



School of Psychology and Psychiatry

Annual Report 2010



Brain Development and Repair
Mental Health

The School of Psychology

and Psychiatry is unique in bringing together the disciplines of psychology and psychiatry into a successful academic partnership. The school spans research from the basic behavioural through to applied health services research. We combine teaching, research and clinical training in the professions of psychology and psychiatry and serve by far the largest number of clinical populations across a diverse range of treatment settings in Melbourne and rural regions.

The school is committed to providing a world-class centre for the assessment, treatment and prevention of brain and mental disorders. This dynamic research environment translates into research-led teaching which provides students with cutting-edge courses across the spectrum of student experience.



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2010: A report from the outgoing Head of School



2010 was a year of significant achievements, challenges and opportunities for the School. Both academic and professional staff have worked with dedication to incorporate and benefit from these many changes. Nationwide changes in the university sector have led to the reorganisation of a number of our teaching programs and in particular the programs in Organisational Psychology and Health Psychology have regrettably been phased out.

The dedication of staff who have led and taught into these programs over a number of years has been recognised but is emphasised again. After extensive review, a transparent and fair workload model has been implemented but it is necessary that staff continue to provide feedback on its operation.

Innovation in teaching continues with highlights being the Psychology Honours program and Mental Health for the Teaching Professions program. A timely review of the Psychology Undergraduate programs is also proceeding well.

The research output of the school continues to increase as evidence of collaboration between school staff. The following research successes are of particular note:

- One NH&MRC Program Grant (Bruce Tonge with USyd and UQ)
- Four NH&MRC Project Grants (Chief Investigators: Paul Fitzgerald, Nicole Rinehart, Jayashri Kulkarni x 2)
- One NH&MRC Fellowship (Jerome Maller)
- Two ARC Discovery Project Grants (Kim Cornish, Julie Stout)
- Imaging expertise boosted with NH&MRC Equipment Grant
- The welcome arrival of Professor Gary Egan to lead the Imaging endeavours of the School
- Monash Research Accelerator Program (Pam Snow, Penny Hasking, Kate Hoy)

The school again hosted a very successful Mental Health Week with input from prominent members of the community who have suffered themselves from mental illness and are leading public advocates.

Bruce Tonge
Professor and Head

The Future: A report from the new Head of School



As incoming Head of School I've been witness to what has been a year of transformational change for the School of Psychology and Psychiatry. The collective challenges and outstanding achievements we have made have all brought us one step closer to realising our goal – to be a leading school within the Faculty of Medicine, Nursing and Health Sciences.

Our school is unique in Australia, merging the disciplines of psychology and psychiatry into a successful academic partnership. The two disciplines may seem disparate at first glance, but together offer a powerful combination of research innovation and superior education. One of the reasons I was drawn to the school was the enormous combined potential of psychology and psychiatry to produce cutting-edge research that impacts both the scientific and clinical community as well as to the broader community outside the academic sector.

As a school we are committed, without compromise, to research and education excellence.

- In 2010, we appointed four new, talented academics from Harvard University (USA), Cardiff University (Wales), the University of Canterbury (New Zealand), and the University of Melbourne. Each complements and enhances our core research strengths in neuroscience and mental health.
- During 2010, psychology embraced an ambitious digital educational strategy that provides an environment that will produce students and academics that blend state-of-the-art e-technology with superior face-to-face interactions that enrich the learning experiences and creates an open door to research discoveries for all students across all years. This progressive approach to teaching and learning is aligned with the wider University ambition to establish Monash University as a national and international leader in digital education.
- 2010 was also an exciting year for psychiatry undergraduate teaching, with Associate Professor Rob Selzer handing over the coordination of our Medicine of the Mind program to Dr Revindran Nair who will take this program to the next level of innovation.

This commitment, alongside our stellar grant success, will consolidate our reputation as the leading school in the disciplines of both psychology and psychiatry. I would like to thank all those within the school who have worked hard to bring us this far, and I am excited about the opportunities that lie ahead.

Kim Cornish

Professor and Head of School

Successful Academic Partnerships

The School is unique in bringing together the two disciplines into a successful academic partnership. In this section we highlight just a few examples of the cross-disciplinary research and teaching that occurs within the school.



What is Psychology?

Psychology is the study of mind and behaviour. It is a broad scientific discipline that includes investigations of the brain, learning, memory, reasoning, decision making, language, developmental and social processes, personality, and mental health and well being.

A psychologist is a professional who has completed a four-year undergraduate degree in the scientific discipline of psychology followed by a minimum of two years of professional training, either via a postgraduate degree (masters or doctorate) or via a supervised training program.

Areas of professional specialisation include: clinical psychology; clinical neuropsychology; health psychology; forensic psychology; counselling psychology; educational and developmental psychology; organisational psychology; and sport psychology.

Psychologists work in diverse settings including: public and private hospitals; clinics and community health centres; alcohol and drug services; welfare agencies; the courts; major corporations; universities and research centres; schools; and independent practice.



What is Psychiatry?

Psychiatry is the medical speciality devoted to the study, diagnosis and treatment of mental disorders.

A psychiatrist is a medical practitioner/doctor who has taken further specialist training to be an expert in the diagnosis and treatment of all of the mental illnesses that humans can suffer.

Psychiatrists usually also develop further specialist expertise in sub-specialty areas such as working with elderly people or children or people in the forensic services (offenders and people in prisons) or the mental health problems associated with physical illness.

Psychiatrists are authorised to prescribe the large range of medications that are helpful in treating mental illness but many also have special skills in various forms of psychotherapy (e.g. counselling, talking therapies, CBT).

Psychiatrists usually work in public mental health services and/or hospital/university research and teaching professions.



Dr Peter Enticott

Dr Enticott was awarded his PhD in psychology “Impulsivity, inhibitory control and aggression among violent offenders.” In his clinical brain science research, undertaken with his psychiatrist colleagues at the Monash Alfred Psychiatry Research Centre, he combines aspects of psychology, psychiatry and neuroscience to improve our understanding and treatment of major mental disorders, particularly schizophrenia and autism.

