of *Table 2* (on page 5) shows that when the publications are apportioned (where co-authors belong to other university departments or institutions), the increase over 2003 is 44%. School staff are fully aware of the need to not only increase our output within the various DEST categories but the need to publish in the highest quality international journals whenever possible.

A second major accomplishment was the development of a Benchmarking process with the University of Nottingham. In 2004 a Benchmarking Working Party was formed and chaired by Professor Pip Pattison and assisted by Rebecca Sussex. The process is ongoing but data collected to date are to be found under the heading of Research and Research Training in the body of this report. The comparative outcomes to date look favourable for our School.

Finally, after a period of seven months we were successful in finding new premises for a Psychology Clinic for the post-graduate clinical psychology students at Blackwood Street, North Melbourne. We had lost our Clinic at the Royal Melbourne Hospital in December 2004 and this caused problems for our students. Many people are to be thanked for resolving this issue, but we are especially grateful to assistance from the School's post-graduate clinical students, the Dean - Professor James Angus, the Faculty General Manager - Dr Richard Frampton, the Faculty Finance Officer - Ms Caroline De Losa, and the School Manager - Ms Patricia Murray.

<i>Table 1: School of Behavioural Science number of DEST publications produced</i>						
<b>Publication</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Research Books	1	1	0	0	0	0
Book Chapters	9	11	12	16	14	18
Refereed Journal Articles	65	66	72	98	82	137
Refereed Conference Proceedings	2	2	2	1	4	7
<b>Total</b>	<b>77</b>	<b>84</b>	<b>86</b>	<b>115</b>	<b>100</b>	<b>162</b>

Table 2: School of Behavioural Science weighted, apportioned DEST score

Publication	1999	2000	2001	2002	2003	2004
Research Books A1	1.65	0.97	0.00	0.00	0.00	0.00
Book Chapters B2	6.25	6.97	8.74	8.99	9.70	12.79
Refereed Journal Articles C1	40.40	39.98	40.83	58.95	49.30	71.63
Refereed Conference Proceedings F1	2.00	4.72	2.00	0.33	3.20	5.03
<b>Total</b>	<b>50.30</b>	<b>52.64</b>	<b>51.57</b>	<b>68.27</b>	<b>62.20</b>	<b>89.45</b>

### Issues for the School

Space is a major problem for the School. Most staff are located in the Redmond Barry Building, an ageing structure which has long outlived its usefulness. The Building is subjected to extremes of temperature and the leaks in the roof and window frames do not make for a pleasant working environment. The lifts are a major and long-standing problem, suffering regular breakdowns. This does not help the reputation of the department as students and staff are often held up for classes due to malfunctioning lifts.

Besides the problems of quality of space, there is also the issue of insufficient space. If the School wishes to grow further in terms of research-only staff and increased student load, more space will need to be found. At the moment some postgraduate students are working within 'battery hen' conditions with excessive numbers located in a single room. Doctor of Psychology professional students do not have their own space and this makes us uncompetitive in this regard, compared to other Departments and Schools of Psychology in Australia.

The School has an unusual profile compared to other Schools and Departments within the University of Melbourne and compared to other Departments and

Schools of Psychology in Australia. The School has a large number of Associate Professors of Psychology and relatively few Lecturers and Senior Lecturers compared to other Departments and Schools of Psychology around the country. The seniority of staff members is correlated with age, and in 2004, 43% of staff were 55 years of age or older. Given the financial pressures on University Departments and Schools from 2006 onwards, the School needs to consider future replacement of staff with younger staff members.

Although we have been very successful in obtaining grants from ARC (with 2004 being a particularly good year), we have done less well with NH&MRC. This is an area in which we will need to improve in 2006.

### Discipline issues

In my view there are three very major issues that affect the sustainability of psychology as a discipline in this country. The first issue pertains to the status of psychology in Australia. The discipline has not achieved the prominence that it has in other first world countries, namely in the USA and UK. In both those countries Psychology Departments and Schools of Psychology have greater connectivity with government agencies. We need to work with professional bodies, such as the Australian Psychological Society, to improve the perceptions of the psychology discipline held by State and Federal agencies

The second major issue concerns the level of funding that Departments and Schools of Psychology receive for each student at both undergraduate and postgraduate level. Psychology currently sits within a cluster labelled 'Behavioural Science'. We receive less money per student than we would in either of the 'Science' or 'Health' clusters. At the undergraduate level this means that we have to teach large classes in order to recover costs and to subsidise small classes at fourth year and postgraduate levels. Both Fourth Year and Postgraduate Programs are expensive because they necessarily entail research supervision, and in the case of postgraduate programs, clinical supervision and one to one supervision at that. We are now receiving less money than in previous years for postgraduate programs and in fact we receive the same amount of money from the government as we do for undergraduate education. This means that not only are we receiving less money from the federal government but the subsidisation for those postgraduate programs will need to increase accordingly. Currently, the School offers six professional training programs and we are now facing the issue as to whether we can continue to offer this many programs. We have decided to implement a Working Party to review various issues pertaining to the sustainability of these programs.

A third very major issue is more specific to the professional practice of psychology. There has been a discrepancy between the demand for professional training in Universities, the standards of training endorsed by State Registration Boards and the requirements of the APS Specialist Colleges. There is a need for the three bodies to work towards establishing the same minimum standard for the professional practice of psychology in Australia.

Thanks to Asmira Korajkic, David Castle, Patricia Murray, Richard Bell, Ann Dawson, Jennifer Boldero, Anne Castles, Jason Mattingley, Pip Pattison and Rebecca Sussex, for their input into this Report.

Professor Henry Jackson  
Head of School

## STAFFING

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### ***Staff Movements***

Dr Troy Visser and Dr Jeneva Ohan left in June 2005 to take up new positions at the University of British Columbia, Canada. Associate Professor Mike Kyrios left in May 2005 to take up a position as Research Professor at Swinburne University. Dr Simon Cropper was appointed in July 2005 as Senior Lecturer. Dr Ada Kritikos left in February 2005 to take up a position at Victoria University. Ms Caroline Strong who was Undergraduate Advisor, left in October 2004 to take up a position in the University's International Office. Associate Professor Di Bretherton retired in December 2004. Dr Gene Hodgins, Lecturer at Bendigo Healthcare left in October 2004 to travel overseas.

Professor Murray Aitkin and Dr Irit Aitkin joined the School in October 2004. We are fortunate to have someone of Professor Aitkin's prominence in the School. Both Jennifer Boldero and Anne Castles were promoted to Associate Professor in 2004. Philip Smith was made Professor in December 2004 and Jason Mattingley was promoted to Professor in July 2005. Dr Jacqueline Anderson took up Ada's position as Placement Co-ordinator in February 2005. Dr Rob Hester and Dr Mark Bellgrove were appointed Research Fellows in January 2005.

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### ***Core Academic and General Staff***

#### ***Academic Staff***

##### *Head of School*

Henry Jackson, BA, MA, MA (ClinPsych), PhD, FAPS  
Pip Pattison until 31 December 2004

##### *Deputy Head of School*

Richard Bell, BA, PhD, FAPS  
Henry Jackson until 31 December 2004

##### *Professors*

Jason Mattingley, BSc (Hons), MSc, PhD, MAPS  
Philippa Pattison, BSc (Hons), PhD, FASSA  
Philip Smith, BA (Hons), PhD  
John Trinder, BPsych (Hons), MA, PhD  
Alexander Wearing, MA, PhD

##### *Associate Professors and/or Readers*

David Andrewes, BA (Hons), MA, PhD, MAPS, FBPsS  
Jennifer Boldero, BA, MA, PhD, FAPS  
Stephen Bowden, BA, PhD  
Anne Castles, BSc (Hons), PhD  
John Gleeson, BA (Hons), MPsych, PhD  
Nicholas Haslam, BA, MA, PhD, MAPS  
Virginia Holmes, BA (Hons), BLitt, PhD, MEPsS  
Yoshihisa Kashima, BLL, BA(Hons), MA, PhD  
Michael Kyrios, BA, DipEdPsych, MPsych, PhD, MAPS  
Janice Langan-Fox, MPhil, PhD  
Jeanette Lawrence, BA (Hons), ThL (Hons), PhD  
Mike Nicholls, BArchSt, BA (Hons), PhD  
Robert Reeve, BA (Hons), PhD, MAPS  
Bernd Rohrmann, MSc, DrPhil, DrPhilHabil  
Michael Saling, BA, MA, PhD, MAPS  
Ann Sanson, BA, PhD

##### *Principal Research Fellow*

Nicholas Allen, BSc (Hons), MSc, PhD, MAPS

##### *Senior Lecturers*

Mary Ainley, BA (Hons), DipEd, MA, PhD, MAPS  
Chris Davis, BSc (Hons), PhD  
Carol Hulbert, BA, MA, PhD, MAPS  
Nancy McMurray, BSc, MSc, PhD  
David Rawlings, BA (Hons), DipEd, MA, MEd, DPhil  
Garry Robins, BSc (Hons), BA (Hons), PhD

##### *Lecturers*

Paul Dudgeon, BSc, MSc, PhD  
Gene Hodgins, BA (Hons), DPsych, MAPS – Bendigo  
Prasuna Reddy, BA, MA, PhD, MAPS  
Nola Rushford, BA, BSc, DipAppSci, PhD, MAPS  
Troy Visser, BA(Hons), MA, PhD  
Sarah Wilson, BSc (Hons), PhD, MAPS

##### *Lecturers (Placement Co-ordinators)*

Sunil Bhar, BA, MA, PhD,  
Debbie Bonnici, BSc (Hons), Master of Science (Applied Psychology)  
Ada Kritikos, BSc, PhD, MAPS

##### *Senior Research Fellows*

Irit Aitkin, B.Sc, MA, PhD  
Simon Cropper, BSc (Hons), PhD (until December 2004)  
Mary Omodei, BSc, PhD

##### *Research Fellows*

Jacqueline Anderson, BSc (Hons), M.Psych/PhD (until February 2005)  
Mark Bellgrove, BSc (Hons), PhD  
Sarah Bendall, BA, MA (Hons), Postgraduate Diploma in Clinical Psychology  
Katherine Canobi, BA (Hons), PhD  
Chris Chambers, BSc (Hons), PhD  
Rob Hester, BSc (Hons), PhD  
Eoin Killackey, B.Sc (Hons), DPsych  
Jeesun Kim, BSc (Hons), PhD  
Rani Jacobs, BSc, PhD  
Jeneva Ohan, BSc (Hons), MA, PhD  
Lucette Ouschan, BSc (Hons), PhD Candidate  
Katherine Wilson, BA, B.Ed., BA (Hons) Psychology, PhD  
Henry Wong, BSc (Hons), PhD

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#### ***Administrative Staff***

##### *School Manager*

Patricia Murray

##### *Personal Assistant to Head of School*

Asmira Korajkic

##### *External Relations Officer*

Silvia Rametta/David Castle

##### *Budget and Resources Team*

Malini Chandrakumar  
Joan Harkin

*Student Services Team*

Ann Dawson (*Postgraduate Research Programs*)

Marianela Delgado (*First Year, Fourth Year and Community Access*)

Phoebe Wilson (*Second Year, Third Year and Graduate Diploma*)

Wayne Murdoch (*Postgraduate Professional Programs*)

*Enquiries Officer (General Enquiries and Test Library)*

Ara Shivanath

*Project Officer*

Sarah Drew

*Psychology Clinic Administrative Team*

Sue Phillips

Sonia Younan

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**Technical**

Laboratory Manager

Ian Taylor

*Programmers*

Di Brett

Young Kim

Peter Straffon

Mei Lai

*Technical Officers*

Bruce Ferabend/Alan Melbourne

Max Rademacher

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**Chairs of School Committees**

*Departmental Committee*

Professor Pip Pattison/

Professor Henry Jackson

*Research Planning and Budgets Committee*

Professor Pip Pattison/

Professor Henry Jackson

*Academic Programs (Professional) Committee*

Associate Professor Michael Kyrios

*Academic Programs (Undergraduate) Committee*

Associate Professor Anne Castles

*Graduate Research Committee*

Associate Professor Yoshi Kashima/

Dr Garry Robins

Associate Professor Philip Smith

*Technical and Physical Resources Committee*

Associate Professor Mike Nicholls

*Ethics Committee*

Dr David Rawlings/Dr Nancy

McMurray

Associate Professor Jennifer Boldero

*School International Committee*

Associate Professor Jennifer Boldero

*Environment Health and Safety Committee*

Mr Ian Taylor

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**Course and Year Convenors 2004**

