Curricular approaches to psychological literacy as the primary outcome of undergraduate psychology education

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-- School of Psychology, LTU and DVC (Academic), UNSW

-- Jun Mo Jeong, Leigh Mellish, Craig Baker

-- The Advisory Group and Evaluators

-- APS PDAC, TLaPIG/APEN, PIFOPS, SARAG, and AWC colleagues

-- ALL **fellow educators** (especially **PsyEd**) and ***students***

www.psychologicalliteracy.com

http://www.groups.psychology.org.au/tlpig/

http://www.olt.gov.au/resource-national-standards-psychological-literacy

Aims of Fellowship

- **Aim 1**: Further develop academic **standards** for *psychological literacy* and *global citizenship*;

- **Aim 2**: Further develop a forward-looking, responsible, and evidence-based **pedagogy** for UG psychology, to guide curriculum design as well as the achievement of Aim 1;

- **Aim 3**: Further develop **networks** of psychology educators and other <u>stakeholders</u>, to facilitate input to and engagement with the academic standards and pedagogy aims of this Initiative;

- **Aim 4:** Couch these activities in continued two-way interaction with relevant **international** and **interdisciplinary** bodies.
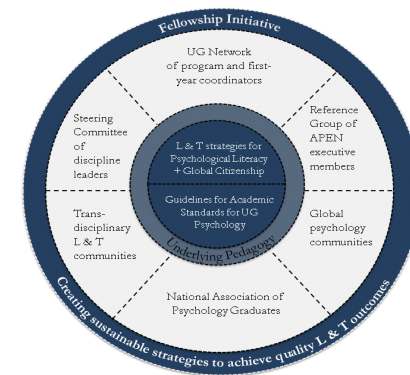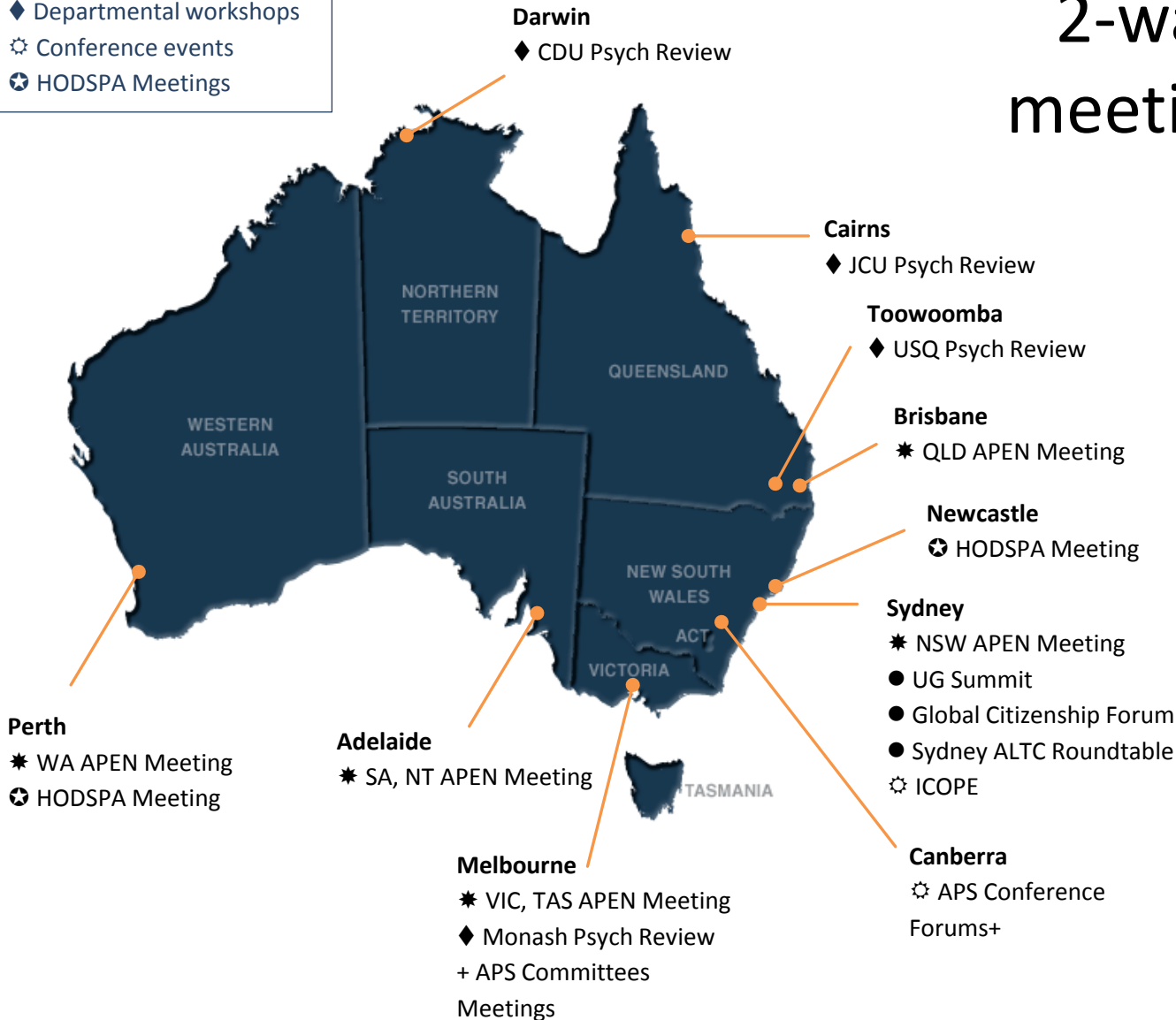
The Fellowship <u>methods</u>:

--surveys of stakeholders

--scholarship *wrt* pedagogy; publications

--*2-way iterative engagement with national <u>committees</u>; submissions (influencing policy and implementation)

-- *2-way iterative engagement with <u>networks</u>—state and national forums; conferences (broad ownership of policy; implementation)

-- sharing of good practice—websites and meetings (implementation)

-- contribution to departmental reviews/workshops (implementation)

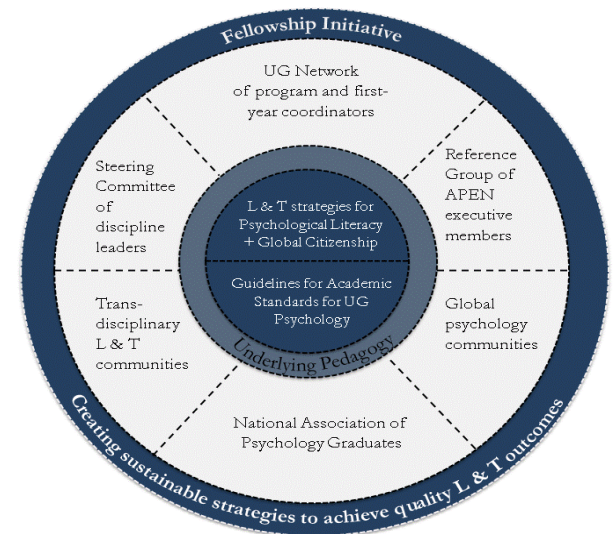-- perseverance and flexibility;*great Fellowship team

Interactive, 2-way meetings

Darwin
♦ CDU Psych Review

Cairns
♦ JCU Psych Review

Toowoomba
♦ USQ Psych Review

Brisbane
✳ QLD APEN Meeting

Newcastle
✪ HODSPA Meeting

Sydney
✳ NSW APEN Meeting
● UG Summit
● Global Citizenship Forum
● Sydney ALTC Roundtable
✿ ICOPE

Perth
✳ WA APEN Meeting
✪ HODSPA Meeting

Adelaide
✳ SA, NT APEN Meeting

Melbourne
✳ VIC, TAS APEN Meeting
♦ Monash Psych Review
+ APS Committees
Meetings

Canberra
✿ APS Conference
Forums+

NORTHERN TERRITORY

QUEENSLAND

WESTERN AUSTRALIA

SOUTH AUSTRALIA

NEW SOUTH WALES

ACT

VICTORIA

TASMANIA

Outcomes of Fellowship

Fellowship report

http://www.olt.gov.au/resource-national-standards-psychological-literacy

Psychological literacy (take the test!)

www.psychologicalliteracy.com

Learning & Teaching (L&T) Resources

www.groups.psychology.org.au/PsyEd/resources

THIS talk:

1. Why psychological literacy?

- What is it?

- Why is it important?

