

**JACQUELYN CRANNEY**  
**Abbreviated Curriculum Vitae (April 30, 2017)**

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## **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 (Supervisor: R.Ashton)

Doctor of Philosophy, PhD, in Psychology, Bryn Mawr College, USA, 1983 (Supervisor: H.Hoffman)

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

## **\*SUMMARY OF PRIMARY ACHIEVEMENTS AND INTERESTS IN EDUCATION**

### ***Selected Fellowships and Awards***

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

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

UNSW Vice-Chancellor's Award for Teaching Excellence, 2005

Carrick Associate Fellowship, 2006-2008

UNSW University Women in Leadership Program, 2007

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

Australian Psychological Society Distinguished Contribution to Education Award, 2008

Australian Psychological Society Leadership Program, 2008

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

UNSW Vice-Chancellor's Award for Teaching Excellence, 2014—with S.Morris

UNSW Teaching Fellowship, 2015

***Education Grants:*** \$1,139,198 external; \$461,000 internal. See \*education-relevant in Grant section.

***Education Publications:*** See \*education-relevant in Publications section.

### ***Educational Achievements (and Ongoing Interests)***

- UNSW Academic Board education committee and working group contributions to quality education standards, research integrated learning, improving the student experience, assessment policy, and global education (2010-2016).
- Extensive consultation resulted in the delineation and integration of undergraduate graduate capabilities in the Australian Psychology Accreditation Council standards (2008-present)  
[<http://www.psychologycouncil.org.au/standards-and-guidelines/>]
- Psychological literacy is accepted as the primary outcome of undergraduate psychology education in Australia, the UK, and the USA (2008-present). [[psychliteracy.com](http://psychliteracy.com)]
- Only international invitee to the USA (2008) and UK (2012) reviews of undergraduate psychology education.
- The Australian Indigenous Psychology Education Project. [<http://www.indigenouslypsyched.org.au/>]
- Invited keynote addresses on psychological literacy and self-management (see Publications section).
- Delivered national symposia and workshops on student self-management and wellbeing, and on internationalisation of the curriculum (see Publications section).
- Self-management is increasingly recognized as a critical graduate capability for all university students.  
[[unistudentsuccess.com](http://unistudentsuccess.com); [thefridge.org.au](http://thefridge.org.au)]
- Co-created UNSW and national communities of practice regarding: student self-management, success and wellbeing; global literacy; psychology education.
- Reviewing: OLT Grant Applications; *Psychology Learning and Teaching*, *Teaching and Learning Inquiry* (Editorial Boards); psychology programs in other Australian universities (not including accreditation visits).
- Research interests: Motivation; self-management; learning and memory; testing effect; SOTL.

## **\*MAJOR ENGAGEMENT AND LEADERSHIP ACTIVITIES IN EDUCATION**

### ***UNSW Academic Board (2010-2016)***

- Led the working group that wrote the Global Education Discussion Paper in 2012.
- Member of the Undergraduate Studies Committee, the Committee on Education, and the Academic Quality Committee.
- Contributed to working groups on Research Integrated Learning; UNSW 2025 Strategy.
- Member of Internal Panel that reviewed the 2011 Faculty Review of Learning and Teaching Reports submitted by each Faculty to L&T@UNSW.
- Member of the Academic Programs Review Committee, 2015-16.
- Outspoken on any issues relevant to student wellbeing, academic standards, and graduate capabilities.

### ***Australian Learning and Teaching Fellows***

- Co-led the formation of this group in 2011, during the closure of the Australian Learning and Teaching Council, and held the position of Vice-President (2011-2014).
- While vice-president, I co-led the annual ALTF Forums (eg National *ALTC Fellows Forum* on Academic Standards, 24-25/11/11); successfully applied for funding from ALTC and OLT to sustain the website (altf.org) and support the Forums; co-wrote submissions to Federal Government regarding higher education issues; produced ALTF publications (see Publications section).
- Organised a state-wide forum at UNSW in September 2010 which had two aims: dissemination of ALTC project outcomes and findings, and assistance to those interested in applying for ALTC funding.

