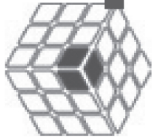# TEACHING
PSYCHOLOGY

Learning Outcomes and Curriculum Development in Psychology

Ottmar V. Lipp, Deborah J. Terry, Denise Chalmers,
Debra Bath, Greg Hannan, Frances Martin,
Gerry Farrell, Peter H. Wilson and Stephen C. Provost

Final report presented August 2007

UTAS

Southern Cross
University

THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

TEACHING PSYCHOLOGY

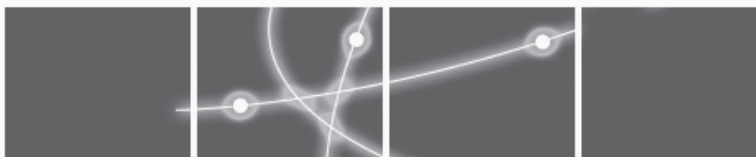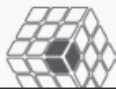LEARNING OUTCOMES AND CURRICULUM DEVELOPMENT IN PSYCHOLOGY

The views expressed in this report do not necessarily reflect the views of The Carrick Institute for Learning and Teaching in Higher Education Ltd.

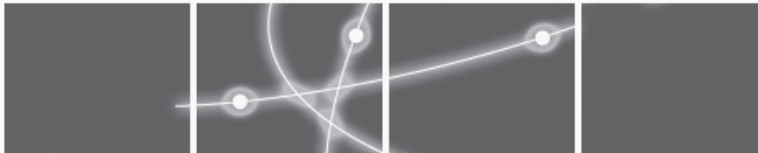# CONTENTS

Chapter 1

Scope, Aims, Methodologies and Executive Summary

The scope of the present project was to provide a review of models and methods of teaching, curriculum development and learning outcomes within psychology. In particular the objectives were to:

- Identify the disciplinary basis for evaluation

- Provide an overview of the teaching of psychology in Australian universities

- Assess the differing programs' capacity to meet the interests and needs of students, employers, the profession, and the scientific discipline

- Identify innovative practice in the teaching of psychology

- Develop a platform for future scholarly discussion on the teaching of psychology

- Develop print- and web-based material for dissemination

- Establish an evaluation framework for the project, and complete a final report

Psychology is one of the most frequently taught courses across Australian Universities, with 36 of the 38 Australian Universities offering at least a 3-year sequence of psychology units accredited by the Australian Psychology Accreditation Council (APAC) (See Table 1.1). These universities include large metropolitan Go8 Universities as well as smaller and regional institutions and private providers of higher education. The project team was assembled to reflect this diversity of institutions and challenges that different institutions are faced with. It includes members from the Universities of Queensland (Professor Ottmar Lipp, Professor Deborah Terry, Ms Denise Chalmers [now at the Carrick Institute for Learning and Teaching], Dr Debra Bath [now at Griffith University]), Southern Cross University (Dr Steve Provost, Professor Peter Wilson [now at the Australian Catholic University]) and the University of Tasmania (Dr Frances Martin, Dr Greg Hannan, Professor Gerry Farrell [now at La Trobe University]). The School of Psychology at the University of Queensland offers one of the largest psychology programs in Australia in a research intensive Go8 framework. The School has experience in dealing with the challenges of large numbers in an environment of decreasing government funding and increasing requirements to acquire fee based income. The School of Psychology at Southern Cross University was founded in 2001 and is the most recent addition to the Schools of Psychology. It is located at the Coffs Harbor Campus of SCU and faces the challenges of a small regional university that attempts to establish a new program. The School of Psychology at the University of Tasmania is the oldest Australian provider of education and training in psychology. It offers a medium sized program that is taught on two campuses (Hobart and Launceston) which creates a number of challenges experienced by other multi campus universities.

Table 1.1: *Schools and Departments of Psychology that offer an APAC-accredited sequence of three years. Data obtained from www.psychology.org.au/study/studying/11.1_4.asp. Note that institutions having separately listed courses in different campus location are listed only once, but differing organisational structures are included in this table.*

INSTITUTION	ACADEMIC ORGANISATIONAL UNIT	FACULTY
Australian Catholic University	National School of Psychology	Faculty of Arts and Sciences
Australian National University	School of Psychology	Faculty of Science
Bond University	Department	Faculty of Humanities and Social Sciences
Central Queensland University	School of Psychology and Sociology	Faculty of Arts, Health and Sciences
Charles Darwin University	Discipline of Psychology, School of Health Sciences	Faculty of Education Health and Science
Charles Sturt University	School of Social Sciences and Liberal Studies (Bathurst Campus)/School of Humanities and Social Sciences (Wagga Wagga)	Faculty of Arts
Curtin University of Technology	School of Psychology	Division of Health Sciences
Deakin University	School of Psychology	Faculty of Health and Behavioural Sciences
Edith Cowan University	School of Psychology	Faculty of Community Services, Education and Social Sciences
Flinders University	School of Psychology	Faculty of Social Sciences
Griffith University	School of Psychology	Griffith Health
James Cook University	School of Psychology	Faculty of Arts, Education and Social Sciences
La Trobe University	School of Psychological Science	Faculty of Science, Technology and Engineering
Macquarie University	Department of Psychology	Division of Linguistics and Psychology
Monash University	School of Psychology, Psychiatry and Psychological Medicine	Faculty of Medicine, Nursing and Health Sciences
Murdoch University	School of Psychology	Division of Health Sciences
Queensland University of Technology	School of Psychology and Counselling	Faculty of Health
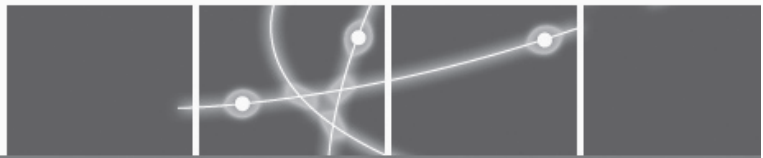
Royal Melbourne Institute of Technology	School of Health Sciences (Division of Psychology)	Science, Engineering and Technology Portfolio
Southern Cross University	Department of Psychology, School of health and Human Sciences	Faculty of Health and Applied Sciences
Swinburne University of Technology	School of Social and Behavioural Sciences	Faculty of Life and Social Sciences
University of Adelaide	School of Psychology	Faculty of Health Sciences
University of Ballarat	School of Behavioural and Social Sciences and Humanities	Higher Education Division
University of Canberra	School of Health Sciences	Division of Health, Design and Science
University of Melbourne	School of Behavioural Science	Faculty of Medicine, Dentistry and Health Sciences
University of Newcastle	School of Psychology	Faculty of Science and Information Technology
University of New England	School of Psychology	Faculty of Arts, Humanities and Social Sciences
University of New South Wales	School of Psychology	Faculty of Science
University of Queensland	School of Psychology	Faculty of Social and Behavioural Sciences
University of South Australia	School of Psychology	Division of Education, Arts and Social Sciences
University of Southern Queensland	Department of Psychology	Faculty of Sciences
University of Sydney	School of Psychology	Faculty of Science
University of Tasmania	School of Psychology	Faculty of Science, Engineering and Technology
University of Western Australia	School of Psychology	Faculty of Life and Physical Sciences
University of Western Sydney	School of Psychology	College of Arts
University of Wollongong	Department	Faculty of Health and Behavioural Sciences
Victoria University	School of Psychology	Faculty of Arts, Education and Human Development

In order to meet the objectives of the project, a number of strategies were employed:

• An in depth literature review provided the basis for the identification of the discipline base and the prevailing models of teaching. In particular, the scientist-practitioner model, which is the prevailing model of training, was critically evaluated as to its current status.

- The web pages of the academic organisational units (AOUs) that offer programs in psychology were reviewed in order to document the course offerings that lead to an undergraduate degree in psychology. This has provided an overview of different degree structures that reflects the diversity of the programs and their implementation.

- The information on graduate outcomes represented in the Course Evaluation Questionnaire (CEQ) and Graduate Destination Survey (GDS) was summarised and documented for all AOUs that offer programs in psychology. This information was analysed to identify trends within and across institutions. Possible explanations for patterns in levels of course-satisfaction are considered.

- Meetings were held with nominated members of the AOUs that offer programs in psychology. These interviews provided information relating to the formal mechanisms of curriculum design and review at the different universities and enabled discussion of teaching practises and the identification of innovation and barriers to best practice.

- An overview of the teaching of psychology in other professional programs was conducted using questionnaires distributed to relevant educators teaching in degrees of nursing, business or education.

- Two Network group meetings were held (in November of 2004, and July of 2005) involving the school nominees interviewed, representatives from the disciplines of nursing, business and education, and individuals with particular interests and expertise relevant to the teaching of psychology. These meetings provided a forum for the discussion of topics identified in interviews and surveys as being of particular relevance for the teaching of psychology, including:

  - Models of training: The scientist-practitioner model, its variants, and alternatives

  - Teaching psychology to students in other professional programs

  - Graduate attributes and measures of graduate outcomes (CEQ, GDS)

  - The teaching of cross-cultural and indigenous psychology

  - Internationalisation

  - Challenges and future developments in the teaching of psychology

  The meetings also provided a forum for exchange of approaches to the teaching of psychology and for discussion of future modes of dissemination for the project outcomes. This discussion had a direct impact upon strategies with respect to a number of project goals.

- Papers were presented at a number of National and International conferences providing opportunities for dissemination of information concerning the project.

- A Teaching Forum was held as a component of the Annual Australian Psychological Society Conference in 2006.

- A website, hosted by the University of Queensland, has been constructed for the dissemination of documents and information regarding the project and its outcomes.

- The Australian Psychology Educators Network (APEN) has been established. The web site associated with APEN <apen.scu.edu.au> is hosted by Southern Cross University and provides and on-going mechanism for networking activities related to the promotion, improvement, and scholarly discussion of teaching practices within psychology.

Executive Summary

The teaching of psychology faces a number of challenges which render it unique within the landscape of Australian tertiary education. Psychology is a science based discipline, a profession, and an enabling science for other professions. In order to obtain professional accreditation, students of psychology have to complete a four year degree, frequently including honours, followed by at least two years of further professional training. Like few other science based disciplines, the teaching of psychology is confronted with large numbers of students. Moreover, these students vary widely in academic ability and motivation for studying psychology. Across institutions, psychology AOUs are located within superordinate units as diverse as Arts, Social Science, Health Science or Science. Nevertheless, the psychology curricula offered in these diverse organisational units have to satisfy the criteria of a national professional accreditation body. Thus teaching and curriculum design in psychology are confronted with a set of demands and expectations that are more diverse that they would be for any other discipline or profession.

Psychology is taught in accredited programs at almost all Australian universities, public or private. Undergraduate training, the focus of the present project, is conducted either in dedicated 4-year programs or in programs following the 3+1 bachelor with honours model. These programs have been accredited by the Australian Psychological Society (APS) which ensures the coverage of a certain canon of topics and of certain modes of teaching (e.g., use of laboratories, focus on research training). Whereas this process might suggest a rather uniform appearance, programs differ considerably in the number of units offered, the emphasis placed on the coverage of different topics, and in the overall philosophy that informs undergraduate programs. The latter differences frequently reflect the diversity of institutions within Australian higher education. Professional training in psychology is offered in a number of degrees (masters, professional doctorates, named PhD degrees) at the postgraduate level reflecting the 4+2 training model that currently governs professional registration. The separation of discipline based and professional training is not as stringent as this model suggests, however, with professional content frequently introduced well before 4th year. This development has been facilitated by the new accreditation guidelines that were introduced in 2006, and is a matter of current debate among psychology AOUs.