- Theory and practice

2. Why the UG curriculum? How?

- Why? The opportunity, the necessity, the challenges

- Whole program approaches

- Three courses

3. Why go beyond the UG psych curriculum? How?

- Giving psychology away across the university

- And to the young (and their educators…)

- Blue sky

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Take 1: PL = Graduate Attributes—Psychology Major

1. Discipline knowledge and its application

= Demonstrates a broad and coherent body of knowledge of psychology, with depth in the underlying principles and concepts, and an appreciation of the value of applying this knowledge as the basis for life-long learning.

2. Research methods in psychology

= Understands the principles of scientific method and is able to apply and evaluate basic research methods in psychology.

3. Critical and creative thinking in psychology

= Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour.

4. Values and ethics in psychology

= Demonstrates appropriate professional values.

5. Communication skills in psychology

= Demonstrates pre-professional level communication skills.

6. Learning and application of psychology [self-management]

= Understands and applies psychological principles to personal, social, organisational, technological and global issues.

[APAC proposed]

Take 2 (potentially beyond the university):

PSYCHOLOGICAL LITERACY is the capacity to intentionally and adaptively apply psychological knowledge, skills and attitudes (KSAs) to meet personal, professional and societal needs (Cranney & Dunn, 2011).

"To me, "psychological literacy" means being <u>aware</u> of the knowledge and skills I have gained in my psychology degree, as well as how I can <u>apply</u> it to enhance wellbeing for myself and the wider community in real world situations"

(Chi Tran UNSW PSYC3011 Student, 2012).

3. Global communities

2. Local communities

1. Self & immediate others

www.psychologicalliteracy.com

WHERE PSYCHOLOGICAL PRINCIPLES ARE APPLIED (domains or levels):

Level 1: application of psychological principles adaptively to **oneself** and one's immediate set of **family** members and **friends**. (self-knowledge)

Level 2: application of psychological principles in a way that is adaptive for one's **local community** (local leaders)

Level 3: applying psychological principles in local, national or global contexts, in a way that reflects an **awareness of global issues**, and where it is highly likely that one would need to play a leadership role (global citizens)

(Cranney & Morris, 2011)

Take 3:
PL = *student-centred* outcomes of UG psychology major =

April 2012 UG Psychology Education Summit

- **Scientific literacy**: knowledge/skills/attitudes of science and psychological science, and capacity to <u>apply</u> those KSAs to meet personal, professional, societal and global needs.

- Professional/career KSAs: especially evidence-based skills that are relevant to **employability** *eg* interpersonal (including intercultural) skills, team-work, communication, critical thinking

- Global KSAs: esp. cultural competencies and the application of psychological (and transdisciplinary) knowledge to meet individual and global needs (**global citizenship**)

