

JACQUELYN CRANNEY

(September 10, 2013)

Overview of Achievements and Future Directions

Education and Scholarship

Apart from my long-term passion for class-room teaching in psychology, my initial interest in broader educational issues was sparked during my involvement and leadership in a review of research training at UNSW, which ultimately led to the development of the UNSW Guidelines for Postgraduate Research, which exists in an updated form today. Along the way, I led the development of postgraduate (PG) research resources at the University, Faculty and School level. This work led to a Faculty Teaching Award, a Scholarship, and the UNSW Innovative Teaching and Educational Technology (ITET) Fellowship. The ITET Fellowship led me to innovate in my subsequent role as First-year Psychology Co-ordinator, where the quality of work was recognised by a UNSW Vice-Chancellor's Award for Teaching Excellence, a team Carrick Citation, a Carrick Associate Fellowship, and an ALTC Discipline Initiative Grant. The latter two grants supported work on the delineation of national graduate attributes and student learning outcomes for undergraduate (UG) psychology, and these were then integrated into the Australian Psychology Accreditation Council (APAC) standards. The funds also supported (a) a review of education and training models in psychology--information that was fed into the APS National Psychology Education and Training Reference Group, and (b) the establishment of the APS Teaching, Learning and Psychology Interest Group (TLaPIG) in 2007, where I was co-convenor for three years. In 2012 the name was changed to the APS Psychology Education Interest Group (PsyEd). PsyEd has been extremely active in (a) ensuring education-focused symposia and forums at annual APS conferences, and (b) promoting quality learning and teaching in diverse contexts. I was awarded the APS Distinguished Contribution to Education Award in recognition of these achievements. In 2008 I participated in the National Conference on Undergraduate Education in Psychology in the US, which hot-housed Diane Halpern's edited "Blueprint" book on the future of UG psychology education in the US. I was a member of the Chapter 1 team led by Thomas McGovern, that promoted the terms "psychological literacy" and "the psychologically literate citizen"—proposed primary outcomes of a psychology major. At the beginning of 2010 I initiated a book (co-edited with Dana Dunn) to follow up these two key concepts. Initial chapters in this book were presented in a symposium at the 4th International Conference on Psychology Education that I chaired at UNSW in July 2010. I held an Australian Learning and Teaching Council (ALTC, now Office for Learning and Teaching, OLT) 2010-2012 National Teaching Fellowship. Between September and November 2010, I held five state capital Australian Psychology Educator Network Meetings, where a number of different issues were raised; however, a major focus was to re-examine the aims of UG education. Other aspects of the Fellowship included strengthening educator, student and alumni networks with the aim of achieving a higher quality educational outcome for all psychology graduates, including those who do not go on to become professional psychologists or psychological scientists. A competition was held to help locate sharable learning, teaching and assessment resources relevant to graduate attributes (see http://www.groups.psychology.org.au/PsyEd/education_resources/). I led the Psychology Undergraduate Education Forum held in April 2012 at UNSW. In addition, I implemented transdisciplinary UNSW and national meetings to advance understanding of "global citizenship" as a general university graduate attribute--that understanding should benefit from a psychological perspective. My future plans are to advance the concepts of psychological literacy and global citizenship both within and outside of the university context, as I believe that both concepts are critical to a healthy human future.

Further Research

My most recent paper in the psychobiological area has been a review paper (with two past honours students) published in the A* journal *Neuropsychopharmacology*. This paper was unique in synthesizing the learning and

neural mechanisms underlying a number of fear learning phenomena: acquisition and consolidation, reconsolidation, and extinction. I am currently initiating research on memory reconsolidation humans, and indeed, my work on prospective memory is relevant. Another theoretically related topic is the testing effect, and my research in this area applies psychological principles derived from laboratory research to the classroom, as well as further investigating underlying mechanisms. Finally, as I make the transition from utilizing animal models of amnesia, anxiety and anxiety reduction, my research is focusing on determining the mechanisms underlying successful recovery from stressful events, and psychological strategies that improve recovery. This new work on resilience will tap into some of the same mechanisms identified in the anxiety reduction work. Other work on body image and emotional processing has been published or is in progress.

Service

I have been involved in a number of Australian Psychological Society (APS) committees over the past six years. My membership of the APS Program Development Advisory Committee, and now the Australian Psychology Accreditation Council Working Party (AWC), involves attendance at committee meetings, and two university site visits each year. In total, this involves at least 15 days each year, and I have been on this committee for six years. Although this is a significant time commitment, I have gained an enormous amount of knowledge about higher education systems as well as the processes of accreditation (in psychology and beyond), so I feel privileged to have had this opportunity. I was also a member of the APS Science, Academia, Research Advisory Group, where diverse issues, ranging from ERA journal rankings to APS award winners are the focus of discussion and action. Again, I feel privileged to have been a member of this very interesting group. I was also a member of the APS National Psychology Education and Training Reference Group, whereby diverse perspectives generated illuminating discussions and helped shape my overall appreciation of national and international issues in psychology education. I have just been invited to be a member of the new APS Division of Psychological Research, Education and Training.

As an ALTC Fellow, I have led and contributed to a number of activities and discussions relevant to higher education in general. I am the Vice-President of the Australian Learning and Teaching Fellows (ALTF), helping to increase the positive contributions of Fellows to Higher Education. I also organised a state-wide forum in September 2010 which had two aims: dissemination of ALTC program outcomes and findings, and assistance to those interested in applying for ALTC funding. This Forum received positive media coverage and evaluations.

As a female academic, for the past several years, I have convened an Academic Women Peer Mentoring Group in the School of Psychology, which has also attracted individuals from other parts of UNSW. The primary aims have been to increase publication output and the resilience of female academics (who have ranged from senior postgraduate research students to associate professors). A structured and confidential system of peer mentoring meant that members felt safe and supported to discuss challenging issues. If I were not so involved with educational issues, I would seek to extend this peer mentoring system across the university. I have also informally mentored a number of female academics outside of UNSW through the process of promotion or moving to another university position. Moreover, in my recent edited books, *Australian Journal of Psychology* Special Issue, and *Oxford Bibliographies Online* editorial roles, I have sought to guide authors—particularly early-career authors-- toward a product that would advance science and practice, and thus facilitate their own career development.