The psychology curricula offered at the different AOUs and the means of curriculum change can be described as traditional. This tradition has always placed emphasis on the student as an active learner who should be exposed to a mix of methods including lectures, small group tutorials, and laboratories. The importance of first-hand contact with the complexity of human behaviour gained through the use of laboratories in the teaching of psychology is highly valued both by the accreditation body and by academics within the discipline. The difficulty of maintaining this teaching approach in the face of declining resources was frequently mentioned and was often a driving force for curriculum change. Curriculum design tends to be reactive with new developments occurring in response to perceived pressures or because of a clear perceived benefit over current practices, rather than being theory driven, and is rarely proactive. This practice does not imply a conservative approach to curriculum design as is attested by the high levels of acceptance of appropriate IT in teaching and an exemplary ability to adjust to funding conditions while still offering high quality education. Rather it seems to reflect both a pragmatic outlook and the positive influence of the values embedded in the accreditation processes. There is little doubt that the regular peer-assessment provided by the APS site-visit teams has provided a potent source of quality assurance for the discipline over an extended period of time.

One correlate of the accreditation process, however, is that psychology programs are designed with reference to the coverage of content areas and with a focus of a particular outcome – a psychology

graduate eligible for registration. The focus on content requires complementation by a focus on graduate attributes which are currently undergoing developed across the sector. These attributes need to capture the core skills and capabilities of a psychologist and to reflect the diversity of the current programs. The focus on eligibility for registration ignores the fact that a considerable percentage of psychology graduates will not engage in study beyond a 3- or even 4-year degree. Little is known about this group of graduates and their further career development. It raises the question, however, as to whether the development of sequences of study, undergraduate or postgraduate, that do not lead to registration but to alternative career paths has been given sufficient consideration.

Graduate outcomes from accredited programs are positive as indicated by CEQ and GDS results, although the value of some of this information for decision-making is highly questionable. Comparisons across disciplines suggest that improvements are being made within psychology in general. There is some variance, however, across institutions and hence some need to consider strategies for further improvement. Many factors contributing to graduate outcomes operate at institutional levels and may be difficult for psychology programs to influence. However, there is evidence that curriculum development within psychology has produced improvements in graduate outcomes in some instances and there is a need to disseminate information about these strategies more effectively to enable other AOUs to consider them. The establishment of the Australian Psychology Educators Network, an outcome of the present project, will facilitate this dissemination process. Further improvements in graduate outcomes require improvements in methodologies associated with evaluation instruments, a coordinated approach to development of appropriate graduate expectations across the entire spectrum of psychology education, and specific targeted strategies for curriculum improvement at the institutional level.

In addition to the teaching of psychology in accredited programs, the project surveyed the teaching of psychology to other professions, education, nursing, and commerce. It became clear that the preferred option is to teach psychological content embedded in programs designed to fit the requirements of the different professions best. This preference is often based upon the perception that psychology as a discipline has not been able to provide the kind of educational experience desired by those responsible for teaching in other disciplines and professional programs. This tendency reflects on a number of factors, some related to pragmatic issues such as resources and some related to dissatisfaction with the units offered in psychology AOUs. From the viewpoint of the discipline, this practice raises the question as to whether the psychology content embedded in other programs reflects the current state of psychological knowledge. From the viewpoint of the person who teaches psychology to other professions their disconnection from their own disciplinary colleagues can also result in a feeling of alienation and lack of belonging. Greater communication between educators in all disciplines in order to promote flexibility and understanding of disciplinary cultures is necessary for the enhancement of teaching and learning in this context.

The present project provides a review of the teaching of undergraduate psychology at almost all Australian universities. In doing so, it collected a large amount of data which is presented in the final report. However, there are additional outcomes of a somewhat less concrete, but certainly no less important nature. Project activities included the formation of a Network group of representatives from each AOU offering an accredited program in psychology and of representatives of other professions in which psychology is taught. The Network group provided a platform for data gathering as well as for dissemination of project outcomes. Moreover, it forms the nucleus of the Australian Psychology Educators Network (APEN, http://apen.scu.edu.au/) which will continue the collection and scholarly discussion of information relevant to teaching and curriculum development in psychology well beyond the tenure of this project.

Chapter 2

The History and Framework for Teaching of Psychology

Undergraduate programs in psychology are taught in almost all Australian universities (see Table 1.1). At the present time, individuals wishing to practice as a psychologist must complete an APAC-accredited 4-year sequence of study, followed by either two years of supervised experience or completion of an accredited post-graduate qualification. Wilson and Provost (2006) provide a more extensive description of psychology programs in Australia. In addition to studying psychology in "professional" programs, psychology may also be studied as an elective, and at times substantial, component of another degree, or as a component of a qualification in a different profession (such as nursing, business or education). Part of the scope of this project is to provide an outline of these differing teaching environments for the teaching and learning of psychology and their influence upon the nature of curriculum development.

Professional Accreditation in Psychology

The design of curriculum in psychology is complicated by the need to consider the demands of two separate professional organisations with differing standards and requirements: The APS and State Registration Boards. Although there remains a distinction between the requirements for state registration as a psychologist and eligibility for membership of the APS, an agreement has been reached very recently between the APS and the Council of Psychologists Registration Boards to form APAC. The council will assess and approve minimum qualifications from recognised Schools of Psychology for the purposes of registration as a psychologist.

Membership of the APS requires the completion of a 4-year sequence of undergraduate study, followed by the completion of at least two further years of study, typically in a specialist masters degree program. The APS comprises a number of colleges, including clinical, sport, organisational, counselling, educational, and forensic psychology, in addition to neuropsychology. Membership of a college normally comes about through the completion of a relevant masters degree or professional doctorate.

The second professional organisation relevant to curriculum processes in psychology is the State Registration Board. In order to legally practice as a psychologist, individuals must be registered, and Boards now exist in all States and Territories. At present, these Boards require students to have completed four years of study in any accredited degree program in order to obtain conditional registration. Conditional registration allows the individual to complete a program of competency-based practical training and professional experience under a registered supervisor. Successful completion of this supervised experience period then leads to full registration. Some State Registration Boards are reputed to be moving towards requiring the same 4+2 model of education and training as the APS, but at the present time none have completed this move. The recent establishment of APAC, which brings together the APS and the Council of Psychologists Registration Boards, provides some evidence for the convergence of the State Registration Boards' and the APS's views on professional training standards.

APAC maintains basic standards of psychology education at both undergraduate and postgraduate levels through a system of accreditation. Acceptable standards are mandated by the Directorate of Training and

Standards of the APS, and are described in a set of guidelines that are updated on a five-year cycle (APAC, 2005). Within each five-year cycle, every department/school of Psychology is reviewed for compliance, with possible outcomes being full accreditation, conditional accreditation, or loss of accreditation. This review includes a site-visit by an accreditation team consisting of at least two members of the Program Development and Accreditation Advisory Group (PDAAG) and a representative of the Registration Board from the relevant state or territory. Member/s of the relevant college/s attend if postgraduate degrees are to be considered. APAC accredits both the academic organisational unit (AOU) and degree programs, but does not accredit units of study or individual student programs.

The guiding principles of the accreditation process may be found in the very first paragraph of the Preamble to the Standards:

> ...there was general agreement by all parties that six years of education and training were required to enable a person to acquire the skills and knowledge to become a competent practicing psychologist. This is typically accomplished by completing an accredited 4-year University-based program that provides a solid grounding in the science of psychology, followed by two years of education (including supervised practice) in the professional and applied aspects of the discipline. It is also recognised that additional specialist education in some professional areas will be required.
>
> (APAC, 2005, p. 3)

The standards contain a number of requirements relating to staffing levels, degree nomenclature, physical resources, and library holdings, in addition to the requirements for the accreditation of distance, off-shore, and mixed-mode programs. More importantly in terms of curriculum design the guidelines specify the goals of the first three years to be:

> The main objective of the three year program or sequence is to provide students with a thorough education in the scientific discipline of psychology, while perhaps also introducing students to the application of the discipline. Taking account of the nature of the discipline and its applications as well as developments in psychology and allied disciplines, a three year program in psychology should cover the core areas of the discipline including the main theoretical positions; recognise the scientific basis of the discipline; and provide education in the range of methods and analyses that form an integral part of the scientific approach adopted by the discipline…
>
> (APAC, 2005, p. 22)

and of fourth year to be:

> The main objectives of the fourth year psychology program are to provide for the completion of an integrated and comprehensive education in the discipline of psychology, to permit advanced level study in a range of areas, and to develop competence in conducting research. Fourth year topics will include education in the theoretical and empirical bases underpinning the construction, implementation, and interpretation of some of the more widely used cognitive and personality assessments, and evidence-based approaches to psychological intervention, as determined by the particular expertise available in the AOU.
>
> (APAC, 2005, p. 24).

In this context, the guidelines contain a list of the core topics required to be taught in any program seeking accreditation. These topics include such areas as biological psychology, abnormal psychology, social psychology, and intercultural and indigenous psychology. Compliance with this list forms the first

basic requirement in terms of the curriculum that all psychology schools and departments must meet for accreditation.

The APAC Standards for Accreditation of Australian Psychology Programs go on to make clear reference to the "scientist-practitioner" model of applied training when prescribing the emphasis that postgraduate training programs should take. Specifically: "All work in… professional programs should adhere to the scientist-practitioner model and direct students to the relevant evidence base." (APAC, 2005, p. 27). The standards also stipulate that the coverage of applied material in 4-year programs should be based on this model. Thus, although the scientist-practitioner model is not directly mandated for accreditation purposes for undergraduate psychology, the fact that it should form the basis for the coverage of applied material in both the fourth year and in postgraduate programs means that it, nonetheless, has a considerable impact on curriculum design.

Although practical content is not in any sense excluded, the acquisition of sound professional skills is regarded to be best left until post-graduate training is initiated in whatever specialist masters program the student should undertake. Undergraduate training is, however, expected to support considerable skills acquisition in research, to the degree that students are expected to complete an independent research project in their honours fourth year, contributing between 33 and 60 per cent of their overall grade for that year. As already noted, the guidelines also specify a number of topic areas within psychology which must be considered at particular "levels" of the curriculum. A review of the scientist-practitioner model is thus important to provide a context for the information gathered during the course of this project.

The Scientist-Practitioner Model

Historical Origins of the Scientist-Practitioner Model[1]

The origins of the scientist-practitioner model of training in psychology are described in some detail by Barlow, Hayes and Nelson (1985) and by Baker and Benjamin (2000). The model emerged from a conference held in Boulder under the auspices of the United States Public Health Services and the American Psychological Association Committee for the Training of Clinical Psychologists in 1949, and a summary of the principles agreed upon was published in the following year by Raimy (1950). The conference was a response to the perceived pressing need for established practices in the training of clinical psychologists, and was made more urgent by the onset of the Second World War (Baker & Benjamin, 2000). To a considerable degree, the model articulated ideas which had been promoted strongly by David Shakow, stressing integrated training in diagnosis, therapy, and research (Benjamin & Baker, 2000).