A current research project under his direction: An investigation of brain function in autism spectrum disorders using TMS, fMRI and EEG.



Professor Louise Newman

Professor Newman is qualified as both a psychologist and a psychiatrist. She brings together the different approaches of the two fields, with a particular neuroscience focus, both within her own work and that of her colleagues within the Centre for Developmental Psychiatry and Psychology. She works closely with advocacy groups for the well-being of refugees and has undertaken much research in the field of psycho-social trauma and recovery in children and adolescents.

A current research project under her direction: Parenting with Feeling: Evaluation of an attachment based group parenting intervention for high-risk mothers.



Dr Stuart Thomas

Dr Thomas undertakes research in the criminal justice system, working with a team of psychologists and psychiatrists at the Centre for Forensic Behavioural Science in partnership with Victoria Police and psychiatric hospitals. He has made significant contributions to the behavioural sciences field through his research exploring the interface between policing and people with mental disorder. He maximises the practical utility of research findings at both policy and practice levels, disseminating findings to a broad range of professional and clinical services, targeting both specialist and mainstream audiences.

A current research project under his direction: Police responses to people in distress at risk of harm to themselves or others: Understanding the etiology of attempted suicide-by-police.



Professor Jennie Ponsford

Professor Ponsford, one of the champions in the establishment of the Doctor of Psychology program and Director of the Monash Epworth Rehabilitation Research Centre, has more than 30 years clinical and research experience in the field of traumatic brain injury and rehabilitation. She has developed one of the largest databases worldwide, examining long-term outcome following traumatic brain injury and the impact of injury-related, psychosocial, genetic and cultural factors. Her translational research work has included partnerships with the Transport Accident Commission, Victorian Neurotrauma Initiative and the Department of Human Services, informing policy changes and leading to the creation of Mild Head Injury Booklets introduced into the Emergency Departments of Victorian hospitals, and a community-based model of rehabilitation for traumatic brain injury. In-depth studies of the evolution and mechanisms underpinning psychiatric disorders following traumatic brain injury, as well as fatigue and sleep disturbance, have formed the basis of current NHMRC-funded intervention studies to alleviate these disorders.

Source: School of Psychology and Psychiatry Research Office

Research Summary

School Research Performance

Research Funding	2009 \$,000	2010 \$,000
ARC Income	819.1	791.9
NHMRC Income	2,846.0	2,876.5
Other Competitive Commonwealth funding	64.1	348.3
Other Income	3,099.8	3,585.8
Total:	6,829.1	7,602.5

Major Grants

ARC grants awarded to the school	6	3
NHMRC grants/fellowships awarded to the School	6	5

Publications	2008	2009
Books	2	3
Peer-reviewed Journal Articles	222	206
Book Chapters	18	19
Conference Papers published in proceedings	7	5
Granted Patents	-	1
Government/Industry Research Reports	-	1

Source: School of Psychology and Psychiatry Research Office

Education Summary

School Teaching Load	Commencing Actual Load	Returning Actual Load	Total Actual Load	Total Number of student unit enrolments (est)
UG	478.656	630.098	1,108.75	8870
GPG	62.396	139.866	202.262	1618
HDR	32.043	130.74	162.783	n/a
ALL	573.095	900.703	1,473.80	11790

Source: Kronos. University Planning and Statistics

The school has a complex undergraduate profile, administering four programs directly:

- Bachelor of Behavioural Neuroscience;
- Bachelor of Psychology (with Honours);
- Bachelor of Psychological Science and Business; and
- Graduate Diploma of Psychology.

In addition to these degree programs, the school, as the Academic Organising Unit for Psychology across Monash University, offers units to students in nine out of 10 faculties. The core psychology units provide students studying a wide range of degrees the opportunity to undertake the first step in the pathway to becoming a registered psychologist. In addition to the psychology programs we also teach into Psychiatry units of the MBBS program in Years 1, 2 and 4.

The school also provides the opportunity for students to undertake the next step in the pathway to becoming an accredited psychologist through its accredited Doctor of Psychology research degree programs in both Clinical Psychology and Clinical Neuropsychology. For prospective psychiatrists, the school offers students a Master of Psychological Medicine, while professionals working in the mental health fields have a number of other postgraduate coursework programs from which to choose, from Graduate Certificate through to Masters programs. In 2010, we also provided more than 150 students with professional training through our short course programs during the year.

Our Work:

Undergraduate Teaching

The School harnesses the unique opportunities presented through the merging of the disciplines of Psychology and Psychiatry to develop world-class, research-led undergraduate programs supported by innovative pedagogy, technology and teaching approaches.

Psychology

As a discipline, Psychology continues to make substantial contributions to improving the human condition. Major advances in this field require innovative and multidisciplinary approaches, drawing upon expertise from related fields such as psychiatry, neuroscience (in particular cognitive neuroscience) and neurology, genetics and molecular biology. Monash University has world class leaders and facilities in Psychology as well as all of these cognate disciplines. This provides our Psychology undergraduate students with exceptional training opportunities to support their development into outstanding scientists and scientist practitioners, as well as a broad range of other career pathways.

Psychiatry

The key mission for the undergraduate program in the discipline of psychiatry is for the program to have a seamless education in Psychology, Psychological Medicine and Psychiatry across the breadth of the undergraduate medicine program. One of the key attributes of this “Medicine of the Mind” program is that the course will be taught by many of the same individuals from the first year of undergraduate medicine through to the final years, so that students have a smooth transition from presumably no psychological background in first year to being “doctor ready” by the time they have finished their undergraduate training in medicine.