I have also assisted in indigenous psychology education and training where possible. For example, I assisted Professor Pat Dudgeon in the formation of the Australian Indigenous Psychologists Association (AIPA), and have been an honorary member of the Education and Training Committee, supporting activities such as a symposium on the issues at the International Conference on Psychology Education in

2010. The importance of supporting indigenous students of psychology, and cultural awareness education at an undergraduate level, cannot be underemphasised.

I have recently become a member of the UNSW Academic Board, and of the Undergraduate Studies Committee and the Committee on Education. Through my current Office for Learning and Teaching project on student success, I hope to continue to make a contribution to improving the student experience at UNSW, thus building on my previous work with postgraduate research and undergraduate students.

JACQUELYN CRANNEY

Brief Curriculum Vitae (March 25, 2013)

GENERAL

Present Position	Associate Professor in Psychology University of New South Wales
Office Address	School of Psychology University of New South Wales UNSW Sydney NSW 2052 Australia
Email	j.cranney@unsw.edu.au
Office Telephone	02 9385 3527
Office Facsimile	02 9385 3641
Mobile Telephone	0439 659 135
Webpages	http://www2.psy.unsw.edu.au/Users/JCranney/ http://www.psy.unsw.edu.au/contacts-people/academic-staff/associate-professor-jacquelyn-cranney

ACADEMIC QUALIFICATIONS

Undergraduate Education

Bachelor of Arts with Honours, BA (Hons), in Psychology, University of Queensland, 1978

Postgraduate Education

Master of Arts, MA, in Psychology, University of Queensland, 1980

Doctor of Philosophy, PhD, in Psychology, Bryn Mawr College, USA, 1983

Doctoral thesis topic: "Tonal frequency shifts and gaps in acoustic stimulation and reflex-inhibitory events"

ACADEMIC APPOINTMENTS

University of New South Wales	Associate Professor in Psychology, Jan 2006 Senior lecturer in Psychology, Jul 1990-Dec 2005 Lecturer in Psychology, Jun 1985-Jun 1990
University of Queensland	Postdoctoral Fellow in Psychology, Jun 1984-Jun 1985

Dartmouth College, USA

Assistant Professor in Psychology, Sep 1983-May 1984

Visiting Appointments

Jul-Dec, 2008

Department of Psychology, Macquarie University

Jan-Jul, 2003; Jan-Jun 1998; Aug
1992-Jan 1993

Departments of Anatomy and Psychology, University of Sydney

Department of Psychology, St. John's University, USA

Jan-Feb, 2009; Jun-Jul 1998;
Jan 2009

Department of Psychology, University of Arizona, USA

Jan 1989-Jun 1989

SCHOLARSHIPS, FELLOWSHIPS, AWARDS AND MEMBERSHIPS

Scholarships and Fellowships

Commonwealth of Australia University Scholarship, 1972

Bryn Mawr College Graduate Fellowship, 1982-1983

University of Queensland Postdoctoral Fellowship, Jun 1984-Jun 1985

New South Wales Public Service Management Course Scholarship, 1998-2000

University of New South Wales Innovative Teaching and Educational Technology Fellowship, 2002

Carrick Associate Fellowship, 2006-2008

UNSW University Women in Leadership Program, 2007

Australian Psychological Society Leadership Program, 2008

Australian Learning and Teaching Council National Teaching Fellowship, 2010-2012

Awards

Australian Psychological Society Young Psychologists Award, XXV International Congress of Psychology, Brussels, 1992

University of New South Wales, Faculty of Life Sciences Teaching Award, 1999

Vice-Chancellor's Award for Teaching Excellence, 2005

Carrick Citation Award, 2007 (with S.Morris, B.Spehar, & B.Newell)

Australian Psychological Society Distinguished Contribution to Education Award, 2008

Memberships

American Psychological Association, 2008-

Association for Psychological Science, 2006-

Australian Psychological Society, 1992-1995; 2006-

Australian Neuroscience Society, 2006-

International Brain Research Organisation, 1983-

International Society for Scholarship of Learning and Teaching, 2006-

Psychonomic Society, 1987-

Society for Neuroscience, 1983-

Sydney Network of University Science Educators, 2004-

Society for Teaching of Psychology, 2009-

MAJOR TEACHING ACTIVITIES

Undergraduate Courses Chaired

PSYC1001/GENS9001 Psychology 1A, 2004-2006
PSYC1011/GENS9002 Psychology 1B, 2003-2007
PSYC1021 Introduction to Psychological Applications, 2000, 2008-
SCIF1021 Psychology Module, 2009-2011
PSYC2081 Learning and Physiological Psychology, 1999
12.316 Psychophysiology 3, 1986-1989
PSYC3031 Behavioural Neuroscience, 1990-1998
PSYC3051 Physiological Psychology, 1991, 1993-1995, 2001-2002
PSYC4003 Elective: Human Neuropsychology, 1985-1988, 1990-1992, 1995, 1998
PSYC4003 Elective: Theoretical and Applied Issues in Biological Psychology, 1999-2002, 2009

Undergraduate Courses Contributor

PSYC1001 Psychology 1A, 2004-2006, 2009-
12.100/PSYC1002/PSYC1011 Psychology 1B, 1985-1991, 1993, 1995-2000, 2002-2007, 2009
PSYC1021 Introduction to Psychological Applications, 2002-
PSYC2042 Psychology 2A, 1993-1996
PSYC2081 Learning & Physiological Psychology, 1997, 2002
PSYC3051 Physiological Psychology, 2003
PSYC3241 Psychobiology of Memory and Motivation, 2004-2012
PSYC3291 Psychology 3A, 1998-1999
PSYC3331 Health Psychology, 2004-2006
PSYC3506 Psychology for Optometrical Practice, 1995
PSYC4106 Psychology (Optometry), 1991

Postgraduate Courses Chaired

PSYC7210 Human Neuropsychology, 1985-1988, 1990-1992
PSYC7303 Neuropsychology (Cognitive Science), 1988, 1990-1991