*Undergraduate Convenor*

Associate Professor Anne Castles

*First Year Convenor*

Dr Mary Ainley

*Second Year Convenor*

Associate Professor Jennifer Boldero

*Third Year Convenor*

Dr Chris Davis

*Fourth Year Convenor*

Associate Professor Nick Haslam

*Graduate Diploma Convenor*

Dr Garry Robins

*Professional Training Convenor*

Professor Henry Jackson/Associate

Professor Michael Kyrios

*Child Clinical Psychology Convenor*

Associate Professor Liz Northam

*Clinical Psychology Convenor*

Associate Professor Mike Kyrios

*Clinical Neuropsychology Convenor*

Associate Professor Michael Saling

*Forensic Psychology Convenor*

Associate Professor Austin Lovegrove

*Health Psychology Convenor*

Professor Jeanette Milgrom

*Organisational Psychology Convenor*

Associate Professor Richard Bell

*Human Mind & Behaviour Sem 1 – 5*

Associate Professor David Andrewes

*Human Mind & Behaviour Sem 8 – 12*

Professor Henry Jackson

**Honorary Appointments**

*Professor Emeritus*

Professor Samuel Hammond

Professor Alastair Heron

Professor Gordon Stanley

*Professorial Fellows*

Professor Murray Aitkin

Professor Vicki Anderson

Professor Brian Butterworth

Professor Mark Creamer

Professor Anne Cutler

Dr David Hill

Professor Leon Mann

Professor Patrick McGorry

Professor Jeanette Milgrom

Professor Mara Olekalns

Professor Margot Prior

Professor Doreen Rosenthal

*Principal Fellows with the title of*

*Associate Professor*

Dr Diane Bretherton

Dr Ian Michael Colrain

Professor Barry Fallon

Dr Anthony Hayes

Associate Professor Michael Kyrios

Professor Malcolm McMillan

Dr Elisabeth Northam

Dr Alison Ritter

*Senior Fellows*

Dr Lesley Bretherton

Professor Jimmy Chan

Mr David Cherry

Ms Helen Clausen

Dr Helen de Cieri

Dr Grant Devilly

Dr Paul Dietze

Dr Judith Dunai

Dr Phillipa Frances

Associate Professor Stephen

Gibson

Dr Patrick Johnston

Associate Professor Jonathan

Nathan

Dr David Maddocks

Mr Peter Kueffer

Dr Kenneth McAnally

Mr Anthony McHugh

Dr Gregory Murray

Professor Mara Olekalns

Dr Mary Omodei

Dr Elspeth Orchard

Dr Paul Gerard Power

Dr Susan Rossell

Dr Joseph Scopelliti

Professor Tom Snidjers

Mr David Stokes

Dr Geoffrey Stuart

Ms Janet Tonkin

Dr Darryl Wade

Dr Melanie Wakefield

Dr David White

*Fellows*

Ms Kathleen Allen  
Ms Rubina Alpitsis  
Dr Margaret Ambrose  
Dr Peter Anderson  
Ms Harjit Bagga  
Dr Fiona Bardenhagen  
Dr Elizabeth Bendall  
Mr Ryszard Blisczyk  
Dr Lynette Boag  
Dr Martin Boulton  
Dr Jennifer Bradshaw  
Mr Simon Brown-Grievess  
Dr Warrick Brewer  
Ms Cathy Catroppa  
Dr Megan Chapman  
Mr Damien Cotchett  
Dr Kate Crowley  
Dr Tanya Davison  
Ms Xochitl De La Piedad  
Dr Patricia Di Parsia  
Dr Helen Dixon  
Dr Sarah Durkin  
Dr Lynne Eccleston  
Ms Frances Feenstra  
Dr Andrew Gibbs  
Dr Norma Grieve  
Ms Jan Hayes  
Dr Sheryl Hemphill  
Ms Celia Hordern  
Ms Sandy Hutchinson  
Ms Helen Janson  
Dr Lynette Johnson  
Ms Linda Jurjevic  
Dr Ida Kaplan  
Ms Helen Kambouridis  
Mrs Therese Kazmierczak  
Dr Geoffrey Kelso  
Associate Professor Michael Knowles  
Dr Joseph Lee  
Dr Deborah Leighton  
Dr Anna Lehrbaum

Mr Stephen Malkin  
Dr Janine Manjiviona  
Dr Pam Martin  
Dr Siobhan Martin-Wells  
Dr Evrim March  
Dr Jennifer McIntosh  
Ms Rosemarie McMahon  
Mr Lindsay McMillan  
Dr David Mellor  
Ms Helen Mentha  
Dr Pauline Miach  
Mr Richard Mills  
Mr Wee Ong  
Dr Debbie Rankins  
Mr David Reid  
Ms Fiona Reynolds  
Ms Margaret Richardson  
Mr Timothy Robinson  
Ms Susanna Roth  
Dr Bridget Ryburn  
Professor Michael Saltmann  
Mr Norman Same  
Ms Mary Samuhel  
Dr Penelope Schofield  
Dr John William Selsky  
Ms Stella Skaliaris  
Dr Olive Simons  
Dr Lisa Soares  
Dr Robyn Stargatt  
Mrs Kerry Velleman  
Dr Vicki White  
Dr Rivka Witenberg  
Dr Henry Wong  
Ms Kate Woodley  
Mr John Worsnop  
Dr Jacqueline Wrennall  
Dr Priscilla Yardley  
Dr Therese Yuen  
Mr Peter Zarris

**Visiting Academics 2004-2005**

Dr Jean Cohen-Bacri  
*(University of Paris, France)*

Dr Marek Drozdz  
*(Warsaw School of Social Psychology, Poland)*  
Dr Elena Faccio  
*(University of Padua, Italy)*

Professor Tory Higgins  
*(Department of Psychology, Columbia University, US)*

Mr Tasuku Igarashi  
*(Nagoya University, Japan)*

Dr Machia Okubo  
*(Sophia University, Tokyo)*

Professor Julie Stout  
*(Department of Psychology, Indiana University, US)*

Dr Arthur Stukas  
*(La Trobe University, Melbourne)*

Mr Guillaume Vignali *(Japan)*

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**Visiting students**

Miss Julia Becker  
*(Freie Universitat Berlin)*

Miss Ilon McNeill  
*(Leiden University, The Netherlands)*

Mr Valere de Reidmatten  
*(University of Bath, England)*

# TEACHING AND LEARNING

## Report from the Chair of Academic Programs Committee (Undergraduate)

### Course Experience Questionnaire (CEQ)

Results from the CEQ for 2004 show that students were slightly less satisfied with the quality of their psychology course overall with a reduction in the rating from 3.7 (2003) to 3.6 (2004). However, their perception of the standard of teaching is showing steady improvement since 2002 with the ratings as follows: 2.97 (2002), 3.13 (2003), and 3.20 (2004). One area that is particularly pleasing to note an upward trend in, is that relating to helpful feedback where the 2004 rating was 3.04 up from 2.61 in 2002. Unfortunately, the rating for generic skills has remained steady despite a focus on this in 2004.

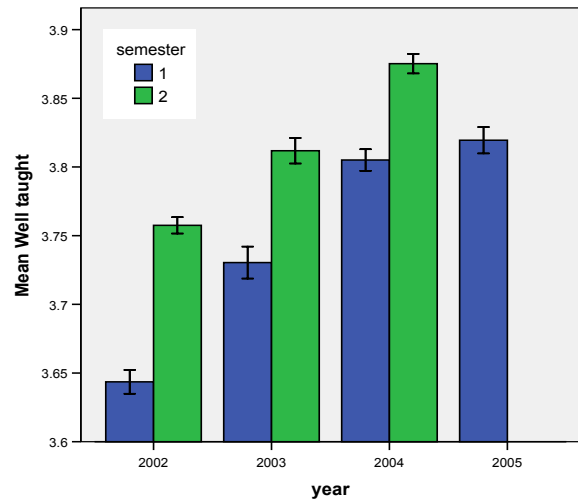
### Quality of Teaching (QOT)

The weighted mean responses for 2004 for each of the nine Quality of Teaching questions has improved slightly when reviewed by semester. The exceptions being questions 6 (*felt part of the group*) and 9 (*overall satisfaction rating*).

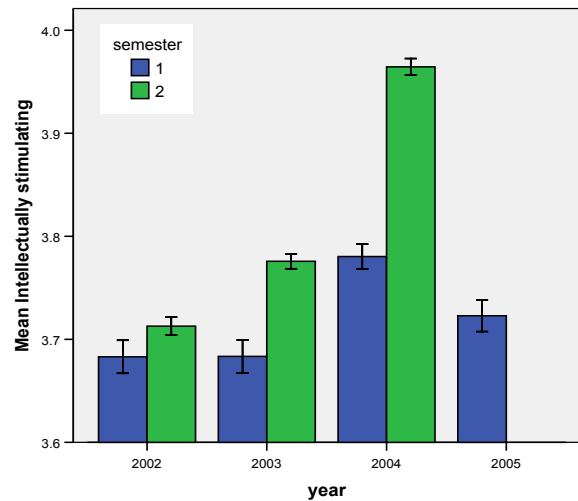
Results for Semester 1, 2005, however, are not as promising. Whilst student perception as to whether the subjects were well taught have improved slightly, the responses for the remaining eight questions were either on par with 2004 or slightly lower. Of great concern is the drop in the score for question 4 (*received helpful feedback*) as the School has attempted to take steps to improve feedback to students, particularly by increasing the number of tutors at 2nd and 3rd year.

The data for questions 2 (*well taught*), 4 (*helpful feedback*), 6 (*part of group*), and 9 (*overall rating*) are presented below by year level. This shows that second year students in particular do not feel part of a group.

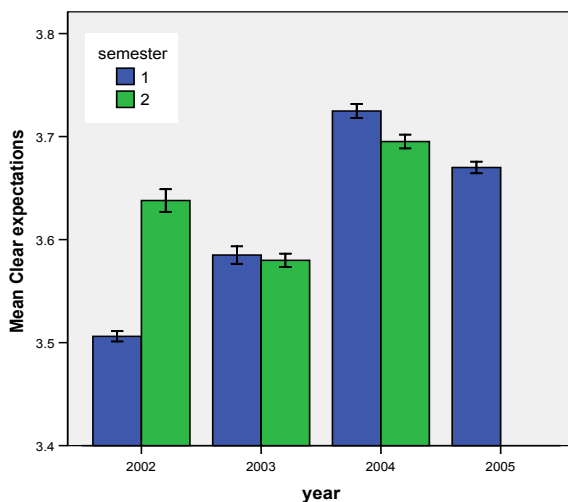
The following charts indicate the School's ratings over the 2002 to 2005 (Semester 1) period (with a 95% confidence interval).



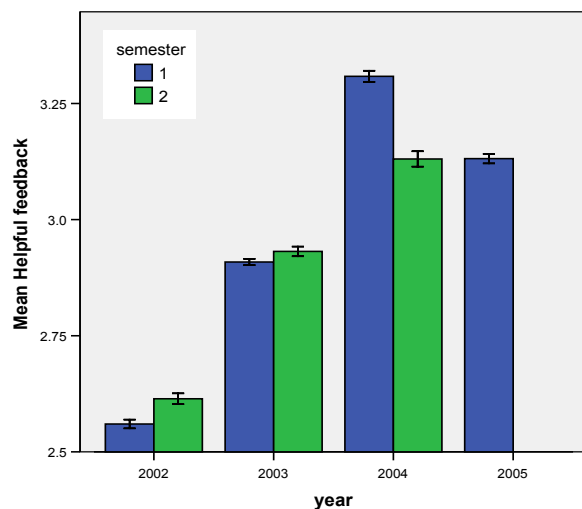
Question 2: Well Taught (weighted by enrol)



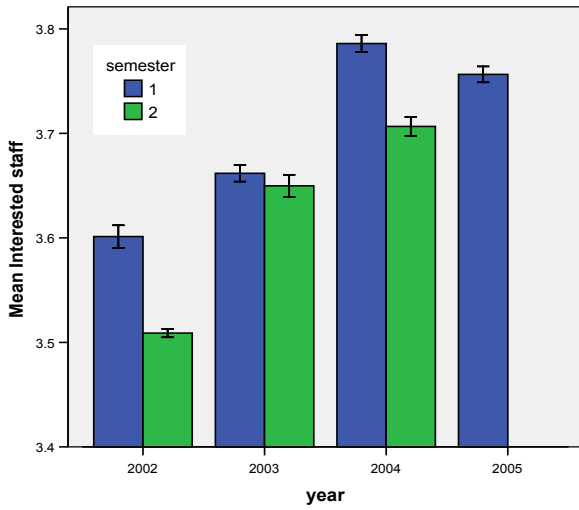
Question 3: Intellectually Stimulating (weighted by enrol)



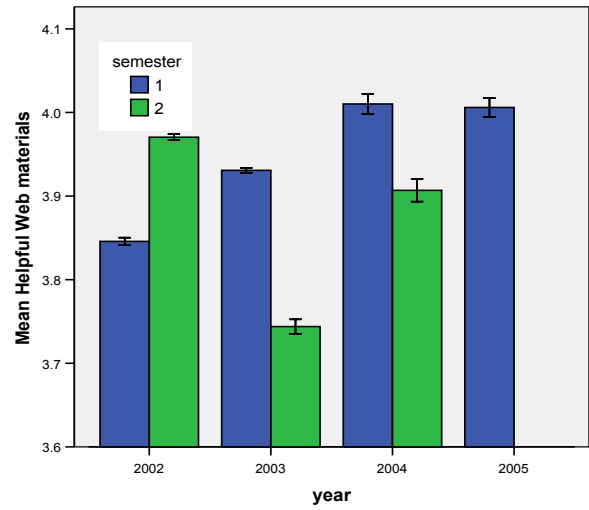
Question 1: Clear Expectations (weighted by enrol)



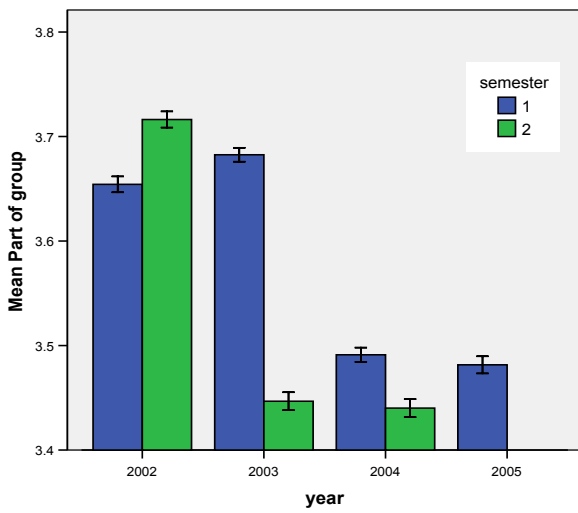
Question 4: Helpful Feedback (weighted by enrol)



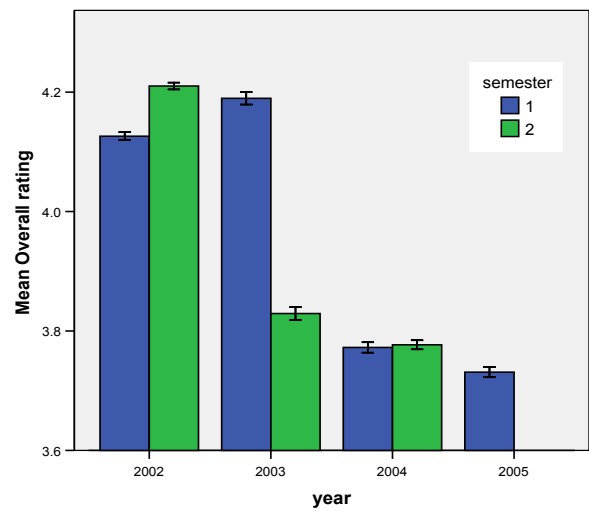
Question 5: Interested Staff (weighted by enrol)