### ***Australian Psychological Society (APS) Science, Academia and Research Advisory Group (SARAG) and Division of Psychology Research Education and Training (DPRET) Forum***

- Co-chair, DPRET (2017- ).
- Chair, Teaching & Training Working Group (2012-2016).
- 2016 Congress Committee DPRET representative: Enabled forums on innovations in psychology education, the replication crisis, and research translation.
- Substantially contributed to the APS response to the 2016 proposed APAC standards.
- Contributed, with Simon Crowe, Frances Martin, and Sabine Hammond, to the National Curriculum for Psychology (2014)(<http://www.psychology.org.au/academic/teaching/>).
- Contributed to 4 meetings per year.
- Member of Awards Working Group (2010-2015); Member of the Awards Review Working Group (2015).

### ***APS National Psychology Education and Training Reference Group (2008-2009, 2011)***

- Contributed to discussions regarding models of education and training.
- Organised the APS PDAC UG Subcommittee submission to this Committee.

### ***Australian Psychology Accreditation Council (APAC) Working Committee (AWC; 2010-2014); APS Program Development Advisory Committee (PDAC; 2007-2014)***

- A member, and occasional leader of the AWC site visits (approximately 2/year): Academic Organisational Units, Undergraduate and Postgraduate programs.
- Attended AWC/PDAC meetings (approximately 5 per year).
- Contributed significantly to the creation of the 2010 standards (UG and PG), and to standards revisions prior to the 2016 version.

### ***APS Presidential Initiative on the Future of Psychological Science (2011-2012)***

- One of 8 invited participants on this national initiative. Appointed chair of the working group on “the effect of psychology on and outreach to the wider community”, which includes a reconsideration of the UG curriculum and the role of *psychological literacy*.

### ***APS Psychology Education Interest Group (2007-present)***

- Significantly instrumental in creating the IG in 2007; was convenor for several years.
- Since then I have been an office-bearer, supporting others to take the lead.
- Helped ensure that the IG had symposia at every APS conference.
- Significantly contributed to the IG website (resources) and to newsletters.

### ***Australian Indigenous Psychology Initiatives***

- Supported Pat Dudgeon in the creation of AIPA (partly through the APS leadership program 2008).
- Member of the Australian Indigenous Psychology Education Project (**AIPEP**; 2013-16).

### ***International Council of Psychology Educators (ICOPE)***

- Chair of International Conference of Psychology Educators, 2010, UNSW (Keynotes: Diane Halpern, Annie Trapp, Sarlito Sawano, Victor Karandashev); I convened a symposium on psychological literacy.

- Inaugural President of the International Council of Psychology Educators, 2014-16.
- Organised ICOPE incorporation; now Public Officer and Secretary (supporting others to lead), 2016.
- Organised ICOPE symposia at the 2012 and 2016 International Congress of Psychology.

***International Committee of the Society for Teaching of Psychology, Division 2, American Psychological Association***

- Member (2011- ), contributing to initiatives on internationalisation of the curriculum.

**SUMMARY OF CURRENT TEACHING ACTIVITIES**

**Major responsibilities:**

PSYC1021 Introduction to Psychological Applications [specialist course for Bachelor of Psychology].

PSYC1031 Psychological Science of Resilience [science of self-management, success and wellbeing].

PSYC3011 Research and Applications in Psychology [capstone].

**Contributions to other courses:**

PSYC1001 Psychology 1A [Cultural Psychology: 2-3 lectures].

PSYC2061 Social and Developmental Psychology [Indigenous Perspectives in Psychology; 2 lectures].