(Cranney et al., 2012)
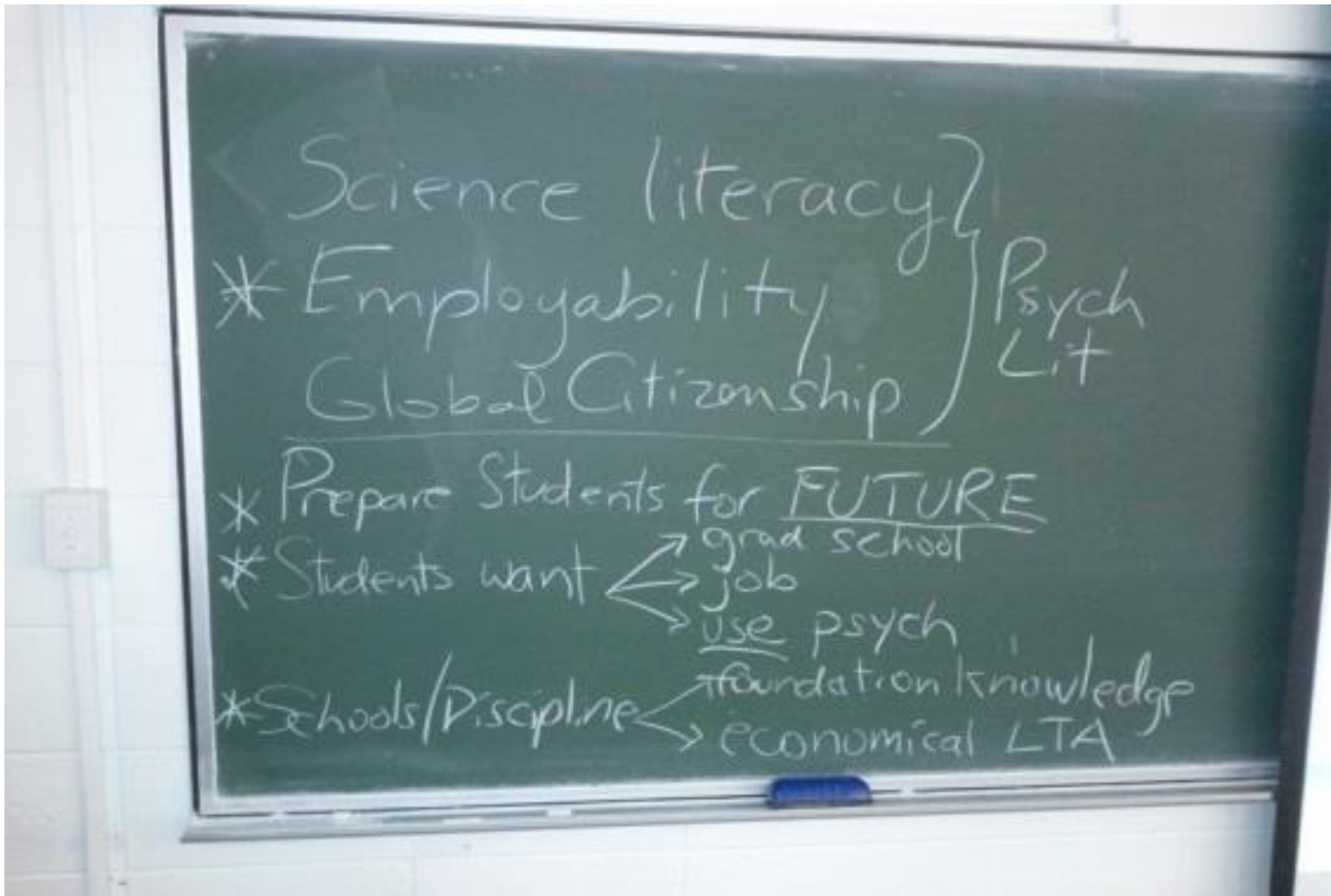
April 2012 Summit, UNSW

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- What is it?
- **Why is it important?**
- Theory and practice

2. Why the UG curriculum? How?

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WHY is PL important, and why should PL be the primary outcome of UG psychology education?

Most of today's local and global problems are the result of human behaviour

The more we **know about human behaviour, including our **own**, the greater the chance we have of solving these problems, of changing behaviour.

Message to students in capstone course:
This course is about helping you to realise and further develop your psychological literacy which you can use and impart to others in order to shape a sustainable, collective future…. "giving psychology away" (George Miller, 1969)

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Psychological Literacy (PL): Concepts and theory…

1. PL as one of the "literacies"

- Kintgen's (1988) emphasis on <u>evaluative</u> aspects of "literacy"
- "Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."   (UNESCO)
- Scientific literacy is "the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity"   http://www.literacynet.org/science/scientificliteracy.html
- Literacy = domain knowledge + adaptive use or application of that knowledge
- PL = psychological knowledge that is used adaptively

PL "*implies a relatively well-integrated and functional set of schemas that across individuals may show some variability in expression, but in terms of central tendency, can be recognized and assessed as "psychological literacy*"   (Cranney & Dunn, 2011b, pp7-9)

2. PL and "adaptive cognition"

AC = global ways of thinking (and consequently behaving) that are beneficial to one's (and others') survival and wellbeing   (Cranney & Morris, 2011)
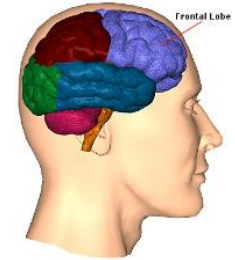
- Genetics, developmental history (including physical and socio-cultural environment), current situation, AND our knowledge of these influences (ie metacognition) determines behaviour.

3. PL and "psychological flexibility"

Psychological Literacy (PL): Concepts and theory… & practice

1. **PL as one of the "literacies"**
2. **PL and "adaptive cognition"**

3. **PL and "psychological flexibility"**

"Psychological flexibility actually refers to a number of dynamic processes that ***unfold over time***. This could be reflected by how a person:

(1) adapts to fluctuating situational demands,

(2) reconfigures mental resources,

(3) shifts perspective, and

(4) balances competing desires, needs, and life domains.

