

### Contact details

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### Qualifications

B.A. (Oxford); B.A. (Liverpool); M.Phil. (London); PhD.

### Teaching

Dr Riley teaches on the Clinical Psychology doctorate programme.

### Research

Neuropsychological rehabilitation in acquired brain injury - errorless learning, anxiety-related avoidance of activities, disclosure

Family responses to disability – relationship continuity in dementia and acquired brain injury, family engagement in rehabilitation after acquired brain injury

Risk and sexual health - cognitive, social and cultural factors that influence safe/unsafe sexual behaviour in the context of HIV and other STDs

### Publications

Google Scholar: [http://scholar.google.co.uk/citations?hl=en&user=8IRpTvsAAAAJ&view\\_op=list\\_works&is\\_public\\_preview=1](http://scholar.google.co.uk/citations?hl=en&user=8IRpTvsAAAAJ&view_op=list_works&is_public_preview=1) ([https://mail.bham.ac.uk/owa/redir.aspx?C=ffe4rR5F0Wnc-0Bu8bn0FSHnH5HdEI309ijjHUYsAp7uPRuZMyVSTe6QTazFEMgJbJZzTSoZ4.&URL=http%3a%2f%2fscholar.google.co.uk%2fcitations%3fhl%3den%26user%3d8IRpTvsAAAAJ%26view\\_op%3dlist\\_works%26is\\_public\\_preview%3d1](https://mail.bham.ac.uk/owa/redir.aspx?C=ffe4rR5F0Wnc-0Bu8bn0FSHnH5HdEI309ijjHUYsAp7uPRuZMyVSTe6QTazFEMgJbJZzTSoZ4.&URL=http%3a%2f%2fscholar.google.co.uk%2fcitations%3fhl%3den%26user%3d8IRpTvsAAAAJ%26view_op%3dlist_works%26is_public_preview%3d1))

Research Gate: [https://www.researchgate.net/profile/Gerard\\_Riley/?ev=hdr\\_xprf](https://www.researchgate.net/profile/Gerard_Riley/?ev=hdr_xprf) ([https://www.researchgate.net/profile/Gerard\\_Riley/?ev=hdr\\_xprf](https://www.researchgate.net/profile/Gerard_Riley/?ev=hdr_xprf))

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Baah-Odoom, D., & Riley, G.A. (2013). The role HIV-related blame and stigmatisation play on risk perception, self-efficacy and sexual behaviour among students in Ghana. *IFE Psychologia: An International Journal*, 21, 284-303.

Baah-Odoom, D., & Riley, G.A. (2012). Expanding the theory of planned behaviour: The influence of personal norms on condom use amongst young people in Ghana. *Journal of Social Science and Public Policy*, 4, 80-91.

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Riley, G.A., Dennis, R.K., & Powell, T.E. (2010). Evaluation of coping resources and self-esteem as moderators of the relationship between threat appraisals and avoidance of activities after traumatic brain injury. *Neuropsychological Rehabilitation*, 20, 869-882.

Riley, G.A., & Baah-Odoom, D. (2010). Do stigma, blame and stereotyping contribute to unsafe sexual behaviour? A test of claims about the spread of HIV/AIDS arising from social representation theory and the AIDS risk reduction model. *Social Science and Medicine*, 71, 600-607.

Walters, A.H., Oyeboode, J.R., & Riley, G.A. (2010). The dynamics of continuity and discontinuity for women caring for a spouse with dementia. *Dementia: The International Journal of Social Research and Practice*, 9, 169-189.

Shah, P., Hull, T., & Riley, G.A. (2009). Associations between the Illness Perception Questionnaire for Schizophrenia and engagement in treatment in a secure setting. *Clinical Psychologist*, 13, 69-74.

Lloyd, J., Riley, G.A., & Powell, T.E. (2009). Errorless learning of novel routes through a virtual town in people with acquired brain injury. *Neuropsychological Rehabilitation*, 19, 98-109.

Shaw, D. & Riley, G.A. (2008). The impact on parents of developments in the care of children with bleeding disorders. *Haemophilia*, 14, 65-67.

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Riley, G.A., Sotiriou, D., & Jaspal, S., (2004). Which is more effective in promoting implicit and explicit memory: The method of vanishing cues or errorless learning without fading? *Neuropsychological Rehabilitation*, 14, 257-283.

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Riley, G.A., & Heaton, S., (2000). Guidelines for the selection of a method of fading cues. *Neuropsychological Rehabilitation*, 10, 133-149.

Riley, G.A., & Holding, D., (2000). Tackling a fear of falling using graded exposure. *Physiotherapy*, 86, 143-145.

Riley, G.A., (1998). Some guidelines for the use of stimulus modifications in teaching response topography to people with developmental disabilities. *Journal of Developmental and Physical Disabilities*, 10, 153-165.

Riley, G.A., (1996). The effectiveness of stimulus modification procedures in teaching response topography to individuals with severe developmental disability. *Behavioural and Cognitive Psychotherapy*, 24, 371-375.

Riley, G.A., (1995). Guidelines for devising a hierarchy when fading response prompts. *Education and Training in Mental Retardation and Developmental Disabilities*, 30, 231-242.

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