A goal of this program is to increase the number of medical graduates wanting to undertake psychiatric training and as such we have strategised to make the teaching of Psychiatry clinically relevant, enjoyable and engaging for students: this includes more patient contact and the use of “real” rather than textbook patients for students. Students are also encouraged, during their psychiatry placement, to work with clinicians and participate in clinical teams, to give them a sense of involvement and provide them with first-hand experience.

Innovation – Gateway Project

In 2010 the School initiated a project that, from 2011, will trial the use of an innovative online blended learning system that can identify a student’s current level of knowledge and use this information to produce a personalised set of study materials based on the student’s individual needs.

These changes are just the first step in a five-year plan to enhance the quality and sustainability of undergraduate teaching in psychology. This School goal complements the wider university ambition to establish Monash University as a clear national leader in innovative and effective learning, teaching and collaboration technologies through initiatives like the Virtual Learning Environment and the MyLearningSpace programs.

The Gateway project is being run in collaboration with, and is generously supported by, both the Faculty of Medicine, Nursing and Health Sciences and the Office of the Deputy Vice-Chancellor (Education).

Innovation – the Honours HQ

The School of Psychology and Psychiatry opened a new dedicated learning space for Honours students – named ‘Honours HQ’ by this year’s students.

The establishment of Honours HQ is part of a larger research project being conducted by the School to enhance the quality of the honours experience. The new learning space consists of a suite of four renovated rooms on the fourth floor of Building 13D at Clayton campus. The rooms have been converted into a kitchen/living area; a group or ‘noisy’ study area; a meeting room; and a room for individual, quiet study.

It is hoped that providing students with their own space will support the growth of a strong, scholarly learning community as a model of research practice and education. Planned activities, such as the ‘Research Hubs’, facilitate opportunities to develop stronger networks within the Honours community, as well as encourage interdisciplinary exchange for supervisors and students across the School.

Renovation of the space was made possible through a grant awarded to Shantha Rajaratnam, Wendy McKenzie and Kim Cornish from the Office of the Pro Vice-Chancellor (Learning and Teaching) and the Faculty of Medicine, Nursing and Health Sciences. Future improvements to Honours HQ will include the addition of technology to support collaboration and communication.

Innovation – the Student Shadowing Program

Advances in Psychology, Mental Health and Neuroscience, introduced in 2010, was developed exclusively for 3rd year Bachelor of Psychology (with Honours) students. This unit introduces our best students to research across the school by providing lectures from leading researchers and giving students the opportunity to witness research activities first hand. Students are paired with an active researcher within the school and are required to shadow two research-related activities throughout the semester. In 2010, 40 staff from both disciplines, from junior to senior levels, and from at least 10 school sites, contributed to this new unit through the delivery of Expert Lectures and Workshops, site visits and the underlying student shadowing program. Students relished the opportunity to see how research really works and both students and researcher participants valued the experience



Excellence – Student Academic Awards

In 2010, the following students were presented with their Awards for Academic Excellence at the Faculty's Prize night

First Year

Melanie McGrath – First Year Psychology Prize for the first-year Psychology core units

Sara MacSood – First Year Prize for the first-year Behavioural Neuroscience core unit.

Sally Robinson – McGraw Hill Psychology 1011 Prize

Nathan Ramanlal, Melanie McGrath and Melissa Sagligari – McGraw Hill Psychology 1022 Prize (joint winners).

Second Year

Celia Pais – Stella Crossley Prize for the second-year Psychology core units.

Annelise Avitabile – Second year Prize for Behavioural Neuroscience core units.

Shelly Lee – Cengage Award for Cognitive Psychology.

Third Year

Laura Krause – Malcolm MacMillan Prize for the third-year Psychology core units; and the William Webster Prize for achieving the highest aggregate mark in the nine Psychology core units in the Psychology major.

April Philpott – John Bradshaw Prize for the third-year core Behavioural Neuroscience units.

Benjamin Spivak – Australian Mensa Annual Prize for Psychological Testing, Theories of Ability and Ethics.

Fourth Year

Gemma Read – the Australian Psychological Society Prize for fourth-year Psychology.

Jane Hughes – the McGraw Hill Australia Award for Psychological Assessment; and the Oxford University Press Prize for the Ethics and Professional Issues unit.

Honours

Plato Mak and Anna McClaren – The Pfizer Award for Behavioural Neurosciences, with Honours in Psychology (joint winners).

Daniel Shea – the Ross Day Prize for Psychology Honours. Daniel was also awarded the Ross Day Medal for exhibiting exceptional achievement in the Psychology Honours program. The medal is not awarded every year, only when a student's work is considered worthy of the high distinction.



Left to right: Shelly Lee, Laura Krause, Daniel Shea, Professor Kim Cornish, Jane Hughes, Celia Pais, Benjamin Spivak



Professor Kim Cornish and Daniel Shea.

Sunway campus

Yang Jun Ken was a member of the first class to graduate from the Bachelor of Psychology and Business (BPsychBus) degree at the Sunway campus in March 2010. He was the inaugural BPsychBus inductee of the Best Graduating Student Award which is given in each Sunway campus course to the student with the top weighted average results for their graduating cohort. Apart from completing the APAC accredited psychology sequence, he also completed a major in banking and finance and is now working for Great Eastern Life as a fixed income securities dealer.



Yang Jun Ken and Dr. Shamsul Haque

Choo Ser Yin commenced her studies in the Bachelor of Psychology and Business at Sunway in July 2007 and graduated in November 2010, where she was conferred with that cohort's Best Graduating Student Award. She completed the APAC accredited psychology sequence and also majored in Economics. She is undertaking honours in Psychology as part of the Sunway campus inaugural honours intake in 2011.