**RESEARCH GRANTS**

***External Competitive Grants***

<b>Source</b>	<b>Project</b>	<b>Years</b>	<b>Funding</b>
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
*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; Curtin U.)	2012-2014	28,600
*OLT Innovation Grant	Curriculum Renewal to Build Student Resilience and Success: Phase 1 (with A.Andrews)	2013-2015	220,000
*OLT Innovation Grant	Curricular approaches to increasing cultural competence and Indigenous participation in psychology education and training (with P.Dudgeon et al.; UWA)	2013-2016	350,000

***Selected Internal Competitive Grants***

<b>Source</b>	<b>Project</b>	<b>Years</b>	<b>Funding</b>
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

Source	Project	Years	Funding
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 schizophrenia: pharmacology and anatomy (with R. Richardson)	1999	8,500
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 Grant	Psychological and biological mechanisms underlying well-being and resilience	2012-2013	20,000
*UNSW Teaching Fellowship	Student success in large undergraduate classes: Embedding self-management development	2015	175,000

## PUBLICATIONS (see <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html>)

### Books

- \*Bernstein, D., Pooley, J.A., Cohen, L., Goldthorpe, B., Provost, S., Cranney, J., Penner, L., Clarke-Stewart, A., Roy, E., (2013), *Psychology: An International Discipline in Context: Australian and New Zealand Edition*. Melbourne, Australia: Cengage Learning. [2<sup>nd</sup> ed. in prep].
- \*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.
- \*Cranney, J., & Dunn, D. (Eds.) (2011). *The Psychologically Literate Citizen: Foundations and Global Perspectives*. New York: Oxford University Press.

### Book Chapters

- \*Cranney, J., & Morris, S. (in press). Undergraduate capstone experiences and psychological literacy. In S. McCarthy et al. (Eds.), *Teaching psychology around the world: volume 43*. Newcastle on Tyne, UK: Cambridge Scholars Press.
- \*Cranney, J., Cejnar, L., & Nithy, V. (2016). Developing self-management capacity in student learning: A pilot implementation of blended learning strategies in the study of business law. In K. Coleman and A. Flood (Eds.), *Enabling reflective thinking: Reflective practices in learning and teaching*. 354-369. Champaign, IL: Common Ground Publishing. <http://thelearner.cgpublisher.com/product/pub.62/prod.57>
- \*Cranney, J., Morris, S., & Botwood, L. (2015). Psychological literacy in undergraduate psychology education. In D. S. Dunn (Ed.), *The Oxford Handbook of Undergraduate Psychology Education*. (pp.863-872). New York: Oxford University Press. ISBN: 9780199933815 (hardback) 2014 Online version retrieved from <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199933815.001.0001/oxfordhb-9780199933815-e-069>
- \*Cranney, J., Morris, S., Krochmalik, A., & Botwood, L. (2013). 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

- Bahrami, Z., & Cranney, J. (in press). Integrated Conative Model of Well-being: From motives to well-being. *Journal of Happiness Studies*.
- \*Cranney, J. (2013). Towards 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.1742-9536.2021.00058.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. doi:10.1186/1471-2458-10-308
- \*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.
- 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.
- \*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-Sciara 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.
- 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.
- Kowalczyk, A., McDonald, S., Cranney, J., & McMahan, 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.
- 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.
- Kiernan, M.J., & Cranney, J. (1992). Immediate-startle stimulus presentation fails to condition freezing responses to contextual cues. *Behavioral Neuroscience*, *106*, 121-124.
- Leaton, R.N., & Cranney, J. (1990). Potentiation of the acoustic startle response by a conditioned stimulus paired with an acoustic startle stimulus in rats. *Journal of Experimental Psychology: Animal Behavior Processes*, *16*, 279-287.
- Borszcz, G.S., Cranney, J., & Leaton, R.N. (1989). Influence of long-term sensitization on long-term habituation of the acoustic startle response in rats: Central gray lesions, preexposure, and extinction. *Journal of Experimental Psychology: Animal Behavior Processes*, *15*, 54-64.
- Cranney, J., Fowler, C.A., & Musiek, F. (1989). Duplex perception: Some initial findings concerning its neural basis. *Brain & Cognition*, *9*, 48-56.
- Supple, W.F., Cranney, J., & Leaton, R.N. (1988). Effects of lesions of the cerebellar vermis on VMH lesion-induced hyperdefensiveness, spontaneous mouse killing, and freezing in rats. *Physiology & Behaviour*, *42*, 145-153.
- Cranney, J. (1988). Analgesia following startle-eliciting stimuli. *Psychobiology*, *16*, 67-69.
- Cranney, J. (1987). Startle responding and context conditioning: Naloxone® pretreatment and stimulus intensity. *Pavlovian Journal of Biological Science*, *22*, 47-51.
- Cranney, J., & Cohen, M.E. (1985). The glabella startle reflex: Inhibition by frequency and intensity modulations. *Perception & Psychophysics*, *37*, 28-34.
- Cranney, J., & Ashton, R. (1985). Preexposure to contextual stimuli: Effects on startle responding in humans. *Physiological Psychology*, *13*, 253-257.
- Cranney, J., Cohen, M.E., & Hoffman, H.S. (1985). Reflex modification in the rat: The inhibitory effects of intensity and frequency changes in steady tones. *Journal of Experimental Psychology: Animal Behavior Processes*, *11*, 112-119.
- Cranney, J., Hoffman, H.S., & Cohen, M. (1984). Tonal frequency shifts and gaps in acoustic stimulation as reflex-modifying events. *Perception & Psychophysics*, *35*, 165-172.
- Cohen, M.E., Cranney, J., & Hoffman, H.S. (1983). Motor and cognitive factors in the modification of a reflex. *Perception & Psychophysics*, *34*, 214-220.