Postgraduate Courses Contributor

12.251G/PSYC7201/PSYC7303 Human Neuropsychology, 1989, 1993-1997, 2001- 2007, 2009

Scientia Challenge Course Chaired

Psychology of Learning and Memory, 1994-1997

Supervision

73 Honours theses (2 University Medal Awardees)
14 Master of Psychology theses
1 Master of Science thesis
PhD Theses:
L Harris, 1988-1991, PhD awarded 1991
M Kiernan, 1990-1995, PhD awarded 1995
K Ivancic, 1994-1997, PhD awarded 1997
L Parkes, 1997-2000, PhD awarded 2000
L Ledgerwood, 2001-2004, PhD awarded 2004
K Watts, 2005-2007, PhD awarded 2007
F Monro, 2005-2008, PhD awarded 2008
M Nobakht 2010-
Z Bahrami Ehsan 2011-

MAJOR UNIVERSITY SERVICE ACTIVITIES

University

Chair, Behavioural Sciences Human Ethics Advisory Panel, 2002
Co-Chair, Postgraduate Research Interest Group, 2002-2005
Co-Chair, Optimising Postgraduate Research Working Party, 1996-1998
Co-Chair, Academic Board Working Party on Guidelines for Postgraduate Research, 1999-2000
Member, Academic Board, including Committee on Education, Undergraduate Studies Committee, and Global Education Working Party (Chair), 2010-
Member, Advisory Committee to ALTC UNSW "Promoting Excellence Initiative", 2008-2010
Member, Faculty and University Advisory Groups for VC Teaching Excellence Award, 2006-2007
Member and Co-convenor, UNSW Portfolios Working Party, 2004-2006
Member, UNSW Group-work Working Party, 2004-2005
Member, UNSW Graduate Attributes Working Party, 2004-2005
Member, UNSW Learning & Teaching Reference Group, 2003-2005
Member, Working Party on Research Training Graduate Attributes, 2003-2005
Member, Research and Research Training Management Plan Working Party, 2000
Member, Academic Board Working Party on Expediting the Examination of Theses, 2000
Member, Animal Care and Ethics Committee, 1991

Faculty

Member, Faculty of Science Education Committee, 2009
Member, Faculty of Science Undergraduate Education Committee, 2004-2006
Member, Faculty of Science Occupational Health & Safety Committee, 2002
Member, Faculty of Life Sciences Curriculum Committee, 2001
Member, Faculty of (Biological and Behavioural)/Life Sciences, Promotion to Senior Lecturer Committee, 1997-1999
Member, Faculty of (Biological and Behavioural)/Life Sciences Higher Degree Committee, 1996-1998
Member, Faculty of Applied Science, Promotion to Senior Lecturer Committee, 1995-1997
Member, Faculty of (Biological and Behavioural)/Life Sciences Research Management Committee, 1993-1995, 1997

School

Chair, Undergraduate Education Committee, 2005, 2009
Co-Convenor, Academic Women Peer Mentoring Group, 2005-
Chair, Occupational Health & Safety Committee, 2002
Chair, Research and Ethics Committee, 1993-1995
Chair, Animal Research Committee, 1993-1994
Co-ordinator, Psychology Learning and Teaching Interest Group, 2007-2008
Co-ordinator, First Year Psychology, 2003-2007
Chair, Postgraduate Research Committee, 1996-1998
Co-ordinator, Postgraduate Research, 1996-1998
Co-ordinator, Psychology Outreach Program, 1994, 2001
Co-ordinator, Honours Year, 1991
Grievance Officer, 2010
Member, School Advisory Committee, 1994-1995, 1998-2000, 2005
Member, Undergraduate Education Committee, 1996-1998, 2001-
Member, Lecturer/Senior Lecturer Selection Committees, 1994, 1995
Member, Gender Equity Working Party, 2005

MAJOR PROFESSIONAL SERVICE ACTIVITIES

National Educational Committees

APS Division of Psychological Research, Education and Training
Australian Psychology Accreditation Council Working Committee, 2012-
Vice-President, Australian Learning and Teaching Fellows, 2011-
Australian Psychological Society (APS) Science, Academia and Research Advisory Group, 2009-2012
APS National Psychology Education and Training Reference Group, 2008-2009, 2011-
APS Program Development and Accreditation Committee, 2007-
Co-Convenor, APS Teaching, Learning and Psychology Interest Group, 2007-2010
Co-Secretary, APS Teaching, Learning and Psychology Interest Group, 2010-2012
Newsletter Editor, APS Psychology Education Interest Group, 2012-
Member, Advisory Committee to UniServe Science Conference, 2008-09
Member, ALTC Fellow Alumni Committee and Newsletter Editor, 2010-2011

Journal Review

Animal Learning & Behavior
Australian Journal of Psychology
Australian Psychologis
Archives of General Psychiatry
Behavioral Neuroscience
Biological Psychology
Biological Psychiatry
Learning and Memory
Neuroscience Letters
Neuropsychopharmacology
Oxford Bibliographies Online (Editorial Board)
Psychology Learning and Teaching (Editorial Board)
Synapse
Teaching and Learning Inquiry (Editorial Board)

Grant Review

Australian Research Council
National Health & Medical Research Council
Australian Brewers Foundation
New Zealand Neurological Foundation

Recent Conferences Chaired

4th International Conference on Psychology Education (July 8-11, 2010; Sydney)
Sydney ALTC Roundtable (July 2010; Sydney)

RESEARCH GRANTS

External Competitive Grants

Source	Project	Years	Funding
ARC Large Grant	Selective attention and reflex modification	1987-1989	54,500