Left to right: Mr and Mrs Choo Keng Yeng, Choo Ser Yin and Dr. Carina Chan

Honours Research

Ryan Kaplan presented a paper based on his Honours Research to the International Congress of Applied Psychology (ICAP) in July 2010. The paper, *Influencing desire and intention to perform health behaviours: A reverse effect of regulatory fit*, was based on research conducted in his 2009 honours year. Ryan's honours research focused on cognition in a non-clinical population, which he says "stimulated my interest in cognitive processes more broadly, and I found myself developing an interest in investigating cognition in people with mental illness. This led me to consider the DPsych." Ryan is now completing his Doctor of Psychology (Clinical Psychology) with the school, specialising in Health Psychology, where he says he is able to develop "both clinical and research expertise, and to gain experience in a variety of clinical settings



working with people with all sorts of presentations". His doctoral research is in the field of bodily self-perception in *Body Dysmorphic Disorder*.

Our Work:

Postgraduate Coursework and Professional Training

The school seeks to maximise student choice, flexibility and options for postgraduate study. Students have the opportunity to enrol in a wide variety of quality programs offering professional qualifications and training for a number of professions working within allied health, welfare and education fields. Academic staff contributing to these programs are involved in a broad variety of research, clinical and professional endeavours which enhances the teaching into these programs.

Throughout 2009 the school's postgraduate course offerings were reviewed as part of the school's review of its entire suite of teaching activities. The review included a detailed cost analysis of teaching activities by program; consultation with course coordinators; and working parties who were charged with the challenge of reducing sessional teaching costs, reducing the number of unit offerings and increasing academic staff contribution to core units.

A key outcome of the review is the development of a Master of Mental Health Sciences program, which will offer opportunities for specialisation or a more general field of study, to students from across the entire faculty. The proposal for this new Masters program has been worked on progressively over 2010, and we expect that the new degree will be available to students for the first time in 2012.

Further, we will provide professional development opportunities for practitioners, clinicians and other professionals. These important programs, providing the opportunity for the school to engage with communities and disseminate knowledge more broadly, will utilise the already existing expertise within the school and bring together the many different professional development programs that have run throughout the school and its clinical sites. Thus, at the end of 2010 Dr Kylie Gray was appointed to oversee the school's suite of offerings, as part of the new Postgraduate Coursework and Professional Training Directorate.

The School continually strives to deliver high quality, innovative education programs that are responsive to the needs of the health care industry and engaging for students

Coursework Programs offered in 2010

- Master of Psychological Medicine
- Master of Child Psychoanalytic Psychotherapy
- Graduate Diploma in Child Psychotherapy Studies
- Graduate Diploma in Mental Health Studies – Community Mental Health
- Graduate Diploma in Mental Health for the Teaching Professions
- Graduate Diploma and Graduate Certificate in Forensic Behavioural Sciences
- Graduate Diploma in Psychology

Professional Training programs held in 2010

- Ethnographic and Qualitative Research Methods
- Introduction to multi-level modelling
- Mindfulness Based Cognitive Therapy
- Psychopharmacology for clinical psychologists and allied health workers
- Educational Forum: Self injury in schools and universities: does zero tolerance work?

Our Work: Research Degrees

The school's Research Degree programs are a hallmark of our research excellence. We offer students the opportunity to undertake a Doctor of Philosophy (PhD) in either psychology or psychiatry, or a Doctor of Psychology in either Clinical Psychology or Clinical Neuropsychology.

At the end of 2010 the Postgraduate Directorate was split in two allowing the Research Degrees Directorate to better focus on fostering our vibrant research environment for our doctoral students; and thus ensuring that we more fully contribute to the school's vision of academic excellence

Our PhD programs enable students to complete extensive, independent research in either of our two disciplines. With the school's engagement in a wide range of cutting-edge activities, and the utilisation of interdisciplinary technology platforms, students are also exposed to the multi-disciplinary nature of these fields of research.

Our Doctor of Psychology programs prepare graduates, using the scientist-practitioner model, for research and work in a wide variety of fields. Students in both programs utilise the training facilities available in our school Clinical Psychology Centre, and, in each program student training is enhanced through specialisation in their 3rd year of study. In Clinical Psychology the specialisations currently include: Clinical Child, Adolescent and Family Psychology; Clinical Forensic Psychology; and Advanced Health Psychology. In Clinical Neuropsychology the specialisations currently include: Rehabilitation; Geriatric Neuropsychology; Psychiatric Neuropsychology; and Forensic Neuropsychology.



Simon Vincenzi:

The field of psychopathy and intimate partner violence might be a distressing topic but Simon Vincenzi describes his research into intimate partner violence, personality pathology, and adult attachment styles as “more harrowing than enlightening so far”. He concedes this may change when he begins to collect the data from the men who engage in intimate partner violence, but so far he's had a great many “a-ha” moments as he calls them; insights into behaviours and practices that many find unfathomable.

“Often times kids who are abused, or observe abuse, grow up to be the abusers. Another thing I found shocking was just how prevalent it is. Because most people don't talk about it, I don't think the general public realises how often it goes on, which can

be isolating for women who are the victims of abuse. In Victoria, intimate partner violence effects more women than depression!” Simon explains.

It wasn't until he enrolled in a psychology elective unit in the third year of his Bachelor of Arts (Communications) degree that Simon identified his own future career. Psychology immediately captured his interest and he enrolled in the Graduate Diploma of Psychology, followed by an honours year in psychology. In 2009 he became a member of a team involved in sleep research which was published in the journal, *Frontiers in Neurology*.

“My undergraduate studies made me realise I wanted to do something in the area of clinical psychology (either neuropsychology or purely clinical); my honours year helped me realise I wanted to be a clinical psychologist. And, to add to that, my doctorate has helped me realise I want to be a forensic psychologist, which, thanks to the DPsych, I can also do.”

His biggest ambition at present is like any doctoral student; for research to go through without any major hiccups and to submit his thesis in 2013. Then he hopes to commence his clinical and research career as a forensic psychologist.