It is important to note that the scientist-practitioner model was designed for training in *clinical* practice (Raimy, 1950). Baker and Benjamin describe some concerns expressed leading up to the conference about the narrow focus, but we are not aware of any further consideration of the relevance of the model for training in other specializations such as industrial or educational psychology. Despite the specific nature of the original goals of the Boulder meeting, the scientist-practitioner model has come to dominate training across the full range of possible professional careers offered within the discipline. Professional specialisation occurs only at the level of postgraduate training.

---

1 The content of this discussion formed the basis for a paper by the Project Team that will be published in *The Australian Psychologist.*

Current Status of the Scientist-Practitioner Model

There has been a lively and at times acrimonious debate for the entire history of the model's dominance in psychology. The most recent manifestations of this debate have seen issues of the Journal of Clinical Psychology (Lampropolous & Spengler, 2002) and American Psychologist (Benjamin & Baker, 2000) devoted to discussion of its merits. Much of this discussion focuses upon the perceived discrepancies between actual practice and the ideals of the scientist-practitioner model. The key feature of the scientist-practitioner model given scrutiny in these discussions is the relationship between knowledge creation and practice.

Stricker (2002) defines the scientist-practitioner in the following terms:

(a) in the process of doing clinical work, they display a questioning attitude and search for confirmatory evidence; (b) they apply research findings directly to practice; (c) they undertake an evaluation of their individual practices; (d) they produce research, either collaboratively or more traditionally.

(p. 1278)

It is generally agreed that most practitioners fall far from this idealization (Barlow et al., 1985). Barlow et al. (1985) place at least some of the blame for a lack of research engagement upon the nature of the methodological practices most often given emphasis in psychology programs. Their monograph thus commences with a critique of the operation of the scientist-practitioner model, but closes with the description of a set of alternative methodological techniques suited to the evaluation of hypotheses without the use of inferential procedures. Others suggest that practitioners will conduct research if the outcomes of that research can be rapidly and easily converted to improved practice. Detailed suggestions for this agenda can be found in Lampropolous et al. (2002) and Lampropolous, Spengler, Dixon, and Nicholas (2002). The local clinical scientist model (Stricker, 2000) emerges from this approach.

Australian Perspective on the Scientist-Practitioner Model

The scientist-practitioner model has also been the source of considerable debate within Australia, much of which has taken place within the pages of the APS's Australian Psychologist. This debate began to appear in the late 1970s. Owens (1977), pointing to the distinction between the scientific discipline and the practice of psychology, boldly stated that "….my colleagues have viewed psychology as either a science in search of a profession or a profession in search of a science" (p. 256). In that same year the first national conference on professional training of psychologists was held (Mitchell & Montgomery, 1977).

Little discussion on the issues raised appeared in the literature again until the 1990s. These included a symposium on training and skills for professional psychologists in 1990 (Nixon, 1994) the papers from which were published in Australian Psychologist 1993, 28(1). Again in 1992, at the national conference, a series of papers were presented on "practices and needs in psychological training" (Nixon, 1994, p.164). These discussions appeared as a series of short papers in the Australian Psychologist in 1994, 29(3). During the period 1992-1993 there was also an attempt to define national competency standards for the psychology profession (McConkey & Bennett, 1993). Views expressed in the psychological community during the 1990s range from being highly critical of the scientist-practitioner model (Montgomery, 1993; Clough, 1993) to a view to strengthen the science in the scientist-practitioner model, or to at least maintain it (Geffen, 1993; Gillam, 1994), to O'Gorman (1994) taking a cautious critical approach towards the model.

The view taken by Montgomery and Clough was that students of psychology in Years 3 and 4 should be exposed to more skill development work and to the professional role of psychologists in the community.

Another interesting view expressed in this series of articles related to competency standards which arose out of the Keating Government's training reform agenda (Sheehan, 1994). The prevailing view at the time (within the APS) was that competency standards presented a real threat to the profession and the Society, as the move towards skills-based assessment (a major plank in this reform agenda) had the potential to erode psychology to a skills-based profession rather than a scientific discipline (Sheehan, 1994). It is interesting to note that little has been done since this time to define competency standards until quite recently (Katsikitis, personal communication, 2004), and that the fear of the competency-based skills agenda may not have been all that well placed.

More recently, O'Gorman (2001) articulated a number of criticisms of the scientist-practitioner model of training of psychologists while still basically supporting the approach in principle. He raised four main concerns. The first is that the view of science underpinning the scientist-practitioner model (logical positivism) is outdated and has been challenged by philosophy of science writers as the only legitimate approach to developing knowledge and theory in science. The second criticism, related to this view, is that the scientist-practitioner model encourages the belief that the only knowledge a psychologist should use in practice is that derived from psychological science: That is, there is no place for what he describes as tacit knowledge in practice. The third of his criticisms relates to the assumption that what is practised is directly related to psychological science and knowledge. O'Gorman (1994) cites views of other authors who have pointed out there is "dubious translatability" of concepts and constructs of psychological science into psychological practice. The final point made by O'Gorman was that while much emphasis is placed on the scientific method in training programs, few psychologists in practice engage in scientific research as evidenced by very low rates of publications from this cohort.

Perhaps the most vocal critic of the model in Australia is John (1998). John has pointed to a number of perceived problems with the model over a considerable period of time, and a central theme of his position is the need for this debate to be informed by an analysis of the practices of the psychologist in their social contexts. While many of John's views are of more importance to the profession than to academic psychology, two aspects of John's position are central to the goals set for this project concerning undergraduate curricula. Firstly, John claims that the positivist perspective of psychology embedded in scientist-practitioner discourse is the basis for a position of privilege which leads to exclusion of alternative views (or more importantly, viewers). Secondly, and most critically, John argues that this ban on the expression of alternative positions is in fact exactly contrary to the core notion of science: that of the free exchange of views. The scientist-practitioner model is thus charged with inhibiting development of the very attribute that its devotees claim to be nurturing.

Despite these concerns, the scientist-practitioner model remains a dominant force in the design and implementation of psychology programs throughout Australia. This is due both to its role in the establishment of accreditation guidelines, and its compatibility with the beliefs of many practitioners and academics reflected in the general outlook of organisations such as the APS. Debate over the scholarly basis for teaching in the discipline is unlikely to decline, indeed changes to the system of accreditation with the establishment of APAC are likely to foster further lively consideration of these issues.

Psychology Program Units

Although many students study units of psychology while enrolled in other degrees such as Bachelor of Arts or Science, the unit offerings made are largely the result of curriculum development where the focus is on delivery of the core psychology programs (usually a Bachelor of Psychology). As described above, the current nature of undergraduate programs in psychology is the result of a compromise between two somewhat competing notions: the first of these is the need to meet minimal training standards for further study in psychology leading to professional practice; the second of these is the clearly articulated view that an undergraduate degree is more than simply professional training in psychology and should provide students with an opportunity to become knowledgeable in a range of areas of scholarly enquiry beyond the discipline itself. As a result, the guidelines stipulate that psychology units must make up not less than 25% of Year 1, 50% of Years 2 and 3, and 100% of Year 4. There is also an expectation that opportunities to expand the amount of psychology in later years should exist, and that the development of knowledge within the degree is hierarchical to at least some extent.

Information about course offerings in psychology was collected from university web sites where available, and directly from the school or department where this was not possible (see Appendix A). These data are not definitive, and in some cases require interpretation. In particular this information does not usually indicate what percentage of a full time load any particular unit of study would represent. For the purposes of this analysis data were included if they appeared to be consistent with a Full-time study load consisting of four units in each semester. Where this assumption was clearly incorrect, the data from that institution were not included. The data from each school have been compiled and nominees have been asked to confirm the accuracy of these as well as provide information about how APS sequences are coordinated. As this information is acquired these spreadsheets will be uploaded to the project website <www.psy.uq.edu.au/carrick> and will become available for further more detailed analysis.

Despite caution being required in considering this information, some firm conclusions can be drawn. The modal number of units offered in each of the first three years of psychology programs is 3 (Year 1), 6 (Year 2) and 8 (Year 3). This is more than the minimum demanded by the APS accreditation guidelines, but still leaves considerable scope for study in other subject areas throughout the program. Very often it appears that some third-year electives may be completed at earlier stages of the program, giving the students a "buffet" of units to choose from over second and third year. The minimum number of units offered in each year is precisely equal to the APS minima (2, 4 and 4 for Years 1 to 3), but only one institution appears to offer no opportunity to study psychology beyond this minimal requirement. The modal total number of units in the first three years of the program is 16. Almost all programs thus offer at least some opportunity for more psychology units to be studied, most often at third-year level. Many programs offer more than twice the APS minima, and the maximum numbers of units offered across Years 1 to 3 are 8, 13 and 29 respectively.

The range of topic areas available for study within psychology programs is thus very extensive and often quite specialised. Unit titles include such topics as: Human Factors: Flying Planes, Virtual Reality and Human Error; Introduction to Counselling; Cross cultural and Indigenous Issues; Philosophical Psychology; Metapsychology: Psychology, Science, Society; Superstitious Belief and Paranormal Experiences; Psychology of Physical Activity; Psychology and the Legal System; and, Psychology: Consciousness and the Brain. Units such as these indicate the depth of study possible for students of psychology within Australia linked to high levels of academic expertise in "research-led" teaching. A broad range of units relating to professional practice are also offered, such as: Principles of Counselling; Pre-Professional Psychology 2; Individual Differences & Assessment; Theories of Psychological Intervention; Philosophy of

Psychoanalysis; Decision Making in Professional Settings; and, Psychology as a Profession I: Assessment of Individuals and Systems. Although, in general, these units are not oriented to provide students with practical skills their place in the curriculum to enhance student understanding of professional issues clearly goes beyond the APS requirement to provide a knowledge of the scientific basis of the discipline.

Many programs also either require or at least offer opportunities for study in key areas that serve to enhance student understanding or performance in psychology. The most frequent example is a requirement to complete one or more units in statistics, but a wide range of "complementary" units are incorporated into psychology programs including critical thinking, biology, philosophy, anthropology, cultural studies, indigenous studies, public speaking, ethics, and the law. Psychology programs are diverse and offer a range of opportunities for students to enrich their understanding of the discipline with engagement in other areas of scholarship to the benefit of their personal development.

The teaching of psychology in other professional programs will sometimes involve units of study from psychology offerings, but is more likely to involve units which are either delivered directly within the professional program itself, or which have been outsourced to some third-party. Part of the project brief has been to compile evidence relating to different models of practice for the teaching of psychology in other professional programs, and this information is described in chapter 4. Chapter 3 describes factors influencing curriculum development in psychology programs. Chapter 5 describes the results of our analysis of evidence relating to graduate satisfaction and destinations for psychology programs.
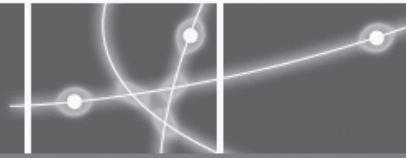
Chapter 3

Curriculum Development in Psychology Programs

The initial intention laid out in the project submission was to use a meeting of the Network group to obtain information relevant to curriculum development in Psychology programs from the nominees from Schools and Departments of Psychology. However, it was decided that a more satisfactory approach was to hold a series of semi-structured interviews with school nominees at their own home institution.

