

**Samantha Jayne Rowbotham**  
**CPsychol (UK), PhD, MRes, BSc(Hons)**

**A. Contact details**

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**B. Education**

<b>Date</b>	<b>Details</b>
Sep 2009-Nov 2014	<p>PhD Psychology</p> <p>School of Psychological Sciences, University of Manchester, UK</p> <p>Thesis title: "Gestural communication in pain-focused interactions"</p> <p>My PhD research consisted of a number of studies exploring the production and comprehension of co-speech hand gestures during the communication of physical pain experiences. The main data collection techniques included semi-structured interviews about recent pain experiences (naturally occurring and experimentally induced), paper-based questionnaires about pain-levels and psychological attributes, and computerised questionnaires to obtain observers' judgements of other peoples' pain. Analytic techniques included involved detailed documentation of the amount and type of information contained in speech and co-speech hand gestures giving rise to quantitative data that was subjected to statistical analysis. My PhD research highlighted the important, yet often overlooked role that gestures can play in enhancing the amount and type of information that recipients (such as clinicians and caregivers) are able to obtain about other people's pain experiences. Throughout my PhD I worked closely with stakeholders in clinical settings to discuss the relevance of my work to clinical practice, and explore opportunities for translation, including providing communication skills training to medical students. I published six peer-reviewed papers from my PhD and my thesis was awarded the Sue Fielder Memorial Prize for outstanding academic achievement.</p>
Sep 2008-Sep 2009	<p>MRes Psychology (Distinction)</p> <p>School of Psychological Sciences, University of Manchester, UK</p> <p>The taught courses in my Masters degree were focused on a range of advanced research methods for psychology, including advanced statistics (such as regression, meta-analysis, structural equation modelling, factor analysis, and power analysis), research design (including randomised controlled trials, online data collection, focus groups, interviewing and questionnaire design), and qualitative methods (including thematic analysis, conversation analysis, discourse analysis, and ethnography). For the research component of this degree I designed and conducted a pilot study to explore the semantic contribution of co-speech gestures to the communication of physical pain experiences, and published this work in the Journal of Nonverbal Communication.</p>
Sep 2005-Jul 2008	<p>BSc Psychology (Upper 2.1; 68.5%)</p> <p>School of Psychological Sciences, University of Manchester, UK</p> <p>My undergraduate degree covered a broad range of areas in psychology, including social psychology, developmental psychology, language and communication, statistics, research methods, behavioural neuroscience, health psychology, philosophy and history of psychology, perception and sensation, and abnormal psychology and mental health. There was a substantial research methods component throughout the degree which provided me with a solid grounding and experience in quantitative and qualitative approaches, and for my final year research project I explored the effects of auditory input on personal space using a mixed methods approach which combined experimental and qualitative methods. The work that I undertook for my final year research project formed part of a paper that was published in the journal Perception.</p>

Sep 2003-Jul 2005	Ashton-Under-Lyne Sixth Form College, Tameside, UK A-Levels in Psychology (A), English Literature (A), and History (B)
Sep 1998-Jul 2003	Fairfield High School for Girls, Tameside, UK 10 GCSEs, including Maths, English and Science (all A* to B)

## **C. Employment**

### **C1. Current position**

**March 2018 – present (1.0FTE Mar 2018 – Jun 2018; Maternity leave Jun 2018 – Apr 2019; currently 0.6FTE)**

*Lecturer, Health Policy, Menzies Centre for Health Policy, School of Public Health, University of Sydney*

Within this role I am responsible for convening two core units of the Master of Health Policy program (HPOL5003 Analysing Health Policy and HPOL5009 Health Policy Project) with key tasks including developing and delivering course content, coordinating guest lecturers and tutors, marking assignments and contributing to online discussions. I also contribute to the wider Master of Health Policy program as well as the Master of Public Health program as necessary. Building on my previous work as a Research Fellow, my research focuses on the application of citizen science approaches in population health and chronic disease prevention and I have developed partnerships with key stakeholders, including VicHealth, Wellbeing SA, Tasmanian Department of Health, South Western Sydney LHD and the Australian Breastfeeding Association to co-develop, implement and evaluate citizen science approaches in policy and practice settings. I am on the steering committee of the recently launched Citizen Science Node at the Charles Perkins Centre.

Supervisor: Dr Carmen Huckel-Schneider

### **C2. Research roles**

**November 2015 – Present: Research Fellow (1.0 FTE)**

*Menzies Centre for Health Policy, University of Sydney, and The Australian Prevention Partnership Centre, Sax Institute, Australia*

Within this role I was responsible for a number of areas of work with the Australian Prevention Partnership Centre. This includes coordination of a program of work exploring novel ways to increase public support for population level approaches to chronic disease prevention, including exploring the feasibility of citizen science approaches in population health, examining media framing of chronic disease prevention, and collaborating with others to develop a suite of metrics to communicate the benefits of public health interventions for chronic disease prevention. I am also responsible for liaising with collaborators at the Australian National Centre for Public Awareness of Science, who are leading a program of work to develop a range of communication products for population health. Another key part of my role is the evaluation of the Australian Prevention Partnership Centre's approach to partnership research, using a range of approaches, including key informant interviews, surveys, focused discussion and document reviews. In addition, I have been involved in a number of rapid reviews of the literature in chronic disease prevention, in response to requests by external stakeholders. Outside of my immediate work with the Australian Prevention Partnership Centre, I am also involved in a number of collaborative projects in Australia and the UK exploring the factors that support or hinder judicious antibiotic prescribing.

Supervisor: Prof. Andrew Wilson

**April 2015 – October 2015: Research Assistant (1.0 FTE)**

*Centre for Health Services Management, Faculty of Health, University of Technology Sydney, Australia*

Within this role I was responsible for co-ordination of the NSW and WA arms of a national study of advanced practice nursing activities. Key duties involved completing ethics and research governance applications for NSW and WA healthcare authorities, liaising with participants, data collectors, and hospital personnel, and communicating progress to the rest of the research team. I was also responsible for undertaking statistical analysis and writing publications and reports for previously conducted studies in the area of advanced practice nursing and nursing workforce. This was a six-month casual appointment that I took up while applying for postdoctoral level positions when I first arrived in Australia.

Supervisor: Prof. Christine Duffield

**April 2014 – December 2014: Research Assistant (Casual contract)**

*School of Health and Social Care, University of Surrey, UK*

Within this role I was responsible for recruiting participants and conducting semi-structured telephone interviews with patients about their experience of visiting a nurse prescriber for a respiratory tract infection and their views and experiences of receiving antibiotics for these illnesses. I was also responsible for qualitative analysis of data and write up of end of project report. My involvement with this work has resulted in an ongoing collaboration with Professor Molly Courtney, exploring the role of non-medical prescribers in consultations about respiratory tract infections.

Supervisor: Prof. Molly Courtenay

**May 2014 – December 2014: Research Assistant (Casual contract)**

*School of Psychological Sciences, University of Manchester, UK*

I was responsible for conducting title, abstract and full-text screening for a systematic scoping review of the literature on the use of monitoring and messaging technology to improve medication adherence in diabetes, coding included papers for use of psychological theory and risk of bias, data extraction for meta-analysis and write up of a report to accompany a grant application.