2010 Doctoral Student completions:

PhD

Kathleen Bagot	Primary school playgrounds as restorative environments: an empirical investigation of Attention Restoration Theory
Ruth Ballardie	Making gender trouble: tomboys and their sisters
Bianca Brijnath	Four days of light and it's dark again: dementia care in India
Joanne Brooker	Quality of life among individuals diagnosed with an acoustic neuroma
Amanda Commons Treloar	Guilt, masochism, and self harm in the borderline patient: using educational interventions to improve clinician attitudes and diagnostic practices with borderline personality disorder
Melina Czymoniewicz-Klippel	Reconstructing Cambodian childhoods
Maria Damianova	Ontogenetic trends in the formation, structure and functions of private speech
Philip Flint	Emotional and behavioural problems in Indigenous adults with intellectual disability
Joanna Mitchell	Enduring happiness: a study of online well-being interventions
Barbara Pennington	Investigating the mental health of older people with an intellectual disability
Leannnda Read	Individual differences in the automatic lexical processes of young independent readers
Cindy Wall	The psychological consequences of work injury: the influence of personality, worker's compensation, and perceptions of justice
Qi Feng Wang	An assessment of the medical and psychosocial outcomes of adolescents with heart disease
Shaun Watson	The development of shame and guilt from late childhood to mid-adolescence

2010 Doctoral Student completions:

DPsych Clinical

Debra Bennett	An investigation of 435 sequential homicides in Victoria: the implication of psychosis, motive for offending, substance abuse and gender
Chi Meng Chu	The predictive accuracy of static and dynamic measures for assessing risk of inpatient aggression in a secure psychiatric hospital
Michael Davis	Of broken legs and smoking guns: structured professional judgment and violence risk assessment
Dominic Doyle	Australia's preventive detention laws: an analysis of risk assessment practices and characteristics of sex offenders
Joanne Griffith	Substance use and personality characteristics of mentally ill offenders
Kate McGregor	Psychopathy, violence, and violent victimisation in schizophrenia
Bronwyn McKeon	The role of offender typology on perceptions of stalking: community and police perspectives
Janet Ruffles	The management of forensic patients in Victoria: the more things change, the more they remain the same
Rebecca Scott	Ecstasy users: risk factors for depressive and anxiety symptomatology
Karen Skinner	Self-efficacy, optimism and depressive symptoms in a community sample of Australian adolescents
Ruth Tisher	A study of obsessive-compulsive phenomena: self-ambivalence, perfectionism and romantic attachment
Lola Tsiaras	Cross-sex friendships: an exploration of their evolutionary mating functions and attachment quality
Melisa Wood	Characteristics of mentally disordered offenders who engage in persistent and versatile violent behaviours: an examination of Axis I and II comorbidity, psychopathy, and offender typologies

DPsych Clinical Neuropsychology

Nicholas Bradfield	Repetitive Transcranial Magnetic Stimulation of the dorsolateral prefrontal cortex: effects on mood and functional connectivity
Upeka Embuldeniya	Symptomatic focal epilepsy in childhood: cognitive effects of seizure onset during a critical developmental period
Kate Gould	An examination of the relationships between psychiatric disorders and traumatic brain injury: a prospective study
Caroline Nadebaum	Cognitive and behavioural outcomes of school aged children exposed prenatally to antiepileptic drugs
Belinda Renison	Construct and ecological validity of a new virtual reality measure of executive function; the Virtual Library Task

Our Work: Research

Leading the way in approaching brain and behaviour from a multi-disciplinary perspective the School spans basic behavioural and laboratory science through to clinical health services research in both psychology and psychiatry. The School's research aims to develop and apply brain and behavioural understandings to social problems. We translate our research findings into evidence-based practice policy and training.

We have a range of academic researchers, clinical psychologists and psychiatrists working together to better understand and inform neuroscience of behaviour and cognition. We use the latest imaging technologies to find out how the brain develops, how it is involved in behaviour, cognition and movement of healthy people and of people with mental illnesses or developmental disorders, and how the brain repairs itself. We are linking neuroscience into medical practice and the everyday lives of people with mental illness, their families and carers.

Our behavioural and cognitive neuroscience is complemented by the work we do with our patients, researchers, clinicians and health services in developing and testing new and innovative treatments for mental illnesses. Our research both informs and is informed by actual treatment and prevention in mental health services, and we are actively involved in a diverse range of treatment settings in Melbourne and rural regions. As well as increasing understanding, prevention and treatment of mental illness, much of our work centres on maintaining mental health, both in preventing mental illness and in promoting wellbeing, with our psychiatrists and psychologists working closely with general practitioners and patients on novel and useful techniques for preventing relapse in depression.

Centres

Characterised by research with a strong social relevance and a high level of involvement in clinical practice, the school has five centres within the faculty. Each of the five centres is based within a partner health service/hospital.

Monash Alfred Psychiatry Research Centre (MAPrc)

Professor Jayashri Kulkarni
Bayside Health/The Alfred

- Women's Mental Health
- Brain Stimulation and Neuroscience
- Psychopharmacology
- Cognitive Neuropsychiatry



Centre for Developmental Psychiatry and Psychology (CDPP)

Professor Louise Newman
Southern Health/Monash Medical Centre

- Mental health in children and adults with developmental and intellectual disabilities
- Autism and other pervasive developmental disorders
- Psychosocial trauma and recovery
- School refusal and truancy
- Infant mental health and attachment



Centre for Forensic Behavioural Science (CFBS)

Professor James Ogloff
Forensicare/Thomas Embling Hospital

- Violence and offending in adults and youth
- Relationship between mental illness and offending
- Understanding and treating problem behaviours (eg stalking, threatening, arson)
- Policing services and people with mental illnesses and intellectual disabilities



Monash Epworth Rehabilitation Research Centre (MERRC)

Professor Jennie Ponsford
The Epworth Hospital

- Impact of background factors on recovery from Traumatic Brain Injury
- Social and community impact of traumatic brain injury
- New treatments for sufferers of traumatic brain injury



Southern Synergy

Professor Graham Meadows
Southern Health/Dandenong Hospital

- Early intervention
- Headache and migraine
- Health services research
- Mindfulness
- Rehabilitation and nutrition
- Workforce program



Research Groups

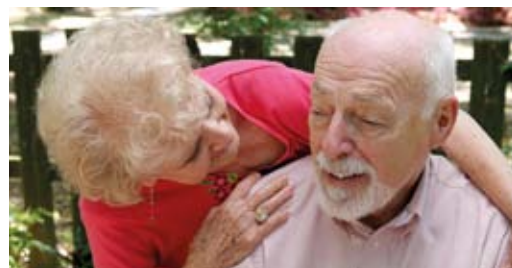
In addition to our hospital based research centres the school has research expertise across a wide variety of areas clustered around two themes: Brain Development and Repair, and Mental Health. A selection of the school's research teams are highlighted on these two pages.