ARC Large Grant	A neurobehavioural analysis of conditioned sensitisation of the startle reflex in rats (with G. Paxinos)	1992-1994	92,000
ARC Large Grant	The hippocampus and contextual conditioning: Facilitation, latent inhibition and perceptual learning (with M. Kiernan, F. Westbrook)	1994-1996	113,000
ALTC/Carrick Discipline-Based Initiative	Designing a diverse, future-oriented vision for undergraduate psychology in Australia (with H. Jackson, M. Katsikitis)	2007-2008	100,000
ALTC/Carrick Associate Fellowship	Sustainable and evidence-based learning and teaching approaches to the undergraduate curriculum	2007-2008	87,438
Association for Psychological Science	International Conference on Psychology Education	2009-2010	US\$5,000
ALTC National Teaching Fellowship	National Standards for Psychological Literacy and Global Citizenship	2010-2012	348,160
Office for Learning and Teaching (OLT) Extension Grant	Evidencing positive impact and strengthening the capacity of the Australian Learning and Teaching Fellows to contribute to Australian higher education (with D. Bennett; administered from Curtin University)	2012-2013	28,600
Office for Learning and Teaching (OLT) Project Grant	Curriculum Renewal to Build Student Resilience and Success: Phase 1 (with A. Andrews)	2013-2014	220,000
Office for Learning and Teaching (OLT) Project	Curriculum Renewal to Build Student Resilience	2013-2016	350,000

Grant	and Success: Phase 1 (with P. Dudgeon et al. UWA)		
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Internal Competitive Grants

Source	Project	Years	Funding
ARC Small Grant	A reflex modification analysis of information processing mechanisms	1991-1992	18,000
ARC Small Grant	A brain activity analysis of conditioned sensitization of the startle reflex in rats (with M. Kiernan, G. Paxinos)	1993-1994	34,000
UNSW Discretionary Grant	A multimedia course in behavioural neuroscience (with J. Kehoe)	1995-1996	80,000
ARC Small Grant	The role of the NMDA receptor in attention and learning: Brain and behavioural analyses	1995-1996	19,000
UNSW Discretionary Grant	Optimising postgraduate research supervision in the scientific and technological disciplines (with B. Celler, M. Guilhaus, W. O'Sullivan)	1996-1998	149,000
UNSW RIBG Grant	Establishment of general postgraduate research laboratory (with R. Bryant, J. Kehoe, K. McConkey, K. Salmon)	1997	25,000
ARC Small Grant	The functional and neural bases of contextual processing and conditioning in the rat (with M. Kiernan)	1997	10,000
ARC Small Grant	Forebrain dysfunction and the prepulse inhibition model of	1999	8,500

	schizophrenia: pharmacology and anatomy (with R. Richardson)		
UNSW Capital Grant	Refurbishment of behavioural neuroscience laboratories (with G. Paxinos, R. Richardson, F. Westbrook)	2000	50,000
UNSW Faculty Research Grant	A developmental and neural analysis of prepulse inhibition of startle: A putative model of schizophrenia-like attention deficits	2001	5,000
UNSW First Year Learning and Teaching Grant	Integrating the development of information literacy skills, psychology report writing, and team skills and collaborative learning in first year psychology courses (with G. Huon, S. Morris, B. Spehar)	2003	15,000
UNSW Faculty Research Grant	Enhanced extinction of fear responding by D- cycloserine	2003	8,000
UNSW Pro-Vice- Chancellor (Education and Quality Improvement) and Faculty of Science	Graduate attributes in scientific psychology (with G. Huon, S. Morris)	2004	10,000
UNSW Faculty Research Grant	Enhanced extinction of fear responding by D- cycloserine	2005	5,000
UNSW Faculty Research Grant	Factors influencing team work productivity and the development of group work skills (with S. Morris)	2005	3,000

UNSW Pro-Vice-Chancellor (Education and Quality Improvement)	Critical writing skill screening in psychology (with S. Morris, S. Starfield)	2005	4,000
UNSW Faculty Research Grant	Biological bases of fear acquisition, reconsolidation and extinction	2009	10,000
UNSW Faculty Research Grants	Psychological and biological mechanisms underlying well-being and resilience	2012, 2013	10,000, 10,000

PUBLICATIONS

Books

- Cranney, J., & Dunn, D. (Eds.) (2011). *The psychologically literate citizen: foundations and global perspectives*. New York: Oxford University Press. ISBN- 13: 978-0-19-979494-2
- McCarthy, S., Dickson, L., Cranney, J., Karandashev, V. & Trapp, A. (Eds.) (2012). *Teaching psychology around the world: volume 3*. Newcastle on Tyne, UK: Cambridge Scholars Press.

Book Chapters

- Cranney, J., Morris, S., & Botwood, L. (in press) . Psychological literacy in undergraduate psychology education. In D. S. Dunn (Ed.), *The Oxford Handbook of Undergraduate Psychology Education*. New York :Oxford University Press.
- Cranney, J., Morris, S., Krochmalik, A., & Botwood, L. (2012) . Assessing psychological literacy. In D. S. Dunn, S.C. Baker, C.M. Mehrotra, R.E. Landrum, & M. A. McCarthy, (Eds.), *Assessing teaching and learning in psychology: Current and future perspectives* (pp.95-106). Wadsworth Cengage Learning: Belmont, CA.
- Cranney, J., & Dalton, H. (2012). Optimising adaptive student behaviors. In J. Groccia, M. Alsudary, & B. Buskist. (Eds.). *Handbook of college and university teaching: Global perspectives* (pp. 60-76). Los Angeles: Sage.
- Provost, S. C., Mellish, L., Cranney, J., & Martin, F. H. (2012). Disciplinary perspectives of Australian high school teachers. In S. McCarthy, J. Cranney, L. Dickson, V. Karandashev & A. Trapp (Eds.). *Teaching psychology around the world: volume 3*(pp. 30-41). Newcastle on Tyne, UK: Cambridge Scholars Press.
- Cranney, J., & Voudouris, N.J. (2012). Psychology education and training in Australia: Shaping the future. In S. McCarthy, K. L. Dickson, J. Cranney, V. Karandashev & A. Trapp (Eds.), *Teaching psychology around the world: Volume 3*. Pp. 2-14. Newcastle on Tyne, UK: Cambridge Scholars Press.
- Cranney, J., & McDonald, F. (2012). Evidence-based learning. In N. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp.1185-1188). New York: Springer.
- Cranney, J., & Dunn, D.S. (2011). Psychological literacy and the psychologically literate citizen: New frontiers for a global discipline. In J. Cranney and D. S. Dunn (Eds.), *The psychologically*