Supervisor: Prof. David French

**July 2014 – November 2014: Research Assistant (Casual contract)**

*School of Psychological Sciences, University of Manchester, UK*

I was responsible for recruiting and interviewing academic staff members about their perceptions of and involvement with the University of Manchester's Employability strategy.

Supervisor: Dr Lee Wickham

**June 2014 – October 2014: Research Assistant (Casual contract)**

*School of Health and Social Care, University of Surrey, UK*

I was responsible for conducting a scoping review of the literature on interprofessional reporting of domestic and animal abuse, including designing the search strategy, running searches, screening articles for inclusion and synthesising data. I was also responsible for the design and piloting of an online survey of interprofessional reporting of abuse and write up of end of project report.

Supervisor: Prof Molly Courtenay

**May 2010 – November 2010: Research Assistant (0.5 FTE)**

*School of Psychological Sciences, University of Manchester, UK*

Within this role I was responsible for leading the qualitative analysis of interviews and focus groups with healthcare professionals about their experiences of managing respiratory tract infections and their use of antibiotics for these conditions. I was responsible for the write up of manuscripts and dissemination of findings via conference and journal publications.

Supervisor: Dr Sarah Peters

**July 2009 – September 2009: Research Assistant (0.5 FTE)**

*Personal and Social Services Research Unit, University of Manchester, UK*

Within this role I was responsible for literature searching and data extraction for a project on provision of health care in aged care homes. I also performed quantitative analysis of census data on the provision of health and social care in the UK using multiple regression analyses.

Supervisor: Prof David Challis

**September 2011 – September 2013: Research Assistant (Casual contract: 150 hours)**

*School of Psychological Sciences, University of Manchester, UK*

I was responsible for video based coding of various dimensions of speech and co-speech gestures according to pre-defined coding schemes using ÉLAN video annotation software.

Supervisor: Dr Judith Holler

**July 2008 – September 2008: Research Assistant (Casual contract: 100 hours)**

*School of Psychological Sciences, University of Manchester, UK*

In this role I was responsible for recruiting participants and conducting lab based experiments on visual perception and illusory sensation.

Supervisor: Dr Donna Lloyd

**C3. Teaching roles**

**July 2015 – October 2015: Casual Academic, Bachelor of Nursing program (0.1 FTE)**

*Faculty of Health, University of Technology Sydney, Australia*

In this role I was responsible for delivering face-to-face and online tutorials for the Bachelor of Nursing second year course unit Evidence in Nursing. This included teaching nursing students how to develop clear research questions and search strategies, appraise evidence and integrate evidence into clinical practice. In order to enhance and consolidate learning from face-to-face tutorials and online activities I also facilitated regular online discussion groups.

Supervisor: Dr Leila Gholizadeh

**September 2009 – December 2014: Graduate Teaching Assistant, BSc Psychology programme (0.5 FTE)**

*School of Psychological Sciences, University of Manchester, UK*

I fulfilled this role alongside my PhD and my key duties involved facilitating research methods classes in which students had work together to design and conduct small research projects, running statistical classes in which students would work through a range of statistics activities and I would provide support and guidance. I was also responsible for delivering tutorial sessions in which we would cover a range of study and career skills, as well as

acting as a first point of contact for any issues within or outside university. I was also responsible for marking coursework assignments and exams, course coordination and administration, and supporting any other teaching as necessary within the BSc program. Within this role I also facilitated qualitative research methods workshops for final year students and supervised a number of final year students to undertake their independent research projects. Supervisors: Dr Christine Rogers & Dr Lee Wickham

**September 2012 – December 2014: Casual Lecturer, BSc Psychology programme (one semester per year)**  
*School of Psychological Sciences, University of Manchester, UK*

Due to the expertise gained through my PhD and my experience in teaching, I was asked to develop and deliver a final year 'Nonverbal Communication' unit for the BSc Psychology course. I co-convened this 12 week unit with another academic, and my contribution consisted of developing six two-hour lectures plus weekly reading groups and seminars. In addition to this, I was responsible for the coordination and administration of the course, including managing student queries and setting and marking coursework assignment and exam questions. Supervisor: Dr Lee Wickham

**C4. Other roles**

**September 2013 – September 2013: Conference steward (3 days)**

*Division of Health Psychology Annual Conference, Brighton*

This role involved helping set up poster sessions, directing delegates to rooms, chairing sessions, and conference set-down.

**September 2011 – July 2013: Widening Participation Fellow (Casual contract: 175 hours)**

*Directorate for the Student Experience, University of Manchester, UK*

This role involved developing and delivering psychology based workshops and activities to increase access to higher education amongst students from a wide variety of backgrounds. This included developing table top activities to be delivered at science fairs aimed at school students of varying ages, as well as developing classroom based workshops for older students.

Supervisor: Dr Myfanwy Williams

**D. Research contributions**

**D1. Publications (peer-reviewed):**

**Papers in academic journals, published or in press:**

1. **Rowbotham, S.**, Astell-Burt, T., Barakat, T., & Hawe, P. (2020). 30+ years of media analyses of relevance to chronic disease: A scoping review. *BMC Public Health*, 20 (364). DOI: 10.1186/s12889-020-8365-x
2. Haynes, A., **Rowbotham, S.**, Grunseit, A., Bohn-Goldbaum, E., Slaytor, E., Wilson, A., Lee, K., Davidson, S., & Wutzke, S. (2020). Knowledge mobilisation in practice: an evaluation of the Australian Prevention Partnership Centre. *Health Research Policy and Systems*, 18(1), 13. DOI: 10.1186/s12961-019-0496-0
3. **Rowbotham, S.**, McKinnon, M., Marks, L. & Hawe, P. (2019). Research on media framing of public policies for chronic disease prevention: a narrative synthesis. *Social Science and Medicine*, 237, 112428. DOI: 10.1016/j.socscimed.2019.112428.
4. **Rowbotham, S.**, McKinnon, M., Leach, J., Lamberts, R. & Hawe, P. (2019). Does citizen science have the capacity to transform population health? *Critical Public Health*. 29(1), 118-128. DOI: 10.1080/09581596.2017.1395393
5. **Rowbotham, S.**, Conte, K. & Hawe, P. (2019). Variation in the operationalisation of dose in health promotion interventions. *Implementation Science*, 14, 56. DOI: 10.1186/s13012-019-0899-x
6. Grunseit, A., **Rowbotham, S.**, Crane, M., Indig, D., Bauman, A., & Wilson, A. (2019). Nanny or canny? Community perceptions of government intervention for preventive health. *Critical Public Health*, 29(3), 274-289. doi:10.1080/09581596.2018.1468020
7. Courtenay, M., **Rowbotham, S.**, Lim, R., Peters, S., Yates, K. & Chater, A. (2019). Examining influences on antibiotic prescribing by nurse and pharmacist prescribers: A qualitative study using the Theoretical Domains Framework and COM-B. *BMJ Open*, 9, e029177. DOI:10.1136/bmjopen-2019-029177
8. Wutzke, S., **Rowbotham, S.**, Haynes, A., Hawe, P., Kelly, P., Redman, S., Davidson, S., Stephenson, J., Overs, M. & Wilson, A. (2018). Knowledge mobilisation for chronic disease prevention: the case of the Australian Prevention Partnership Centre. *Health Research Policy and Systems*, 16, 109. DOI: 10.1186/s12961-018-0379-9