Aged Mental Health Unit

Part of Monash Ageing Research Centre

Professor Daniel O'Connor

- Behavioural and psychological symptoms of dementia
- Residential care
- Depression/ ECT
- Drug studies



Developmental Neuroscience and Genetics Disorders Laboratory

Professor Kim Cornish

- Fragile X associated disorders
- Autism
- Fragile X and autism: A complex relationship
- Williams syndrome
- Attention deficit/hyperactivity disorder



Experimental Neuropsychology Research Unit

Associate Professor Nellie Georgiou-Karistianis

- Motor and cognitive neuroscience
- Behavioural consequence of disease
- Brain imaging using cutting-edge technologies
- Neurodegenerative disorders, including Huntington's and Parkinson's diseases, as well as Friedreich ataxia
- Biomarkers of disease progression



Animal Welfare Science Centre

Professor Grahame Coleman

- Relationships between humans and companion animals
- Public perceptions of how animals should be treated
- Human animal interactions in the livestock industries
- Training and education of animal carers



Clinical Cognitive Neuroscience Laboratory

Professor Julie Stout

- Huntington Disease
- Cognitive models of decision making
- Applications to clinical populations
- Cognitive assessment in clinical trials
- Decision making in substance abuse



Health Psychology and Behavioural Medicine Unit

Dr Penelope Hasking

- Psycho-oncology
- High risk behaviour among youth – substance abuse and self injury
- Child and family health psychology
- Medical education



Sleep and Chronobiology Research

Associate Professor Shantha Rajaratnam

- Circadian rhythms
- Effects of light and melatonin on sleep and alertness
- Insomnia and circadian rhythm sleep disorders
- Neurobehavioural and health consequences of sleep loss



2010 Research Highlights

Excellence in Research for Australia (ERA)

The school's research is concentrated within three primary fields of research: Clinical Sciences; Neurosciences; and Psychology and Cognitive Sciences. Staff members from our school are notably multi-disciplinary with more than 60 per cent of staff working across multiple fields of research outside Psychology and Cognitive Sciences

The final rankings from the 2010 ERA

1103 (Clinical Sciences) = 5: Well above world standard performance

1109 (Neurosciences) = 5: Well above world standard performance

17 (Psychology and Cognitive Sciences) = 3: World standard performance

Winning New Inventors



An innovative new diagnostic tool for detecting mental illnesses and other neurological conditions won first place on ABC's 'The New Inventors' during 2010. The device was invented by Brian Lithgow, from the Faculty of Engineering, in research collaboration with Professor Jayashri Kulkarni, pictured above, from the school's Monash Alfred Psychiatry Research Centre (MAPrc). 'EvestG™', as the device is known, measures patterns of electrical activity in the brain's vestibular (or balance) system against distinct response patterns found in disorders such as depression and schizophrenia.

Ongoing collaborative research conducted at MAPrc has found distinct response patterns that distinguish different diseases from each other and from regular electrovestibular activity. It is hoped that this win will encourage more exchange and collaboration between researchers from different fields.

Books published in 2010

- Cornish, Kim and Wilding, John (2010). *Attention, Genes, and Developmental Disorders*. Oxford, United Kingdom: Oxford University Press.
- Hill, Christine (2010). *What do patients want? Psychoanalytic Perspectives from the Couch*. London, United Kingdom: Karnac Books Ltd.
- Allen, Felicity L. (2010). *Health Psychology and Behaviour in Australia*. Australia: McGraw-Hill.
- Fitzgerald, Peter, Moss, Simon A. & Sarros, James C. (2010). *Sustainable Coaching: A primer for executives and coaches*. Melbourne, Australia: Tilde University Press.
- O'Kelly, Monica E. (2010). *CBT in ACTION: A Practitioner's Toolkit*. Australia: CBT Australia.



Notable Funding Awarded to the School in 2010

ARC Discovery Project grants awarded

Chief Investigators: Professor Kim Cornish, Associate Professor Sylvia Metcalfe, Associate Professor Julian Trollor, Associate Professor Nellie Georgiou-Karistianis, Dr Wei Wen, Professor Robert Iansek, Dr Joanne Fielding, Professor John Bradshaw, Professor Martin Delatycki, Dr Anna Hackett
Title: Are neurobehavioural and neuromotor impairments associated with FMR1 gene expansion?
Amount funded: \$400,000

Chief Investigators: Professor Julie Stout, Professor Jerome Busemeyer, Dr Daniel Upton
Title: Cognitive models of decision making in clinical populations
Amount funded: \$262,195

Chief Investigators: Dr Joanne Fielding, Professor Gary Egan
Title: The cognitive control of saccades: identifying neuroanatomical and neurophysiological substrates
Amount funded: \$281,575

NHMRC Project grants awarded

Chief Investigators: Professor Paul Fitzgerald, Dr David Barton, Dr Kate Hoy
Title: A Randomised Controlled Trial of Magnetic Seizure Therapy in Major Depressive Disorder
Amount funded: \$359,208