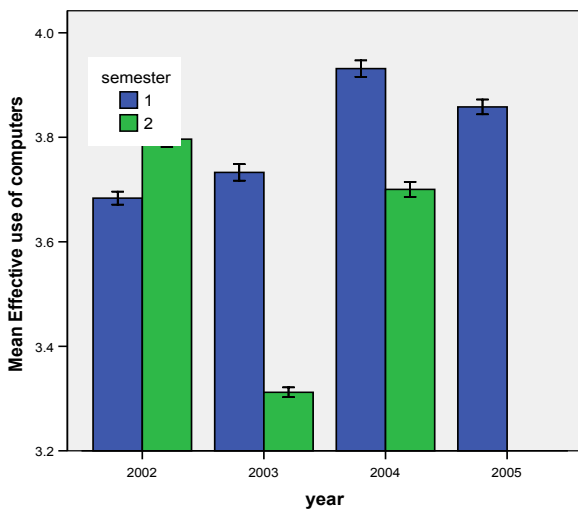
Question 8: Helpful Web Materials (weighted by enrol)



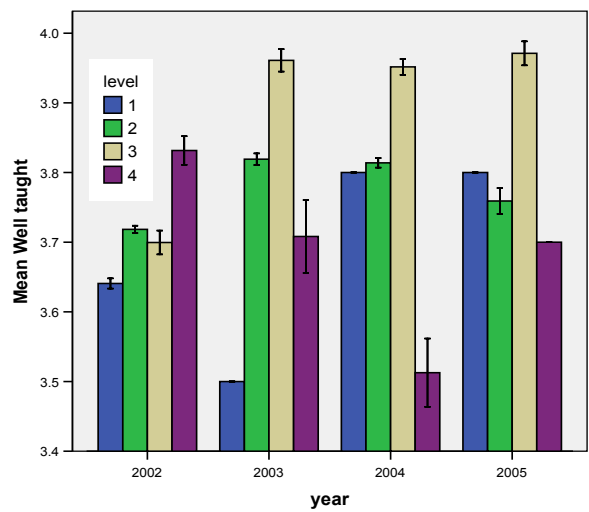
Question 6: Part of Group (weighted by enrol)



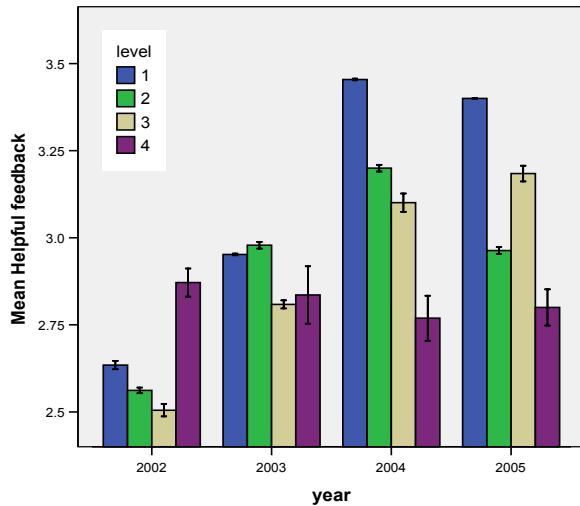
Question 9: Overall Rating (weighted by enrol)



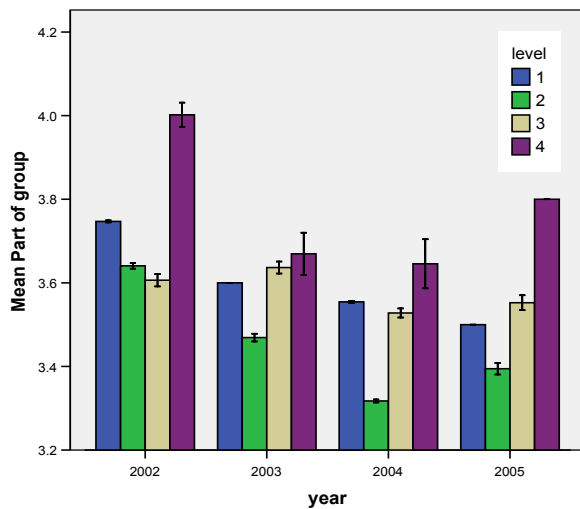
Question 7: Effective Use of Computers (weighted by enrol)



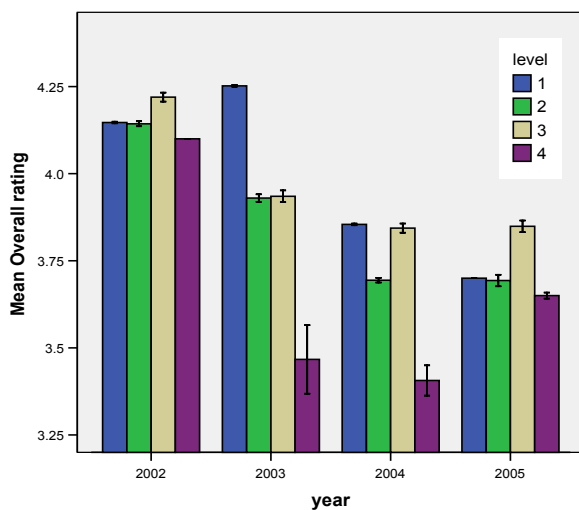
Question 2: Well Taught - by Year Level (weighted by enrol)



Question 4: Helpful Feedback - by Year Level (weighted by enrol)



Question 6: Part of Group - by Year Level (weighted by enrol)



Question 9: Overall Rating - by Year Level (weighted by enrol)

The past year has seen the successful delivery of our extensive undergraduate programme in psychology, as well as some important new developments. In 2005, the Department commenced enrolments in a new subject within its undergraduate teaching programme: *Introduction to Psychological Disorders 3*. This new compulsory subject was introduced in response to recommendations by the Australian Psychological Society (APS) that psychological disorders be covered in greater depth in the latter stages of the undergraduate major. Over 340 students enrolled in the subject in 2005.

During this period, the Department also significantly increased enrolments in the Graduate Diploma in Psychology programme. This course is designed for graduates of other disciplines who are interested in completing the APS accredited undergraduate major on a part-time, fee-paying basis, for the purposes of eventually qualifying as registered psychologists, or simply out of interest in the discipline. Advertising and recruitment efforts have been expanded for this course over the past year and, as a result, enrolments have increased by more than 40% from 137 in 2003 to 234 in 2005.

2005 has also seen the continuation and expansion of a range of initiatives to promote student involvement and engagement with the Department. The popular 'Insight' lectures, introduced in 2003, have been continued and extended to offer evening lectures for part-time and Graduate Diploma students, and to involve speakers from a wider range of professional backgrounds. Members of the Department have also offered lectures in this programme, in order to give students a more in-depth understanding of the research and professional backgrounds of the academic staff. The Department has also continued to subsidise the PsychCareers programme, in collaboration with the Careers and Employment Unit, and to provide financial and administrative support to the revived Psychology Students Society.

The following table (*Table 3*) shows enrolments in undergraduate subjects for 2004 and 2005. Although the overall numbers have increased for 2005, the drop in first year enrolments is expected to have an impact on second year in 2006 and then third year in 2007. A drop of around 9% will have significant impact on our income projections for 2006 and concerted efforts will be needed to increase the number of first year students taking up psychology in 2006. It is not clear at this point whether the drop will translate into the upper years but we will need to watch the 2006 enrolment figures carefully.

*Table 3: Undergraduate subject enrolments:  
2004 and 2005 comparison  
(data valid at September 2004 and 2005 respectively)*

Subject Title	Sem	No. of Students	
		2004	2005
Intro to Experimental Psychology 1	1	833	760
Quantitative Methods for Psychology 2	1	379	412
Behavioural Neuroscience 2	1	335	390
Cognitive Psychology 2	2	355	408
Industrial/Organisational Psychology 3	2	203	159
Human Psychophysiology 3	2	163	106
Environmental Psychology 3	2	N/O	79
Personality and Social Psychology 3	2	198	121
Personal and Social Development 3	1	129	98
Current Topics in Developmental Psych	2	27	41
Current Topics in Cognitive Psychology	2	29	22
Research Project	Y	57	65
Theories and Ethics in Psychology	1	60	65
Social, Devel & Clinical Psychology 1	2	738	671
Developmental Psychology 2	1	358	405
Personality and Social Psychology 2	2	358	430
Research Methods 3	1	347	322
Prof. Applications of Psychology 3	2	203	-
Advanced Cognition 3	1	39	54
Brain, Cognition and Behaviour 3	1	130	140
Cognitive & Neurol. Development 3	1	97	71
Intro to Mathematical Psychology 3	2	21	11
Current Topics in Social Psychology	2	24	27
Current Topics In Beh. Neuroscience	2	38	38
Advanced Design & Data Analysis	1	61	66
Intro to Psychological Disorders	2	N/O	341
<b>TOTAL SUBJECT ENROLMENTS</b>		<b>4909</b>	<b>5302</b>

*Note: Environmental Psychology 3 and Introduction to Psychological Disorders were not offered (N/O) in 2004*

### **Report from the Chair of Academic Programs Committee (Professional Courses)**

Professional training in psychology in Australia occurs at the postgraduate level as it does in other western countries including, New Zealand, USA, UK and Canada. This is in contrast to other health science professions where such training may be at undergraduate level.

Within the Australian context, a two-year Masters program (or its equivalent) provides eligibility for registration as a

Psychologist (although such eligibility may also currently be acquired by two years supervised practice) and it would be the case that most employers in health and mental health settings would prefer to recruit psychologists with at least Masters-level professional training.

In 2005, the School offered training in seven areas, six that are categorised as being clinical in orientation (Clinical Psychology, Clinical Psychology - Child Specialisation, Clinical Neuropsychology, Forensic Psychology and Health Psychology and Clinical Psychology (International), and one in Organisational/Industrial Psychology. The Clinical Psychology (International) program was offered in partnership with Woodbridge Hospital in Singapore. The development of this course occurred over the previous two years and unfortunately, due to late completion of contractual details, the intake for 2005 was smaller than anticipated (three instead of the six envisaged). The program will eventually have an intake of 12 students per year, although due to changes in staffing arrangements at Woodbridge, there will be no intake for 2006.

Within these areas the School offers different kinds of degrees. There are two-year Master of Psychology courses in four areas (Clinical Psychology, Clinical Neuropsychology, Clinical Psychology (International), and Organisational/Industrial Psychology) and three-year Doctor of Psychology courses in five areas (Clinical Psychology, Clinical Neuropsychology, Organisational/Industrial Psychology as well as Child Clinical Psychology and Health Psychology). The latter two programs are offered in partnership, respectively, with the Department of Psychology at the Royal Children's Hospital and the Department of Psychology at the Austin and Repatriation Medical Centre (ARMC). The School is also conducting a three-year Doctor of Psychology course in Forensic Psychology jointly with the University of Melbourne Criminology Department, although there has been no intake to this program since 2003.

Each of the Master of Psychology courses is also offered in combination with a PhD; this graduate combined degree program is four years in length and students are eligible for RTS places and postgraduate scholarships after the end of the first full-time year. The School receives over 200 applications each year for its annual professional training intake of 30-40 students.

Enrolments for 2003 - 2005 are displayed in *Table 4*. It can be seen in *Table 4* that there has been a steady increase over the three years in the M.Psych option (although some of these have transferred to the combined Masters/PhD program), there has been a slight decline in the D.Psych in 2005, and the combined degree enrolments have shown a slight decline over the three years.

The Quality of Teaching (QOT) surveys indicate that students are generally very satisfied with the coursework component of our professional training programs. The average rating for 'Well-taught' across units was 4.3, and the average 'Overall' rating was 4.1.

### **Current Issues**

While the School has offered a diverse range of professional programs until this point in time, there are a number of issues that drive a need for these programs to be continually reviewed. Traditionally such programs are expensive to run and have been subsidised

by undergraduate teaching. This situation is expected to worsen with the new Commonwealth funding arrangements, where there is no loading for postgraduate coursework teaching (previously there was a 1.5 loading). In addition, while our programs attract outstanding students to the School, there are a large number of competing programs elsewhere in Victoria. While we regard the combined MPsych/PhD degree program as an innovative one that provides substantial benefits to the student, the School, and community, it must compete with professional training through other doctoral programs that are classified as wholly higher degree research programs under the Research Training Scheme (RTS), and are consequently financially advantageous to students.

At present we have maintained a capacity to attract outstanding students, particularly to our Clinical, Child Clinical and Clinical Neuropsychology programs, but we recognise that the changing environment is challenging. The outlined issues may relate to factors that could account for the enrolment trends shown in *Table 4*, and consequently, in September, the School established a working party to review all issues associated with professional training. This working party should report by the end of 2005.

*Table 4: Enrolments (EFTSU) in professional psychology programs for 2003-2005*

STREAM	M.PSYCH			D.PSYCH			M.PSYCH/PHD			TOTAL		
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
Clinical Psychology	1.4	3.0	8.0	8.5	7.8	7.6	16.2	14.2	14.2	<b>26.1</b>	<b>25.0</b>	<b>29.8</b>
Child Clinical Psychology				14.3	18.3	18.5				<b>14.3</b>	<b>18.3</b>	<b>18.5</b>
Clinical Neuropsychology	1.2	4.0	3.8	8.6	11.0	12.6	13.9	14.3	13.8	<b>23.7</b>	<b>29.3</b>	<b>30.2</b>
Forensic Psychology				18.2	13.0	9.6				<b>18.2</b>	<b>13.0</b>	<b>9.6</b>
Health Psychology				15.9	16.8	14.3				<b>15.9</b>	<b>16.8</b>	<b>14.3</b>
Org/Industrial Psychology	5.0	5.6	6.0	12.7	15.5	11.2	8.6	7.3	6.0	<b>26.4</b>	<b>28.3</b>	<b>23.2</b>
Clinical International			3.0									<b>3.0</b>
MPsych/PhD Transition	1.5	3.5	3.9							<b>1.5</b>	<b>3.5</b>	<b>3.9</b>
<b>Total</b>	<b>9.0</b>	<b>16.0</b>	<b>24.7</b>	<b>78.2</b>	<b>82.4</b>	<b>73.8</b>	<b>38.7</b>	<b>35.7</b>	<b>34.0</b>	<b>126.0</b>	<b>134.1</b>	<b>132.6</b>

## RESEARCH AND RESEARCH TRAINING

### *International and National Collaborations*

Members of the School of Behavioural Science continued to collaborate with colleagues at other Australian and International Universities and Institutions. Over 90 International researchers engaged in collaborative endeavours with School staff. These included Dr Sophie Wuerger, Centre for Cognitive Neuroscience, School of Psychology, University of Liverpool, United Kingdom, Professor E. Tory Higgins, Psychology Department and Centre of Motivation Science, Columbia University, New York, Professor Ian Robertson, Director, Institute of Neuroscience, Trinity College Dublin, Ireland, Emeritus Professor Gordon Claridge of the Department of Experimental Psychology, Oxford University, and Dr Ann Mische, Rutgers University.