9. Slaytor, E., Wilson, A., **Rowbotham, S.**, Signy, H., Burgess, A. & Wutzke, S. (2018) Partnering to prevent chronic disease: reflections and achievements from The Australian Prevention Partnership Centre. *Public Health Research and Practice*, 28(3), e2831821. DOI: 10.17061/phrp2831821
10. Astell-Burt, T. **Rowbotham, S.**, Hawe, P. (2018). Communicating the benefits of population health interventions: the health effects can be on par with those of medication. *Social Science and Medicine*, 6, 54-62. DOI: 10.1016/j.ssmph.2018.06.002
11. Duffield C, Roche M, Twigg D, Williams A, **Rowbotham S**, Clarke S. (2018). Adding unregulated nursing support workers to ward staffing: Exploration of a natural experiment. *Journal of Clinical Nursing*. 27, 19-20, 3768-3779. DOI: <https://doi.org/10.1111/jocn.14632>
12. Haynes, A., **Rowbotham, S.**, Redman, S., Brennan, S., Williamson, A., Moore G (2018). What can we learn from interventions that aim to increase policymakers' capacity to use research? A realist scoping review. *Health Research Policy and Systems*, 16, 31. DOI: 10.1186/s12961-018-0277-1
13. Zhuo, A., Labbate, M., Norris, J., Gilbert, G., Ward, M., Bajorek, B., Degeling, C., **Rowbotham, S.**, Dawson, A., Nguyen, K-A, Hill-Cawthorne, G., Sorrell, T., Govendir, M., Kesson, A., Iredell, J., & Dominey-Howes, D. (2018). Opportunities and challenges to improving antibiotic prescribing practices through a One Health approach: results of a comparative survey of doctors, dentists and veterinarians in Australia. *BMJ Open*, 8(3), p.e020439. DOI: 10.1136/bmjopen-2017-020439.
14. Courtenay, M., **Rowbotham, S.**, Lim, R., Deslandes, R., Hodson, K., MacLure, K., Peters, S., & Stewart, D. (2017). Antibiotics for acute respiratory tract infections: a mixed methods study of patient experience of non-medical prescriber management. *BMJ Open*, 7(3), e013515. DOI: 10.1136/bmjopen-2016-013515
15. Duffield, C., Chapman, S. **Rowbotham, S.** & Blay, N. (2017). Nurse performed endoscopy: Implications for the nursing profession in Australia. *Policy, Politics, & Nursing Practice*. Online first. DOI 10.1177/1527154417700740
16. Grunseit, A.C., **Rowbotham, S.**, Pescud, M., Indig, D., & Wutzke, S. (2016). Beyond fun runs and fruit bowls: An evaluation of the meso-level processes that shaped the Australian *Healthy Workers Initiative*. *Health Promotion Journal of Australia*, 27(3), 251-258.
17. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd, D.M. (2016). I see how you feel: Recipients obtain additional information from speakers' gestures about pain. *Patient Education and Counseling*, 99(8), 1333-1342. DOI: 10.1016/j.pec.2016.03.007
18. Roche, M.A., Duffield, C., Friedman, S., Twigg, D., Dimitrelis, S. & **Rowbotham, S.** (2016). Changes to nurses' practice environment over time. *Journal of Nursing Management*, 24(5), 666-675. DOI: 10.1111/jonm.12371.
19. Roche, M.A., Duffield, C., Friedman, S., Dimitrelis, S. & **Rowbotham, S.** (2016). Regulated and unregulated nurses in the acute hospital setting: tasks performed, delayed or not completed. *Journal of Clinical Nursing*, 25(1-2), 153-162. DOI: 10.1111/jocn.13118
20. Farmer, A.J., McSharry, J., **Rowbotham, S.**, McGowan, L., Ricci-Cabello, I. & French, D.P. (2015). Effects of interventions promoting monitoring of medication use and brief messaging on medication adherence for people with type 2 diabetes: systematic review of randomised trials. *Diabetic Medicine*, 33(5), 565-579. DOI: 10.1111/dme.12987
21. **Rowbotham, S.**, Lloyd, D., Holler, J. & Wearden, A. (2015). Externalising the private experience of pain: a role for co-speech gestures in pain communication? *Health Communication*, 30(1), 70-80. DOI: 10.1080/10410236.2013.836070.
22. Courtenay, M., Carter, S., **Rowbotham, S.** & Peters, S. (2014). Antibiotic prescribing in primary care: the need for interprofessional collaboration. *Journal of Interprofessional Care*, 29(4), 404-405. DOI: 10.3109/13561820.2014.984020.
23. **Rowbotham, S.**, Wardy, A., Lloyd, D., Wearden, A. & Holler, J. (2014). Increased pain intensity is associated with greater verbal communication difficulty and increased production of speech and co-speech gestures. *PLoS ONE*, 9(10), e110779. DOI:10.1371/journal.pone.0110779.
24. **Rowbotham, S.**, Holler, J., Lloyd, D. & Wearden, A. (2014). Handling pain: the semantic interplay of speech and co-speech hand gestures in the description of pain sensation. *Speech Communication*, 57, 244-256. DOI: 10.1016/j.specom.2013.04.002.
25. Noke, M. & **Rowbotham, S.** (2014). Is your health in your hands? Exploring the feasibility and acceptability of a university outreach event to engage the public in health psychology. *Health Psychology Update*, 23 (2), 50-55.
26. **Rowbotham, S.**, Wearden, A., Lloyd, D. & Holler, J. (2013). A descriptive analysis of the role of co-speech gestures in the representation of information about pain quality. *Health Psychology Update*, 22(1), 19-25.

27. **Rowbotham, S.**, Noke, M. & Butterworth, R. (2013). Development and delivery of an outreach training event for postgraduate psychology students. *PsyPAG Quarterly*, 89, 40-44.
28. **Rowbotham, S.**, Holler, J., Lloyd, D. & Wearden, A. (2012). How do we communicate about pain? A systematic analysis of the semantic contribution of co-speech gestures in pain-focused conversations. *Journal of Nonverbal Behavior*, 36, 1-21. DOI: 10.1007/s10919-011-0122-5.
29. **Rowbotham, S.**, Chisholm, A., Moschogianis, S., Chew-Graham, C., Cordingley, L., Wearden, A., Peters, S. (2012). Challenges to nurse prescribers of a no-antibiotic prescribing strategy for managing self-limiting respiratory tract infections. *Journal of Advanced Nursing*, 68(12), 2622-2632. DOI: 10.1111/j.1365-2648.2012.05960.x.
30. Peters, S., **Rowbotham, S.**, Chisholm, A., Moschogianis, S., Cordingley, L., Baker, D., Hyde, C., Wearden, A., Chew-Graham, C. (2011). Managing self-limiting respiratory tract infections: a qualitative study of the usefulness of the delayed prescribing strategy. *British Journal of General Practice*, 61(590), e579-e589. DOI: 10.3399/bjgp11X593866.
31. Lloyd, D.M., Coates, A., Knopp, J., Oram, S, & **Rowbotham, S.** (2009). Don't stand so close to me: The effect of auditory input on interpersonal space. *Perception*, 38, 617-620. DOI: 10.1068/p6317.