A copy of the semi-structured interview schedule may be found in Appendix B. The survey consists of three parts. In the first section, respondents were asked to comment upon curriculum design issues. Likert-scale items provided quantitative data for comparison across institutions, but respondents were encouraged to expand upon their responses wherever appropriate. In the second section, respondents were asked to provide information regarding teaching and learning strategies and assessment methods across their curriculum. In many instances, provision of this information required the nominee to consult with other staff members (e.g., honours coordinators). Finally, the third section of the schedule contains open-ended questions which the interviewers employed to expand upon, or contrast with, responses made during the first part of the interview. It was frequently the case that responses to the quantitative section of the schedule opened up discussion on issues contained in the open-ended questions. Wherever possible the duration of the interview was limited to two hours, and this often left little time for greater expansion in this section of the questionnaire. However, these items were intended largely to promote discussion, giving an indication of the issues likely to be a focus of the Network group meetings.

Interviews were initiated in 2004, but it was not possible to complete this task prior to the first of the Network group meetings in November of 2004. Some interviews were completed following this during the first half of 2005, but it was not considered as critical to establish contact in this way if the school nominee had been able to attend the Network group meeting and thus been able to contribute to the discussion of the qualitative information in that context. Some individuals agreed to provide the quantitative data by completion of the questionnaire following the interview, where this was considered more appropriate given the nature of the social context in which the interview took place. For example, in a number of instances the nominee was joined by a number of other academic staff members including their Head of School and in one instance the Director of the university's Centre for Teaching and Learning. This flexibility helped in the establishment of rapport and the avoidance of any anxiety regarding the Project Team's goals, but also resulted in a small loss of quantitative data. Missing data are still being sought, and will be incorporated as available into future analyses for dissemination through the website or elsewhere. As a result of this process, all but one of the 36 Australian psychology AOUs have participated in at least some part of the data collection process, and unless otherwise specified the quantitative results are based on a sample size of 32.

Quantitative Analyses of Surveys

Factors Influencing Content

The first question asked respondents to comment upon those factors which most influence the content of their undergraduate programs. Where respondents indicated that there were a number of such programs differing from each other, they were asked to respond primarily with respect to their "core" professional psychology program (usually a Bachelor of Psychology).
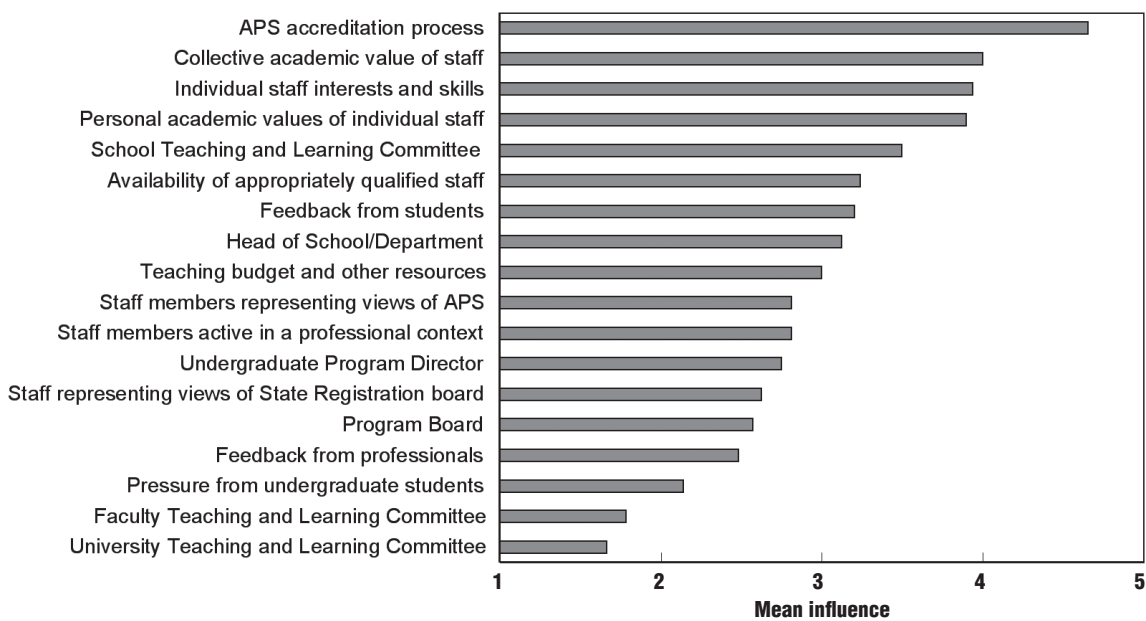
Figure 3.1: *Average influence attributed to factors with respect to content*

Inspection of this figure provides confirmation that the APS Accreditation Guidelines feature strongly in the determination of content. This result would be expected given the central place in the guidelines for mandated areas of study during the first three years of the degree. Other clearly important factors include the collective academic values of staff, their individual interests and skills, and the School or Department's Teaching and Learning Committee. Less important are factors such as staff availability, teaching budgets, feedback from students and professionals, Heads of Schools, and Registration Boards. University- and faculty-level Teaching and Learning Committees have little or no influence on program content. Program Boards are also not important, and less than half of the AOUs had such a mechanism in place.

Respondents were also asked to indicate other mechanisms not contained on our list which they though to have influence on program content. These included:

• New mental health guidelines currently under discussion at the APS[1]

_____

[1] *These guidelines were a considerable source of contention at many of the institutions we visited, and were quite often referred to in negative tones. They were not usually considered to be likely to influence curriculum, but to the contrary there were indications that any changes relating to the guidelines would be vigorously resisted.*

- Changes to the institution's credit point system
- Only one nominee listed Graduate Attributes as a current source of influence. Two nominees listed this as a likely source of influence in the future.
- Course advisory panels
- The availability of students
- Generic changes taking place within the discipline
- Chat and informal discussion with both students and other staff
- The need to find your own niche, to differentiate yourself from other, particularly local, programs
- The need to avoid the potential for litigation (to make the curriculum "bullet-proof")
- A formal student consultative committee

Factors Influencing Delivery

The second question was focussed on factors thought to influence curriculum delivery, rather than content. As might have been expected, the APS accreditation process was considered to be less important, although it still was considered to be one of the more important factors. Other factors falling into this category could be described as "local": they included personal academic values, the teaching budget (most often associated with the capacity to provide casual staff for small-group classes), feedback from students, collective academic values, school Teaching and Learning committees, individual interest and skills, and informal pressure from undergraduate students. As was the case for content, professional organisations and staff associated with those organisations were not generally considered to be very influential. However, university and faculty Teaching and Learning committees were thought to be more influential with respect to delivery than they had been with content. In a number of cases this influence was directly related to information technology changes and pressure to deliver material "on-line".
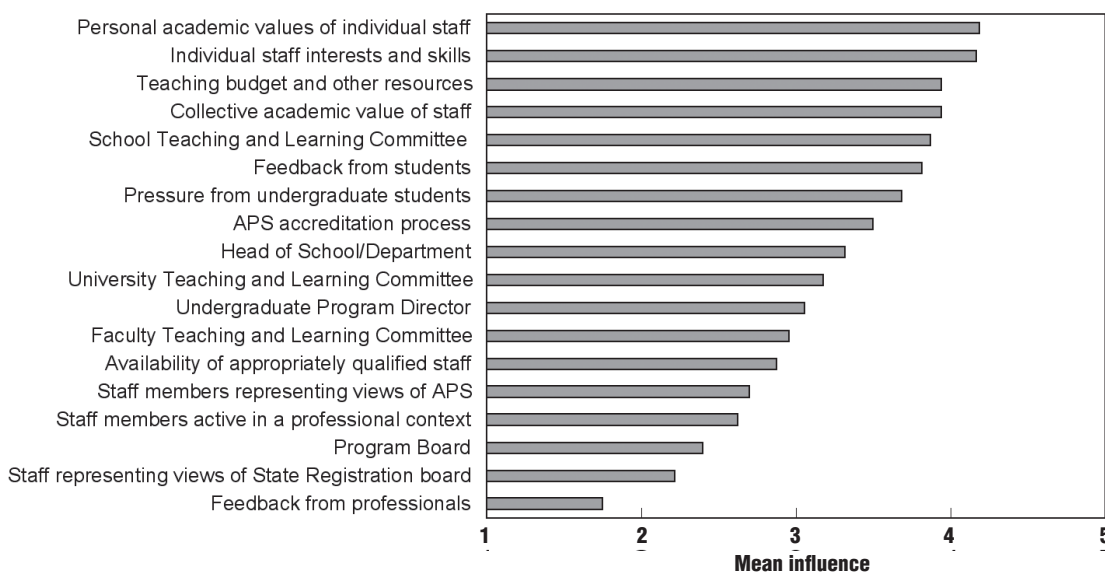
Figure 3.2: Average influence attributed to factors with respect to delivery

Sources of influence which respondents believed to be important not included in our list were:

- Student performance (i.e., "if a cohort of students seems to be struggling with material one year, you will change the delivery in the following year")

- Course advisory panels (*2)

- Changes in the broad educational landscape, e.g., information technology (*5)

- The university's Quality Assurance system

- The Heads of Departments and Schools of Psychology Association (HODSPA) via their Head of School

- Geography (i.e., distance from other universities or metropolitan centres will affect delivery strategies)

Constraints on Curriculum Development

This question was intended to determine what participants believed to constrain curriculum development, and the average responses are shown in Figure 3.3. This question was considered important because of the considerable discussion that often takes place regarding the role of the APS's accreditation requirements, and this factor was indeed shown to be important. However, funding was more often the factor described as critical. Staff levels and priority with respect to other activities such as administration and research were also considered extremely important. Although some respondents rated university red tape and administrative issues as important, this was not a general theme. It was notable that this issue was of far greater importance in situations where external delivery was taking place. The lead time necessary for this mode of teaching compared with face-to-face classes provides a considerable barrier for some academics to engage in curriculum development, even if it is relating to on-campus teaching. Distribution of staff skills was not considered to be particularly important, but rather it was simply staff availability, to share workload burdens, that was considered to impede curriculum design.