Similarly, staff in the School collaborated with around 110 colleagues from Universities and other Institutions in Australia. Researchers collaborating with school staff include Professor Patrick McGorry, Director of ORYGEN Youth Health, Professor Fiona Judd, Director of Rural Health, Monash University, Bendigo, Professor Ian Hickie, Chief Executive Officer of the National Depression Initiative, Beyond Blue, Dr Emiko Kashima and Dr Art Stukas from the Psychology Department, La Trobe University, Professor Max Colheart, Macquarie Centre for Cognitive Science Macquarie University, Professor James Dunbar of Flinders University Department of Rural Health, Professor John Bradshaw, School of Psychology, Psychiatry and Psychological Medicine, Monash University, and Dr Daryl Higgins, Director of Research, Australian Institute of Family Studies.

A number of post-graduate students benefited from these collaborative links, visiting research laboratories around the world. These laboratories included those at the University of Kent at Canterbury, Stanford University, University of Wales at Cardiff, Free University of Amsterdam, Harvard University, Columbia University, the Cleveland Clinic, Karolinska Hospital, Stockholm, and the Institute of Child Health, London.

Department graduates took positions at research institutions both in Australia and in other countries. For example, Dr Anna Clark has a position at the Free University of Amsterdam, Dr Anina Rich, a Menzies Fellow, at Harvard University, Dr David Neal at Duke University, Dr Annukka Lindell at the University of Bangor, Dr Paul Bain at Murdoch University, Dr Helen Fawkner at Leeds Metropolitan University, Dr Anthony Lyons at University of Newcastle upon Tyne, Dr Peter Kremer at Deakin University and Dr Wendy Knight at ORYGEN Youth Health.

The School benefited from visits from a number of national and international researchers. These included Professor Jana Valine of Clark University, Professor David Winter of the University of Hertfordshire, Professor John Caccioppo, University of Chicago, Dr Marek Drogosz, Warsaw School of Social Psychology, Professor Wendi Gardner, Northwestern University, Professor Michael Hogg, University of Queensland, Dr Tasuku Igarashi,

Nagoya University, Japan, Professor Theodore Singelis, California State University, and Professor Scott Tindale, Loyola University of Chicago.

Finally, in July 2005 the School will host Professor E. Tory Higgins of Columbia University as the Miegunyah Fellow for the Faculty of Medicine, Dentistry and Health Sciences. Professor Higgins is the Stanley Schacter Professor of Psychology, Professor of Management, and the Director of the Motivation Science Center at Columbia University, New York. Among numerous awards, he is a recipient of the American Psychological Society William James Fellow Award for distinguished achievements in Psychological Science and the American Psychological Association Award for distinguished scientific contributions.

### *Research Benchmarking with the University of Nottingham: analysis of 2002-2004 research output using Web of Science*

The School of Psychology at the University of Nottingham kindly agreed to undertake several benchmarking activities with us in different aspects of research and teaching. We approached the University of Nottingham because they obtained the maximum rating in both the last RAE and the teaching assessment exercise, they have been the top-rated department of psychology in the UK within the last few years, and they are consistently rated in the top three. (They are also, of course, a member of U21).

As an initial step in the research benchmarking exercise, we made a comparison of publications for staff at the University of Melbourne and the University of Nottingham over a three year period, 2002-2004. Melbourne publications were identified by the annual Research Report but restricted to entries listed in the Web of Science; Nottingham publications were obtained by a Web of Science search using staff names and institutional affiliation. Web of Science citations and Journal Impact Factors were extracted for each publication.

*Table 5: Total publications and citations 2002 - 2004*

UNIVERSITY	Year	Papers	Citations
Melbourne	2002	77	394
	2003	70	143
	2004	117	201
Nottingham	2002	38	166
	2003	33	75
	2004	50	17

The data in *Table 5* summarise the total number of publications at the two institutions, and indicate a higher total volume at the University of Melbourne. In addition, *Table 5* indicates that the total number of Web of Science citations are higher at the University of Melbourne. Although not shown in *Table 5*, it also appears that the number of papers and citations per EFT is higher at the University of Melbourne.

in terms of Web of Science citations per publication were not clearly different. In 2004, the Journal Impact factors for Melbourne publications were maintained, but Nottingham figures appeared to decline. Also in 2004, Melbourne papers exhibited a stronger rate of citation.

Bearing in mind the greater volume of publications per EFT academic at the University of Melbourne and the

*Table 6: Percentiles of citation distribution per publication at the Universities of Melbourne and Nottingham, 2002 - 2004*

UNIVERSITY	Year	Mean	Percentile (50th = median)				
			10th	25th	50th	75th	90th
Melbourne	2002	5.12	0	1	3	5.5	11.0
	2003	2.04	0	0	1	3.0	5.9
	2004	1.78	0	0	1	2.0	4.7
Nottingham	2002	4.37	0	0	2	6.0	8.2
	2003	2.27	0	0	1	3.75	7.4
	2004	0.34	0	0	0	0.25	1.0

*Tables 6 and 7* report comparisons using publications as the unit of analysis. The tables present summary statistics for the number of citations per publication and Journal Impact Factors (JIF) per publication over the period 2002-2004. The Journal Impact Factors reported are those published by the Web of Science in 2002.

substantial increase in total number of publications in 2004 compared to 2002-2003, the results suggest a favourable and improving publication profile for the Department of Psychology at the University of Melbourne. However, there is clearly still a gap between the distribution of journal impact factors for Melbourne papers and the best of the Nottingham profiles over the last three years.

It is clear from these figures that in 2002-2003, University of Nottingham publications tended to appear in journals with higher impact figures, although the outcomes

*Table 7: Mean and percentiles of the distribution of Journal Impact Factors for publications at the Universities of Melbourne and Nottingham, 2002 - 2004*

UNIVERSITY	Year	Mean	Percentile (50th = median)				
			10th	25th	50th	75th	90th
Melbourne	2002	2.46	0.48	0.89	1.59	2.61	4.76
	2003	2.15	0.60	1.06	1.68	3.16	4.31
	2004	2.78	0.62	1.16	1.84	3.22	4.70
Nottingham	2002	3.05	1.08	1.26	1.96	2.93	9.09
	2003	3.50	0.59	1.06	1.83	3.10	9.60
	2004	2.32	0.71	1.21	1.46	2.02	3.76

## Research Laboratories

The School has a strong research tradition, which is partly evidenced by its significant number of research laboratories. In the main these laboratories have been established as a result of the Department's success in attracting research funding from a variety of sources such as the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC).

### Affective Neuroscience Laboratory

*Research Coordinator: Associate Professor Nick Allen*

Staff working in this laboratory are investigating the way in which mood disorders, and vulnerability to mood disorders (such as depression), impact on the way the brain attends to, processes, and responds to emotional and social information. In order to investigate these issues, research is conducted with both clinical (e.g., people suffering from depressive and anxiety disorders) and non-clinical populations. We also have a strong emphasis on investigating changes in these processes during adolescent development and throughout treatment for depressive disorders.

Experimental approaches employed in the laboratory include:

- Startle reflex modulation
- Structural and functional neuroimaging
- Event related brain potentials (ERPs)
- Measures of autonomic cardiac control (e.g., Heart period, Pre-ejection period, Respiratory sinus arrhythmia)
- Facial muscle activity
- Skin conductance
- Pharmacological and dietary manipulation of neurotransmitter levels
- Emotional and attentional processing of affective pictures (including studies of subliminally presented stimuli)
- Cognitive/affective decision making and reasoning tasks (e.g., the Wason Selection Task, Iowa Gambling Task)
- Mood manipulation using music and imagery
- Studies of individuals at risk for psychopathology (e.g., bipolar and unipolar depression, psychosis)
- Studies of clinically depressed and anxious individuals

The laboratory's research is supported by grants from the Australian Research Council, the National Health and Medical Research Council, the Colonial Foundation, Beyondblue (The National Depression Initiative) and the National Institute of Mental Health (USA).

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### Auditory and Music Cognition Laboratory

*Research Coordinator: Dr Sarah Wilson*

There are currently a range of research studies running in the Auditory and Music Cognition Laboratory. Several of these are investigating the role of brain plasticity in the development of cognitive skills, with a specific focus on auditory and musical abilities. In particular, these studies are concerned with the influence of genetic and environmental factors on morphological and functional

changes in the brain, and the relationship of these changes to cognitive skill development and expertise.

A number of methodological techniques are being used to explore these issues, including structural and functional neuroimaging (MRI, fMRI, PET) and the approaches of experimental and cognitive neuropsychology. At present, imaging techniques are specifically being used to interrogate the neurocognitive basis of absolute pitch perception in high calibre musicians, and singing and language skills in musicians and nonmusicians.

Research is also being performed into disorders of musical ability (amusia) and their co-occurrence with disorders of language (aphasia) as a means of further examining the neurobiological basis of auditory cognition. This includes the effects of brain injury on the performance and rehabilitation of musicians, and the use of music to facilitate cerebral recovery. Interlinked with this research are studies investigating the development of music cognition and its interrelationship with other cognitive skills (e.g., visuospatial, mathematical skills) in both normal children and adults.

Finally, research investigating the basic perceptual processes involved in pitch and rhythmic discrimination has been ongoing in the lab, with recent projects employing computer modelling and psychoacoustical techniques to examine these fundamental auditory skills.

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### Clinical and Experimental Neuropsychology Laboratory

*Research Coordinator: Associate Professor Stephen Bowden*

This laboratory has active research programs in psychological measurement and human neuropsychology which examine:

- models of memory and cognition across diverse populations
- neuropsychological assessment and diagnostic validity

Current research in this laboratory is supported by external grants from NHMRC and we have excellent research links with the Department of Clinical Neurosciences at St. Vincent's Hospital Fitzroy.

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### Cognitive Neuroscience Laboratory

*Research Coordinator: Professor Jason Mattingley*

The Cognitive Neuroscience Laboratory focuses on the cognitive and brain mechanisms underlying human perception, attention and action. The principal aim of research undertaken in the laboratory is to address two broad questions concerning the nature of human selective attention. First, how does the brain filter sensory stimuli so that only behaviourally relevant inputs are selected for further processing? Second, what are the consequences of such selective processing for conscious perception and action?

These questions are addressed from a number of perspectives: by studying individuals with acquired and

developmental disorders of attention, such as spatial neglect and attention deficit hyperactivity disorder (ADHD); by using functional brain imaging techniques such as fMRI, ERPs and near-infrared spectroscopy, to examine the neural correlates of attentional processes; and by applying transcranial magnetic stimulation (TMS) to focally stimulate regions of the brain thought to be involved in attentional control. We also combine behavioural and neuroimaging data to develop and validate endophenotypes for use in molecular genetic investigations of attentional processes in normality and pathology.

The research has important implications for a number of real-world endeavours, including the diagnosis and treatment of individuals with attention deficits due to brain disease; the design of more efficient systems for conveying information to human operators; and in helping to predict preference and choice in consumer behaviour. Current areas of research include disorders of perception, attention, and action due to normal ageing, stroke, Alzheimer's disease, drug addiction, and attention-deficit hyperactivity disorder (ADHD); mechanisms of multisensory interaction; unconscious perception in normality and pathology; neural adaptation and plasticity; inhibitory control and error processing; interactions between attention, affect and decision making; perception and cognition in synaesthesia.

Research funding is through grants from the Australian Research Council (ARC), the National Health and Medical Research Council (NHMRC), the National Institutes of Health (USA), Irish Health Research Board, Wellcome Trust (UK), and Unilever PLC.

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### **Complex Decision Research Laboratory**

*Research Coordinators: Dr Mary Omodei,  
Dr Jim McLennan & Professor Alexander Wearing*

The Complex Decision Research Group, comprises Alexander Wearing (University of Melbourne) and Mary Omodei, Jim McLennan, Glenn Elliott, Chris Reynolds, and Matt Walshe (La Trobe University). The research group investigates individual and team decision making in a range of complex dynamic task environments such as emergency response and military command and control. The research group addresses social, organisational, team, cognitive, affective and personality factors impacting on decision effectiveness. A key focus of the group's work is human decision makers' adaptation to dynamic situations, their management of their own effectiveness, and the appropriateness of their use of field information. Work within the group has contributed several technological and methodological innovations to the area, including the Networked Fire Chief microworld for studying decision making, and the head-mounted video cued recall technique - a retrospective but immersive technique for eliciting information from participants in high-tempo events about their roles and thought processes. Both Networked Fire Chief and the video-cued recall technique have been widely adopted.

### **Environmental Psychology Laboratory**

*Research Coordinator: Associate Professor Bernd Rohrmann*

The main research themes in this laboratory are: How do humans perceive and evaluate built and natural environments? How do they deal with environmental hazards? How can information and communication about environmental risks be improved? In addition, methodological issues are pursued.

#### *Current Projects*

The following projects are running or in preparation (some in collaboration with colleagues):

- RPX — Risk perception in 'western' and 'eastern' cultures (Australia, China, Germany, Singapore, Canada, Japan)
- ASR — Assessment of simulated and real environments - with Professor I. Bishop
- AFI — Appraisal of audio-visual fire information and preparedness means - partly in collaboration with Fire Authorities; focus: websites
- RAC — Risk attitudes - a cross-cultural psychometric study - phase I completed; phase II (data collection in Hong Kong/China, Germany and Switzerland) under way
- SPV — Soundscapes in public venues - partly with Anne Makin & Sonja Pedell
- VQS — Verbal qualifiers for rating scales: A cross-cultural study - data collection in Hong Kong China under way
- VEV — Virtual environments and human perception: Experiments in validity - in collaboration with Professor I. Bishop (University of Melbourne) and Professor T. Daniel (University of Arizona)
- PIB — The potential of the internet for enhancing residents' bushfire preparedness - project within the National Bushfire CRC

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### **Ergonomics Laboratory**

*Research Coordinator: Associate Professor Janice Langan-Fox*

This laboratory has a focus given to three main research programs: (a) human computer interaction; (b) learning and skill acquisition; (c) mental models. Current funding for most of this work has come from a 2-year project with Ericsson (Australia) Pty.Ltd., and a 3-year project with the ARC and an industry partner. Student theses contribute to the research programs. Some detail about this research is as follows:

#### *Human-Computer Interaction (HCI)*

Research has involved the creation of 'lessons' of varying multimedia instructional set (eg. text, stills, audio, video) for experimental condition treatments, to test the effectiveness of multimedia on learning outcomes and in general, the assumption, that multimedia applications parallel improved interest, motivation and learning. Issues now being addressed include firstly, the examination of instructional-designer and subject-matter expert implicit learning theories against practice (designed programs), and student learning outcomes. Secondly, research has been conducted into the influence of 'adjunct aids' such as advance organisers (eg. text, graphic), on learning outcomes.