- literate citizen: Foundations and global perspectives* (pp.3-12). New York: Oxford University Press.
- Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 251-268). New York: Oxford University Press
- Cranney, J., Morris, S., Martin, F., Provost, S., Zinkiewicz, L., Reece, J., Milne-Home, J., Burton, L., White, F., Homewood, J., Earl, J., & McCarthy, S. (2011). Psychological Literacy and applied psychology in undergraduate education. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 146-164). New York: Oxford University Press.
- Cranney, J., & Dunn, D.S. (2011). What the world needs now is psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.322-336). New York: Oxford University Press.
- McGovern, T. V., Corey, L. A., Cranney, J., Dixon, Jr., W. E., Holmes, J. D., Kuebli, J. E., Ritchey, K., Smith, R. A., & Walker, S. (2010). Psychologically literate citizens. In D. Halpern (Ed.). *Undergraduate education in psychology: Blueprint for the discipline's future* (pp. 9-27). Washington, D.C.: American Psychological Association.
- Cranney, J. (1989). Reflex habituation and attentional processes. In N.W. Bond and D.A.T. Siddle (Eds.), *Psychobiology: Issues and applications* (pp. 175-184). Amsterdam: Elsevier.

Journal Articles

- Cranney, J. (2013). Toward psychological literacy: A snapshot of evidence-based learning and teaching. *Australian Journal of Psychology*, 65, 1–4. doi: 10.1111/ajpy.12013
- Morris, S., Cranney, J., Jeong, J. M., & Mellish, L. (2013). Developing psychological literacy: Student perceptions of graduate attributes. *Australian Journal of Psychology*, 65, 54–62. doi: 10.1111/ajpy.12010
- Harris, L., & Cranney, J. (2012). Event-based prospective memory and obsessive-compulsive disorder intrusive obsessional thoughts. *Australian Journal of Psychology*, 65, 235-242. doi: 10.1111/j.1742-9536.2012.00058.x
- Makkar S.R., Zhang S.Q., Cranney J. (2010). Behavioral and neural analysis of GABA in the acquisition, consolidation, reconsolidation, and extinction of fear memory. *Neuropsychopharmacology*, 35, 1625-1652. doi:10.1038/npp.2010.53.
- Watts K.J., Cranney J. (2010). Automatic evaluation of body-related words among young women: An experimental study. *BMC Public Health*, 10(308), 1-14. doi:10.1186/1471-2458-10-308 10.1038/npp.2010.53
- Vojdanoska, M., Cranney, J., & Newell, B.R. (2010). The testing effect: The role of feedback and collaboration in a tertiary classroom setting. *Applied Cognitive Psychology*, 24, 1183-1195. doi:10.1002/acp.1630
- Jeong J.M., Cranney J. (2009). Motivation, depression, and naturalistic time-based prospective remembering. *Memory*, 17, 732-741. doi:10.1080/09658210903074673
- Watts, K., & Cranney, J. (2009). The nature and implications of implicit weight bias. *Current Psychiatry Reviews*, 5, 110-126. doi:10.2174/157340009788167338
- Cranney, J., Turnbull, C., Provost, S.C., Martin, F., Katsikitis, M., White, F.A., Voudouris, N.J., Montgomery, I.M., Heaven, P.C.L., Morris, S., Varcin, K.J. (2009). Graduate attributes of the four-year Australian undergraduate psychology program. *Australian Psychologist*, 44, 253-262. doi: 10.1080/00050060903037268

- Cranney J., Ahn M., McKinnon R., Morris S., Watts K. (2009). The testing effect, collaborative learning, and retrieval-induced facilitation in a classroom setting. *European Journal of Cognitive Psychology*, *21*, 919-940. doi:10.1080/09541440802413505
- Proyer R.T., Ruch W., Ali N.S., Al-Olimat H.S., Amemiya T., Adal T.A., Ansari S.A., Arhar P., Asem G., Baudin N., Bawab S., Bergen D., Brdar I., Brites R., Brunner-Sciarra M., Carrell A., Dios H.C., Celik M., Ceschi G., Chang K., Guo-Hai C., Cheryomukhin A., Chik M.P.Y., Chlopicki W., Cranney J., et al. (2009). Breaking ground in cross-cultural research on the fear of being laughed at (gelotophobia): A multi-national study involving 73 countries. *Humor*, *22*, 253-279. doi:10.1515/HUMR.2009.012
- Zhang, S., & Cranney, J. (2008). The role of GABA and pre-existing anxiety in the reconsolidation of conditioned fear. *Behavioral Neuroscience*, *122*, 1295-1305. doi:10.1037/a0013273
- Watts, K., Cranney, J., & Gleitzman, M. (2008). Automatic evaluation of body-related images. *Body Image*, *5*, 352-364. doi:10.1016/j.bodyim.2008.06.001
- Cranney, J., Morris, S., Spehar, B., & Scoufis, M. (2008). Helping first year students think like psychologists: Supporting information literacy and team-work skill development. *Psychology Learning and Teaching*, *7*, 28-36. doi: 10.2304/plat.2008.7.1.28
- Ledgerwood, L., Richardson, R., & Cranney, J. (2005). D-cycloserine facilitates extinction of learned fear: Effects on reacquisition and generalised extinction. *Biological Psychiatry*, *57*, 841-847. doi:10.1016/j.biopsych.2005.01.023
- Richardson, R., Ledgerwood, L., & Cranney, J. (2004). Facilitation of fear extinction by D-cycloserine: Theoretical and clinical implications. *Learning and Memory*, *11*, 510-516. doi:10.1101/lm.78204
- Ledgerwood, L., Richardson, R., & Cranney, J. (2004). D-cycloserine and the facilitation of extinction of conditioned fear: Consequences for reinstatement. *Behavioral Neuroscience*, *118*, 505-513. doi:10.1037/0735-7044.118.3.505
- Ledgerwood, L., Richardson, R., & Cranney, J. (2003). Effects of D-cycloserine on extinction of conditioned freezing. *Behavioral Neuroscience*, *117*, 341-349. doi: 10.1037/0735-7044.117.2.341
- Kowalczyk, A., McDonald, S., Cranney, J., & McMahon, M. (2001). Cognitive flexibility in the normal elderly and in persons with dementia as measured by the written and oral Trail Making Tests. *Brain Impairment*, *2*, 11-21.
- Zavitsanou, K., Cranney, J., & Richardson, R. (1999). Dopamine antagonists in the orbital prefrontal cortex reduce prepulse inhibition of the acoustic startle response in the rat. *Pharmacology, Biochemistry, & Behavior*, *63*, 55-61. doi: 10.1016/S0091-3057(98)00234-2
- Kiernan, M.J., Westbrook, R.F., & Cranney, J. (1995). Immediate shock, passive avoidance, and potentiated startle: Implications for the unconditioned response to shock. *Animal Learning & Behavior*, *23*, 22-30. doi:10.3758/BF03198012
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Peer-Reviewed Conference Proceedings/Abstracts