Other factors were nominated by respondents to constrain curriculum development, and examples were sought. Many of these examples were of a general nature, rather than specific instances, and these responses have been combined below. They included:

Sources of curriculum constraint
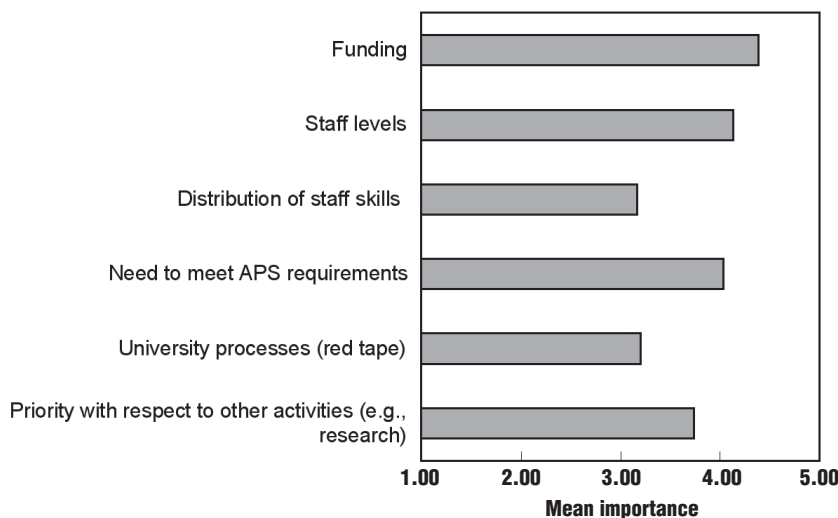
Figure 3.3: *Average degree to which named factors were thought to constrain curriculum development*

- Time as a critical factor

- Designated areas of research strength

- Ethics was described by one respondent as being "unimportant"

- The fact that (other) staff in general were not that interested

- Academic staff workloads model

- Lack of computing space, full labs

- Course structures (e.g., number of credit points)

- Flush with funds, but they tend to get directed away from the U/G program

- Focus upon APS sequence can lead to there being no time for other topics (e.g., critical thinking, research evaluation)

- Funding cuts driving move to flexible delivery

- Increases in red tape, ethics approval, etc.

- Inflexibility relating to external delivery

- Lab space shortage

- Lack of curriculum development expertise

- Lack of leadership

- Lack of time for scholarly work related to teaching

- Less time for keeping lecture notes up to date

- Need to ensure equivalence across programs delivered on-campus, off-campus, and off-shore

- New electives may only be proposed if you give up another

- Off campus delivery means lead-time for development of materials slows development

- Paper-work associated with QA process for T&L onerous, constraining both teaching and research, and counter-productive

- Perceived antagonism of the APS accreditation team to anything outside of the approved sequence: their "wrists were slapped" at the last site visit

- Practical problems of incorporating research into teaching

- Preponderance of sessional staff creates decision-making impediment, partly due to workloads and partly due to uncertainty about who will be available at any time

- Pressure from the Dean to internationalise to create more money

- Relative focus of the organisation on P/G vs. U/G teaching, and the university's desire for "sexy" courses for international students

- Staff numbers too low on some campuses for them to be independent

- Targeted drop in staff numbers has created constraints on resource side, but has also encouraged innovation to deal with situation in effective manner. Allocation of teaching time (e.g., collating an individual's teaching in one semester) is one example of a strategy designed to fulfil requirements of program while allowing innovation (and research) to be contemplated

- The school's views on the value of practical skills development are perceived to be contrary to the APS

scientific requirements

- Time pressure conflicts between research and teaching

- We can't offer a real neuropsychology unit because of the costs

- Weight of administrative responsibility leaves insufficient time for reflection and design

- You may have insufficient numbers in a unit to make it viable

- No staff in a key area (e.g., developmental) made it difficult to incorporate

- University red tape

- Lack of adequate funding to provide specialised assistance to International students

- First-year unit completely redesigned to map onto APS (APAC) requirements

- Introduction of a new second-year elective to help meet undergraduate targets

- Reduction in third-year courses to reduce teaching loads and bring course into line with university imperatives

- Pressure exists to be able to deliver units externally, but accreditation requirements are considered to prevent this

- Absence of a sabbatical provision makes it difficult for academics to remain informed and impacts negatively on teaching

- Where units are taught to both internal and external students, the imperative to prepare documents for external students may result in internal students being treated as if they were external (e.g., using study guides designed for external students as an alternative to face-to-face teaching for internal students)

Innovation and Change

This question sought to determine the factors perceived to drive innovation and change in Schools and Departments of Psychology. Figure 3.4 shows the mean importance given to a number of factors listed in this question

Individuals within schools were seen as by far the most important factor. Student demand, school processes and university governance were also somewhat important.
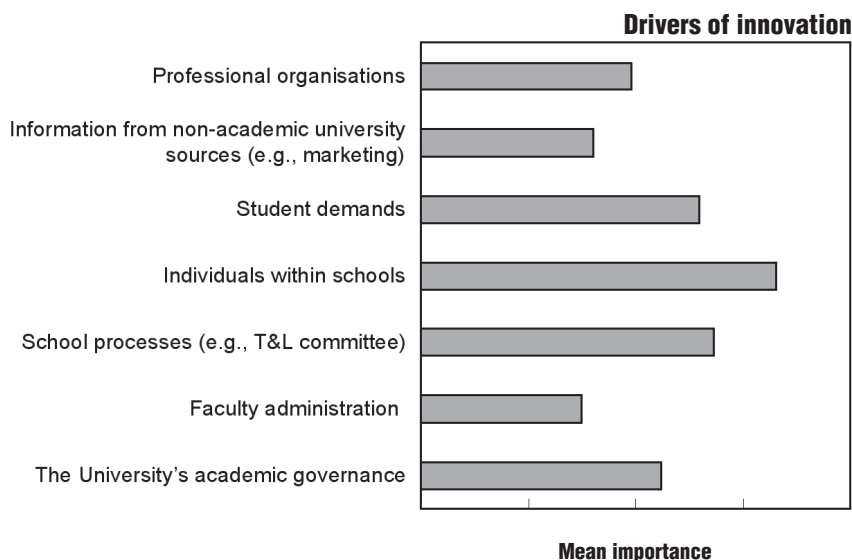
Figure 3.4: *Average degree to which named factors were perceived to drive innovation and change*
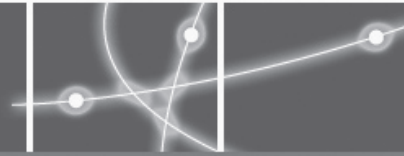
Other factors nominated by respondents included:

- The APS

- Availability of an education development centre with appropriate staff expertise

- Availability of IT (*6)

- Changes to credit point system

- Collegial processes (inside school)

- Curriculum development grants

- Evidence based models

- Exposure to other exemplars

- The availability of facilities to support particular kinds of learning activities

- Their Head of School

- The need to be able to provide accountability

- The need to find a market niche, to differentiate oneself from other schools in the region

- Changes in the academic calendar, for example moving to a semester system from terms

- Staff changes

- The staff workloads system

- Teaching grants schemes

- University awards, faculty grants, and a core group of dedicated people

- Budgetary constraints:- examples of responses include some outsourcing, online development, and collaborative teaching with other allied health areas

- Particular individuals driving a general theme (e.g., ageing) through a number of units

Respondents were also asked to provide examples of innovation and change, which included:

- Availability of IT and resources with a textbook, for example, may influence curriculum design

- Changes in credit-point system and student feedback led to some changes in balance of professional and academic skills in fourth year – this was largely a collegial process

- Dean views teaching as core business, leading to greater rewards for teaching, system for measuring teaching activity with $ value, supported by faculty personnel and grants scheme

- Demonstrated value of some methods has led to its adoption, e.g., problem based learning

- Innovative teaching grant led to web-site on plagiarism for first-year students

- Internal structural changes such as introduction of specialist courses, flexibility, desire to increase commonality between honours courses

- New units introduced largely by individual staff

- Pressure to develop on-line units being resisted, but some activity in second-year subjects

- Psychology 1 curriculum was rewritten to be more engaging following research project evaluation – previous work driven largely by informal processes

- PVC for teaching and learning has impact, changed emphasis, infrastructure development, forums, discussion groups, etc

- Requirements for new staff to complete Grad Cert in Higher Ed – this forces you to think about outcomes and curriculum design

- Research driven teaching leads to boutique units

- Some class sizes have been limited by available space

- Student demands have forced use of WebCT

- Teaching grant for the first-year program led to pilot program (using WebCT) ironed out problems and let to wider utilisation

- Tendency to be reactive – we are conscious of this and seek to be more proactive

- University report mandated all staff have contact with students – led to greater vertical integration, contact between students in different years and mentoring system involving post-graduate students

- University scholarships

- University teaching grants produced curriculum improvements by allowing staff to focus on group processes – did not in itself lead to changes in curriculum, but provided resources which led to greater capacity on the part of students to engage in group work requirements

- VC & PVC driving change in delivery to online – larger numbers leading to greater reliance on technology

- Workshop activity, made available via faculty support

- Redesigned curriculum to include more psychology units in order to avoid problem with (perceived) low EFTL load

- Redesign of first-year unit to bring it into line with APS (APAC) requirements

- Discovery learning used in a third-year unit on psychological testing

- Observational placement for fourth-year

- Use of portfolios for authentic assessment

- Live videoconferencing and digital videotaping for cross-campus delivery of materials

Nature of Learning Experiences

Respondents were asked to provide information regarding the mix of learning experiences to which students were likely to be exposed over the course of their degree. This is, of course, difficult to specify with any great precision since the nature of students' experience will be greatly influenced by choice of elective units both within and outside psychology, and changes which take place from year-to-year in practices within core units. As a consequence these data are less complete that the responses to questions described above, but a sufficiently large sample was obtained for discussion of general trends to be warranted.

On-campus Mode
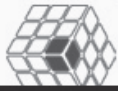
Table 3.1 summarises responses provided to this question for on-campus students, broken down by the size of school and location of the institution.

Lectures, tutorials and laboratories predominate across all of the respondents. Laboratories are an important component of the psychology curriculum, and would typically involve some practical activities in which students are required to collect data and conduct some analysis. Relatively sophisticated understanding of statistical and methodological principles is also demanded in the psychology degree as a result of the requirement for completion of a research thesis in fourth year. A substantial amount of laboratory time is thus also likely to be given over to learning how to use computerised statistical packages such as SPSS. There is little evidence for differences in approach as a result of size or location, although one of the schools which has a greater than usual utilisation of tutorials is quite small and in a rural environment. However, it has to be remembered that smaller student numbers usually go hand-in-hand with smaller staff sizes, and thus there is typically no advantage in terms of staff-student ratio for either group. Very few schools include skills-oriented workshops at any levels of their programs, and only one school reported availability of a placement program for their Graduate Diploma students. All schools reported a substantial component (usually 50%) of fourth year being taken up with supervised research activity, as required by the accreditation guidelines. This activity would have embedded within in it a variety of learning experiences for the student, including regular one-on-one supervisory meetings, some group work, independent activity in the development of a project and obtaining ethical approval, coordinating activities with the community or in a laboratory for data collection, and completion of a substantial piece of written work with regular feedback from a variety of individuals.