Chief Investigators: Dr Nicole Rinehart, Dr Jennifer McGinley, Professor Bruce Tonge, Professor Robert Iansek, Dr Anna Murphy, Professor Kim Cornish, Emeritus Professor John Bradshaw
Title: Motor functioning in young people with attention deficit hyperactivity disorder – combined type: A three dimensional motion analysis study.
Amount funded: \$369,417

Chief Investigators: Professor Jayashri Kulkarni, Professor Susan Davis, Dr Caroline Gurvich
Title: Selective Estrogen Receptor Modulators (SERMs) – A Potential New Treatment for women of child-bearing age with Psychotic Symptoms of Schizophrenia
Amount funded: \$205,016

NHMRC Fellowships awarded

Fellow: Dr Jerome Maller
Fellowship: Career Development Award
Title: Brain scanning after traumatic brain injury

Other major Competitive funding awarded

Chief Investigators: Professor Gary Egan, Associate Professor Nellie Georgiou-Karistianis, Professor Julie Stout, A. Hannan, E. Chiu, A. Churchyard

Funding Body: Cure Huntington's Disease Initiative (CHDI)

Title: Longitudinal Investigation: A neuroimaging study investigating the brain structure, function, and connectivity in pre-diagnosis and early symptomatic Huntington's Disease

Amount Awarded: \$1,449,997

Chief Investigator: Professor Julie Stout

Funding Body: Cure Huntington's Disease Initiative (CHDI)

Title: The CHDI Cognitive Assessment Battery Project (CAB-Beta)

Amount Awarded: \$519,176

Chief Investigator: Dr Leigh Astbury

Funding Body: Australian Agency for International Development (AusAID)

Title: Triple jeopardy: gender-based violence, disability, rights violations and access to related services among women in Cambodia

Amount Awarded: \$392,798

Chief Investigator: Professor David Clarke

Funding Body: MBF Foundation (BUPA)

Title: Application of integrated disease self-management in type 2 diabetes mellitus

Amount Awarded: \$299,725

Chief Investigators: Professor Grahame Coleman, Professor Paul Hemsworth, Dr Samia Toukhsati

Funding Body: Australian Pork Ltd (APL)

Title: Metrics to Benchmark Stock Handling

Amount Awarded: \$275,833

Chief Investigators: Professor Bruce Tonge, Dr Avril Brereton, Dr Caroline Mohr

Funding Body: Department of Human Services

Title: A parent education and skills training intervention for young adults with Autism

Amount Awarded: \$273,497

Chief Investigators: Associate Professor Shantha Rajaratnam, Dr Tracey Sletten

Funding Body: EdanSafe and CRC Mining

Title: Evaluation of the SmartCap technology to monitor drowsiness in healthy volunteers exposed to sleep restriction

Amount Awarded: \$187,645

Chief Investigators: Associate Professor Shantha Rajaratnam, Dr Tracey Sletten

Funding Body: Respiroics/Phillips lighting

Title: Randomised controlled trial of a light intervention to enhance alertness and performance in night shiftworkers

Amount Awarded: \$173,550

Chief Investigators: Professor Jim Ogloff, Professor Mairead Dolan, Dr Rachel Fullam

Funding Body: Victorian Department of Health

Title: Monitoring and assessing the impact of use of alcohol and drugs by young people in the Victorian Youth Justice System

Amount Awarded: \$149,635

School Achievement Awards

The School strongly values its staff and students and has an annual awards program to celebrate and reward excellence and outstanding performance. These awards are presented at the end-of-year School Meeting, and in 2010 the following staff and students were recognised for their achievements during the year.

Teaching Excellence

This award is presented to the staff member with the highest unit evaluation result received in the School in 2010 (Semester 1/2010 and Semester 2/2009)

Associate Professor Shantha Rajaratnam BNS3052 Drugs, brain and altered awareness

Shantha is our incoming Undergraduate Director, having previously led our School's honours program including the new Honours HQ initiative. Shantha has been with the School since 2003, and spent an extended period at Harvard Medical School from 2004–2006. Since this time, Shantha's research performance has been stellar, recognised by his promotion to Associate Professor in 2009. Shantha is Convenor of the Monash Sleep Network and the President Elect of the Australasian Sleep Association (the first non-clinician to hold this role in 15 years).

Research leadership

This award is presented to the staff member with the highest RIS allocation in 2008

Professor Paul Fitzgerald

Paul is Professor of Psychiatry, Deputy Director and Consultant Psychiatrist at the Monash-Alfred Psychiatry Research Centre. He is a qualified psychiatrist with a Masters of Psychological Medicine and research PhD.

He runs a substantive research program utilising brain stimulation and neuroimaging techniques including transcranial magnetic stimulation, functional and structural MRI, EEG and near infrared spectroscopy. The program has focussed on the conduct of investigative studies of brain function/dysfunction as well as the conduct of a variety of novel clinical trials in Mood, Anxiety, Psychotic and Developmental Disorders. He has published over 170 papers and received grant funding from the NHMRC and a number of US based organisations and currently holds an NHMRC Practitioner Fellowship.



Bruce Tonge and Shantha Rajaratnam



Bruce Tonge and Paul Fitzgerald

Rising research star

This award is presented to the highest RIS allocation from an Early Career Researcher 2008

Dr Peter Enticott

Peter completed his PhD in 2006, during which he examined neuropsychological factors associated with impulsivity and aggression among violent offenders. Now a research fellow at MAPrc, Peter's research investigates the brain basis of autism, Asperger's disorder and schizophrenia using modern neuroscience techniques, including transcranial magnetic stimulation (TMS). He is particularly interested in social neuroscience and the use of TMS to treat autism spectrum disorders. Peter's current projects include studies of the mirror neuron system, social cognition, theory of mind, and cortical inhibition.

Peter is a registered psychologist, and has worked in autism research since 2001. Peter is an NHMRC Clinical Research Training Fellow, and holds research grants from the NHMRC and NARSAD (US).