- Cranney, J., & Powers, A.S. (1983). The effects of core nucleus and cortical lesions in turtles on reversal and dimensional shifting. *Physiological Psychology*, *11*, 103-111.
- Cranney, J., & McConkey, K.M. (1980). Seating preference, hypnotizability, and imagery ability. *Perceptual & Motor Skills*, *50*, 1175-1178.
- Cranney, J., & Ashton, R.A. (1982). Tactile spatial ability: Lateralized performance of deaf and hearing age groups. *Journal of Experimental Child Psychology*, *34*, 123-134.

### Peer-Reviewed Conference Proceedings/Abstracts

- \*Cranney, J., Nithy, V., Morris, S., Baldwin, P., LeBard, R., Cejnar, L., Beesley, T., Hutton-Bedbrook, K., Hunter, L., Y Yannoulatos, S. (in press). Student success in large undergraduate subjects: A pilot study embedding self-management development. *Proceedings of the 2017 STARS Conference*.
- Bahrami, Z., & Cranney, J. (2015). Personal growth interpretation of goal attainment as a new construct relevant to well-being. *Procedia-Social and Behavioral Sciences*, *185*, 244-249.
- \*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 43<sup>rd</sup> 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 October 22, 2008, from <http://www.usyd.edu.au/su/SCH/pubs/procs/wshop10/> or [http://sydney.edu.au/science/uniserve\\_science/pubs/procs/wshop10/2005Cranney.pdf](http://sydney.edu.au/science/uniserve_science/pubs/procs/wshop10/2005Cranney.pdf)
- Sivasubramaniam, D., & Cranney, J. (2002). Prospective memory in binge drinkers. *Australian Journal of Psychology*, *54*, 55. [Abstract]
- Ledgerwood, L., Richardson, R., & Cranney, J. (2002). D-cycloserine facilitates extinction of conditioned fear as assessed by freezing in rats. *Society for Neuroscience Abstracts*, *28*, 35. [Abstract]
- Powers, A.S., Cranney, J., & Benedetto, A. (1999) Double startle stimuli induce a faster rate of startle habituation than single stimuli. *Proceedings and Abstracts of the Annual Meeting of the Eastern Psychological Association*, *70*, 63. [Abstract]
- Cranney, J., Kobinata, N., Lukes, D., & Kiernan, M.J. (1997). Dorsal hippocampal lesions disrupt stimulus discriminability as indexed by deficits in generalisation decrement of conditioned freezing. *Society for Neuroscience Abstracts*, *23*, 1595. [Abstract]
- \*Cranney, J., Kehoe, E.J., & Weidemann, G. (1996). A multimedia course in behavioural neuroscience. *Society for Neuroscience Abstracts*, *22*, 253. [Abstract]
- Lukes, D., Cranney, J., Kiernan, M.J., Westbrook, R.F. (1996). Hippocampal lesions attenuate latent inhibition of contextual fear conditioning in the rat. *Society for Neuroscience Abstracts*, *22*, 1380. [Abstract]
- Kiernan, M.J., Bailey, G., Sims, J., Lukes, D., & Cranney, J. (1996). Accumbal lesions attenuate contextual fear conditioning in the rat. *Society for Neuroscience Abstracts*, *22*, 1381. [Abstract]
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- Cranney, J. The effects of midazolam on potentiated startle and freezing behaviour. *Bulletin of the Psychonomic Society*, *30*, 449. [Abstract]
- Brown, R., & Cranney, J. (1992). Acoustic startle stimulation suppresses immunological functioning as indexed by a contact sensitivity response. *Society for Neuroscience Abstracts*, *18*, 1565. [Abstract]
- 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.
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### Selected Reports and Submissions