- Cranney, J., Jones, G., Morris, S., Starfield, S., Martire, K., Newell, B., & Wong, K. (2008). Critical reading and writing (CRW) in first-year psychology: Mass screening and targeted assistance. In N. Voudouris and V. Mrowinski (Eds.), *Proceedings of the 2008 43rd Australian Psychological Society Annual Conference* (pp 145-148). Melbourne: Australian Psychological Society.
- Morris, S., Cranney, J., & Ledgerwood, L. (2005). The influence of leader selection and group member allocation on group task performance and team maintenance. *Australian Journal of Psychology*, *57*, 63. [Abstract]
- Cranney, J., & Chen, C. (2005). The plus maze model of anxiety: Differences in contextual fear extinction, but not in acquisition or discrimination learning. *Australian Journal of Psychology*, *57*, 49. [Abstract]

- Cranney, J., Kofod, M., Huon, G., Jensen, L., Levin, K., McAlpine, I., Scoufis, M., & Whitaker, N. (2005). Portfolio tools: Learning and teaching strategies to facilitate development of graduate attributes. Proceedings of the Blended Learning in Science Teaching and Learning Symposium, September 30, 2005, University of Sydney. Sydney: UniServe Science. Retrieved September 3, 2012, from <http://www.usyd.edu.au/su/SCH/pubs/procs/wshop10/>
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- Cranney, J. The effects of midazolam on potentiated startle and freezing behaviour. *Bulletin of the Psychonomic Society*, 30, 449. [Abstract]
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- Strumfin, G.A., & Cranney, J. (1989). Recovery following closed head injury. In M. Matheson & H. Newman (Eds.), *Brain Impairment: Proceedings of the Thirteenth Annual Brain Impairment Conference, Sydney 1988* (pp. 500-517). Richmond, VIC.: The Society for the Study of Brain Impairment.
- Cranney, J., & Gaudins, S. (1987). Context-conditioned freezing is blocked by morphine. *Society for Neuroscience Abstracts*, 13, 844. [Abstract]

Reports/Discussion Papers/Policy

- Cranney, J., et al. (2012) *Global Education: Issues and Practice*. Academic Board. Discussion Paper, University of New South Wales.

- Cranney, J., Bottwood, L., & Morris, S. (2012) *National Standards for Psychological Literacy and Global Citizenship: Outcomes of Undergraduate Psychology Education*. Final report of ALTC/OLT National Teaching Fellowship. Office for Learning and Teaching National Teaching Fellowship. ISBN: ISBN 978-1-922125-98-9. Retrieved from http://www.groups.psychology.org.au/Assets/Files/Cranney_NTF_Final_Report_231112_Final_pdf.pdf OR <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html>
- Cranney, J., & Botwood, L. (2012). April 2012 Undergraduate Psychology Education Summit: Report. UNSW. <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html>
- Cranney, J., & Botwood, L. (2012). *Review of the aims, outcomes and accreditation standards for Australian undergraduate psychology education: Green paper for discussion*. Retrieved from <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html>
- Cranney, J. (2011, April). APS grant supports international conference on psychology education. *Observer*, 24 (4). Retrieved from <http://www.psychologicalscience.org/index.php/publications/observer/2011/april-11/aps-grant-supports-international-conference-on-psychology-education.html>.
- Cranney, J., Zhang, S., Martin, F., & Zinkiewicz, L. (2010). Advancing teaching and learning in psychology. *InPsych*, 32, 26-27. Retrieved 3 September, 2012, from <http://www.psychology.org.au/publications/inpsych/2010/june/cranney/>
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- Skouteris, H., Mrouwinski, V., Cranney, J., & Voudouris, N. (2008). Movement towards a national school curriculum: Implications for psychology. *InPsych*. Retrieved 3 September, 2012, from http://www.psychology.org.au/inpsych/national_school_curriculum/
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- Cranney, J., Provost, S., Katsikitis, M., Martin, F., White, F., Cohen, L. (2008). Designing a diverse, future-oriented vision for undergraduate psychology in Australia. Retrieved 3 September, 2012, from <http://www.olt.gov.au/resources>
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- Bryant, R.A., Cranney, J., & McConkey, K.M. (2002). Supervision guidelines for psychologists. Commissioned report prepared for the Psychologists Registration Board of New South Wales.
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- Cranney, J., Guilhaus, M., & Swarbrick, H. (Eds) (1998). Policy Report: Optimising postgraduate research supervision in the scientific and technological disciplines: Models of good practice. Sydney: UNSW. Retrieved 22 October, 2008, from <http://www.chem.unsw.edu.au/postgrad/models/TOC1.html>

- Cranney, J., Guilhaus, M., & Swarbrick, H. (Eds) (1997). Workshop Report: Optimising postgraduate research supervision in the scientific and technological disciplines: Models of good practice. Sydney: UNSW.
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Keynote Addresses

- Cranney, J. (2012, November). *Student success, psychological literacy, and global citizenship*. Invited Keynote Address presented at the 23rd Annual Conference of the ISANA International Education Association, Auckland, New Zealand, December 4-7, 2012.
- Cranney, J. (2011, July). *Why psychological literacy should be the primary outcome of undergraduate psychology education*. Invited Keynote Address at the International Conference on Teaching of Psychology, July 29-31, Vancouver.