Table 3.1: *Examples of learning situations experienced in psychology programs, categorised by size of school and location of institution*

Larger Metropolitan	Lectures (50%), laboratories and tutorials used across all four years of the program. Seminars used a little (10%) in the final year. Independent conduct of research only in Year 4. (I21)
	Lectures and labs in first three years (about 2:1), replaced with seminars in fourth year. (I9)
	60-75% of face-to-face in lectures. Laboratories in first year and tutorials in Years 2 and 3. Equal split between seminars, practical skills workshops and lectures in fourth-year. (I24)
Mid-sized Metropolitan	Lectures used across all four years of the program (min 40%). Tutorials 25% of face-to-face in first year, declining to 10% in Year 4. Independent conduct of research in Years 3 (10%) and 4 (50%). Small component of practical skills training (15%) in third year. (I28)
	Lectures and laboratories predominate in first three years (about 5:4 ratio). In fourth year about a 4:3 split between research conduct and seminars. (I16)
	Even split between lectures and labs in first year, slightly more lectures than labs in Years 2 and 3. Some lectures and tutorials in fourth year, but most time in independent research. (I19)
	Lectures, laboratories and tutorials used about equally, and seminars about half as frequently in all four years of the program. (I25)

Mid-sized Regional	Lectures in Years 1 to 3, doubling in third year. Laboratories in first year, and tutorials in Years 2 and 3. (I26)
	Lectures and laboratories in first year (almost 2:1), more evenly split in Years 2 and 3. Small number of practical skills workshop hours in fourth year. Greater number of lectures for Postgraduate Diploma students, and a 30-day placement. (I18)
	Lectures and tutorials in first year, with the addition of laboratories in all subsequent years. Seminars employed in Years 2 to 4. WebCT also employed throughout program, but decreasing time spent in this format across the years. (I17)
	Lectures, with tutorials in first year and laboratories in Years 2 and 3. Some seminar presentation throughout program, increasing to fourth year. Some practical skills workshops in Year 3, and more in Year 4. Combined lecture/seminar/practical format in fourth year. Web-based activities employed in first year, and computer workshops throughout the program. (I8)
	Lectures, laboratories, tutorials and seminars employed in all four years, but less time in the first three formats in fourth year. Some practical skills workshops in Years 3 and 4. (I3)
Small Regional	Lectures in first three years make up bulk of face-to-face. Remainder of time in face-to-face evenly split between laboratories and tutorials. Seminar attendance makes up about one third of formal teaching requirement in fourth year, the remainder being in independent conduct of research. No skills-acquisition experience. (I27)
	About a third to a half of face-to-face time spent in tutorials across all four years of the program. Lectures and laboratories also employed. Seminars in all four years of the program, declining across the four years. No skills-acquisition experience. (I23)

Off-campus Modes

Very few schools reported involvement in program delivery in off-campus modes. Where the study of psychology is possible in external mode, efforts are usually made to try and "recreate" the environment that on-campus students would be experiencing. This is particularly the case with respect to the provision of laboratories and the research component of fourth year.

For example, in one instance some components of the program (limited to first year) could be studied externally. The methodology employed was "traditional" for that school's institution, and was largely based around a Study Guide in combination with some electronic contact with teaching support staff. However, in order to provide a greater match with on-campus activities a Laboratory Workbook was also provided.

Where larger portions of the program could be studied in distance mode a broader range of technologies, in particular web-based systems, were employed. In one instance a system of on-line laboratories to replace the traditional on-campus laboratories had been developed. Residentials were widely employed, some of which were held off-campus. More extensive on-line contact through discussion groups was expected. In at least one case where the first three years were available externally, the fourth year of the program was only delivered on-campus.

Assessment Methods

Respondents also provided information regarding the nature of assessment procedures to which students would be exposed across the four years of the program. In considering these data it is important to remember that in many instances AOUs have much less control over assessment than other aspects of curriculum. It is thus entirely possible that the use of examinations may be more frequent where schools are based in Faculties of Science or Health Science, where some level of "objective" assessment may be mandated, than if they are located in a Faculty of Arts where such a policy is less likely (see Table 1.1). Faculties and institutions can also influence assessment methods in less direct ways, for example through either explicit or implicit cultural policies regarding grade distributions or regulations as to the contribution of different types of assessment on the final grade (e.g. limits on the contribution of final exams or multiple-choice components).

A broad range of assessment methods are employed in psychology programs, but largely these methods would be described as "traditional". Multiple-choice tests and examinations are utilised, very often quite intensively in the first two years of the programs, but less frequently in later years. Short-answer and essay-style examinations are also frequently utilised. In-class or progressive assessment is quite widely used, but can create a difficulty if units are also delivered in off-campus mode. A small number of respondents reported development of web-based methods for this purpose, but the use of technology in assessment was not widespread.

Both laboratory reports, and to a slightly lesser degree, essays were used for assessment of written work. Oral presentations were also employed. A small number of respondents reported having at least some assessment of "skills", for example with respect to psychological testing. This skills-based assessment was typically restricted to the latter two years of the program and contributed a small proportion of the assessment. Perhaps the most distinctive feature of psychology programs is the requirement for a research thesis to be completed in fourth year, and in almost all cases this contributed 50% of the grade for that year.

Implications

Innovation and exemplary curriculum development takes place when there is a combination of effective leadership, particularly at school and faculty level, appropriate support and reward for effort, and committed and well informed individuals often working in a small (3-5) team at the school/department level.

Institutional agendas often provide a problem-space driving the need for change, but may be circumvented or avoided in the absence of the factors described above. The APS requirements provide a frame for curriculum design, but the realisation of the framework is variable across institutions.

The teaching of psychology relies on a mix of approaches which features lectures, tutorials and laboratory based practicals. Teaching large classes or staff student ratios are not seen as an issue per see – there is no empirical evidence to support the belief that the learning experience in a large class setting would be inferior to that in a small class setting. It is, however, important not to rely on a single mode of delivery. Large class lectures need to be complemented by small group tutorials and laboratory classes. Across institutions, the mode of teaching most closely resembles that used in sciences.
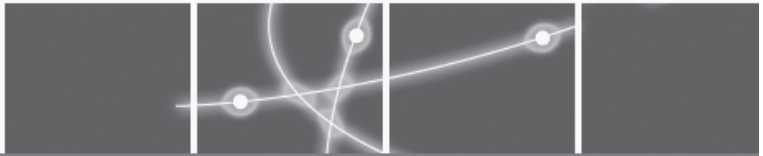
Chapter 4

Teaching of Psychology in Other Disciplines

Approach and Methodology

One of the terms of reference for the project was to investigate the teaching of psychology in other professional programs that are relevant to the discipline of psychology. The approach to this term of reference was to identify professional programs that have a human services/human behaviour focus and in which it is believed psychology as the study of human behaviour would be a highly relevant content area. The project team identified undergraduate programs in education, nursing and commerce.

Consistent with the aims of the project there has been an emphasis on the review of curriculum decision making, and psychology curriculum content in these programs. The project team also sought to look at other issues associated with the teaching of psychology, such as the teaching staff involved, modes of delivery (including the extent of service teaching from Schools of Psychology), and factors influencing the inclusion (or exclusion) of psychology content in these programs.

In this section we will detail the background to our approach in examining the teaching of psychology in professional programs where psychology teaching is a significant content area.

The methodology used involved four stages:

* Invitations to senior academics from the three disciplines to offer a short presentation at the first network group meeting focusing on the issues of psychology content and teaching in their areas, and a discussion session following these presentations that canvassed thoughts and ideas on these issues and the practices that participants were aware of their home institutions.

* This was followed by the development and circulation of surveys to Heads of Schools of Education, Nursing and Commerce that sought specific information relevant to the general aims outlined above. (see Appendix C)

* At the second network group meeting a special session in the program focussed on some key issues arising out of the data from the two sources above. This was led by Professor Paul Morrison, a dual qualified psychologist and nurse practitioner who is Professor and Head of School of Nursing at the University of Canberra.

* Follow-up interviews with Heads of Schools of Education, Nursing and Commerce to explore themes arising from this forum and other sources of data.

Findings Relating to Undergraduate Degrees in Education

Information was sourced from several faculties and schools ranging from large metropolitan institutions with multi-campus arrangements to large and smaller regional universities. The data came from both returned surveys and extended telephone interviews.

Most Faculties/Schools of Education from which survey or interview data were provided, reported they have one or two academic units that were specifically focussed on psychology content. These units of study were typically in two key areas: Learning and Human Development. The focus of these units may also vary depending on the type of degree: that is, whether the focus was on early childhood, middle years, or secondary eduction. One school in a metropolitan area also reported offering a unique unit on research that has a focus on educational psychology.

A good example of this sort of unit comes from a large regional university that has numerous B.Ed double degrees as well as specialist B.Ed degrees for ECE and primary age groups. This unit is a foundation unit for all the degrees and the content is outlined below.

Learners and the Learning Process

1.	Child and Adolescent Development. The following topics will be covered:

-	Development research

-	Cognitive development

-	Language and literacy development

-	Emotional development

-	Social and moral development

-	A-typical development

	Emphasis will be given to current theoretical and empirical research in these areas and links with educational planning and practice will be drawn.

2.	Learning Theory

	The nature and functioning of the human information processing system will be covered in relation to such areas as human memory and cognition, metacognition and self-regulated learning, intelligence, motivation and beliefs about learning, self concept and self efficacy, knowledge and learning and the assessment of learning. Emphasis will be given to current theoretical and empirical research in these areas and links with educational planning and practice will be drawn.

Other faculties and schools reported no stand-alone units with psychology content, but rather incorporate the psychology content into the curriculum content of education major sequences or method units/practicum experience. For example, typically the area of student behaviour and behaviour management is incorporated into education and method units of study.

Curriculum Decision Making

Most Faculties/Schools reported that the decision making regarding curriculum was guided at the macro level by Course Advisory Committees, and internally by course and unit review processes. Specific content is determined by the teaching team at the unit level. A theme emerging from the academics in Schools/Faculties of Education who are psychologists (and identified themselves as such on the survey returns and interviews) relates to the feeling that they have to constantly justify the psychology content and units of study. The perception given was that there is limited time in the teacher preparation programs and that some of the psychology content is seen as desirable but not essential.

Teaching Approaches

Another theme to emerge from the data gathered was that the content of psychology (as with other content in education) is very clearly given a focus on educational practice through learning experiences such as case studies, curriculum projects and most particularly through the professional experience programs. A comment from a large metropolitan Faculty of Education encapsulates the positives of contextualising the content of psychology through the learning experiences available.

> We've noticed very positive effects from the new model which alternates lectures/tutorials with school practicum in which students are required to apply learned concepts in the school settings.

Staffing

A significant finding was that none of the Faculties/Schools of Education surveyed or interviewed had core units in psychology related areas taught from a School of Psychology. Faculties/Schools of Education that have specialist psychology content have staff with postgraduate qualifications in psychology, or a higher degree in education that has a psychological focus, such as learning or development. The data also revealed that some content of psychology, most likely in general or method units of study, is taught by staff who have little or no formal qualifications in psychology. This is also reflected in the large range of levels of qualifications in psychology of staff who provide psychology content within and across the different Schools and Faculties of Education.

Findings Relating to Degrees in Nursing

Very similar sources of data were obtained from Schools of Nursing as for Faculties/Schools of Education. There was also a similar profile of universities represented in this group, from large metropolitan institutions to large and small regional universities.

Schools of Nursing surveyed indicated that the main areas of psychology content covered in academic units of study are health psychology, personality, social psychology, communication, developmental psychology, learning/motivation, and psychological disorders. The interviews and surveys indicated that there are very few units of study that would focus solely on the psychology content, but are packaged in some aspect of the nursing context, such as mental health nursing, the psycho-social context of nursing, physical assessment, or perspectives on ageing. The following example is an academic unit from a smaller regional university.

> Foundation Studies in Mental Health Nursing
>
> Introduces students to the role of the nurse in the care of clients with acute and long tem mental health problems and the care of their significant others. The unit consists of three modules covering prevention to recovery, with the application of pharmacotherapeutics to mental health problems, in a number of health care settings.