- \*Cranney, J., Andrews, A., & Morris, S. (2016). Curriculum renewal to build student resilience and success: Phase 1 [ID12-2381]: Final report. Retrieved from <http://www.olt.gov.au/resource-curriculum-renewal-build-student-resilience-and-success-phase-1-2016> See also [unistudentsuccess.com](http://unistudentsuccess.com)
- \*Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J., & Page, S. (2016). *Australian Indigenous Psychology Education Project Curriculum Framework*. Perth, WA: University of Western Australia. Retrieved [http://www.olt.gov.au/search/apachesolr\\_search/dudgeon](http://www.olt.gov.au/search/apachesolr_search/dudgeon) and <http://www.indigenoussyched.org.au/resource/australian-indigenous-psychology-education-project-aipep-curriculum-framework>
- \*Dudgeon, P., Harris, J., Newnham, K., Brideson, T., Cranney, J., Darlaston-Jones, D., Hammond, S., Herbert, J., Homewood, J., Page, S. & Phillips, G. (2016). *Australian Indigenous Psychology Education Project Workforce Capabilities Framework*. Perth, WA: University of Western Australia. Retrieved from <http://www.indigenoussyched.org.au/resource/australian-indigenous-psychology-education-project-aipep-workforce-capabilities-framework>
- \*Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J., & Page, S. (2016). *Australian Indigenous Psychology Education Project Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students*. Perth, WA: University of Western Australia. Retrieved from <http://www.indigenoussyched.org.au/resource/australian-indigenous-psychology-education-project-aipep-guidelines-increasing-recruitment>
- \*Cranney, J. (2015). Student success in large undergraduate classes: Embedding self-management development. Final Report of UNSW Fellowship. Retrieved from <http://unistudentsuccess.com/the-fridge/>. See also [thefridge.org.au](http://thefridge.org.au)
- \*Botwood, L., Cranney, J., & Bennett, D. (with Higgs, J., Kift, S., Oliver, R., & Lee, A.) (2013). A Guide to the ALTF Network. Retrieved from <file:///C:/Users/Jacquelyn/Downloads/Guide.pdf>
- \*Botwood, L., Cranney, J., & Bennett, D. (with Higgs, J., Kift, S., Oliver, R., & Lee, A.) (2013). The Australian Learning and Teaching Fellows' Network: A Collaborative Resource for Higher Education. Retrieved from [file:///C:/Users/Jacquelyn/Downloads/ALTF\\_Resource\\_Booklet\\_Online\\_Version.pdf](file:///C:/Users/Jacquelyn/Downloads/ALTF_Resource_Booklet_Online_Version.pdf)
- \*Cranney, J., Botwood, 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. Retrieved from <http://www2.psy.unsw.edu.au/Users/JCranney/publications.html> or [http://altf.org/wp-content/uploads/2016/08/Cranney\\_J\\_NTF\\_Final-Report\\_2012.pdf](http://altf.org/wp-content/uploads/2016/08/Cranney_J_NTF_Final-Report_2012.pdf)
- \*Cranney, J., et al. (2012) *Global Education: Issues and Practice*. Academic Board. Discussion Paper, University of New South Wales.
- \*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> or [www.psychologicalliteracy.com](http://www.psychologicalliteracy.com)
- \*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*. Retrieved 23 December, 2010, from <http://www.psychology.org.au/publications/inpsych/2010/june/cranney/>
- \*Martin, F., Cranney, J., Varcin, K., Provost, S., Katsikitis, M., White, F., & Cohen, L. (2009). The fourth year undergraduate student experience. *InPsych*. Retrieved 23 December, 2010, from [http://www.psychology.org.au/inpsych/fourth\\_year/](http://www.psychology.org.au/inpsych/fourth_year/)
- \*Skouteris, H., Mrouwinski, V., Cranney, J., & Voudouris, N. (2008). Movement towards a national school curriculum: Implications for psychology. *InPsych*. Retrieved 23 December, 2010, from [http://www.psychology.org.au/inpsych/national\\_school\\_curriculum/](http://www.psychology.org.au/inpsych/national_school_curriculum/)
- \*Cranney, J., & Zinkiewicz, L. (2008). New interest group on teaching, learning and psychology. *InPsych*, 30, 26.
- \*Cranney, J., Turnbull, C., White, F., Provost, S., Martin, F., Katsikitis, M., Voudouris, N., Montgomery, J., Cohen, L., Heaven, P., Morris, S., & Varcin, K. (2008). Development of graduate attributes for the discipline of psychology. *InPsych*, 30, 24-25.
- \*Cranney, J. (2008). *Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum*. [http://altf.org/wp-content/uploads/2016/08/fellowships\\_report\\_cranney\\_dec08.pdf](http://altf.org/wp-content/uploads/2016/08/fellowships_report_cranney_dec08.pdf)
- \*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 23 December, 2010, from <http://www.olt.gov.au/resource-future-psychology-unsw-2008>
- \*Postgraduate Research Interest Group (2003). *Report to Academic Board: Guidelines for the Role of School Postgraduate Administrators*. Sydney: UNSW.
- \*Postgraduate Research Interest Group (2003). *Report to Academic Board: Guidelines for the Role of School Postgraduate Co-ordinators*. Sydney: UNSW.
- \*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.