Invitations to Facilitate or Speak at Workshops/Retreats (July 2010-)

- Southern Queensland University School of Psychology (T. Machin). (2012). Psychological literacy as an outcome of undergraduate psychology education. Presentation at the "Undergraduate Psychology Education Review" Workshop, June 25, 2012, Toowoomba, Australia.
- James Cook University School of Psychology (K. Martinez). (2011) Psychological literacy as an outcome of undergraduate psychology education. Presentation at the "Undergraduate Psychology Education Review" Workshop, December 14, 2012, Cairns, Australia.
- Monash University School of Psychology (W. McKenzie, S. Rajaratnam). (2011). Psychological Literacy, APAC Standards & Graduate attributes for Undergraduate Psychology. Presentation at the "Future Directions in Undergraduate Psychology at Monash" Workshop, December 8, 2011, Melbourne, Australia.
- UK Higher Education Academy Psychology Network (A.Trapp). (2010). I facilitated the two-day retreat on the future of UG psychology Education in the UK, as well as giving a talk on Australian undergraduate education, November 30-December 1, 2010, Chicheley Hall, England.
- Charles Darwin University Psychology Discipline (K.Moore, A. Reedy). (2010) I undertook an extensive peer review of undergraduate psychology education, with a subsequent confidential report focussing on LTA strategies for the development of GAs. August 18-20, 2010, Darwin, Australia.

Selected Conference Presentations (1999-)

- Cranney, J., Morris, S., & Spehar, B. (2012, September). *The role of capstone experiences in scientific literacy, employability and global citizenship*. Paper presented at the 47th Annual Conference of the Australian Psychological Society, Perth, September 27-30, 2012.
- Cranney, J. & Morris, S. (2012, July). New developments in psychological literacy. In J. Cranney (Chair), *Psychological literacy as a global outcome of undergraduate psychology education*. Symposium conducted at the International Congress of Psychology, Cape Town South Africa.
- Cranney, J., Morris, S., & Spehar, B. (2012, July). The role of capstone experiences in scientific literacy, employability and global citizenship. In J. Bryan & R.Ranzijn (Chair), *Innovations in developing graduate work-readiness capabilities*. Symposium to be conducted at International Congress of Psychology, Cape Town South Africa.
- Cranney, J., & Morris, S. (2012, July). Psychological literacy and global citizenship. In V. Karandashev (Chair), *Globalization of Psychology Education: Challenges and Promises*. Symposium conducted at the International Congress of Psychology, Cape Town South Africa.
- Cranney, J., Morris, S., Spehar, B., & Botwood, L. (2012, May). *From National Standards to Capstone Courses: Challenges in Designing Standards-Based Assessment*. Poster presented at the Learning and Teaching Forum, UNSW, May 11, 2012.
- Cranney, J. (2011, October). *The aims of UG psychology and curriculum renewal*. Forum presented at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.

- Cranney, J. (2011, October). Introduction to psychological literacy. In J. Cranney (chair), *Innovative learning, teaching and assessment strategies for psychological literacy*. "How To" Session conducted at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.
- Cranney, J. (Chair). (2011, October). *Building the capacity of undergraduate students*. Symposium conducted at the 46th Annual Conference of the Australian Psychological Society, Canberra, October 4-8, 2011.
- Cranney, J. (2011, August). Psychological literacy as a transformative global perspective. In D. Dunn (Chair), *Should psychological literacy be the primary outcome of undergraduate education?*, Symposium conducted at the 119th Convention of the American Psychological Association, August 4-7, Washington D.C., USA.
- Cranney, J. (2011, August). National standards for psychological literacy and global citizenship. In B. Oliver (Chair), *Networking in standards-related projects ALTC workshop*, August 11, 2011, Sydney, Australia.
- Cranney, J., Morris, S., & Jeong, J.M. (2011, July). *Positivity strategies as part of the first-year psychology curriculum*. Poster presented at the 2nd World Congress on Positive Psychology, July 23-26, Philadelphia, USA.
- Cranney, J., & Morris, S. (2011, July). *Psychological literacy and adaptive cognition in a first-year university curriculum*. Poster presented at the 34th Annual International HERDSA Conference, July 4-6, 2011, Radisson Resort, Gold Coast, Australia.
- Cranney, J., Morris, S., & Jeong, J.M. (2011, April). Psychological literacy and adaptive cognition. In J. Cranney (Chair), *Psychological literacy and global citizenship: Why should psychology educators care?* Symposium conducted at the American Education Research Association Annual Conference, April 8-12, New Orleans.
- Cranney, J. (2011, March). National standards for psychological literacy and global citizenship. In C. Ewan (Chair), *LTAS and Tunings Seminar*, August 11, 2011, Sydney, Australia.
- Cranney, J., & Morris, S. (2010, July). *Hard science and soft heads: Critical and creative thinking in the context of first year group research projects*. In J. Reece (Chair), *Innovations in learning and teaching*. Symposium conducted at the 27th International Congress of Applied Psychology, July 11-16, 2010, Melbourne.
- Cranney, J., Trapp, A., Sarwono, S., McCarthy, S., & Skinner, N. (2010, July). *Global perspectives on undergraduate psychology education: Should we be changing our game?* Forum at the 27th International Congress of Applied Psychology, July 11-16, Melbourne.
- Martin, F., Provost, S., Cranney, J., & Nosworthy, V. (2010, July). Resources to support quality tertiary learning and teaching of psychology in Australia. In V. Karandashev (Chair), *Towards Providing Global Teaching Resources for Quality Psychology Education*, Symposium conducted at the 4th International Conference on Psychology Education, Sydney, Australia. Retrieved 3 September, 2012, from <http://icope2010.psy.unsw.edu.au/program/Martin%20et%20al.pdf>
- Provost, S., Mellish, L., & Cranney, J. (2010, July). Disciplinary perspectives of Australian high school teachers. Paper presented at the 4th International Conference on Psychology Education, July 8-11, Sydney.
- Cranney, J. (2010, July). Introduction to psychological literacy. In J. Cranney (Chair), *Psychological literacy and global citizenship: Why should psychology educators care?* Symposium conducted at the 4th International Conference on Psychology Education, Sydney.
- Cranney, J., Vojdanoska, M., & Newell, B. R. (2009, October). The Testing Effect: The role of feedback and collaboration in a tertiary classroom setting. Paper presented at the 2009 International Society for the Scholarship of Teaching & Learning Conference, Bloomington, Indiana.
- Cranney, J. & Morris, S. (2009, October). Hard science and soft heads: Critical and creative thinking in the context of first-year group research projects. Poster presented at the 2009 Society for the Teaching of Psychology Best practices Conference, Atlanta.
- Cranney, J., Martin, F., Mellish, L. (2009, September). The undergraduate fourth year from the educators' perspective. In F. Martin & J. Cranney (Chairs), *Undergraduate Curriculum and Good Practice: Fourth Year*. Symposium conducted at the Annual Conference of the Australian Psychological Society, Darwin.