Bruce Tonge and Peter Enticott



Bruce Tonge and Anne Crawford

Doctoral graduate (2010)

Nomination from postgraduate director

Dominic Doyle

Course: Doctor of Psychology
(Clinical Psychology)

Thesis title: Australia's preventive detention laws: an analysis of risk assessment practices and characteristics of sex offenders.

Dominic's work was jointly supervised by Professor James Ogloff and Dr Stuart Thomas from the Centre for Forensic Behavioural Science. Dominic, now a registered psychologist, is currently working on a rehabilitation unit at Thomas Embling Hospital.

Professional staff achievement award

This award is presented to the professional staff member, nominated by peers and selected by a panel, who best meets the following criteria:

Exceptional performance which exceeds normal requirements of role

- Improvement in service provision
- Initiatives resulting in process efficiencies and achievement of best practice
- Contribution to seamless operations in the School
- Exceptional contribution – special achievement

Anne Crawford Administrative Officer,
Undergraduate Programs

Anne's exceptional performance exceeds the normal requirements of her role. She has initiated many improvements in service provision, process efficiencies and achievement of best practice.

In particular during 2010 she has improved the tracking system for sessional staff and enhanced the student tracking system within the MBBS psychiatry program; and assisted with co-ordination of the teaching of MPM at the Alfred Hospital. Anne has volunteered as the OHSE Safety Officer at the Alfred campus and is also the Green Officer, encouraging sustainable habits.

Community and Industry Engagement

Mental Health Week

Following the success of the 2009 Mental Health Week conference, over 300 people attended the school's 2010 Mental Health program of events. The 2010 events comprised a Mental Health Expo held during the day, attended by students and staff from a number of local schools, and with booths hosted by organisations including Autism Victoria, Victorian Department of Human Services, Alzheimers Australia and *beyondblue*.

An evening event "My Brush with Mental Illness" saw well-known public identities including Bernie Hobbs, Sue Pieters-Hawke and the Honorable Andrew Robb MP join a panel of Mental Health experts to discuss their brush with mental illness.

The discussion, emceed by Dr Sally Cockburn (aka 3AW's Dr Feelgood) was a great example of the diversity of experience as evidenced by

the sharing of stories from audience members and guests, and highlighted the issues faced in combating mental illness whether as a sufferer, carer or practitioner.

The school's Mental Health Week activities were made possible with financial support from the Mental Health Council of Australia.

Clinical Psychology Centre (CPC)

The school operates a training clinic at the University's Notting Hill campus, which provides psychological support for individuals and families. Recently we opened a new service, within the CPC, in the form of a Neuropsychology Clinic which provides assessments and management recommendations for people with cognitive difficulties and associated behavioural or emotional difficulties.



School of Psychology and Psychiatry Student Administrator, Ken Browne, mans a booth at the Mental Health Expo, October 2010



Making a difference: Children as detainees

Professor Louise Newman is Chair of the Detention Health Advisory Group which advises the Department of Immigration on health and mental health needs of asylum seekers. She was one of the first two mental health professionals to gain access to remote asylum seeker detention facilities, and her findings on the psychological trauma to children caused by immigrant detention provide support to those who advocate for the release of children into the community.

The rates of trauma-related disorder in detention centres are ten times higher than the national average; all children under five had cognitive developmental delay; all children between seven and 17 suffer from depression and post-traumatic stress disorder; and there have been instances of pre-pubertal suicide, a phenomenon virtually unknown in the general community.

Even a year of detention has a profound impact on a child's mental health and long term development: a year for a four-year-old is 25 per cent of their life. With current mandatory offshore processing of asylum seekers, this problem is far from being in the past. Louise is currently trialing a treatment for trauma in refugee youth, a project funded by *beyondblue* and headed by Dr Glenn Melvin from the Centre for Developmental Psychiatry and Psychology.

Staff in the Media

Staff from across the school are valued for their research expertise, and are regularly sought out by various outlets for expert comment on issues of the day. In 2010 regular contributors included:

Associate Professor Shantha Rajaratnam and Dr Tracey Sletten on sleep deprivation and shift work.

Dr John Reid on the impact of driver immaturity on road accidents.

Professor Grahame Coleman and Associate Professor Eleonora Gullone on animal welfare.

Professor Jayashri Kulkarni on the link between suicidal tendencies and severe gambling problems.

Professor Louise Newman on the impact of the sexualisation of children, conditions in asylum seeker detention centres and the mental health of detainees.

Professor Daniel O'Connor on the incidence of mental health problems among older Australians.

Professor James Ogloff on youth violence, the prevention of arson, the link between police shootings and the mentally ill.

Professor Bruce Tonge on care for adults with high functioning pervasive developmental disorders.

Emeritus Professor John Bradshaw is also a regular contributor to ABC Radio National's Ockham's Razor Series.

Monash 10,000 steps challenge

With ten school teams competing in the 2010 Monash 10,000 Steps "Healthy Body, Health Mind" Challenge the school doubled its 2009 participation rate. Once again, inter-school competition was fierce, and once again, the Psycho Warriors lived up to their name, taking out the school's internal trophy, and 3rd place overall within Monash. Teams were comprised of staff and students from a number of our locations, most prominently Clayton, Caulfield, Dandenong and Kingston.

Further information

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Research Director

Professor Julie Stout

Research Degrees Director

Professor Jennie Ponsford

Postgraduate Coursework and Professional Training Director

Dr Stuart Thomas

Undergraduate Teaching Director

Associate Professor Shantha Rajaratnam

Centre for Developmental Psychiatry and Psychology Director

Professor Louise Newman

Centre for Forensic Behavioural Science Director

Professor James Ogloff

Monash Alfred Psychiatry Research Centre Director

Professor Jayashri Kulkarni

Monash Epworth Rehabilitation Research Centre Director

Professor Jennie Ponsford

Southern Synergy Director

Professor Graham Meadows

Aged Mental Health Research Unit Director

Professor Daniel O'Connor

Animal Welfare Science Centre Director

Professor Grahame Coleman