This unit highlights the contextual and practical approach taken with psychology related material in these sorts of units where the topic needs to be treated with the view of preparation of the student to meet the demands of working in a mental health context, rather than a more thorough theoretical understanding of the nature and management of mental health issues.

Three schools surveyed had units in their academic program with psychology content that were taught outside the Schools of Nursing. Two of these were foundation units: one was a standard Year 1 psychology unit taken by the Bachelor of Nursing students, the other was a purpose designed unit combining sociology and psychology content jointly developed by those Schools. The third unit was a clinical communication unit taught from an overseas university by online means and local face-to-face tutorial sessions.

Like Education, there was a clear sense from participants in the surveys and interviews that while psychology content in undergraduate programs was highly relevant to the discipline, and there was sound argument for the inclusion of more content, there was insufficient space in the curriculum for this content given the limited time frame for the degrees (three years). The senior academic representative of Schools of Nursing at the Network group Meetings highlighted the factors that might contribute to the reluctance of Schools of Nursing to engage more psychological content and focus into their programs. The issues of EFTSU protection (and therefore funding protection), the need for students to be capable of dealing with the demands of a complex socio-technical environment at the end of a 3-year program (hence the need for a skills focus), and the fact the as a discipline it is still evolving and finding its own entity, all make the inclusion of more content in the curriculum difficult.

A unit description from a large metropolitan School of Nursing highlights the recognition of the relevance of psychology, but interestingly also highlights other factors mitigating against the inclusion of more psychology content into nursing programs.

> Introduction to Behavioural Science and Health Care

> An understanding of the behavioural sciences underlies much of the work of health professional...
> A sound understanding of psychological and sociological principles are essential for the provision of ...

While these sentiments are clearly articulated in the unit synopsis and shared by the Head of School, the HOS indicated that this unit was the result of collapsing two former discreet units (one psychology and one sociology) on the basis of a program review and feedback from students that they could not see the value of the content of the units in preparing them for the workplace.

Staffing

Surveys and interviews tapped the qualifications and experience of academic staff teaching psychology content within the Schools of Nursing. Most schools indicated they did not employ staff with a degree in psychology to teach the psychology content. More likely this content is taught by staff with a nursing background who have specialisations in areas such as mental health or paediatrics/geriatrics. Some academic staff engaged in teaching psychology content have postgraduate qualifications in psychology related areas (as in education) but come from a professional nursing backgrounds. The impression gained from these findings is that the content of psychology is integrated into academic units with a nursing focus, and managed by staff with interests and background in the psychology related areas rather than from a formal psychological perspective or training.

Curriculum Decision Making in Relation to Psychology Content

The vast majority of responses indicated that the inclusion of psychology content would be addressed through formal School committee structures, variously described as Bachelor of Nursing Course Committees, Unit/Course Review Committees. 50% of responses indicated that student evaluations were a source of

information about curriculum decisions. This finding is consistent with the scenario outlined above about the rationalisation of the psychology and sociology units into one unit of study on the basis of student feedback about the relevance of the content. Responses also indicated that the State Nursing Boards had input into content of programs.

Findings in Relation to Degrees in Commerce

There was a lower level of response to surveys and requests for telephone interviews among the Business and Commerce program staff. Therefore some caution needs to be exercised in interpreting the ideas and themes outlined in the discussion below as they cannot be regarded as representative of programs in Australian universities.

The Context and the Curriculum

Undergraduate degrees in Commerce typically include major areas such as management, human resource management (HRM), and marketing among others. Two universities surveyed indicated it was possible to take a major in psychology within the undergraduate degree, for example within a B.Com. degree. Joint B.Psych/B.Com degrees are rare according to the senior academic representative.

The areas of management, HRM and marketing have a clear focus on human behaviour. However, there appears to be no specific reference to "psychology" in these major areas in so far as the units of study are concerned. Subjects such as Organisational Behaviour, Managing the Human Resource and Consumer Behaviour are very much "psychology" in their overall thrust and have elements from other disciplines (such as sociology) depending on the subject, yet there is little or no reference to psychology in their titles or the content of the units. One former HOS interviewed described the Organisational Behaviour unit of study as essentially a psychology unit and the text books written for such units contain psychology topics as well as sociological and political science perspective. Topics such as motivation, leadership, and communication, regularly appear in these units but do not appear to receive have a more mainstream psychological treatment. The senior academic representative described the psychology content in commerce and business degrees as "integrated" and not having a specific psychological focus as they would in a B.Psych program. This was a common theme from both surveys and interviews.

Another theme to emerge from the surveys and interviews was that the level of "psychological focus" a unit such as Consumer Behaviour, or Management might have would depend on the academic background of the staff member assigned to teach it. That is, if the staff member has credentials in psychology it will have more of a psychology focus than would be offered by a staff member with some different background. It was clear from the discussions that there is no set "focus" in these types of units, but more that the objectives of the units are interpreted by individual staff members and those interpretations are clearly influenced by their academic and professional background.

It was also evident that the curriculum decision-making process does not single out psychology content, it is all part of the normal review processes in Schools and Faculties. One academic from a large metropolitan university indicated that:

> There are no specific psychology [units] in the curriculum. Psychology is a basic or source discipline and people draw on it for the development of their [units] in the same way they draw on other source disciplines.

Teaching Approaches

Academics interviewed, or who returned surveys, commented that there is a much more experiential focus in the teaching approaches. The senior academic representative indicated that the overall approach to the teaching of "psychology' was not a scientist-practitioner one, but more oriented towards group work on case studies, role plays, games and simulations, and a lot of use of student presentations. She commented that this was the expectation of the student and the "community" and was more in tune with the skills and attributes the degree programs endeavour to promote.

Staffing

From the surveys and interviews it is evident that quite a few staff with PG and higher level undergraduate psychology qualifications are employed in Schools within Faculties of Commerce, particularly Schools of Management. They are often employed to teach into postgraduate programs. Typically they will have degrees in organisational psychology and often find that being involved in Commerce/Business programs offers them more opportunities in research and teaching than they otherwise might find in Schools of Psychology that do not have specialist degrees in organisational psychology.

Senior academics interviewed commented that psychology qualified staff do bring a valuable focus to the teaching of undergraduate programs and are seen as having a very valuable skill set for both teaching and research activities.

Network Group Meeting Forums – Approach and Findings

At both Network group meetings a session was dedicated to the exploration of the aspects of psychology teaching in other professional programs. At the first of these forums senior academic representatives of these areas offered a 20-minute presentation. The points made in these presentations have been incorporated in the sections above. The discussion sections of both Network group meetings, from which notes were collected, highlighted issues identified by psychology academics in both Schools of Psychology and in other disciplines. Among the more prominent themes and issues were:

- The lack of constructive relationships between Schools of Psychology and the discipline areas focussed in this project in relation to collaborative curriculum development and teaching.

- The view held by the other disciplines that Schools of Psychology offer units (and content) that is too theoretically and research driven and lacking in contextual relevance to the needs of those disciplines, and that they represent what the School of Psychology wants to do and perhaps not what is the best for the target audience in terms of relevance or application.

- The view held by some Schools of Psychology that other Schools did not really appreciate the complexity of teaching advanced topics in Psychology to students who do not have the pre-requisite knowledge to fully understand the concepts, and therefore be able to apply them in their discipline.

- That service teaching of psychology (by Schools of Psychology) for large groups may be seen as a burden and may be given to more junior, less prepared staff who do not have the experience to do the job well.

- That within a School of Nursing or a School of Education, the psychology specialists are not accepted as having "discipline" credibility with their education/nursing colleagues as they are perceived not to have the relevant professional background and experience to be able to make valid contributions to the academic programs and preparation of the students for their respective professional careers.

- As a result of this, Psychology academics in Schools such as Education and Nursing sometimes feel a sense of isolation as they are not part of the research thrust in the discipline they are working in, but neither are they linked to research programs of academic staff in the Schools of Psychology.

Summary

The Network group meeting sessions were very revealing in relation to the tensions between Schools of Psychology and the professional disciplines we selected, particularly education and nursing. A side issue that arose from discussions within the project team relates to what constitutes "psychology content". In professional disciplines, such as those focussed on in this project, many content areas that may be seen as the domain of psychology are seen as equally the domain of the other professional disciplines. It may be the case that much of the "tension" alluded to above arises from this misunderstanding or even some sort of professional "patch protectionism" about the content and applications.

The Project Team's conclusion from these findings is that the teaching of psychology in the professional programs may not be as effective as it could be if there were more collaborative approaches to curriculum development and delivery between Schools of Psychology and the other disciplines. The Project Team has also concluded that differences between frameworks used in the study of human behaviour by academics in Schools of Psychology and other disciplines, as well as administrative issues surrounding funding and resources, may be impediments to better collaboration and hence better learning outcomes for students enrolled in these professional programs. These tensions were summarised very well by the senior academic representative of the Nursing discipline in a request to offer a perspective on Network group meetings and the issues raised in them.
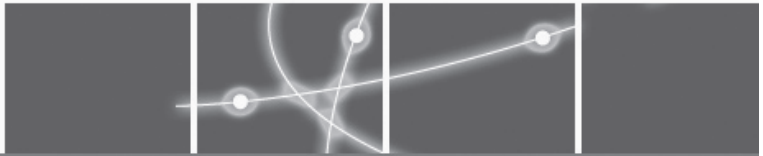
> ...we need to find answers to how we can realise 'a coordinated and strategic vision?' In the case of nursing, my experience over the years is that psychology is best taught by psychologists who are practising within a health care environment, or by those who have previously worked in a health care environment, say, during semester break as a nursing assistant or attendant. Maybe we need to look at encouraging more clinical psychologists (including those working in academia) to take on a teaching role, say as conjoint appointments or by offering them clinical titles from the relevant university. Personally, I believe the issues are simply too complex to expect someone without the relevant health care background/work experience to be able to offer much that rings 'true' or is seen as relevant for nursing students. Simply asking nursing lecturers what they want may not always produce the 'best' responses either, especially where nursing academics are unaware of a psychological perspective or how it may be used within a health care context.

Implications

Psychology content is taught to other professions preferentially embedded in the respective discipline content rather than in dedicated psychology units. This teaching is frequently done by staff with some psychology training who are employed for this purpose. To maintain the connection between these staff, particularly those who self-define as psychologists, and the discipline is important to guarantee that the psychology content is presented adequately. On the other hand, a recognition that other disciplines may draw on only some aspects of the discipline knowledge is important within Schools of Psychology.

The data provide clear evidence of tensions and disagreements between representatives of the discipline and users of discipline knowledge in other professions. This needs to be addressed in order to enable productive collaborations between Schools of Psychology and other disciplines. Failure to do so will hinder or even prevent the development of innovative curricula and positive learning outcomes associated with the psychology content in other professions.

Chapter 5

Graduate Outcomes in Psychology

Two main sources of national data relating to the assessment of programs' qualities are collected each year from graduates across Australia. The first of these is the Course Experience Questionnaire (CEQ). This scale assesses graduates' experience across their degree program in terms of a number of factors, including those relating to good teaching, the development of generic skills, and the level of overall satisfaction with the program. Data from the CEQ were sourced at the AVCC website <avcc.edu.au>. The Graduate Destination Survey (GDS) is completed by graduates at the same time as the CEQ, and provides information regarding graduates' employment status, including starting salaries and sector of employment. Data described below were sourced at Graduate Careers Australia <www.graduatecareers.com.au>. Further analysis of this information described in the present report can be found on the project website <www.psy.uq.edu.au/carrick>. The files contained there provide the CEQ data for all psychology degrees, including postgraduate programs, but the analysis provided below was restricted to degrees in the Pass Bachelor and Pass Honour categories.