### *Learning and Skill Acquisition*

This work involves experiments testing models of skill which predict particular relationships between ability factors and task performance during phases of skill acquisition. Also important has been the issue of particular abilities/ability factors to predict skilled performance; and the relevance of type of task for model testing.

### *Mental Models*

Two research programs are investigating shared/distributed cognition/mental models: Mental models of a communication network and mental models of team functioning. A subsidiary interest has been work in the area of Human Mental Workload.

### *Human Mental Workload*

Studies have been carried out on individual difference variables: Type A and Introversion/Extroversion in relation to different types of task performance and workloads.

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## **Experimental Social Psychology Laboratory**

*Research Coordinator: Associate Professor Jennifer Boldero*

Research in this laboratory deals with two major areas. The first area is concerned with emotional, motivational, and behavioural consequences of self-regulatory processes. Specific interest is in the impact of a number of factors on these outcomes, including the structure of self-knowledge, the exact nature of the reference values for self, and the source of the relevant reference value. Projects include examining the influence of the number of aspects used to describe self and the extent to which their content is integrated; who are significant others, when they have an influence on self-regulation, and the exact nature of this influence; and the differential nature of self-regulating with regard to goals and standards for the self.

The second area of research examines the propositions of relational discrepancy theory (Robins & Boldero, 2003). The role of discrepancies in the extent to which relational partners believe they are fulfilling relational guides on emotions and on relational conflict and stability is of specific interest. The consequences of relational guide discrepancies are also being examined.

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## **Intergenerational Laboratory**

*Research Coordinator: Associate Professor Jeanette Lawrence*

The nature of the research associated with this lab is life-span developmental in its perspective, and considers people's experiences in social contexts over the whole of life.

A major focus of the research has involved the production of research methodologies that reflect life-span developmental theories. This has specifically involved work on interactive computer programs.

### *Topics*

- Perceptions of intergenerational contributions and responsibilities (previously funded by ARC). (with Jacqueline Goodnow, Macquarie University).
- Developmental transitions and pathways, particularly transitions to adult life (with Agnes Dodds).
- Developmental perspectives on illness and processes of adaptation: Funded by Diabetes Australia. (with Agnes Dodds & Jennifer Conn Medical Education Unit, and Alison Nankervis, Royal Melbourne Hospital).
- Sociocultural studies of interactions between persons and social environments. (with Jaan Valsiner, Clark University).

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## **Laterality Laboratory**

*Research Coordinator: Associate Professor Mike Nicholls*

All vertebrates have a clearly defined top and bottom. In the case of terrestrial vertebrates, the bottom is usually characterised by feet of some sort. Similarly, the front and backs of vertebrates are easy to distinguish; with the front usually being defined by a head or face. The one dimension that appears symmetrical, and which is so often confused, is the lateral (left-right) axis. Left-right symmetry most likely evolved because the natural (non-human) world is essentially symmetrical. That is, food or predators are equally likely to appear on the left or right - so it wouldn't make much sense for an organism to evolve where its sensory or motor systems were biased toward one side.

Despite the apparent symmetry of vertebrates, there are striking functional asymmetries between the left and right cerebral hemispheres - especially in humans. These asymmetries, which give rise to numerous asymmetries in behaviour, are the main interest of this laboratory. While most people are aware of the preference someone might show for one hand or the other, they are generally unaware of the asymmetries that affect their ability to hear, see, touch and move. These asymmetries can have a profound effect on our ability to interact effectively with our environment and can affect everything from the cheek a person turns when posing for a photo to the side of the door they might bump into. The research in this laboratory investigates the nature of the asymmetries that occur in a world that is so nearly symmetrical with a particular view as to their function and why they may have evolved.

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## **Learning and Development Laboratory**

*Research Coordinator: Dr Mary Ainley*

This research program addresses issues to do with understanding human curiosity, interest and information seeking. More specifically, staff are exploring motivational and problem solving processes that are activated when students engage with (and disengage from) achievement tasks. The distinctive character of this research is use of innovative methods to monitor in real-time how students select and apply thinking skills to novel problems. A wide range of students' actions and reactions, choices and decisions are monitored as they engage with curriculum tasks. The goal of this research is to identify psychological processes that support positive learning experiences for students of all ages.

### **Negotiation Laboratory Laboratory**

*Research Coordinators: Professors Mara Olekalns and Philip Smith*

Research in the negotiation laboratory is concerned with factors that promote or inhibit the attainment of integrative outcomes in dyadic and multi-party negotiations, that is, outcomes that are mutually beneficial to all negotiating parties. Our research focuses on the nature of the communication that occurs between negotiating parties, the tactics they deploy, and how those tactics are sequenced. We characterise the features of the communication processes quantitatively using Markov chain models. We use these models to investigate how communication processes are affected by attributes of the negotiating parties, how these processes affect the development of trust, and how this in turn affects the quality of the final settlement. Although the majority of the research in the laboratory has investigated face-to-face negotiation, one recent project has looked at factors affecting online dispute resolution.

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### **Mathematical Cognitive Development Laboratory**

*Research Coordinator: Associate Professor Robert Reeve*

The aim of the research conducted by members of the Mathematical Cognitive Developmental Laboratory is to identify the cognitive, neurological, socio-cultural and educational bases of children's mathematical reasoning. We are especially interested in identifying different patterns of mathematical understanding and in the ways these patterns change or remain stable over time. Among other issues, we are currently conducting research on:

- Individual differences in preschool children's number, quantity and measurement competencies
- Transitions between informal and formal fractional number understanding
- The cognitive and neurological bases of dyscalculia in young children
- The relationships between the development of mathematical, language and general cognitive concepts across the primary-school years
- The nature of indigenous children's number and measurement concepts
- Children's mathematical reasoning practices in difference cultural settings
- The significance of individual differences in children's proportional reasoning
- Using interactive assessment to evaluate children's mathematical learning potential in rational number and algebra
- The nature of students' analogical reasoning about rational number concepts
- Individual differences in the development of primary-school aged children's addition and subtraction concepts.

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### **Obsessive-Compulsive, Anxiety and Related Disorders (OCARD) Laboratory**

*Research Coordinator: Dr Michael Kyrios*

The OCARD Laboratory has 3 foci:

- Research of cognitive-behavioural and neuropsychological factors associated with anxiety,

obsessive-compulsive, mood and related disorders (e.g. compulsive hoarding and buying);

- The development, implementation and evaluation of treatments for these disorders; and
- Training in the treatment of these disorders.

The laboratory facilities include various computerised neuropsychological and other cognitive tasks, video- and audio- taping equipment.

The Laboratory has close links to the Mental Health Research Institute, the Cognitive Neuropsychiatry unit at the Sunshine Hospital, the Depression and Anxiety Research & Treatment (DART) program of the Bendigo Mental Health Service, various similar interstate and overseas laboratories, and community support groups for sufferers of anxiety, obsessive-compulsive and related disorders.

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### **Procedural Justice Laboratory**

*Research Coordinator: Associate Professor Jeanette Lawrence*

The nature of the research associated with this lab is life-span developmental in its perspective.

#### *Topics*

- Procedural justice for children and young people: Funded initially by the Australian Criminological Council, I have been developing a program of research to consider young people's sense of justice and the way in which they are treated with fairness and justice in social institutions. Procedural justice for young people is a new area of research, although procedural justice for adults in organisational, political and judicial setting has been an important area of concern in social research. This project has led to strong links with the Catholic Education Office, Melbourne, and at least four workshops for school staff at the CEO Office. This research has led to the development of interactive computer programs suitable for data collection with children and young people, especially on sensitive issues.
- Sentencing in magistrate's courts - My research on sentencing processes is continuing with Ross Homel, Griffith University, and with Stuart Ross, Criminology.
- Improving court processing of of protection applications for young children in the Children's Court of Victoria.
- Pilot research funded by Victoria Law Foundation (with Kathy Laster of VLF, and Judge Jennifer Coate and Magistrate Gregory Levine, Melbourne Children's Court). This is an innovative study of case flow management of cases involving protection and safety for vulnerable children.
- Procedural justice for victims of crime. I am collaborating with Associate Professor A. Lovegrove, Dr. A. Sutton and Dr. Stuart Ross an ARC Discovery application on procedural justice for victims of crime.

#### *Research methodology*

One of the most creative pieces of work to develop from my initial computer-based work was a consultancy for Associate Professor Judy Cashmore and the NSW Bureau of Crime Statistics in the development of a computer-assisted interview for child witnesses on their testimony in court: *Kids in Court*.

### **Psycholinguistics Laboratory**

*Research Coordinators: Associate Professor Virginia Holmes, Dr Chris Davis & Dr Jeeseun Kim*

The goal of the research undertaken in this laboratory is to shed light on the mental processes and skills that underlie comprehension and production of language. We are interested in strategies involved in reading and spelling, as well as in mechanisms underlying spoken word recognition and audio-visual speech processing. While in some projects we seek to uncover general mechanisms underpinning linguistic processing ability, we also investigate individual differences in component skills. Our target language is typically English, but we also explore linguistic processing strategies among speakers/readers of languages other than English.

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### **Reading Disorders Laboratory**

*Research Coordinator: Associate Professor Anne Castles*

The research of the Reading and Dyslexia Laboratory deals with the cognitive, perceptual and linguistic skills that are involved in learning to read, and with the ways in which these skills may fail in children and adults who have difficulty reading. Our projects include studies of normal reading development in young children, studies of factors affecting skilled reading in adults, and studies of the causes and correlates of different types of reading disorder. Our theoretical framework treats reading, not as a single skill, but as a complex, multi-componential process, which may fail to develop normally for a range of different reasons. We see the key to understanding both normal and impaired reading as being to specify closely these different component processes and to uncover the various factors that influence their development.

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### **Social Action Laboratory**

*Research Coordinator: Associate Professor Yoshihisa Kashima*

Human social action is inherently cultural. Social action - construed as meaningful behaviour in social context - is a fundamental unit of analysis for social psychology. As such, culture, understood as a network of socially shared meaning, always informs social action, which in turn contributes to the dynamic production and reproduction of culture over time. The overarching question about this process, which we call cultural dynamics, is how concrete individuals' particular activities in interaction with actual and imagined others in specific context can generate, maintain, or transform over time what may be regarded as a relatively enduring and context general system of meaning, which we often call culture.

From this basic perspective, research is concerned with two major approaches to social psychological analyses of cultural dynamics. One approach is cultural comparative - we compare peoples from different regions of the world (mainly Western European-based and East Asian societies) to identify relatively enduring patterns of cultural meaning.

This research is very much concerned about how conceptions of the person, self, and identity differ among cultures in the globalizing world today. The other

approach is social dynamical - both social and cognitive processes through which people collaborate to produce and reproduce cultural meaning in everyday activities are examined. Research about how communications of stories tend to reproduce culturally shared stereotype is a recent example of this line of work.

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### **Social Development Laboratory**

*Research Coordinator: Associate Professor Ann Sanson*

The research in the Social Development lab is focused around understanding the ways in which child temperament, psychophysiology, parenting, and social context contribute, individually and together, to the development of different social developmental outcomes in young children.

The major research which has been undertaken in the lab is a longitudinal study of a community sample of 2 year olds who have been followed to 7 years of age, and a similar study of 50 children with anxious or depressed parents (at-risk sample) who have been followed from 2 to 4 years. During two visits to the lab at 2 years of age, the children and their parents were videotaped during free play as well as mildly stressful situations. Coding of these provided detailed information on child temperament and behaviour, and parenting styles. Electroencephalogram (EEG) and electrocardiogram (ECG) data were collected to assess left/right frontal asymmetry, heart rate and vagal tone, which are thought to be biological substrates of temperament. Parent questionnaires provided further information on temperament, behaviour, parenting and the child's social context. Similar data collection exercises occurred at child age 4 years and 7 years.

Staff in this laboratory have been particularly interested in the development of externalising problems such as aggressive behaviour, and internalising problems such as fear and anxiety. We have been particularly interested in how temperament and parenting might interact to affect these child outcomes.

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### **Social Networks Laboratory**

*Research Coordinators: Professor Pip Pattison and Dr Garry Robins*

Research in the social networks laboratory concentrates on the development of statistical models for social networks and network-based processes. These models allow us to formulate and test propositions about the dynamic, local and interactive nature of social processes. They also allow us to evaluate whether global network structures and macro-level properties of social systems can be explained as the outcome of these overlapping social processes occurring at local levels. Current applications include: epidemiology of mental health; organizational design; the emergence of markets in 15th century Florence; the spread of communicable diseases; and attitude processes in elite sporting teams.

## **Vision Laboratory**

*Research Coordinators: Professor Philip Smith and Dr Simon Cropper*

Research in the vision laboratory is concerned with how properties of the external world are represented in the human visual system and on the decision mechanisms that allow us to respond to those properties in a categorical way. Our research focuses on how visual stimuli are coded in terms of their luminance, colour, or motion and on the role of attention in this process. One of our goals is to develop mathematical models that link visual processing as it is expressed behaviourally to the properties of the underlying neural mechanisms. Our recent research includes projects investigating: (a) the relationship between statistical uncertainty, attention, and visual masking; (b) the neural basis for perceptual decisions; (c) models for absolute identification; (d) the relationship between colour and motion perception and (f) the neural mechanisms of unique hue perception.

