



What *should* be the aims of UG psychology education?

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What should be the aims of UG psychology education?

Current aims:

Australia and UK = preparation for professional psychology and research training. Scientist-practitioner model.

USA = liberal arts and sciences education.

Some other countries (South American, Scandinavian) = professional psychology training.



What are some of the issues with our UG education?

- Psychology major (Years 1-3)
- Psychology Honours/Year 4



Psychology Majors

Less than 50% of UG majors go on to further psychology education and training.

What happens to the rest?

What kind of careers do they develop?

What do they think of their education?



<http://www.southperthbaptist.org/05-Community/5.6-University.html>

Should we care about what happens to this 50+%?

No:

- Liberal arts and sciences education--their choices.
- Many choose to do psych as a second major, so not our concern.

Do we have the data?



<http://www.webstockpro.com/Fancy/42-28442757.Teacher-and-students-Photo/>



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Some data on current psych major students

184 from 6 uni's

62% first in family; 16% from minority groups

26% Bachelor of Psychology

In one sentence, please indicate why you are studying psychology?

*-I find it really **interesting** and want it to be my **career**, either in a clinical or research setting.*

To date, what is the single most important thing you have learnt in your UG psychology degree?

-How to critically think about any evidence presented to me

-It is hard, competitive and time consuming

-We are all human - Statistics



Some data on current psych major students

To date, does your experience of the UG psychology degree meet the expectations that you had prior to commencing the degree?

47% = yes

Each subject is so interesting. It's better than I had expected.

17% = no

36% = somewhat

- *I thought there would be more practical application throughout the undergraduate course, not just theory.*
- *Very research focussed. Little real world application taught*
- *very competitive, no support*



Some data on current psych major students

What is your current career goal/aspiration? (n=184)

119 = professional psychologist (mostly clinical, but also forensic, counselling, org, child/educational, health, sports)

19 = research

18 = “unsure”

For non-first-year psych students only: Has this career goal/ aspiration changed since first year?

Yes = 49%

- *Initially wanted to be a clinical psychologist, changed because it seems unobtainable in regards to grades and workload*
- *too stupid to get into honours so changed idea*
- *I now know about a lot more options*



Some data on current psych major students

If you are in your 1st, 2nd or 3rd year of psychology, do you **intend to undertake a fourth year program in psychology (e.g., honours, postgrad diploma)**?

Yes = 79%

No = 9%

Don't know = 13%

IF YES, what do you think the **chances (%)** are that you will get into such a program?

66.00%



Should we care about what happens to this 50+%?

No:

- Liberal arts and sciences education--their choices.
- Many choose to do psych as a second major, so not our concern.

Do we have the data? Not enough....

Yes:

- Moral obligation.
- Emphasis on **employability** (TEQSA, UK).
- Ambassadors for psychology.**
- Giving psychology away.**

One answer to b-d = **Psychological literacy.**



What is psychological literacy?

= graduate attributes wrt UG psych education

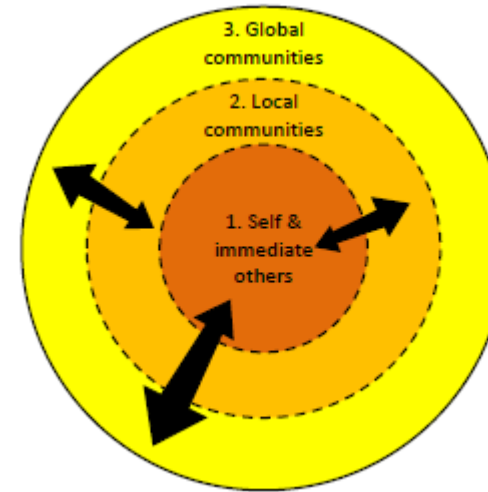
= *adaptive application of psychology to achieve personal and societal goals.*

- Domains of application = self & close others; local; global.

= Pragmatic taxonomy wrt to UG education:

scientific literacy, employability, global citizenship.

Can provide answer to b-d above (50%: employability, ambassadors, giving psychology away)



How can we change the curriculum to maximise development of psychological literacy?

Explicit development throughout the three years.

First year = potential for broad impact:

1. Explicitly introduce the concept
2. Focus on:
 - critical thinking/*scientific literacy*
 - psychological perspectives on *diversity* (beginnings of global citizenship)
 - primary domain: *self and close others*; but also touch on local (employment settings) and global (global citizenship) domains.



Explicit development throughout the 3 years

Emphasis on ***application*** of psychological principles to everyday life.