#### **Commissioned reports and other outputs:**

1. Rowbotham, S. & Marks, L. (2020). Monitoring of unhealthy industry digital marketing to young people: A scoping report on the feasibility of a citizen science approach. Prepared for VicHealth.
2. Wilson, A., Barnett, P., **Rowbotham, S.**, & Wutzke, S. (2017). High Risk Prevention Strategies. *Oxford Bibliographies in Public Health*. DOI: 10.1093/obo/9780199756797-015
3. Lee, K., **Rowbotham, S.**, Davidson, S., & Slaytor, E. (2017). Key informant interviews with Research Network members. An evaluation report prepared for The Australian Prevention Partnership Centre.
4. **Rowbotham S**, Barnett P, Gomez M, Wutzke S. (2017). Effective whole-of-population strategies for preventing chronic disease. A rapid evidence review prepared for the Australian Government Department of Health on behalf of The Australian Prevention Partnership Centre.
5. **Rowbotham. S.** (2016). Key informant interviews: Evaluation framework results. An evaluation report prepared for The Australian Prevention Partnership Centre
6. **Rowbotham, S.** & Peters, S. (2013). Resisting patient demand for antibiotics (RTIs). *Nursing Times*, 109(31/32), 14-15.
7. **Rowbotham, S.** (2012). Conference review: International Society for Gesture Studies. *PsyPAG Quarterly*, 85, 35-36.

#### **D2. Conference contributions**

##### **Invited presentations (\* indicates expenses paid)**

1. **Rowbotham, S.** Harnessing the potential of citizen science approaches. Australasian Sleep Association Conference. October 2020, Australia (online).
2. **Rowbotham, S.** Breastfeeding at work: Using citizen science to monitor workplace breastfeeding support. Keynote presentation to be delivered at the Australian Breastfeeding Association Victorian Branch Conference, February 2020, Ballarat, Australia.\*

##### **Conference presentations:**

1. **Rowbotham, S.**, McKinnon, M., Lamberts, R., Leach, J., & Hawe, P. Exploring the potential of citizen science approaches in public health. Abstract accepted for Oral presentation to Australian Citizen Science Association Conference, February 2018, Adelaide, Australia.
2. Wutzke, S., **Rowbotham, S.**, Stephenson, J., Bauman, A., Mitchell, J., Greenfield, J. & Giles-Corti, B. Panel discussion: The Australian Prevention Partnership Centre: An experiment in researchers and decision-makers partnering to prevent chronic disease. Panel presentation to World Congress in Public Health, April 2017, Melbourne, Australia.

3. **Rowbotham, S.**, Conte, K. & Hawe, P. Operationalising 'dose' in public health interventions: A scoping review. Oral presentation to Emerging Health Policy Research Conference, July 2016, University of Sydney, Australia.
4. **Rowbotham, S.**, Astell-Burt, T. & Hawe, P. Media framing of preventive health messages: A scoping review. Oral presentation to Emerging Health Policy Research Conference, July 2016, University of Sydney, Australia.
5. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd. Seeing speakers' gestures can help people to understand their pain. Oral presentation to the European Association for Communication in Healthcare International Conference on Communication in Healthcare, September 2014, Amsterdam, Netherlands.
6. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd. Seeing speakers' gestures can help people to understand their pain. Poster presentation to the BPS Division of Health Psychology Annual Conference, September 2014 York, UK.
7. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd, D. I see how you feel: Speakers' gestures help people to understand their pain. Oral presentation to the International Society for Gesture Studies Conference, July 2014, University of San Diego, California, USA.
8. Wilby, F., Riddell, C., **Rowbotham, S.**, Lloyd, D.M., Wearden, A. & Holler, J. Investigating the relationship between empathy and gestures during pain communication. Poster presentation to the International Society for Gesture Studies Conference, July 2014, University of San Diego, California, USA.
9. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd, D.M. Does seeing speakers' gestures help people to understand their pain? Poster presentation to the BPS Division of Health Psychology Annual Conference, September 2013, Brighton, UK.
10. **Rowbotham, S.**, Wardy, A., Lloyd, D., Wearden, A. & Holler, J. People produce more speech and gestures when pain is more intense. Poster presentation to the BPS Division of Health Psychology Annual Conference, September 2013, Brighton, UK.
11. **Rowbotham, S.**, Wearden, A., Lloyd, D. & Holler, J. Pain catastrophizing is negatively associated with gesture use when communicating about pain. Oral presentation to the British Psychological Society Annual Conference, April 2013, Harrogate, UK
12. **Rowbotham, S.**, Wearden, A., Lloyd, D. & Holler, J. Investigating the association between pain catastrophizing and co-speech gesture production during pain communication. Oral presentation to the UK Society for Behavioural Medicine (UKSBM) 8<sup>th</sup> Annual Scientific Meeting, December 2012, Manchester, UK
13. **Rowbotham, S.**, Wearden, A., Lloyd, D. & Holler, J. The relationship between pain catastrophizing and gesture production during pain communication. Poster presentation to the BPS Division of Health Psychology Annual Conference, September 2012, Liverpool, UK.
14. **Rowbotham, S.**, Holler, J., Wearden, A. & Lloyd, D. The semantic interplay of speech and co-speech gestures in the description of pain sensations. Oral presentation to the International Society for Gesture Studies Conference, July 2012, University of Lund, Sweden.
15. **Rowbotham, S.**, Wearden, A., Lloyd, D. & Holler, J. The role of co-speech gestures in pain communication. Oral presentation to the Division of Health Psychology Annual Conference, September 2011, University of Southampton, UK.
16. **Rowbotham, S.**, Holler, J., Lloyd, D., Wearden, A. Interplay of speech and co-speech gestures in the communication of information about pain. Poster presentation to the BPS Annual Conference, May 2011, Glasgow, UK. (Shortlisted for Best Poster Award)
17. **Rowbotham, S.**, Chisholm, A., Moschogianis, S., Chew-Graham, C., Cordingley, L., Wearden, A., Hyde, C., Baker, D., Peters, S. Challenges to nurse prescribers of a no-antibiotic prescribing strategy for managing self-limiting viral infections. December 2010. Poster presentation to the UK Society for Behavioural Medicine (UKSBM) 6<sup>th</sup> Annual Scientific Meeting, Leeds, UK.
18. **Rowbotham, S.**, Holler, J., Lloyd, D., Wearden, A. The semantic interplay of speech and co-speech gestures during pain communication. International Society for Gesture Studies Conference, July 2010, Oral presentation to the European University Viadrina, Frankfurt (Oder), Germany.
19. **Rowbotham, S.** & Lloyd, D. Don't stand so close to me: The effect of auditory input on interpersonal space. Poster presentation to the Body Representation Workshop, September 2008, University of Oxford, UK.

#### **Co-author of refereed conference contributions:**

1. Courtenay, M., **Rowbotham, S.**, Lim, R., Deslandes, R., Hodson, K., MacLure, K., Peters, S., & Stewart, D. Antibiotics for acute respiratory tract infections: a mixed methods study if patient experience of non-medical

prescriber management. Abstract accepted for GRIN 2016: General Practice Research on Infections Network Meeting, October 2016, Oxford, UK.