- \*Academic Board Working Party on Expediting the Examination of Theses (2000). *Report to Academic Board: Expediting the UNSW Research Thesis Examination Process*. Sydney: UNSW.
- \*Academic Board Working Party on Guidelines for Postgraduate Research (2000). *Report to Academic Board: UNSW Guidelines for Postgraduate Research*. Sydney: UNSW. Retrieved 23 October, 2008, from <http://www.chem.unsw.edu.au/postgrad/PhDMScResources/GuidSupvPGR.pdf>
- \*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.
- \*Cranney, J., Guilhaus, M., & Swarbrick, H. (Eds) (1997). *Interim Report: Optimising postgraduate research supervision in the science and technology based faculties*. Sydney: UNSW.

**\*Invited Keynote Presentations and Colloquia (2009- )**

- Cranney, J. (2017, September). *What is the future for psychological literacy?* **Invited Keynote** Address at the Australian Psychology Learning and Teaching Conference, September 15-17, Ipswich.
- Cranney, J. (2017, July). *Is psychological literacy a useful concept in psychology education?* **Invited Keynote** Address at the Vancouver International Conference on Teaching of Psychology, July 27-29, Vancouver.
- Cranney, J. (2016, September). *Psychological literacy*. Macquarie University Faculty of Human Sciences Occasional Address. Macquarie University, Occasional Speaker, Macquarie University Graduation, September 22.
- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). *Psychological literacy and undergraduate education*. Invited address in Opening Panel on “Psychological Literacy”, International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J., Morris, S., Botwood, L., & Andrews, A. (2014, August). *Psychological literacy in Australia: Role of the educator*. Invited address for Australian and New Zealand Panel on “Tips for Teaching from Australian and New Zealand”, International Conference on Psychology Education, Flagstaff, AZ, USA.
- Cranney, J. (2014, October). *What are the aims of psychology undergraduate education?* Invited colloquium, School of Psychology, Australian Catholic University, Sydney, Australia.
- Cranney, J. (2014, December). *What should be the outcomes of undergraduate psychology education?* Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Universita di Trento, Rovereto, Italy. [Also University di Padova]
- Cranney, J. (2014, December). Evidence-based teaching in psychology education. Invited colloquium, Dipartimento-Psicologia e Scienze Cognitive, Universita di Trento, Rovereto, Italy.
- Cranney, J. (2014, December). *Surviving and thriving at university and beyond: Student self-management, global literacy, and the role of university education*. Invited colloquium, Universita di Trento, Trento, December 9, 2014.
- Cranney, J. (2014, September). *Future-proofing UWS Psychology*. Invited talk; Chari, Chair, UWS Psychology External Advisory Committee, Western Sydney University, September 17.
- Cranney, J. (2014, May). *Survival of the most psychologically literate: The case for psychology graduate skills*. **Invited Keynote** Address at the Graduate Psychology Skills Conference, Melbourne.
- 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 Vancouver International Conference on Teaching of Psychology, July 29-31, Vancouver.
- Cranney, J. (2009, September). The role of psychological literacy in undergraduate education. Invited Address presented at the Annual Conference of the Australian Psychological Society, Darwin.