Thus, rather than focusing on specific content (within a person), definitions of psychological flexibility have to incorporate repeated transactions between people and their environmental contexts."

Kashdan & Rottenberg, 2010, p. 866.

Bottom line re practice: Scientist-**pract**itioner approach in everyday life.
Scientific literacy in the domain of everyday human behaviour.

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Why? The opportunity, the necessity, the challenges

Some **facts** about UG psychology in higher education:
1. First-year psychology is one of the most popular courses in many countries
2. The psychology major is increasingly popular
    = opportunity!

- **Ambassadors** *for* **psychology**
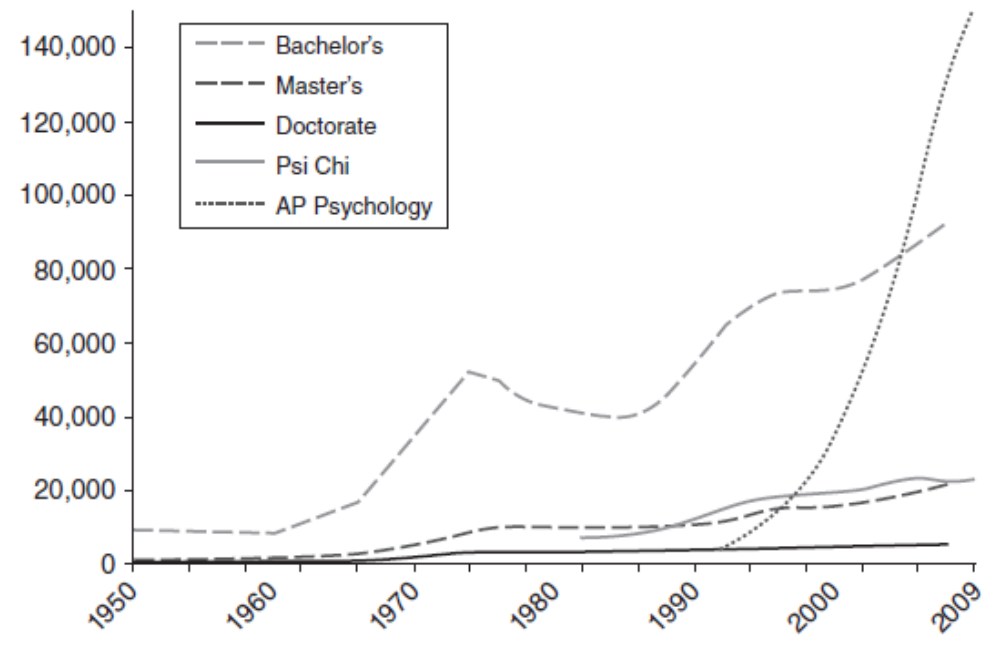- **Giving psychology away**

How can it be to our detriment if everyone improves the quality of their folk psychology?
(Simon Crowe, 2012)

3. <50% psych majors go on to Year 4
< 50% Year 4 go on to PG

= the necessity wrt
    employability (AQF, UK, USA)

Challenges??

Takooshian & Landi (2011)

*"The aim of education is not only to prepare students for productive careers, but also to enable them to live lives of dignity and **purpose**;*

*not only to generate new knowledge, but to channel that knowledge to **humane ends**;*

*not merely to study government, but to help shape a **citizenry** that can promote the **public good**.*

*Thus, **higher education's vision must be widened** if the nation is to be rescued from problems that threaten to diminish permanently the quality of life."*

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Carnegie Foundation for the Advancement of Teaching. Pp. 77-78

Whole-program Approaches

- Curriculum "renewal" —re-examine <u>aims</u> and <u>outcomes</u>, then ***systematically develop Levels 1, 2 and 3 PL***

- Departmental "renewal"… eg look at:

 APA Principles for quality undergraduate education in psychology:

http://www.apa.org/education/undergrad/principles.aspx
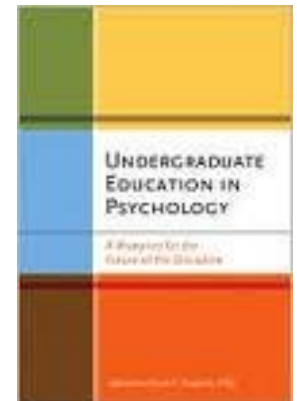
Major outcome of Psychology Major =
psychological literacy
   - includes 'application' in broad sense