2. Peters, S., Courtenay, M., **Rowbotham, S.**, Lim, R., Deslandes, R., Hodson, K., MacLure, K., & Stewart, D. A mixed methods study of non-medical prescriber management of respiratory tract infections: perspectives of patients, nurses and pharmacists. Abstract submitted to the UK Society of Behavioural Medicine Annual Scientific Meeting, December 2016, Cardiff, UK.
3. French, D., McSharry, J., **Rowbotham, S.**, McGowan, L., Ricci-Cabello, I. & Farmer, A.J. Effects of interventions promoting monitoring of medication use and brief messaging on medication adherence for people with type 2 diabetes: systematic review of randomised trials. Oral presentation to the UK Society of Behavioural Medicine Annual Scientific Meeting, December 2015, Newcastle, UK.
4. French, D., McSharry, J., **Rowbotham, S.**, McGowan, L., Ricci-Cabello, I. & Farmer, A.J. Effects of monitoring and brief messaging interventions on medication adherence for people with type 2 diabetes. Oral presentation to the European Health Psychology Society Annual Conference, September 2015, Limassol, Cyprus.
5. Peters, S., Poliquin, E., Chisholm, A., **Rowbotham, S.**, Chew-Graham, C. & Wearden, A. How useful is the delayed prescribing strategy for increasing effective communication about managing self-limiting respiratory tract infections? Perspectives from prescribers and patients. Oral presentation to the European Association for Communication in Healthcare 2012: International Conference on Communication in Healthcare, September 2012, University of St Andrews, Scotland, UK.
6. Chisholm, A., Chew-Graham, C., Cordingley, L., Wearden, A., **Rowbotham, S.**, Moschogianis, S., Baker, D., Hyde, C., Peters, S. The TRACT study: Developing theory based training to reduce inappropriate antibiotic prescribing in primary care. Oral presentation to the UK Society for Behavioural Medicine (UKSBM) 6<sup>th</sup> Annual Scientific Meeting, December 2012, Leeds, UK.
7. Chew-Graham, C., Chisholm, A., **Rowbotham, S.**, Moschogianis, S., Wearden, A., Cordingley, L., Baker, D., Hyde, C., Peters, S. Using delayed antibiotic prescribing to manage self-limiting respiratory tract infections: a qualitative exploration of its usefulness in primary care. Oral presentation to the Royal College of General Practitioners Annual Primary Care Conference, October 2010, Harrogate, UK.
8. Lloyd, D. & **Rowbotham, S.** Development of a perceptual deprivation paradigm as a means of creating and analysing illusory sensory experience. Poster presentation to the Body Representation Workshop, September 2008, University of Oxford, UK.

#### **Published abstracts:**

1. French, D., McSharry, J., **Rowbotham, S.**, McGowan, L., Ricci-Cabello, I. & Farmer, A.J. (2015) Effects of monitoring and brief messaging interventions on medication adherence for people with type 2 diabetes. *European Health Psychologist*, 17, S680.

### **D3. Details of grants awarded**

#### **2020**

*The Australian Prevention Partnership Centre.* Funding awarded to Samantha Rowbotham to lead a three year project 'Engaging the public in the wider conversation about prevention in Australia', which aims to demonstrate the feasibility and impact of policy-led citizen science approaches in prevention. **(\$470,674)**

*National Science Week Grant, Australian Government Department of Industry, Innovation and Science.* Funding awarded to Yvonne Laird and Samantha Rowbotham to develop and deliver a public engagement event 'Our Outdoors – the science of healthy cities' focused on the role of shared outdoor spaces in health and wellbeing. **(\$5,000)**

#### **2019**

*School of Public Health Carer Reengagement Scheme, University of Sydney.* Funding obtained to support research activity following return to work after maternity leave. Funds to be spent on Research Assistant undertaking a scoping review of applications of citizen science in public health, and development of future grant proposals **(\$22,000).**

*School of Public Health Research Collaboration Scheme, University of Sydney.* Using citizen science to create active and livable communities, awarded to Yvonne Laird, **Samantha Rowbotham**, Ben Smith, Vicki Flood and Jane



Stratton to undertake a collaborative stakeholder workshop to identify research priorities and collaborative opportunities (**\$4000**).

## **2018**

*The Australian Prevention Partnership Centre (2018 – 2023)*

Named investigator on funding application for The Australian Prevention Partnership Centre (2018 – 2023). Funded by NHMRC, Australian Government Department of Health, Health Departments of New South Wales, Australian Capital Territory, South Australia and Tasmania, Cancer Council Australia and VicHealth, with a total value of \$15 million.

## **2017**

*School of Public Health Research Collaboration Scheme, University of Sydney.* Supporting health providers to communicate about respiratory tract infections, awarded to Samantha Rowbotham (Lead applicant), Nina Berry, Julie Leask, Lyndal Trevena, and Lyn Gilbert, to undertake a collaborative stakeholder workshop to identify research priorities and collaborative opportunities (**\$4000**).

## **2014**

*University of Manchester Faculty of Medical and Human Sciences Postgraduate Travel Fund* to attend the European Association for Communication in Healthcare (EACH) annual conference (28<sup>th</sup> September-1<sup>st</sup> October 2014) at the RAI Conference Centre, Amsterdam (**£400**).

*International Society for Gesture Studies Bursary* to cover registration fees for the International Society for Gesture Studies Conference (8<sup>th</sup>-11<sup>th</sup> July 2014) at the University of San Diego, California (**£200**).

## **2013**

*ESRC Festival of Social Sciences funding* to deliver a public engagement event entitled 'Is your health in your hands?' at the University of Manchester Science Spectacular (2<sup>nd</sup> November 2013) and Museum of Science and Industry (3<sup>rd</sup> November 2013), awarded to Samantha Rowbotham and Melissa Noke (**£1250**; Application Reference: 264).

## **2012**

*ESRC Festival of Social Sciences funding* to deliver a public engagement event entitled 'Is your health in your hands?' at the University of Manchester Science Spectacular (27<sup>th</sup> October 2012) and Museum of Science and Industry (3<sup>rd</sup> November 2012), awarded to Samantha Rowbotham and Melissa Noke (**£1800**; Application Reference: RES-622-26-648).

*PsyPAG Travel Bursary* to attend the International Society for Gesture Studies Conference (24<sup>th</sup>-27<sup>th</sup> August 2012) at the University of Lund, Sweden (**£300**).

## **2011**

*ESRC Festival of Social Sciences funding* to deliver a public engagement event entitled 'Memories matter and communication counts' at the Museum of Science and Industry (30<sup>th</sup> October 2011), awarded to Samantha Rowbotham and Karen Lander (**£1500**; Application Reference: RES-622-26-340).

*British Psychological Society, Division of Health Psychology Student Bursary* to attend the Division of Health Psychology Annual Conference 2011 (14<sup>th</sup>-16<sup>th</sup> September 2011) at the University of Southampton, UK (funding covered registration, accommodation, travel, and meals).