**\*Invitations to Facilitate or Speak at Workshops/Retreats, and to Review Programs (July 2010- )**

- Cranney, J., & Andrews, A. (2016, September). *Networks and collaborative projects: Facilitating the development of evidence-based self-management strategies in Australian University students*. Paper presented at the 2016 National Symposium on Enhancing Student Mental Health and Wellbeing, September 9, Melbourne (<http://melbourne-cshe.unimelb.edu.au/research/experience/enhancing-student-wellbeing/2016-symposium-student-wellbeing-matters>).
- Deakin University *Psychological Science Course Suite Review*. (2014, August). External member of Review Committee. Deakin University, August 12.
- Cranney, J., Andrews, A., & Morris, S. (2013, July). *Curriculum renewal to build student resilience and success: Phase 1*. Invited paper presented at the meeting of the Special Interest Group for Student Well-being, International First Year in Higher Education Conference, Wellington, NZ.

- Cranney, J. (2012, November). *Psychological literacy and global citizenship*. National Showcase on Embedding Intercultural Skills in the Curriculum (convened by Anita Mak). And: *Undergraduate Psychology Education Workshop*. November 12-13, Canberra.
- University of Southern Queensland 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). International expert for 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. This retreat produced a key report ([http://www.pnarchive.org/docs/pdf/UG\\_PSYCHOLOGY\\_WEB.pdf](http://www.pnarchive.org/docs/pdf/UG_PSYCHOLOGY_WEB.pdf)); psychological literacy as a key UG education outcome was promoted
- 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.
- USA Review of Undergraduate Psychology (2008). Only invited external participant in the National Conference on Undergraduate Education in Psychology, which produced the 2010 book, and reincarnated the concept of psychological literacy: see *psychliteracy.com*