Psycho Major

Values &
Ethics
(GA4)

Application to self and
close others (GA6)

Application in general
employment (GA6)

Discipline
Knowledge
(GA1)

Research Skills/
Knowledge Creation
(GA2)

Application in professional
psychology (GA6)

Application in local and global
communities (GA6)

Critical & Creative
Thinking
(GA3)

Communication
Skills
(GA5)

"Pyramid of psychological power" (Sue Morris)

Whole program approaches

Structured psychology major

- Explicit development of PL/GAs throughout the 3 years (GA mapping)

- **1st year** core courses: usual knowledge smorgasbord PLUS **application** of psychological principles to successful student behaviour

- Scaffolded **2nd and 3rd year** core courses.

- Third-year **capstone experience**

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Three courses: Explicit reference to PL

PSYC1021: Intro to Psychological Applications

- Bachelor of Psychology (core), some B.Psych.Sci

PSYC3011: Research & Applications in Psych

- Core for psychology major

PSYC1031: Psych. Science of Resilience

("Science of Student Success")

- Psychology elective (general education?)

Three courses:

PSYC1021: Intro to Psychological Applications

- Bachelor of Psychology (core)

Focus on:

- ***critical thinking*** *(eg Stanovich quizzes; cognitive fallacies; in-class article critiques)*

- ***research training*** *(eg in-class design exercises; group research project)*

- *Intro. to **professional psychology** (eg lectures on org, clin, forensic; graduates)*

Three courses: **PSYC3011 Research and Applications in Psychology**

[for students]

Academic Capstone Experience

Why?

- So that you know what **KSAs** (graduate attributes) you have acquired during your psychology major program…

- Applicable in general and specific ***professional*** contexts

How?

- **Portfolio assignments [GAs, CV, strengths]** & other key experiences *eg* group research proposal

- History and ethics = high-level learning outcomes/KSAs

- Lectures give examples of practice (health, organisational) and of applied research

Three courses: **PSYC3011 Research and Applications in Psychology**
Final year **capstone experience**

*"The point of a capstone course as I understand it is that it's a way of **reflecting on, bringing together and consolidating** the subjects and topics students have done over the years of their degrees. **Knowing what I've done, why I did it and what I learned** from it will ultimately serve me well when it comes to **applying for jobs**"*
[2012 PSYC3011 Capstone student]

Does not have to be a whole course!

Three courses

PSYC1031: Psych. Science of Resilience
(Science of Student Success)
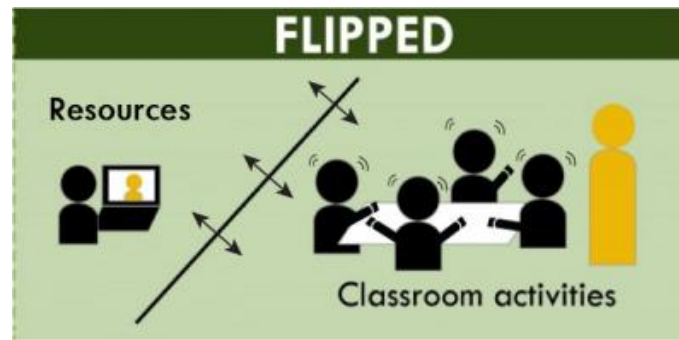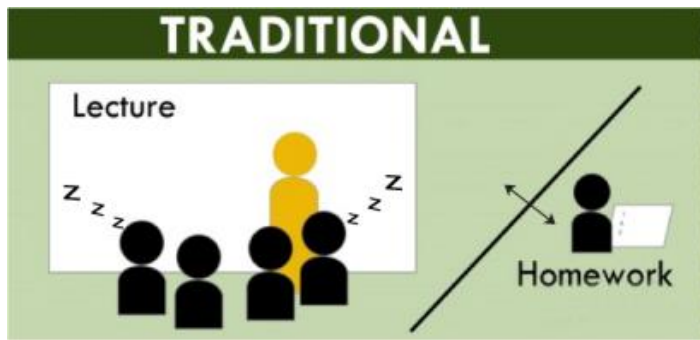
Flipped classroom delivery:

- 2-hr face-to-face practical/tutorial each week (10 weeks, plus 2 group-work weeks)