*British Psychological Society Postgraduate Study Visits Scheme* funding to visit the Max Planck centre for Psycholinguistics, Nijmegen (Visit dates: 11<sup>th</sup>-22<sup>nd</sup> April 2011) (**£400**)

*PsyPAG Travel Bursary* to attend Professional Development for Postgraduates who Teach Psychology workshop organised by Higher Education Academy, Psychology Network, University of Stirling (January 2011) (**£50**).

## **D4. Organisation, promotion and/or management of research**

### **Blogs and news articles**

1. Five minutes with Samantha Rowbotham. University of Sydney News, 11 June 2019. <https://intranet.sydney.edu.au/news/all/2019/06/11/five-minutes-with-samantha-rowbotham.html>
2. Rowbotham, S. Engaging citizens in monitoring workplace support for breastfeeding. Australian Prevention Partnership Centre News, 24 October, 2018 <https://preventioncentre.org.au/news-and-events/prevention-centre-news/engaging-citizens-in-monitoring-workplace-support-for-breastfeeding/>

3. Rowbotham, S. & Hawe, P. Public health: making the most of “citizen science”. Blog post for MJA Insights, 43, 5 November 2018 <https://insightplus.mja.com.au/2018/43/public-health-making-the-most-of-citizen-science/>
4. Rowbotham, S. & Hawe, P. How can citizens contribute to the science and practice of public health? Blog for the Australian Prevention Partnership Centre, 11 November, 2018. <https://preventioncentre.org.au/blog/how-can-citizens-contribute-to-the-science-and-practice-of-public-health/>
5. Rowbotham, S. Making an impact – building your sphere of influence. Blog for the Australian Prevention Partnership Centre, 8 November, 2016. <https://preventioncentre.org.au/blog/making-an-impact-building-your-sphere-of-influence/>

### **Membership of Professional Associations**

Australian Citizen Science Association

European Citizen Science Association

British Psychological Society (2008 – 2019)

### **Peer reviewer for the following journals:**

Health Research Policy and Systems (2019)

Brain and Behaviour (2019)

International Journal of Health Policy and Management (2019)

PlosONE (2019)

Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine

Journal of Health Psychology (2014)

Health Communication (2014, 2017)

BMJ Open (2015)

BMC Research Notes (2016)

BMC Infectious Diseases (2016, 2017)

Gesture (2017)

Journal of Affective Disorders (2018)

Social Science and Medicine (2018)

### **Peer reviewer for the following grant funding bodies:**

ESRC (UK) (2015)

Internal review of NHMRC Postgraduate Scholarship applications at the University of Sydney (2016)

### **Invited seminars and workshops at other academic institutions (\* indicates expenses paid):**

Citizen Science and Health Promotion. Presentation and workshop at South Western Sydney Local Health District Health Promotion Service whole of service meeting, Liverpool, NSW, Australia (February 2020)

Seeing pain: How can co-speech hand gestures help us to communicate about pain? Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands (October 2014).

A helping hand: How co-speech hand gestures help us to communicate about pain. Walton Pain Centre, Liverpool (September 2014).

Seeing pain: How can co-speech hand gestures help us to communicate about pain? Institute of Psychological Sciences, University of Leeds (March 2014).\*

Are co-speech gestures important for pain communication? Human Pain Research Group, University of Manchester, Salford Royal NHS Foundation Trust. (May 2013).

The role of co-speech gestures in pain communication. Centre for Applied Psychological Research, University of Huddersfield (January 2012).\*

The role of co-speech gestures in pain communication. Human Pain Research Group, University of Manchester, Salford Royal NHS Foundation Trust (November 2011).

Investigating the communicative contribution of co-speech gestures to pain communication. Max Planck Institute for Psycholinguistics, Nijmegen, NL (April 2011).\*

Pain communication: The semantic interplay of speech and co-speech gestures. British Federation for Women Graduates (BFWG), Academic Presentation Day, New Brighton, UK (October 2010).\*

## **E. Teaching and learning**

### **E1. Teaching duties at the University of Sydney**

#### **Undergraduate teaching**

- *Tutor (Doctor of Medicine, Population Medicine unit)*: Delivery of Population Medicine tutorials to third year medical students, covering concepts around social determinants of health, health promotion, risk and prevention and person-centred management, and marking course assignments (2017 semester 1).
- *Tutor (Doctor of Medicine, Research Methods unit)*: Delivery of tutorials on critical appraisal of systematic reviews (2017 semester 1).

#### **Postgraduate teaching and supervision**

- *Analysis of Health Policy Unit Convener (Master of Health Policy)*: Development of online and face-to-face materials and assessment tasks, coordination and delivery of intensive teaching workshops and online sessions, marking and feedback (2019)
- *Health Policy Project Course Co-Convener (Master of Health Policy)*: Co-convener of Health Policy Project capstone course, with duties including development of marking criteria and delivery of workshops (2017, 2019).
- *Project supervisor (Master of Health Policy)*: Supervision of project students completing the postgraduate Health Policy Project capstone course for which the student is required to write a policy proposal for an area of importance in the field of health policy (1 student per year in 2016, 2017, 2019)
- *Project supervisor (Master of Public Health)*: Supervision of project students completing the Master of Public Health capstone course for which students are required to undertake an independent research project (2 students in 2017)
- *Project supervisor (MPhil)*: Co-supervision of an MPhil student undertaking a project exploring how a policy was communicated and debated through social media channels

### **E2. Teaching duties at the University of Technology Sydney (July 2015 – Oct 2015)**

#### **Undergraduate teaching (Bachelor of Nursing)**

- *Tutor*: Delivering face-to-face and online tutorials for the second year course unit Evidence in Nursing. Includes teaching nursing students how to develop clear research questions and search strategies, appraise evidence and integrate evidence into clinical practice

### **E3. Teaching duties at the University of Manchester (Sept 2008 – Dec 2014)**

#### **Undergraduate teaching (BSc Psychology)**

##### *First year teaching:*

- *Personal tutor*: Fortnightly sessions covering study skills (e.g. essay writing, referencing, critical thinking and giving oral presentations) and career management (writing CVs and covering letters, performing at interviews) through group work and discussion (20-30 tutees per year; Sept 2009-June 2014; All year).
- *Facilitation of empirical work classes*: Weekly sessions in which students develop, conduct, and write up psychology experiments as part of their coursework (Sept 2008-June 2013; All year).

- *Facilitation of statistics practical classes:* Weekly sessions in which students complete data analysis tasks related to their statistics lectures. My role was to help students who were struggling and to discuss tasks and answers with students to assess their understanding (Sept 2010-Dec 2012; Semester 1).
- *Coursework marking:* Providing detailed feedback and grading of coursework essays (~50 per year) and empirical work assignments (~160 per year) (Sept 2009-Dec 2014; All year).

*Second year teaching:*

- *Facilitation of empirical work classes:* Weekly sessions in which students develop, conduct, and write up psychology experiments as part of their coursework (Sept 2009-Dec 2014; All year).
- *Facilitation of statistics practical classes:* Weekly sessions in which students complete data analysis tasks related to their statistics lectures. My role was to help students who are struggling and to discuss tasks and answers with students to assess their understanding. (Sept 2009-Dec 2014; Semester 1).
- *Exam and coursework marking:* Providing detailed feedback and grading of empirical work assignments (~160 per year) and the practical exam for Statistics (~75 per year) (Sept 2009-Dec 2014; All year).