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## **Visual Perception Laboratory**

*Research Coordinator: Dr Troy Visser*

On the surface, visual perception requires only a brief effortless glance in order to perceive a rich tapestry of colours, movement, and form. In reality, that effortlessness is really the product of a complex, interactive process involving not just the eyes, but also a large proportion of the brain. Our research focuses on understanding the nature of these complex processes by applying a variety of experimental techniques. These techniques include: computerised behavioural experiments using computers, electrophysiological recordings of brain activity, and functional imaging. Recent research has focused primarily on the role of attention (i.e. higher order cognitive processing) on the perception of rapid sequences of visual stimuli, such as might be seen in a movie, or while driving a car. This work has examined deficits that arise when we are required to process sequences of information that are presented at rates that exceed the usual limits of our processing capacity. This work has extended in a practical direction to an examination of such processing in developmental dyslexia, as well as towards developing a theoretical model of visual perception of rapid visual inputs.

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## **Other Research Groups**

### **Australian Centre for Child Neuropsychology Studies (CNS)**

This Centre represents a collaboration between the University of Melbourne (Psychology) staff, Royal Children's Hospital and the Murdoch Childrens Research Institute. Currently the staff profile includes clinicians and researchers in child neuropsychology, neurology and neuroscience, as well as a number of post-doctoral fellows and supported PhD scholars

The Centre is funded via competitive grants, and was established in 2002. The Centre has a research focus in child neurology, neuropsychology and rehabilitation and a mission to: (i) understand social, behavioural, educational,

and cognitive consequences of childhood brain insult; (ii) determine predictors of outcome; (iii) translate this knowledge into best practice care and treatment; and (iv) support multi-disciplinary training.

Current funding comes from NHMRC, ARC, Perpetual Trustees and the Murdoch Childrens Research Institute, with staff involved in a number of collaborative research programs including:

- Long-term outcome from childhood traumatic brain injury: influence of pathology, genetics and environment
- Brain correlates of cognition and behaviour following childhood head injury
- Neurobehavioural outcomes associated with premature birth and low birth weight
- Risk factors associated with insulin dependent diabetes in children and adolescence
- Risk factors for outcome following brain lesions in early childhood
- Concussion in children and adolescents: Diagnosis, recovery and risk factors for poor outcome
- Functional neuroimaging: normal developmental patterns and the impact of early brain damage
- Post traumatic stress following head injury in children
- Developmental trajectories in preschool and school-aged children
- Assessment techniques for Attention Deficit Hyperactivity Disorder
- Social information processing and early brain injury
- Childhood epilepsy: memory outcomes

The Centre provides research supervision and training for 4th year and post-graduate students

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### **Parent-Infant Research Institute (PIRI)**

The Parent-Infant Research Institute (PIRI) has been established as a separate body to oversee and to build on the clinical and research work undertaken under the direction of Professor Milgrom and is auspiced by the Department of Clinical and Health Psychology, Austin Health. PIRI is an incorporated body with an advisory board chaired by Mr Lance Coburn. PIRI aims to become the pre-eminent body conducting research into parent-infant difficulties including prematurity, risk screening, and early intervention following postnatal depression. A major project of PIRI is managing the Victorian section of the National Postnatal Depression Program which focuses on screening, implementation and evaluation of potential preventative strategies for ante and postnatal depression in large populations and is funded by beyondblue.

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### **Repertory Grid Technique Research Group**

The repertory grid research group carries out research into methods for analysing data from the repertory grid technique and produces software for this purpose. Its work can also be found in papers, chapters in books, and a book. Details of these and other aspects of the group are to be found at the website:  
<http://www.repgrid.unimelb.edu.au/grids.htm>

## **Editorships**

Asian Journal of Social Psychology (Yoshihisa Kashima)  
Australian Psychologist (Nick Haslam, Henry Jackson Associate Editors)  
Neuropsychology (Vicki Anderson, Associate Editor)  
Sleep (John Trinder, Associate Editor)

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## **Editorial Board Memberships**

American Journal of Psychiatric Rehabilitation (Henry Jackson)  
Australian and New Zealand Journal of Psychiatry (Henry Jackson)  
Australian Journal of Learning Disabilities (Margot Prior)  
Autism: The International Journal of Research and Practice (Margot Prior)  
Beyondblue National Postnatal Depression Program website (Jeanette Milgrom)  
Brain and Cognition (Jason Mattingley)  
Brain Impairment (Vicki Anderson)  
Child Neuropsychology (Vicki Anderson)  
Computers in Human Behaviour (Paul Dudgeon, Consulting Board)  
Contemporary Educational Psychology (Mary Ainley)  
Cortex (Jason Mattingley)  
Developmental Neuropsychology (Vicki Anderson, Guest Editor)  
Educational Psychology (Margot Prior)  
International Journal of Leadership Education (Leon Mann)  
Journal of Abnormal Child Psychology (Ann Sanson)  
Journal of Abnormal Psychology (Nick Haslam)  
Journal of Classification (Pip Pattison)  
Journal of Conflict Resolution (Leon Mann, International Advisory Board)  
Journal of Cross-Cultural Psychology (Yoshihisa Kashima, Consulting Editor)  
Journal of the International Neuropsychological Society (Vicki Anderson)  
Journal of Neuropsychology (Vicki Anderson)  
Journal of Personality and Social Psychology: Attitudes and Social Cognition (Yoshihisa Kashima)  
Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes (Yoshihisa Kashima)  
Journal of Social and Personal Relationships (Nick Haslam)  
Multivariate Behavioral Research (Murray Aitkin, Consulting Editor)  
Neurocase (Jason Mattingley)  
Neuropsychologia (Jason Mattingley)  
Peace and Conflict, Journal of Peace Psychology (Ann Sanson, Advisory Board)  
Pediatric Rehabilitation (Vicki Anderson)  
Personality and Social Psychology Bulletin (Yoshihisa Kashima)  
Personality and Social Psychology Review (Yoshihisa Kashima)

Psychological Inquiry (Yoshihisa Kashima)  
Psychological Science (Vicki Anderson)  
Scientific Studies of Reading (Anne Castles)  
Self and Identity (Yoshihisa Kashima)  
Social Networks (Pip Pattison)  
Sociological Methodology (Pip Pattison)  
Statistical Modelling: an International Journal (Murray Aitkin)

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## **Grant/Discipline Panel Memberships**

APEX Foundation (Vicki Anderson)  
Australian Psychologists Accreditation Council (Pip Pattison, HODSPA Observer 2004)  
Business-Higher Education Round Table Awards (Leon Mann, Chair)  
Canadian Medical Research Council (Vicki Anderson)  
Economic and Social Research Council (UK) (Bob Reeve, Rapporteur)  
Expert Advisory Panel for the Clinical Guidelines for the Treatment of Schizophrenia and Related Disorders, Royal Australian and New Zealand College of Psychiatrists, Australia (Pat Mc Gorry, Eoin Killackey, Henry Jackson)  
Murdoch Children's Research Institute, Postgraduate Traineeships Committee (Vicki Anderson)  
National Committee on Psychology, Australian Academy of Science (Henry Jackson, Jason Mattingley, Anne Castles)  
National Science Committee of the Australian Psychological Society (Henry Jackson)  
National Science Foundation Advisory Panel, Methodology, Measurement and Statistics Program (Pip Pattison)  
New Zealand National Health and Medical Research Council (Vicki Anderson)  
NHMRC Projects Grants Review Panel - 3C Respiration and Sleep Panel (John Trinder, Margot Prior)  
NH&MRC Projects Grants Review Panel - 5a Mental Health Panel (Henry Jackson) Appointed Chairperson for 2004 (*panel now known as Psychiatry/Psychology in 2004*)  
Program Development and Accreditation Advisory Group, Australian Psychological Society (Pip Pattison)  
Victorian Centre of Excellence in Depression and Related Disorders Steering Committee (Jeanette Milgrom)

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## **Awards**

### **Associate Professor Di Bretherton**

Soka University (Japan) Award of Honor (2004)

First Marsella Prize for the Psychology of Peace and Social Justice by the American Psychological Association (2005)

### **Professor Margot Prior**

Inaugural President's Award for Distinguished Contribution to Psychology in Australia for 2005 by the Australian Psychological Society.

**Professor Henry Jackson**

Ian M Campbell Prize in Clinical Psychology for 2005 by the Australian Psychological Society.

**Christina Bryant**

VicHealth Public Health Award (\$3,300) (2004)

ARC/NHMRC Ageing Well Network Student Award (\$500) (2005).

**Dr Helen Fawkner**

Second Annual Seymour Fisher Outstanding Body Image Doctoral Dissertation Award.

**Ian Gould**

Australian Psychological Society Prize in Psychology.

**Sarah Willetts**

Young Investigator Award from the Scientific Advisory Committee of the International Epilepsy Congress.

**Joanne Wrench**

Young Investigator Award from the Scientific Advisory Committee of the International Epilepsy Congress.

**Research Grants**

**July 1 2004 to June 30 2005**

**Australian Research Council**

ARC Linkage Project: *'Cerebral plasticity or early vulnerability? Identifying critical periods for childhood development and recovery'*, **Anderson V**, Leventer R, Anderson P, **Jacobs R**, \$216,000 (2003-2006)

ARC Linkage Project: *'Engagement with schooling: influences of motivation processes on the development and application of independent thinking skills'*, **Ainley M**, \$135,000 (2004-2007)

ARC Discovery Project: *Theory and applications of Bayesian and likelihood analyses for finite mixture, random effect and multinomial models*, **Aitkin M**, \$247,000 (2005-2007)

ARC Discovery Project: *Investigating the social brain: The neural basis of the link between depressed mood and social cognition*, **Allen N**, \$215,000 (2005-2007)

ARC Discovery Project: *The role of the other in self-regulation: Who, when, where, how and why*, **Boldero J**, Francis J, \$153,000 (2003-2005)

ARC Discovery Project: *Concept-procedure interactions in addition and subtraction development*, **Canobi K**, \$244,867 (2004-2006)

ARC Discovery Project: *Does phonological awareness help children learn to read?* **Castles A**, \$160,000 (2004-2006)

ARC Discovery Project: *Using written language to probe speech recognition models*, **Davis C**, Cutler A, \$130,000 (2004-2006)

ARC Discovery Grant: *Distinguishing categories and dimensions: Taxometric investigations*, **Haslam N**, \$98,500 (2003-2004)

ARC Discovery Project: *Examining the relationship between error processing, cognitive control and emotion: a cognitive neuroscience approach*, **Hester R**, \$267,000 (2005-2007)

ARC Discovery Project: *Narrative Social Influence: Narrative Communication as an Effective Means of Public Health Campaign*, **Kashima Y**, \$145,634 (2005-2007)

ARC Discovery Project: *Cultural dynamics of narratives: micro and macro implications of narrative transmission*, **Kashima Y, Haslam N, Boldero J, Kashima E**, \$605,000 (2004-2008)

ARC Discovery Project: *Attentional biases that underlie free-viewing perceptual asymmetries: Endogenous and exogenous effects in a behavioural/imaging study*, **Nicholls M, Mattingley J**, Bradshaw J, \$195,000 (2005-2007)

ARC Discovery Project: *Modelling dynamic interactive social processes*, **Pattison P, Robins G**, Snijders T, \$246,250 (2003-2005)

ARC Linkage Project: *The impact of commercial funding on research team effectiveness in health and medical research*, **Reddy P**, Selsky J and Power P, \$70,668 (2004-2006)

ARC Discovery Project: *The Development of Young Children's Mathematical Abilities: A Longitudinal Analysis*, **Reeve R**, \$225,000 (2005-2007)

ARC Discovery Project: *Stochastic, Neurally-Plausible Models for Selective Attention and Decision Making*, **Smith P**, and Ratcliff R (Ohio State University), \$180,000 (2005-2007)

ARC Discovery Project: *The Dynamics of trust in negotiation: implications for strategy and outcomes*, **Olekals M**, and **Smith P**, \$105,689 (2003-2005)

ARC Discovery Project: *Respiratory and Cardiovascular Activation at Arousal from Sleep*, **Trinder J**, \$245,000 (2005-2007)

ARC Discovery Project: *Sleep and circadian influences on mood and Autonomic Nervous System control of the heart*, **Trinder J**, Murray G, **Allen N**, \$179,000 (2003-2005)

ARC Discovery Project: *Cardiovascular and respiratory activity during sleep onset*, **Trinder J**, 266,706 (2002-2004)

ARC Discovery Project: *The roles of attention and masking in perception of rapidly-sequential stimuli*, **Visser T**, \$135,000 (2005-2007)

ARC Discovery Project: *Using musical training to examine brain plasticity and cognitive skill development*, **Wilson S**, \$160,000 (2004-2005)

ARC Linkage Project: *Predicting the evolution of psychosocial and cognitive difficulties in epilepsy: A preventive approach*, **Wilson S, Saling M** and Berkovic S, \$130,050 (2004-2006)

## NHMRC

NHMRC Program Grant: *Emerging severe mental illness in young people: Clinical staging, neurobiology, prediction and intervention from vulnerability to recovery*, Chief Investigators: **McGorry P, Jackson H**, Pantelis C, Hickie I, Yung A. Principal Investigators: **Allen N**, Phillips L, **Gleeson J**, \$7,470,000 (2005-2009) (Amount apportioned to School of Behavioural Science for 2005: \$100,000)

NHMRC Project grant: *Neuroanatomical dynamics of attention in stroke patients and healthy individuals: A magnetic stimulation investigation*, **Mattingley J, Chambers C**, \$316,600 (2004-2006)

NHMRC Equipment Grant: *A transcranial magnetic stimulation device*, **Mattingley J**, \$12,000 (2004-2005)

NHMRC Equipment Grant: *Minolta CS-100A Chroma Meter/Photometer*, **Smith P**, \$8,500 (2004-2005)

NHMRC Equipment Grant: *Eye-gaze tracking equipment for use in studies of human visual attention*, **Visser T**, \$26,600 (2004-2005)

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## Other Grants

Australian Football League: *Masculine behaviour and social networks in team structures*, **Robins G**, \$12,500 (2005-2006)

Beyondblue - Victorian Centre of Excellence in Depression and Related Disorders Grant: *Depression and diabetes: clinical pathways*, **Reddy P**, Dunbar J, Bunker S, **Kyrios M**, \$210,000, 2005-2007.