- Martin, F., Cranney, J., & Varcin, K. (2009, September). The undergraduate fourth year from the students' perspective. In F. Martin & J. Cranney (Chairs), Undergraduate Curriculum and Good Practice: Fourth Year, Symposium conducted at the Annual Conference of the Australian Psychological Society, Darwin.
- Cranney, J., Provost, S., Martin, F., White, F., Cohen, L., & Katsikitis, M. . (2009, January). Models of education and training in psychology. Poster presented at the 31st Annual Conference of the National Institute on the Teaching of Psychology, January 3-6, St Pete Beach, Florida.
- Cranney, J., Jones, G., Morris, S., Starfield, S., Martire, K., Newell, B., & Wong, K. (2008, October). Critical reading and writing (CRW) in first-year psychology: Mass screening and targeted assistance. Paper presented at the UniServe Science Conference, Sydney. Retrieved 3 September, 2008, from <http://www.usyd.edu.au/su/SCH/pubs/procs/2008/165.pdf>
- Cranney, J., & Turnbull, C. (2008, September). Graduate attributes and undergraduate psychology. Paper presented at the 43rd Australian Psychological Society Annual Conference, Hobart.
- Cranney, J., Turnbull, C., & Provost, S. (2008, July). Graduate attributes and the future of undergraduate education and training. Poster presented at the Psychology Learning and Teaching Conference, Bath.
- Cranney, J., Watts, K., & Varcin, K. (2008, March). Emotional responses and emotional regulation predicted by positive and negative trait affect. Paper presented at the Australasian Experimental Psychology Conference, Perth.
- Cranney, J., Ahn, M., McKinnon, R., Morris, S., & Watts, K. (2007, September). The testing effect and judgment of learning of classroom video material. Paper presented at the 2007 42nd Australian Psychological Society Annual Conference, Brisbane.
- Cranney, J., McCraw, S., & Bailey, G. (2007, July). Ventromedial prefrontal cortex (vmPFC) involvement in the extinction of conditioned freezing in rats. Paper presented at the International Brain Research Conference, Melbourne.
- Cranney, J., Morris, S., & McKinnon, R. (2007, July). The Reality of the Testing Effect: Application to the Classroom, Judgments of Learning, and Collaborative Educational Processes. Paper presented at the International Society of Scholarship in Teaching and Learning, Sydney, Australia.
- Cranney, J., Morris, S., & McKinnon, R. (2007, January). The reality of the testing effect: Application to the classroom, judgements of learning, and collaborative educational processes. Poster presented at the 29th Annual Conference of the National Institute on the Teaching of Psychology, St. Petersburg Beach, Florida.
- Cross, S., & Cranney, J. (2006, July). Prospective memory functioning in binge drinkers. Paper presented at the 4th International Conference on Memory, Sydney.
- Cranney, J., & Morris, S. (2006, June). Helping students to think like psychologists. Paper presented at the Psychology Learning and Teaching Conference of the Higher Education Academy Psychology Network, York.
- Cranney, J., & Morris, S. (2006, May). Strategies for developing team-work skills in a large first year psychology course. Poster presented at the 18th Annual Convention of the Association for Psychological Science, New York.
- Cranney, J., Kofod, M., Jensen, L., Levin, K., & Scoufis, M. (2006, May). Portfolio tools: Learning and teaching strategies to facilitate development of graduate attributes in a Bachelor of Psychology program. Poster presented at the 18th Annual Convention of the Association for Psychological Science, New York.
- Cranney, J. (2004, November). Graduate attributes in scientific psychology. Invited paper presented at the Network Group Meeting of the Learning and Outcomes Curriculum Development in Psychology AUTC Project, Brisbane.
- Morris, S., Cranney, J., & Spehar, B. (2004, September). Graduate attributes in first year psychology: Integrating information literacy skills, team skills and collaborative learning into the curriculum. Paper presented at the Annual Meeting of UniServe Science, Sydney.
- Morris, S., Spehar, B., Cranney, J., & Huon, G.F. (2004, July). Graduate attributes in first year psychology: Integrating information literacy skills, team skills, and psychology laboratory report writing into the curriculum. Paper presented at the 8th Annual Pacific Rim First Year in Higher Education Conference, Melbourne.

- Dawson, V., Heard, G., & Cranney, J. (2004, April). Building a supportive and effective postgraduate community at UNSW. Paper presented at the 6th Biennial Quality in Postgraduate Research Conference, Adelaide.
- Morris, S., Spehar, B., Cranney, J., & Huon, G.F. (2003, December). Integrating the development of information literacy skills, team skills and collaborative learning in first year psychology courses. Paper presented at the Annual First Year Forum, UNSW, Sydney.
- Ledgerwood, L., Jobson, L., Cranney, J., & Richardson, R. (2002, December). DCS facilitation of extinction: memory consolidation and contextual modulation. Paper presented at the Australian Learning Group Annual Conference, Sydney.
- Cranney, J., McLaren, J., Solomon, K., & Richardson, R. (2000, December). The effects of maternal deprivation on conditioned fear and prepulse inhibition. Paper presented at the Australian Learning Group Annual Conference, UNSW, Sydney.
- Cranney, J. (1999, September). Models of good practice in postgraduate research supervision. In K.M. McConkey (Chair), Enhancing professional and research supervision of postgraduate students. Symposium conducted at the 34th Annual Conference of the Australian Psychological Society, Hobart.