*Final year teaching:*

- *Nonverbal communication lectures:* Development and delivery of six two-hour lectures on Nonverbal Communication per year (Sept 2012-Dec 2012: ~110 students; Sept 2013-Dec 2013: ~35 students; Sept 2014-Dec 2014: ~70 students).
- *Nonverbal communication seminars and reading groups:* Design and delivery of weekly reading groups and seminars to accompany Nonverbal Communication lectures (Sept 2012-Dec 2014).
- *Final year project co-supervisor:* Co-supervision of 3-5 students per year completing final year dissertation projects in the field of gesture research. (Sept 2012-June 2014; 8 students in total).
- *Qualitative research workshops:* Delivery of workshops accompanying lectures on Applying Qualitative Research in Psychology (Sept 2012-Dec 2012 ~35 students; Sept 2014-Dec 2014).
- *Exam and coursework marking:* Setting and marking Nonverbal Communication coursework assignment and exam questions (Sept 2012-Dec 2014).

#### **E4. Mentoring**

##### **University of Manchester**

- *Careers talks to Masters' students:* Once per year I talked to Masters students (MRes Psychology and MSc Clinical and Health Psychology) about my teaching/PhD role as part of a careers event (2009-2014).
- *Talks to students considering university:* I have delivered talks about my research at a number of events aimed at inspiring young people to consider university. These include the annual 'What do Psychological Scientists Do?' event for school and college students aged 15 to 18 years, organised by the School of Psychological Sciences Outreach Group, and at campus visits for Year 10 pupils which are organised by the University of Manchester Directorate for the Student Experience.
- *Panellist at school/college careers sessions:* I have attended two careers events at which I have sat on a 'panel' and answered questions about my career path to date, my current role and given advice to students interested in pursuing similar careers.

#### **E5. Innovative work and contributions to the reform and/or development of curriculum assessment**

##### **University of Manchester**

I have contributed to curriculum development through the conception and design of final year undergraduate research projects; implementing new teaching and assessment methodologies in undergraduate courses (such as practical-based assignments), as well as enhancing communication through the use of interactive discussion boards and twitter feed for my "Nonverbal Communication" lectures. I have written exam papers and marked and examined work at undergraduate level. In August 2013 I was invited to attend a seminar development workshop to share my experience of seminar development and delivery with academic staff.

#### **E4. Teaching/assessment undertaken outside of employing institutions:**

- *External Reviewer for Go8 Quality Verification System (QVS) Review.* Review of University of Western Australia PUBH3301 Health Leadership Unit of Study. (July 2019)
- *External examiner, University of Wollongong:* Examination of Undergraduate Honours Thesis in Public Health (November 2017)
- *Self Employed Psychology Tutor:* One-to-one teaching of statistics, research methods and essay writing (10 students; March 2009-June 2014).
- *Guest Lecturer, Institute of Psychological Sciences, University of Leeds:* 1.5 hour lecture on 'The language of pain' for final year Psychology unit (Biopsychosocial Approach to Understanding Human Pain; March 2014)
- *Tutor, International Society for Gesture Studies Summer School ('Handling gesture: Theory and method in gesture studies):* In this role I was responsible for contacting students prior to the summer school to confirm arrangements and meeting and engaging with students over the course of the summer school, facilitating practical sessions and group discussion, and advising students and answering student's questions about their own research (European University Viadrina, Frankfurt (Oder), July 2010).

#### **F. Leadership and/or management roles**

##### **F1. Contributions within the organisational structure of the University of Sydney**

- *Program coordinator, Master of Health Policy:* I work closely with the Director of the Master of Health Policy to oversee all aspects of the Master of Health Policy degree in the School of Public Health. This role involves contributing to strategic planning and delivery of recruitment activities, reviewing scholarship applications, liaising with students as they progress through the application and enrolment process, managing day to day student enquiries and issues that arise once students are enrolled in the Master of Health policy, such as requests to study alternate units, providing support to students during challenging times, and referring students to appropriate sources of help and support.
- *Education Committee Member:* I sit on the School of Public Health's Education Committee where I am responsible for contributing to discussions of a variety of issues related to teaching and learning and student life within the School of Public Health, and for ensuring relevant information is communicated between the Education Committee and relevant teaching staff within the Menzies Centre for Health Policy.
- *Steering Committee Member for Citizen Science Node:* I sit on the steering committee of the University of Sydney's Citizen Science Node at the Charles Perkins Centre. In this role I am responsible for contributing to the strategic direction of the node and its core activities, including capacity building, communication and governance.
- *Program evaluation:* I was involved in planning, implementing and overseeing the overall evaluation of The Australian Prevention Partnership Centre (TAPPC), a national, multidisciplinary collaboration of research, policy and practice partners working together to undertake implementable, policy relevant research in the field of chronic disease prevention. In this role I designed and conducted a number of data collection activities and worked closely with colleagues to ensure that the findings from evaluation activities were fed back and acted upon.
- *Scientific Advisory Committee Member:* I sat on the scientific advisory committee for Emerging Health Policy Research Conference hosted by the Menzies Centre for Health Policy at the University of Sydney in July 2016. In this role I was involved in reviewing and selecting abstracts for the conference, providing feedback on submissions and putting together the parallel sessions.
- *Organisation of Menzies Centre for Health Policy Ideas Forum:* I took responsibility for starting up and organising a monthly journal club/ideas forum within the Menzies Centre for Health policy where postgraduates, staff and associates can come together to discuss research articles of interest to the Centre, as well as present and discuss challenges encountered within their own work.
- *Involvement in strategic planning and evaluation:* I am involved in the strategic planning and evaluation of the Menzies Centre for Health Policy. This role has involved convening Centre and research group meetings and planning/facilitating sessions to develop a clear vision and strategy for the Centre that can be used for marketing, capacity building, recruitment, grant planning, and collaborations.

## **F2. Contributions within the organisational structure of the University of Manchester**

- *Teaching and Learning Ideas Exchange Member*: This group meets on a monthly basis to present and discuss ideas, experiences and best practice related to all aspects of teaching and learning, including assessment and feedback, lecture delivery, seminar development, and undertaking research on teaching (2013-2014).
- *Undergraduate Teaching Network Member*: The network meets on a monthly basis to discuss upcoming or potential changes in the ways in which teaching and assessment are carried out as well as any other matters pertinent to undergraduate teaching (2012-2014)
- *Postgraduate Member of the School of Psychological Sciences Outreach Group*: The Outreach Group meets on a quarterly basis to discuss and plan Outreach activities within the School of Psychological Sciences. The remit of the group is the organisation, delivery and support of events related to the University's Social Responsibility agenda, including Public Engagement, Widening Participation, Patient and Public Involvement in Research, Community Engagement, and Sustainability (2008-2014).
- *Widening Participation Network Member*: The network consists of academic and support staff and postgraduates from across the University of Manchester and meets on a quarterly basis to discuss the University of Manchester's targets for Widening Participation and to share ideas and expertise relevant to the organisation and delivery of Widening Participation events and programmes (2011-2014).