- Substantial pre-practical work (*ie* up to 2 hrs)
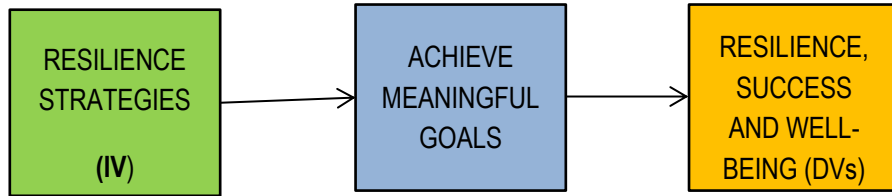
- Pre-practical tasks assessable

Resilience

💩 happens! …

We need to develop PROACTIVE and REACTIVE resources and strategies to deal with these stressors

Substantive components of course

Psychological science regarding:

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┌─────────────┐     ┌─────────────┐     ┌─────────────┐
│  RESILIENCE │     │   ACHIEVE   │     │  RESILIENCE,│
│  STRATEGIES │ ──► │ MEANINGFUL  │ ──► │   SUCCESS   │
│             │     │    GOALS    │     │  AND WELL-  │
│    (IV)     │     │             │     │ BEING (DVs) │
└─────────────┘     └─────────────┘     └─────────────┘
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Proposed categories of **resilience strategies** that underpin the structure of course

Emphasis on PL Levels 1 and 2
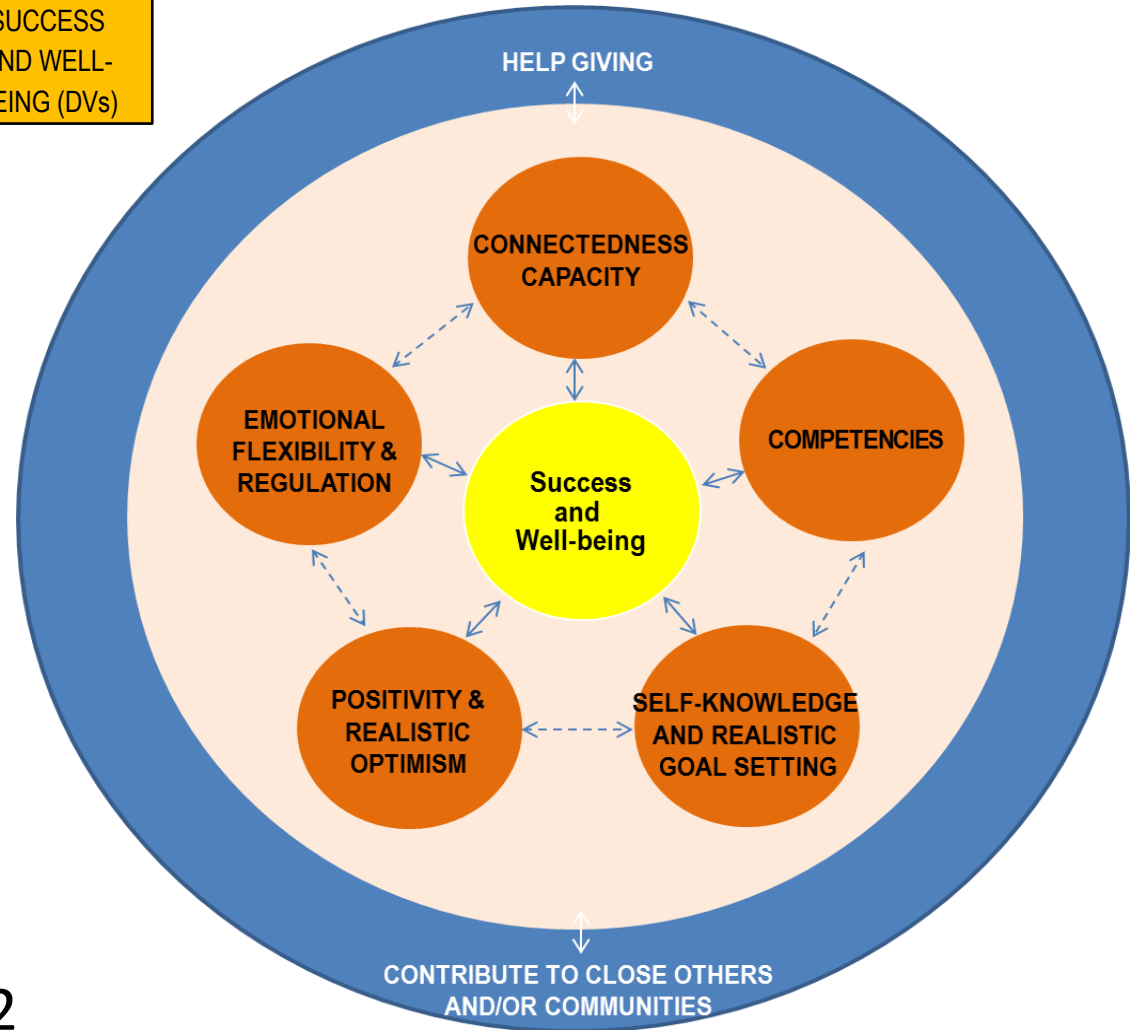
Interim Student Evaluations