Beyondblue, Victorian Centre of Excellence in Depression and Related Disorders Grant: *The integration of cognitive behavioural treatment for Obsessive-Compulsive Disorder into the primary care context: an evaluation of 3 models*, **Kyrios M**, Gunn J, **Bhar S**, \$50,000 (2004-2005).

National Heart Foundation of Australia: *Depression and heart disease: clinical pathways*, **Reddy P**, Dunbar J, \$110,000 (2005-2006)

National Heart Foundation of Australia: *Psychological adjustment to coronary artery bypass graft surgery: and attachment and caregiving theory perspective*, **Reddy P** and Stewart A, \$63,908 (2003-2006)

Melbourne Research and Development Grant Scheme: *Head and face movements associated with speech and identity*, **Kim J**, \$18,000 (2004)

National Institutes of Health (USA): *Impact of Smoking Cessation on Sleep*, Sub-contract to **Trinder J**, PIs Swan G & Colrain I, \$350,000 (2004-2009)

Defence, Science and Technology: *Information and Situation Awareness*, **Wearing A**, \$50,000 (2000-2005)

Diabetes Australia Research Trust: *Understanding young adults' self-management of their type 1 diabetes mellitus: A developmental perspective*, **Lawrence J**, \$37,300 (2005-2006)

Neurosciences Victoria: *Clinical Neurobiology of Psychiatry Platform*, Tonge B, Berger G, Burrows G, Fitzgerald P, Kulkarni J, **Mattingley J, McGorry P**, Pantelis C, & Rossell S, \$1,264,000 (2005-2006) (Amount apportioned to the School of Behavioural Science for 2005: \$100,000)

University of Melbourne International Collaborative Research Grant: *Exploring the neural basis of response inhibition in humans using transcranial magnetic stimulation*, **Chambers C**, \$5,000 (2004)

University of Melbourne CSIRO Collaborative Project: *Spatially embedded social networks*, **Pattison P, Robins G**, \$29,526 (2004-2005)

University of Melbourne CSIRO Collaborative Research Support Scheme 2004: *The management of critical water resources: inter-organisational networks and organizational practices in the management of an urban waterway*, **Pattison P and Robins G**, \$15,000 (2005)

US Department Air Force: *Metacognition and situational awareness in dynamic decision making*, **Wearing A**, \$61,346 (2004-2005)

Melbourne Research Grants Scheme: *A prospective and longitudinal investigation of the psychosocial and cognitive effects of new-onset epilepsy*, **Wilson S**, \$39,600 (2004)

Ian Potter Foundation: Presenting *Children's Understanding of addition and Subtraction* at the 11th Conference of the European Association for Research on Learning and Instruction, **Canobi K**, \$2000 (2005)

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## Externally Administered Grants

NHMRC, Clinical Centre of Research Excellence Grant: *Preventive and Early Intervention Strategies in Emerging Mental Disorders in Young People*, Investigators: **McGorry P, Jackson H**, Yung A, **Allen N**, Edwards J, Chanen A, Lubman D, Berger G, **Gleeson J**, Berk M, Brewer W, \$2,000,000 (2005-2008) (**Administered by ORYGEN Research Centre**)

National Institute of Mental Health USA: *Emotion dysregulation: Depression and family stress*, Investigators: Sheeber L (Oregon Research Institute), **Allen N**, (University of Melbourne), Davis B (Oregon Research Institute), Fainsilberkatz (University of Washington), US\$2,500,000 (2005-2009) (**Administered through Oregon Research Institute**)

Beyondblue the national depression initiative: *An integrated approach to young people presenting with depression and substance use - a longitudinal study*, Investigators: Bonomo Y, **Allen N**, Cementon E, \$100,000 (2003-2005) (**Administered by Youth Substance Abuse Service (YSAS)**)

Beyondblue the national depression initiative: *The Prevention of Depressive Relapse in young people using Mindfulness Based Cognitive Therapy*, Investigators: **Allen N**, Hassad C (Monash University), \$60,000 (2004-2006) (**Administered through ORYGEN Research Centre**)

ARC Discovery Project: *Language Specific Speech Perception: A mechanism for language acquisition* Burnham D, **Davis C**, Bowey J, **Castles A** & Luksaneeyanawin L, \$215,000 **(Administered through the University of Western Sydney)**

ARC Bushfire Cooperative Research Centre: *Safety in Behaviour and Decision Making*, Cumming G, Greenwood K and **Wearing A**, \$1,000,000 (2003-2008) **(Administered through La Trobe University)**

NHMRC: *Post-concussional syndrome in children*, **Anderson V**, Collie A & McCorry P, (2005-2007) \$300,000 **(Administered through the Murdoch Children's Research Institute)**

NHMRC: *10 year follow-up of childhood TBI*, **Anderson V**, Catroppa C, Morse S, Haritou F & Maxiner V, \$330,000, (2004-2006) **(Administered through the Murdoch Children's Research Institute)**

NHMRC Project grant: *Cognitive impairments and post-traumatic stress symptoms in children with traumatic brain injury: A longitudinal study*, Kennardy J, **Anderson V**, Bellamy McKinlay, \$473,500 (2004-2005) **(Administered through the Murdoch Children's Research Institute)**

NHMRC: *PTSD post TBI in children*, Kennardy J, **Anderson V**, et al, \$350,000 (2004-2006) **(Administered through the University of Queensland)**

ARC linkage: *FMRI & Stuttering*, Woods A, Reilly S, Reutens D and **Anderson V** \$160,000 (2005-2007) **(Administered through Monash University)**

NHMRC Project grant: *The role of psychosocial factors on recovery following early brain insult*, **Anderson V**, \$251,275 (2004-2006) **(Administered through the Murdoch Children's Research Institute)**

Perpetual Trustees: *Electroencephalographic features of childhood stutterers*, Parry-Fielder B, McKay M, **Anderson V**, Reilly S, \$47,023 (2005) **(Administered through the Murdoch Children's Research Institute)**

CONROD: *FMRI study of PTSD in children with TBI*, **Anderson V**, Kennardy J and Wood A, \$89,000 **(through the Murdoch Children's Research Institute)**

NHMRC Project Grant: *Modelling traumatic brain injury using neuropsychological, neurosurgical, neurochemical and neuroradiological measures*, Mathias J, Bigler E, **Bowden S**, Jones N, Taylor D, Rosenfeld J, \$401,000 (2002-2005) **(Administered through University of Adelaide)**

Lilly Melbourne Academic Consortium: *Episode II: Prevention of Relapse Following Early Psychosis*, **Gleeson J**, Wade, **McGorry P**, Castle D, Albiston D, Gilbert P & Young, \$728,600 (2004- 2008) **(Administered through Orygen)**

Department of Human Services Victoria - Mental Health Branch: *Clinical profiles, clinical pathways and outcomes of referrals to an adult community mental health service of consumers with a forensic history*. **Gleeson J**, Nathan P, Bradley G, Ogloff J, Chaplin J, \$68,608 **(Administered through the NWMHP, Melbourne Health)**

US National Institute on Drug Abuse: *The role of executive functions in cannabis dependence*, **Hester R**, Garavan H, Bloom A, \$US 150,000 (2004-2006) **(Administered through the University of Dublin - Trinity College)**

ARC Bushfire Cooperative Research Centre: *Volunteer Recruitment and Retention*, Greenwood K, Jamieson R and **Wearing A**, \$1,400,000 (2003-2008) **(Administered through La Trobe University)**

Beyondblue, Victorian Centre of Excellence in Depression and Related Disorders Consortium Grant: *Diagnosis, Management and Outcomes of Depression in Primary Care (DIAMOND): A longitudinal study*, Gunn J, Herrman H, Hegarty K, Blashki G, Pond D, **Kyrios M**, \$450,000 (2004-2006) **(Administered through Department of General Practice, University of Melbourne)**

Financial Markets Foundation for Children: *Early intervention with premature infants: Improving medical, neurobehavioural and brain functioning through environmental interventions*, **Milgrom J**, \$20,000 (2005-2006) **(Administered through the Austin Hospital Medical Research Foundation)**

Beyondblue Victorian Centre of Excellence in Depression and Related Disorders: *Toward Parenthood: An Antenatal Self-Help Intervention for Depression, Anxiety and Parenting Difficulties*, **Milgrom J** & Ericksen J, \$200,000 (2005-2008) **(Administered through the Austin Hospital Medical Research Foundation)**

Beyondblue Victorian Centre of Excellence in Depression and Related Disorders: *Optimising Emotional Health during Pregnancy and Early Parenthood: Improving access to help for women with perinatal depression*, Buist A & **Milgrom J**, \$85,000 (2005) **(Administered through the Austin Hospital Medical Research Foundation)**

Austin Hospital Medical Research Foundation: *Early intervention with premature infants: Improving medical, neurobehavioural and brain functioning through environmental intervention*, **Milgrom J**, \$10,000 (2005) **(Administered through the Austin Hospital Medical Research Foundation)**

Australian Research Council – Discovery Projects: *Body image concerns during pregnancy and the postpartum: What are the predictors and consequences?* Wertheim E, Paxton S, Skouteris H & **Milgrom J**, \$145,000 (2005-2007) **(Administered through La Trobe University)**

Victorian Centre of Excellence in Depression and Related Disorders: *Models of care: Evaluating a best practice model for treating postnatal depression - Integrating primary health care*, **Milgrom J** & Ericksen J, \$50,000 (2004-2005) **(Administered through the Austin Hospital Medical Research Foundation)**

Juvenile Diabetes Research Foundation International: *Central Nervous System outcomes in young people with type 1 diabetes followed prospectively from diagnosis - a twelve year follow-up*, **Northam E**, Wellard M and Werther G, \$674,830 (2003-2005)

Juvenile Diabetes Research Foundation International Innovative Grant: *Diabetes and ketoacidosis in the young: long-term complications and neuropsychological effects*, Koves I, Cameron F, **Northam E**, \$86,000 (2004-2005).

Murdoch Childrens Research Institute: *The impact on parents of infant surgery for congenital heart disease & predictors of subsequent adjustment*, **Northam E**, \$125,852 (2004-2005).

NHMRC: *Insights into the cerebral effects of diabetic ketoacidosis*, Cameron F, Inder T & **Northam E**, \$450,000 (2005-2007)

Canadian Institute for Health Research: *International Collaborative Centre for the Study of Social and Physical Environments and Health*, Hawe P, Shiell A, Ghali L, Riley T, Landry E, Ereshefsky M, Haines V, Hertzman C, Schulz A, Trickett E, Roberts H, Petticrew M, Macintyre S, **Pattison P**, Glover S, Bond L, Patton G, \$2,400,000 (2003-2008) **(Administered through the University of Calgary)**

National Science Foundation Grant: *Co-evolution of State and Market: Renaissance Florence*, Principal investigators: Padgett J (Santa Fe Institute & University of Chicago), McLean P (Rutgers University), Sain S (University of Delhi), **Pattison P** (University of Melbourne), Sallach D (Argonne National Laboratory) US\$600,000 (2004-2006) **(Administered through the Santa Fe Institute)**

NHMRC Project Grant: *Diagnosis, Management and Outcomes of Depression in Primary Care (DIAMOND) a longitudinal study*, Gunn J, Herrman H, Hegarty K, Blashki G, Pond D, **Kyrios M**, \$456,438 (2004 - 2006) **(Administered through Department of General Practice, University of Melbourne)**

NHMRC Project Grant: *Molecular genetics of dyslexia: A component processes approach*, Coltheart M, **Castles A**, Bates, T, \$345,000 **(Administered through Macquarie University)**

NHMRC Project grant: *Relationship between anterior cingulate morphology, neuronal integrity and function in schizophrenia and Obsessive-Compulsive Disorder*, Yucel M, Wood S, Pantelis C, **Kyrios M**, Wellard M, and Phillips M, \$340,000 (2003-2005) **(Administered through Mental Health Research Institute Victoria)**

NHMRC Project grant: *Auditory attentional processes in stroke patients with unilateral neglect and in normal listeners*, Irvine D, **Mattingley J**, \$277,250 (2004-2006) **(Administered through Monash University)**

Leverhulme Foundation: *The development of number concepts in indigenous children*, Butterworth B & **Reeve R**, \$360,000, (2003-2006) **(Administered by University College London)**

NHMRC Project Grant: *The relationship between cognition and interictal discharges: language organization and spike localization in BECTS*, Archer, J, Harvey, A, **Saling M**, \$212,421 (2005-2007) **(Administered through Brain Research Institute, University of Melbourne)**

NHMRC Project Grant: *Reorganisation of the language system in epilepsy*, Abbott DF, **Saling M** and Briellman RS, \$180,000 (2003-2005) **(Administered through Brain Research Institute, University of Melbourne)**

Australian Research Council International Linkage Grant: *A Unified Theory of Performance in Absolute Identification Tasks*, Vickers D, and Lee M (University of Adelaide), **Smith P** (University of Melbourne), Heathcote A (University of Newcastle), Marley A (McGill University), \$38,000 (2004-2005) **(Administered through the University of Adelaide)**

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#### Training Fellowships/Studentships 2004-2005

NHMRC Training Fellowship - Howard Florey Centenary Fellowship: *The relationship between catecholamine candidate genes and attentional phenotypes in Attention Deficit Hyperactivity Disorder (ADHD)*, **Bellgrove M**, \$171,000 (2005-2006)

NHMRC Medical Scholarship: *The contribution of anxiety to recovery from physical illness in older adults*, **Bryant C**, \$51,706 (2004-2005)

NHMRC Medical Scholarship: *Perceptual mechanisms of action recognition: Neural and behavioural studies in stroke patients and healthy subjects*, **Chong T**, \$60,028 (2005-2006)

NHMRC Training Overseas Sidney Sax Fellowship: *The role of emotional competencies in promoting adaptive health lifestyle changes and positive health outcomes*, **David S**, \$316,590 (2005-2009)

ARC Postdoctoral Fellowship: *Examining the relationship between error processing, cognitive control and emotion: a cognitive neuroscience approach*, **Hester R**, \$267,000 (2005-2007)

NHMRC Training Fellowship: *The biology-environment interaction in the aetiology and maintenance of youth's proactive and reactive aggression*, **Ohan J**, \$264,000 (2005-2008)

NHMRC Training Biomedical C J Martin Fellowship: *Visual search of heterogenous displays: The role of categorization*, **Rich A**, \$303,726 (2005-2008)

NHMRC Training Biomedical C J Martin Fellowship: *An investigation of the cognitive mechanisms underlying perception of facial expressions*, **Williams M**, \$303,762 (2005-2008)

## PUBLICATIONS JANUARY 2004 – DECEMBER 2004

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### *Books (Edited)*

**Gleeson J** & McGorry PD - *Psychological Interventions in Early Psychosis. A Treatment Handbook*. Chichester, United Kingdom: Wiley - John Wiley & Sons.