## **G. Continuing Professional Development**

### **G1. Continuing Professional Development Courses Attended (\* = supported by bursary)**

Building successful research partnerships for policy-relevant research. Sax Institute, Sydney 26–28 March 2018.

Research Excellence Boost University of Sydney (REBUS) mentoring scheme, July 2017

Advanced NVivo for Windows Training Workshop (2 days), QSR International, Sydney, December 2016

Systems Science and Obesity (4 week online course), Johns Hopkins University via Coursera, August 2016

Cross-jurisdictional evaluation forum on pragmatic approaches to complex evaluation, The Australian Prevention Partnership Centre, Melbourne (August 2016)

Realist methods workshop, Sax Institute, July 2016

Theory based evaluation of complex interventions workshop, Professor Gill Westhorpe, Australasian Evaluation Society, Brisbane, April 2016

Public Health Achievements and Challenges Workshop (PUBH5030), University of Sydney (March 2015)

Learn.Teach.Research 2015: Maximise your research impact, University of Technology, Sydney (June 2015)

Learn.Teach.Research 2015: Create your researcher profile, University of Technology, Sydney (June 2015)

Learn.Teach.Research 2015: Hands-on Video Workshop, University of Technology, Sydney (June 2015)

Learn.Teach.Research 2015: Finding data for your research, University of Technology, Sydney (June 2015)

Learn.Teach.Research 2015: Data wrangling and visualisation, University of Technology, Sydney (June 2015)

How to Secure a Fellowship training, Faculty of Medical and Human Sciences, University of Manchester (July 2014).

Time for Research training, Faculty of Medical and Human Sciences, University of Manchester (June 2014)

How to Prepare and Succeed in Your Viva training, Faculty of Medical and Human Sciences, University of Manchester (June 2014).

Science Communication & Media Training, delivered by Ed Yong, arranged by Faculty of Life Sciences, University of Manchester (April 2013).

Classroom Management Training: Confident Classroom Leadership, delivered by Peter Hook of Peter Hook Associates, arranged by Undergraduate Recruitment & Widening Participation, University of Manchester (February 2012).

Science Communication Training, delivered by David Price of Science Made Simple, Faculty of Engineering and Physical Sciences, University of Manchester (January 2012).

North East Postgraduates Who Teach workshop (Problem-based learning, Assessment and feedback; Beyond the PhD: advice and tips), Higher Education Academy, Psychology Network, Leeds Metropolitan University (September 2011).

Introduction to Teaching Training, Faculty of Medical and Human Sciences, University of Manchester (July 2011).

Early Career Networking Event for Social Scientists, Higher Education Academy Subject Network for Sociology, Anthropology and Politics, Manchester Metropolitan University (22<sup>nd</sup> March 2011)

Professional Development for Postgraduates who Teach Psychology (How to teach Introductory Psychology, How to teach statistics in psychological research, Career development for postgraduates in Psychology) Higher Education Academy, Psychology Network, University of Stirling (January 2011)\*.

Effective academic writing training session, Faculty of Medical and Human Sciences, University of Manchester (March 2010)

Critical analysis of research papers training session, Faculty of Medical and Human Sciences, University of Manchester (February 2010)

Speed PhD training, Faculty of Medical and Human Sciences, University of Manchester (October 2009)

## **H. Outreach (Widening Participation and Public Engagement)**

### **H1. University of Manchester, School of Psychological Sciences Outreach Group**

I had a long-standing involvement in widening participation and public engagement activities within the School of Psychological Sciences and joined the Outreach Group in the final year of my degree. I first worked as part of a small team of students between July and September 2008 to develop and deliver activities for a number of events and summer schools. Following this I became a Postgraduate Member of the Group during my Masters year (2008-2009) and began to take a more active role in the organisation and delivery of events. The main events I have been involved with are:

*Big Brain Summer School:* This is an annual two-day non-residential summer school consisting of four workshops through which students (aged 13-15) explore various elements of Psychology, Speech and Language Therapy and Audiology. I helped my colleagues to co-ordinate this event in 2009 and 2010, before taking on the full co-ordination role from 2011 until 2014. In this role I was responsible for recruiting pupils from local high schools, liaising with staff members responsible for delivering the workshops, recruiting volunteers to facilitate activities, completing risk assessments and ordering activity materials.

*Psychology Work Experience:* In response to requests from local sixth form students, I put together a week-long work experience programme in Psychology. This ran for the first time in July 2012 with 11 students, increasing to 18 students in July 2013. Students engaged in various activities including designing their own experiment and collecting data, taking part in experiments and attending talks from staff and postgraduates. I was responsible for all elements of the programme, including selecting successful applicants, organising activities (arranging speakers, booking experiments for students), and completing risk assessments. I passed the programme over to a colleague who successfully ran the event in 2014 and it is hoped that it will continue to run in future years.

*What do Psychological Scientists Do?:* This is an annual event in which school and college students (aged 15-18) attend talks from academic staff and postgraduates in the School of Psychological Sciences. Each year I delivered a talk about my research and provided support to the co-ordinator of this event.

*ESRC Festival of Social Sciences:* Alongside my colleagues I have obtained three ESRC grants to develop and deliver public engagement events as part of the ESRC Festival of Social Sciences (see section B3 for grant details).

### **H2. University of Manchester, Widening Participation Fellow**

In September 2011 I took up the role of Widening Participation Fellow for the Faculty of Medical and Human Sciences and held this post for two years. In this role I was responsible for developing and delivering activities that would form part of the University of Manchester's core Widening Participation programmes, as well as supporting existing activities. The activities I was involved with included a range of Psychology-based workshops for school pupils (10-15 years) coming onto campus to gain an experience of university life and the delivery of Research Skills workshops for sixth form students (aged 16-18 years) undertaking an Extended Project Qualification as part of their

studies. In this role I was also responsible for liaising with postgraduate students and staff across the School of Psychological Sciences to increase involvement in Widening Participation activities.

### **H3. University of Manchester, Knowledge transfer and networking**

I was active in promoting involvement in Outreach work within the School of Psychological Sciences at the University of Manchester and regularly contributed to the School's blog to increase awareness of our work. I recruited three new Postgraduate Members for the Outreach group and was responsible for managing the group's volunteer database. I obtained funding from the Faculty of Medical and Human Sciences Postgraduate Social Activities Fund to develop and deliver an Outreach Training and Networking Event for Postgraduates in the School of Psychological Science. This two-hour session took place in March 2013 and included talks from people involved in Widening Participation, Community Involvement and Public Engagement, as well as advice on planning and delivering Outreach activities. Attendees worked in small groups to share ideas about possible events that they might develop and prepared an action plan for future involvement.

### **I. Prizes and Awards**

- Sue Fielder Memorial Award for outstanding academic achievement in the course of PhD studies, School of Psychological Sciences, University of Manchester (December 2014).
- Letter of Excellence, Manchester Doctoral College, University of Manchester (March 2014).
- Widening Participation Postgraduate Award, Faculty of Medical and Human Sciences, University of Manchester (October 2013).
- Recognising and Rewarding Excellent Performance Award, University of Manchester (July 2013).
- Postgraduate Science Writing Competition: 1<sup>st</sup> Prize for article about co-speech gestures entitled "More than just 'hand waving'?" School of Psychological Sciences, University of Manchester (May 2013).