### Selected Conference Presentations

- \*Cranney, J. (2016, September). Facilitating psychological literacy in psychology education and training. In S.Morrissey & J.Cranney (Chairs), *Innovation in psychology education and training: Opportunities, barriers and solutions*. DPRET Forum conducted at the First Australian Psychological Society Congress, September 13-16, Melbourne.
- \*Cranney, J., Nithy, V., Morris, S., & Baldwin, P. (2016, July). Facilitating psychological literacy through evidence-based self-management strategies in Australian undergraduate students. In J.Cranney (Chair), *ICOPE: Facilitating psychological literacy in diverse contexts: Session 2*. Symposium conducted at the 31<sup>st</sup> International Congress of Psychology, July 24-29, Yokohama, Japan.
- \*Morris, S., & Cranney, J. (2014, January). *Flipped classroom delivery of a unit on the science of student success*. Poster presented at the 36th Annual Conference of the National Institute for the Teaching of Psychology, St. Pete's Beach, FL, USA.
- \*Cranney, J., & Morris, S. (2014, September). *Flipped classroom delivery of a unit on the science of student success*. In S. Morrissey (Chair), *Recent advances in curriculum design in the Australian context*. Symposium at the 49<sup>th</sup> Annual Conference of the Australian Psychological Society, Hobart, Australia.
- \*Cranney, J., Morris, S., & Spehar, B. (2012, September). *The role of capstone experiences in scientific literacy, employability and global citizenship*. Paper to be 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 conducted at the 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 to be conducted at 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*. Symposium paper presented at the 27<sup>th</sup> International Congress of Applied Psychology, July 11-16, 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 27<sup>th</sup> 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 4<sup>th</sup> International Conference on Psychology Education, Sydney. Retrieved 23 December, 2010, 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 4<sup>th</sup> International Conference on Psychology Education, July 8-11, Sydney.
- \*Cranney, J. (2010, July). Introduction. In J. Cranney (Chair), *Psychological literacy and global citizenship: Why should psychology educators care?* Symposium conducted at the 4<sup>th</sup> 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. Retrieved 3 September, 2012, from <http://icope2010.psy.unsw.edu.au/program/Martin%20et%20al.pdf>
- \*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 31<sup>st</sup> 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 23 October, 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 2008 43<sup>rd</sup> 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 42<sup>nd</sup> 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 29<sup>th</sup> 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 4<sup>th</sup> 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 18<sup>th</sup> 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 18<sup>th</sup> 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 8<sup>th</sup> 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 6<sup>th</sup> 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 34<sup>th</sup> Annual Conference of the Australian Psychological Society, Hobart.

## LISTING OF TEACHING ACTIVITIES

### **Undergraduate Courses Convenor/Co-convenor**

- PSYC1001/GENS9001 Psychology 1A, 2004-2006  
 PSYC1011/GENS9002 Psychology 1B, 2003-2007  
 PSYC1021 Introduction to Psychological Applications, 2000, 2008-  
 PSYC1031 Psychological Science of Resilience, 2013-  
 SCIF1021 Psychology Module, 2009-2012  
 PSYC2081 Learning and Physiological Psychology, 1999  
 PSYC3011 Psychology Research and Application, 2012-  
 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  
 [Note: these listings may not include occasional absences due to leave]

### **Undergraduate Courses Contributor**

- PSYC1001 Psychology 1A, 2004-2006, 2009-2014, 2017  
 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  
 PSYC2061 Social and Developmental Psychology, 2011-  
 PSYC2081 Learning & Physiological Psychology, 1997, 2002  
 PSYC3051 Physiological Psychology, 2003  
 PSYC3241 Psychobiology of Memory and Motivation, 2004-  
 PSYC3291 Psychology 3A, 1998-1999  
 PSYC3331 Health Psychology, 2004-2006  
 PSYC3506 Psychology for Optometrical Practice, 1995  
 PSYC4106 Psychology (Optometry), 1991

#### **Postgraduate Courses Convened**

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**

78 Honours theses (2 University Medal Awardees)

16 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

Z Bahrami Ehsan, 2011-2015, PhD awarded 2015

### **LISTING OF 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 Undergraduate Studies Committee, Academic Quality Committee, 2010-2016

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, 2004-2005

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, 2005-2011  
 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, 2005-2011  
 Co-ordinator, First Year Psychology, 2003-2011  
 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, 2012-  
 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

**ADDITIONAL SERVICE ACTIVITIES****Journal Review**

\**Psychology Learning and Teaching* (Editorial Board 2014-2016)  
 \**Teaching and Learning Inquiry* (Editorial Board)  
 \*Guest Editor for *Australian Journal of Psychology* Special Issue (2013) on psychology education  
 Occasional reviewer: *Animal Learning & Behavior*; *Archives of General Psychiatry*; *American Psychologist*;  
*Australian Psychologist*; *Australian Journal of Psychology*; *Behavioral Neuroscience*; *Biological Psychology*;  
*Biological Psychiatry*; *Learning and Memory*; *Neuroscience Letters*; *Neuropsychopharmacology*; *Synapse*

**Grant Review**

\*Office for Learning and Teaching, Commonwealth Government of Australia  
 Australian Research Council; National Health & Medical Research Council; Australian Brewers Foundation; New Zealand Neurological Foundation