**Haslam NO** - *Relational Models Theory. A Contemporary Overview*. Mahwah, New Jersey, United States of America: Lawrence Erlbaum Associates Inc.

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### *Textbooks*

**Langan-Fox JD** - *Practical Exercises for Industrial/Organizational Psychology*. Frenchs Forest, Australia: Pearson Education Australia.

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### *Book Chapters (Published in research-focused books)*

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**Anderson VA** & Jacobs RK - Frontal Lobe Damage in Children: Interruptions to normal development. In P Nolin & J Laurent (eds), *Neuropsychologie. Cognition et développement de l'enfant*. Saint-Foy, Canada: Presses de l'Université du Québec, pp. 83-106.

**Boldero JM** - Understanding cultural differences in safe-sex behaviour: The experience of gay Asian Australians. In DW Riggs & GA Walker (eds), *Out in the Antipodes. Australian & New Zealand Perspectives on Gay and Lesbian Issues in Psychology*. Bentley, Australia: Brightfire Press, pp. 247-275.

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**Gleeson J** - The First Psychotic Relapse: Understanding the Risks, and the Opportunities for Prevention. In J Gleeson & PD McGorry (eds), *Psychological Interventions in Early Psychosis. A Treatment Handbook*. Chichester, United Kingdom: Wiley - John Wiley & Sons, pp. 157-174.

**Gleeson J**, Bapat S, Pennell K, Krstev H, Wright A, Haines S & **McGorry PD** - Implementing Treatment for Early Psychosis: Evolution from Specialist to Generalist Services in Australia. In T Ehmann, GW MacEwan & WG Honer (eds), *Best Care in Early Psychosis Intervention. Global Perspectives*. Abingdon, Oxon, United Kingdom: Taylor & Francis Ltd, pp. 117-124.

**Haslam NO** - A Relational Approach to the Personality Disorders. In NO Haslam (ed), *Relational Models Theory. A Contemporary Overview*. New Jersey, United States of America: Lawrence Erlbaum Associates Inc., pp. 335-362.

**Haslam NO** - Prudence. In C Peterson & MEP Seligman (eds), *Character Strengths and Virtues. A Handbook and Classification*. New York, United States of America: Oxford University Press, pp. 477-496.

**Haslam NO** - Research on the Relational Models: An Overview. In NO Haslam (ed), *Relational Models Theory. A Contemporary Overview*. New Jersey, United States of America: Lawrence Erlbaum Associates Inc., pp. 27-57.

**Haslam NO** & Fiske AP - Social expertise: Theory of mind or theory of relationships? In NO Haslam (ed), *Relational Models Theory. A Contemporary Overview*. New Jersey, United States of America: Lawrence Erlbaum Associates Inc., pp. 147-163.

**Haslam NO** & Read J - Public Opinion. Bad things happen and can drive you crazy. In J Read, R Mosher & RP Bentall (eds), *Models of Madness. Psychological, social and biological approaches to schizophrenia*. London, United Kingdom: Brunner Routledge, pp. 133-145.

**Haslam NO**, Rothschild L & Ernst D - Essentialism and Entitativity. Structures of Beliefs about the Ontology of Social Categories. In VYzerbyt, CM Judd & O Corneille (eds), *The Psychology of Group Perception. Perceived Variability, Entitativity, and Essentialism*. Philadelphia, United States of America: Psychology Press, pp. 60-78.

**Kashima Y** - Culture, Communication, and Entitativity. A Social Psychological Investigation of Social Reality. In VYzerbyt, CM Judd & O Corneille (eds), *The Psychology of Group Perception. Perceived Variability, Entitativity, and Essentialism*. New York, United States of America: Psychology Press, pp. 257-274.

Lim V, Bradshaw JL, **Nicholls MER** & Altenmüller E - Abnormal Sensorimotor Processing in Pianists with Focal Dystonia. In S Fahn, M Hallett & MR Delong (eds), *Advances in Neurology. Volume 94. Dystonia 4*. Philadelphia, United States of America: Lippincott Williams & Wilkins, pp. 267-273.

Manly T & **Mattingley JB** - Visuospatial and attentional disorders. In H Goldstein & E McNeil (eds), *Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians*. Chichester, United Kingdom: Wiley - John Wiley & Sons, pp. 229-252.

**Mattingley JB** & Rich AN - Behavioral and Brain Correlates of Multisensory Experience in Synesthesia. In A Calvert, C Spence & E Stein (eds), *The Handbook of Multisensory Processes*. Cambridge MA, United States of America: MIT Press, pp. 851-865.

McIntyre A, Lyons A, Clark AE & **Kashima Y** - The Microgenesis of Culture: Serial Reproduction as an Experimental Simulation of Cultural Dynamics. In M Schaller & CS Crandall (eds), *The Psychological Foundations of Culture*. New Jersey, United States of America: Lawrence Erlbaum Associates Inc., pp. 227-258.

Omodei M, McLennan J, Elliott GC, **Wearing AJ** & Clancy J - "More Is Better?": A Bias Toward Overuse of Resources in Naturalistic Decision-Making Settings.

In H Montgomery, R Lipshitz & B Brehmer (eds), *How Professionals Make Decisions*. New Jersey, United States of America: Lawrence Erlbaum Associates Inc., pp. 28-41.

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Wood SJ, De Luca CR, **Anderson VA** & Pantelis C - Cognitive development in adolescence: cerebral underpinnings, neural trajectories, and the impact of aberrations. In MS Keshavan, JL Kennedy & RM Murray (eds), *Neurodevelopment and Schizophrenia*. Cambridge, United Kingdom: Cambridge University Press, pp. 69-88.

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Baird AD, **Wilson S**, Bladin P, **Saling MM** & Reutens DC - The amygdala and sexual drive: Insights from temporal lobe epilepsy surgery. *Annals of Neurology*. **55**(1):87-96.

Barrett SA, **Prior MR** & Manjiviona J - Children on the borderlands of autism. *Autism*. **8**(1):61-87.

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Bellgrove MA, Collinson S, **Mattingley JB**, Pantelis C, Fitzgerald PB, James AC & Bradshaw JL - Attenuation of perceptual asymmetries in patients with early-onset schizophrenia: Evidence in favour of reduced hemispheric differentiation in schizophrenia? *Laterality*. **9**(1):79-91.

Berberovic N, Pisella L & **Mattingley JB** - Impaired working memory for location but not for colour or shape in visual neglect: A comparison of parietal and non-parietal lesions. *Cortex*. **40**:379-390.

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- Chambers CD**, **Mattingley JB** & Moss SA - Reconsidering evidence for the suppression model of the octave illusion. *Psychonomic Bulletin and Review*. **11**(4):624-666.
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- Chambers CD**, Payne JM, Stokes MG & **Mattingley JB** - Fast and slow parietal pathways mediate spatial attention. *Nature Neuroscience*. **7**(3):217-218.
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### Conference Papers (Refereed)

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### Conference Papers (Non-refereed)

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**Canty JM & Langan-Fox JD** - A hierarchical model of team mental model development. *Proceedings of the 40th Annual Conference of The Human Factors and Ergonomics Society of Australia and the 7th Annual Conference of Pan Pacific Council on Occupational Ergonomics*. 1-6. Canberra, ACT, Australia: The Human Factors and Ergonomics Society of Australia Inc.

Conley Tyler MH & **Bretherton D** - Lessons for eGovernment: Online dispute resolution. In PJ Chen & W Roberts (eds), *The Australian Electronic Governance Conference* - 1-22. Melbourne, Australia: The University of Melbourne - Centre for Public Policy.

**Langan-Fox JD & Morris MJ** - Ageing and stress: ergonomic issues in employing the older worker. *Proceedings of the 40th Annual Conference of The Human Factors and Ergonomics Society of Australia and the 7th Annual Conference of Pan Pacific Council on Occupational Ergonomics*. 1-6. Canberra, ACT, Australia: The Human Factors and Ergonomics Society of Australia Inc.

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## Reports/Working Papers

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Olekalns M, Lau-Chapman F & **Smith PL** - *Resolving the empty core: Trust as a determinant of outcomes in three-party negotiations*. Report No 2004-42. Melbourne, Australia: Melbourne Business School.

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## Reports

**Rohrmann B** - *Risk Attitude Scales: Concepts and Questionnaires*. For Researchers dealing with risk attitude measurement. Parkville Vic, Australia: The University of Melbourne.

## Computer software/multimedia

**Pattison, P, Robins, R, Wang, P** - Development of pnet program for estimation of exponential random graph models for social networks commenced in 2004 as part of work in Social Networks laboratory.

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## THESES PASSED JULY 2004 TO JUNE 2005

### PhD Theses

**Sunil Bhar:** Self-ambivalence in obsessive-compulsive disorder

**Asha Bedar:** Children exposed to inter-parental violence in Pakistan: experiences, perceptions and responses

**Peter Caputi:** Modelling structure in binary implication grids

**Heidi Chapman:** Selective attention for motor action: MRI and Knematic studies

**Sharon Code:** Personality and occupational stress: motives and Big Five traits as predictors of health and well-being

**Anna Clark:** Coordinating on common ground: how stereotype sharedness contributes to the maintenance of stereotypes in communication

**Sarah Durkin:** Reducing and preventing adolescent body dissatisfaction

**Helen Fawkner:** Body image attitudes in men: an examination of the antecedents and consequent adjustive strategies and behaviours

**David Forbes:** Personality and psychopathology in the prediction of symptom change following multimodal treatment of combat-related posttraumatic stress disorder

**Kalaichelvi Ganesalingam:** Behaviour problems, social skill deficits and self-regulation following paediatric traumatic brain injury

**Linda Gonzalez:** Memory functioning in children with lesional temporal lobe epilepsy and their peers: insights from a reappraisal of visio-spatial memory

**David Neal:** Stereotypes and affect: two pragmatic forces in the construction of social judgement

Table 8: Summary of theses passed: a 2003/04 to 2004/05 comparison

Program	2003/04	2004/05
PhD	14	17
DPsych (Forensic)	6	2
DPsych (Clinical)	2	2
DPsych (Clinical Child)	5	1
DPsych (Clinical Neuropsychology)	3	3
DPsych (Health)	2	2
DPsych (Organisational/Industrial)	5	2
MPsych (Clinical)	0	1
MPsych (Clinical Neuropsychology)	1	1
MPsych (Organisational/Industrial)	1	3
MPsych/PhD	3	10
MSc (Research)	0	2
MA (Research)	3	0
<b>Total Theses Passed</b>	<b>45</b>	<b>46</b>

**Melinda Norris:** Dispositional and situational approaches to coping: a three-year longitudinal study of coping use and perceived effectiveness

**Gabrielle Ostrognay:** The structure and influence of transformational leadership on employee well-being and performance

**David Weintrob:** The neural correlates of verbal memory impairment in left temporal lobe epilepsy

**Felicity Whitworth:** Neuropsychological changes in Parkinson's disease: the place of subjective experience

**Carissa Wong:** Message framing and stages of change: smokers' perception of and responses to anti-smoking information

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### *Master of Psychology/PhD Theses*

**Biliana Agin:** Facial emotion processing and responding in individuals at risk for psychopathology

**Georgina Camplin:** Associate-learning in early Alzheimer's disease and the healthy elderly

**Patricia Di Parsia:** Emotional and attentional processes in clinical depression: A startle modification approach to understanding dysfunctional affective processes

**Benjamin Haste:** The psychological contract and normative contract strength in the organisation

**Vivienne Howe:** The relationship between structure and function in patients with temporal lobe epilepsy caused by Hippocampal Sclerosis

**Martina Jovev:** Psychosocial functioning in personality disordered individuals

**Primrose Letcher:** Longitudinal recursors of anxiety in adolescence

**Adam McKay:** The role of semantics in reading aloud

**Anina Rich:** An investigation of the cognitive and neural mechanisms underlying lexical-colour synaesthesia

**Kylie Ward:** Objective measurement of motivation: construct validity and other measurement issues

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### *Master of Psychology Theses*

#### *• Clinical*

**Robyn Dwyer:** The circadian system and the structure of human mood: further evidence for a PA system in action

#### *• Clinical Neuropsychology*

**Antonio Paolini:** Fast inhibition alters first spike timing in auditory brainstem neurons: implications for a time-frequency code

#### *• Organisational/Industrial*

**Felicity Davis:** Current usage of Australian employee assistance programs

**Rachael Palmer:** Employee well-being: predictors of stability and change

**Anna Ratajzak:** Organisational culture and commitment in small to medium sized organisations

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### *Doctor of Psychology Theses*

#### *• Clinical*

**Karen Hendricks:** The relationship between creativity, dimensions of normal personality and scales of personality disorder among artists and non-artists

**Gerke Witt:** Neuroticism and circadian rhythmicity

#### *• Forensic*

**David Morrell:** Procedural fairness for young offenders: judgements of secondary school students

**Paula Verity:** The relationship between creativity, personality and offending behaviour

#### *• Organisational/Industrial*

**Pauline Lee:** Knowledge sharing and team performance: the role of leadership and trust

**Assaf Semadar:** Interpersonal competencies and managerial performance: the role of emotional intelligence, leadership self-efficiency, self-monitoring and political skill

#### *• Health*

**Bridget Bassilios:** Physical exercise activity in individuals with schizophrenia

**Louisa Hoey:** Quality of life and psychosocial adjustment of prostate cancer patients and their partners

#### *• Clinical Neuropsychology*

**Christine Ernest:** Emotional reactivity following unilateral temporal lobectomy

**Cassie Milchman:** Quantification of discrete structures in the limbic system in vivo

**Donald Yeo:** Testing cognition with playing cards: a new paradigm

#### *• Clinical Child Specialisation*

**Helen Mursell:** Fostering social resilience for the transition from primary to secondary school

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### *Master of Science by Research*

**Penny Darbyshire:** Satisfaction and delight: a comparison using experimental design and emotion theory

**Pippa McKelvie:** Discrimination of foreign language speech contrasts