Application = “successful application of psychological knowledge, skills and professional dispositions (graduate attributes) to new problems and in new situations, whether this be in educational, personal, professional or community contexts” (Cranney & some TLaPIG members, 2011, p. 147).

Range of LT&A strategies (eg *Guidelines on Learning that Inform Teaching*). From passive transmission to experiential learning eg

- orange bus
- essay on application of motivational theories to self
- service learning/internships/work-integrated learning
- see Cranney et al., 2011: examples for each GA.



Key strategies

Final year **capstone experience**

STP (APAdiv2). **Purpose** of capstone unit:

- integrative experience and demonstration of learning
- preparation for the future (eg job, grad school)
- program and student assessment

Most common types: advanced topics seminar, research project, history & systems, practicum

Barriers, solutions eg space in curriculum...

Suggest: make a capstone experience an APAC standard.

Helps to meet b, c and d (50%: employability, ambassadors, giving psychology away)

Key strategies

GA/Psychological literacy **portfolio**

STP project findings. Different **purposes/types**:

- Outcome documentation—collection of work over time
- Process portfolio—documents the learning process;; eg student reflection
- Showcase portfolio—summative, best work.

Barriers, solutions eg marking load...

Suggest: Highly recommended guideline to Standard.

Helps to meet b, c and d (50%: employability, ambassadors, giving psychology away)

Additional SPECIFIC knowledge & skills training

Strongly suggested or ***core/standard?**

- ***Cultural awareness/competence**
- Interpersonal skill training (APEN meetings)

- Assessment (EuroPsy Tunings)
- Interviewing skills (EuroPsy Tunings)
- Test and questionnaire construction (EuroPsy Tunings)

- ***Leadership training.**

Issue: need low-cost LT&A resources... share existing!

Will help to make psych majors more competitively employable, better ambassadors for psychology, better give psychology away
= **psychological literacy**



Honours/Year 4

Less than 50% of Year 4 graduates enter PG psychology courses.

What happens to the rest?

What kind of careers do they develop? 4+2?

What do they think of their education?

Some data on current psych major students

If you are intending or already undertaking a Year 4 in psychology, do you intend to undertake postgraduate study (professional and/or research) in psychology?

Yes = 75%
No = 6% (1/8 = 4+2)
Don't know = 18%

IF YES, what do you think the chances (%) are that you will get into such a program?

59.15%

Honours/Year 4

Why should we care what happens to this 50%?

- a. moral obligation to students
- b. moral obligation to the public
- c. need for more 'health' & other professional psychs
 - most are capable of undertaking PG psych training
- e. employability, ambassadors, giving psych away
- d. need more **leaders** in psychological literacy.



Year 4

Suggest more explicit emphasis on:

Scientist-practitioner model

(1) Research thesis

APAC Standard: minimum = 33%
suggested maximum = 67%.

Usual issues?

Human resourcing: Need to ***share existing*** innovative practice.

Some changes eg more student reflection on the process.

Scientist-practitioner model:

(2) Beginning of **pre-professional training**

Suggested APAC Standard: minimum = 33%

Foundational generic skills across most professional PG psychology training programs.

Begin in Year 4 = actual **practice** in:

assessment, intervention, and evaluation

(see EuroPsy Tunings)

Issue:

Need low-cost LT&A strategies; **share existing** practice!



Conclusion and Response:

What should be the aims of UG psychology education?

Psychology Major = psychological literacy

- includes 'application' in broad sense: scientific literacy, employability, global citizenship

Year 4/Honours = scientist-practitioner training

- includes 'application' *wrt* research *and* practice

Mick Hunter (Chair of the Heads of Departments and Schools of Psychology Association): **The University Perspective**

Iain Montgomery (Chair of the Program Development Advisory Committee): **The Accreditation Perspective**

Leigh Mellish (professional PG psychology student): **The Student/Graduate Perspective**

Simon Crowe (President, APS): **The Professional Society Perspective**

And you!



Please indicate your extent of agreement with the following statements

	1	2	3	4	5
	Strongly Disagree				Strongly Agree
	Mean (SD)				
	Overall N = 183/184				
My UG psychology program prepares me well for a career in professional psychology, if that is what I choose to do	3.25 (1.11)				
My UG psychology program prepares me well for a research career in psychology, if that is what I choose to do	3.98 (0.92)				
My UG psychology program prepares me well for working in a variety of work settings	3.25 (1.11)				
My UG psychology program prepares me well for working in a multicultural global economy	3.20 (1.02)				
My UG psychology program prepares me well for having a successful life, both personally and professionally	3.42 (1.09)				
My UG psychology program includes career development support and advice	3.03 (1.08)				
My UG psychology program includes work experience	1.86 (1.08)				