- "Pre-practical activities are engaging and allow for a more comprehensive understanding of the topics covered."

- "I love the whole structure of the course. I'm really enjoying the content, as well as the activities, readings etc...it's the most practically applicable course that I've ever done at uni. "

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Take 1: Aspirational learning outcomes?

The Seven Cs – 21st Century Lifelong Skills

Seven Cs	Component Skills
Critical Thinking-and-Doing	Problem-solving, Research, Analysis, Project Management, etc.
Creativity	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
Collaboration	Cooperation, Compromise, Consensus, Community-building, etc.
Cross-cultural Understanding	Across Diverse Ethnic, Knowledge and Organizational Cultures
Communication	Crafting Messages and Using Media Effectively
Computing / ICT Literacy	Effective Use of Electronic Information and Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning and Career Redefinition

Giving psychology away across the university: Take 2

At the **lower end: Achieving <u>threshold</u> learning outcomes**

WHY?
- Undertaking tertiary studies is demanding -> stress
- High rates of psychological distress and disorder (internationally)
- Assumed association between psychological distress and academic performance
- Issue of retention (widening participation agenda)

HOW?
- ***Whole-of-university approach to increasing student success and well-being***
- USA: whole-campus approach to successful transition and help-seeking (HES, 2/10/13 p.28)
- UK: Mental Wealth, Night Line
- Griffith program (Alf Lizzio, Keithia Wilson):   Senses of Student Success Framework; student advisors in first year (USA model)

- UNSW: OLT project: PSYC1031, networks, policy+

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Giving psychology away to the young… and their educators…

- *KidsMatter* and similar programs…
- **Prevention, early intervention**
- need a more systematic approach across the education continuum (eg *StudentsMatter*)
- "Social engineering" at its best

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Blue Sky

- As a discipline and profession: From conservatism borne of an inferiority complex and subsequent wasted in-fighting….   to building on our strengths to become collaborative and inclusive leaders

- *eg* 5 in 5 campaign

Blue Sky: 5 in 5 campaign

National Roundtable of Psychology Stakeholders to identify the 5 most pressing problems in Australian society and to determine and implement strategies to address these over the next 5+ Years (based on Malaysian approach; ICP 2012)

Eg *StudentsMatter* or *Healthy Aging* or *FatBusting* or ***LoveScience*** or...

- ***Purpose:*** To apply psychological science to national problems, thus benefitting Australian society, and raising the profile of psychology in Australia, which can have flow-on effects to funding of psychology education and research.

- ***Proposed Activity***: A national roundtable and follow-up, including foci of:
  (a)   primary, secondary and tertiary psychology education content
  (b)   psychological science funding
  (c)   public education campaigns, and
  (d)   political lobbying.

- ***Potential Barriers***: Lack of leadership and vision in our peak psychology organisations.

"Psychological literacy means being aware of the psychological knowledge one possesses and what one still needs to acquire, being able to apply this knowledge appropriately and adaptively to all areas of life and acknowledging that one is and should be continually learning and integrating this into one's current aggregation of knowledge. **Psychological literacy also involves thinking beyond oneself through global awareness and future-thinking"**

(UNSW PSYC3011 Student, Eva Bowman-Wall, 2012).

Our job as educators *is to* **use our psychological literacy** *to* **help students gain psychological literacy** *which they* **use and impart to others** *in order to* **create a sustainable, collective future….**

Thank you very much for your attention today…

Questions?

"Education is the most powerful weapon which you can use to change the world"
Nelson Mandela

www.psychologicalliteracy.com