The Course Experience Questionnaire

History and Status of the CEQ

The CEQ was developed by Ramsden and his associates over a period of time in the United Kingdom and Australia (Wilson, Lizzio & Ramsden, 1997). The initial questionnaire (Ramsden, 1991; Richardson, 1994) included items grouped into 5 subscales consisting of Good Teaching, Clear Goals and Standards, Appropriate Workloads, Appropriate Assessment, and Emphasis on Independence. Concerns about the reliability of the Emphasis on Independence subscale led to it being deleted from the 23-item short form adopted by the Graduate Careers Council of Australia (GCCA) and the Department of Employment, Education and Training in 1993 for the first national survey of graduates. The Emphasis on Independence subscale was replaced with a new Generic Skills scale. In addition a single item was added to the questionnaire asking for a judgement of "overall satisfaction".

A large-scale validation of the short-form CEQ scale for use in an Australian context was reported by Wilson, Lizzio, and Ramsden (1997) based upon data from both current students and graduates from a variety of disciplines in one institution. The internal reliability of the subscales was generally satisfactory, with Cronbach's alpha ranging from .67 to .88. When factor analysis with a non-orthogonal rotation was conducted a five-factor solution accounted for 57% of the variance and all items loaded on at least one factor. Confirmatory factor analysis using structural equation modelling on data from a number of institutions indicated a good fit with the five-factor model proposed. Validity of the CEQ was indicated by the presence of small to moderate (positive and negative) correlations between all five subscales and deep and surface approaches to learning from the Approaches to Studying Inventory (Entwistle, Hanley, & Hounsel, 1979), a measure of overall satisfaction with their courses, and academic performance. The discriminant validity of the CEQ was assessed by seeking to determine whether it was possible to distinguish individual

courses with distinctive pedagogical strategies from within the national survey data collected in 1993 and 1994. One medical program utilising problem-based methods and one psychology program "conducted along experiential and action learning lines" (p. 45) were identified. These courses tended to score higher than others on a range of subscales of the CEQ, although the problem based medical program was also distinguishable by its lower than average scores on Clear Goals and Standards. These outcomes led Wilson et al to argue that the CEQ was meaningfully related to factors relevant to the evaluation of the teaching context, reliable, and valid.

We are aware of two subsequent reports relating to validation of the CEQ in an Australian population since Wilson et al (1997), both of which have been medium-scale and have not been widely disseminated.

Ginns (2003) describes the development of the Student Course Experience Questionnaire (SCEQ) at the University of Sydney. This survey includes the Learning Community Scale recently developed by the GCCA as well as items relating to the university's specific goals as a research-intensive institution. A factor analysis of this scale revealed a structure largely similar to that reported previously for the CEQ with similar reliability for the components. Ginns also reported an analysis of a multiple regression of the SCEQ on overall satisfaction, which revealed some interesting patterns: In undergraduate students, overall satisfaction was strongly related to Good Teaching and the Learning Community Scale, somewhat less to Clear Goals and Standards, and hardly at all to Appropriate Workloads and Appropriate Assessment.

This pattern was partially replicated by Kabanoff, Richardson and Brown (2003) for a sample of business students. Kabanoff et al. argued for the inclusion of a subscale relating to workplace relevance, and their factor analysis of a revised CEQ including such a subscale demonstrated the psychometric robustness reported by others. A multiple regression on Overall Satisfaction revealed that Workplace Skills Development contributed the largest source of variance (about 10%), followed by Generic Skills, Good Teaching, Clear Goals and Standards, Appropriate Workload, and finally Appropriate Assessment. Although the absolute size of the variance explained differs somewhat, the ordering of these subscales is similar to that reported by Ginns (2003), particularly with Appropriate Workloads and Appropriate Assessment being the weakest predictors of satisfaction.

Current Format of the CEQ

The CEQ employed in the Graduate Exit Survey currently conducted in Australia consists of 24 items, scored on a five-point Likert scale, which are aggregated into 5 subscales: the Good Teaching Scale (GTS); the Clear Goals and Standards Scale (CGS); the Appropriate Assessment Scale (AAS); the Appropriate Workloads Scale (AWS); and the Generic Skills Scale (GSS). In addition, a single item, the Overall Satisfaction Item (OSI), has been added to the scale. Of these scales, only the GTS, GSS, and OSI are mandatory, and must be reported by every higher education institution. Data relating to these three scales were subject to more detailed analysis.

The good teaching scale

The GTS consists of six items, which ask questions such as "7. The staff put a lot of time into commenting on my work" and "18. My lecturers were extremely good at explaining things".

The generic skills scale

The GSS also contains six items, which ask questions such as "5. The course sharpened my analytic skills" and "11. The course improved my skills in written communication".

The overall satisfaction item

The OSI consists of a single item, "25. Overall, I was satisfied with the quality of this course".

Reporting CEQ scores

The AVCC website reports results for the CEQ on a scale between -100 and + 100. The average score of the Likert items within each scale is first computed after recoding of negatively worded items. This average is then converted to a score between -100 and +100 such that a score of +100 is equivalent to having an average score on each item of 5, a score of 0 is equivalent to an average item score of 3, and a score of -100 is equivalent to an average score of 1 on the original Likert scale.

It is important to note that the Field of Study indicated for the CEQ data is not derived from the degree program in which students are enrolled, but is entirely determined by participants indicating what they believe to have been their field of study at the head of the survey. This may result in some anomalies in these data. To give just one example, there are data held in the survey for 1997 and 1998 for students who graduated in psychology from Southern Cross University, despite the fact that there was at that time no accredited program operating at that institution.

Self-nomination also makes interpretation of these data somewhat more difficult for psychology than might be the case for other disciplines. The range of study patterns that are possible for a student indicating psychology as a field of study would include at least the following categories in the Pass Bachelor degree of the CEQ database: students who are completing another degree (BA, BSc, etc.) who have completed a small number of units in psychology as a "minor" and have no intention of further study in psychology; students completing another degree (BA, BSc, etc.) who have completed the APS sequence in Psychology with the intention of going into an Honours-level fourth year but who failed to gain entry to honours; students enrolled in a Bachelor of Psychology degree which graduates candidates if they have failed to gain entry to fourth year; students who have completed another degree (BA, BSc, etc.) with the APS sequence in psychology and have gained entry to honours but are graduating from their basic pass degree while engaged in that honours year; and students who have completed four years of study in a Bachelor of Psychology that offers fourth-year study at pass level. Given the wide differences in experiences and exposure to the discipline these different study patterns are likely to generate, extreme caution should be taken in interpretation of these data.

The analysis of CEQ data presented below commences with the 1997 survey, which contains the data collected from students who graduated in 1996. The quality of the data reported on the AVCC website is improving, and it was felt that this provided a sound starting-point for analysis giving a picture over a sufficient period of time for current trends to be revealed.

Disciplinary Comparisons

Psychology is both a profession and a discipline, and as a discipline contributes to both the Natural and Social Sciences. Psychology programs are unique in Australia in the requirement that the fourth year be at honours level, meaning that the vast majority of students graduating with a Bachelor of Psychology degree would have an honours degree. Meaningful comparison with other disciplines is thus quite problematic, and is not recommended within the Code of Practice for interpretation of CEQ data published by the GCCA[1]. Despite these reservations, it was felt that some broad comparison of CEQ results in Psychology with other disciplines was necessary to provide some basis for understanding differences between programs within psychology.

1 http://www.avcc.edu.au/archive/policies/statistics_survey_management/avcc_gcca_usrveys_code_practice/gdsceqcp.htm

In order to gain some impression of the performance of psychology in a general sense, the latest results (2005) with Fields of Study categorised by the Australian Standard Classification of Education[2] (ASCED) were selected, and the mean performance of all courses was extracted on all subscales of the CEQ. The Excel spreadsheets including this information may be found at the Project Website www.psy.uq.edu. au/carrick in two files, one containing the comparative data for Pass Bachelor's Degrees, and the other for Honours Bachelor's degrees. Average results for the three mandatory scales (Good Teaching Scale: GTS; Generic Skills Scale: GSS; Overall Satisfaction Item: OSI) were recalculated from these tables, weighting the mean by the sample size for the Field of Study. Psychology was then compared with these averages, and the means for a number of potential comparative disciplines were tabulated to provide a broad comparison with Psychology.

Pass Bachelor Level

A total of 328 Pass Bachelor courses with unique ASCED codes were extracted in the 2005 data file. There were 2,043 responses on the OSI for Psychology, making it the fourth-largest discipline represented in these data, with only Accounting (3,379), General Nursing (2,365) and Teacher Education: Primary (2,227) being larger. The grand total of respondents was 59,824, meaning that Psychology represents almost 3.5% of the total graduating population, assuming no systematic sampling bias exists.

Table 5.1 shows the mean for Psychology on the 3 mandatory subscales of the CEQ with the National Mean and Standard Deviation of the Means of the Fields of Study listed. The National Mean was calculated by weighting the mean for each unique ASCED field of study by the sample size for that discipline. The standard deviation was calculated on the means for each of the ASCED fields of study.

Table 5.1: *Comparison of means for Psychology with the National Means and standard deviation of those means for the three mandatory subscales of the CEQ for Pass Bachelor programs.*

CEQ Subscale	National Mean	SD of Means of Fields of Study	Psychology Mean
Good Teaching	17.7	17.2	14.8
Generic Skills	35.7	13.8	40.6
Overall Satisfaction	38.1	19.3	39.0

It can be seen from Table 5.1 that Psychology lies just below the National Mean for GTS (Z=-.17), just above the National Mean for GSS (Z=.35), and almost exactly on the National Mean for OSI (Z=.05). The three subscales correlate with each other: r=.54 between GTS and GSS, r=.68 between GTS and OSI, and r=.60 between GSS and OSI. None of the subscales of the CEQ correlates with sample size, the largest r being -.05.

2 http://www.abs.gov.au/ausstats/abs@.nsf/0/83A82678FF4085FECA256AAF001FCA6A?opendocument

Table 5.2: *Comparative means on the mandatory subscales of the CEQ for the 10 largest ASCED categorised Pass Bachelors fields of study. Fields are listed in increasing size.*

ASCED Field of Study	Mean GTS	Mean GSS	Mean OSI
History	40.8	42.6	57.5
Law	10.8	40.7	40.7
Business Management	15.5	39.2	38.2
Computer Sciences	8.7	29.2	28.7
Banking and Finance	5.7	26.8	31.2
Marketing	15.4	40.4	42.1
Psychology	14.8	40.6	39.0
Teacher Education: Primary	14.1	31.5	33.1
General Nursing	10.2	33.6	29.1
Accounting	7.0	27.1	33.8

Table 5.2 shows the means for each of the mandatory subscales of the CEQ for the 10 ASCED categorised Pass Bachelors degrees with the largest sample sizes. It can be seen that Psychology appears very similar to the vast majority of these degree programs on all of the subscales, and would be ranked fourth on OSI.

Honours Bachelor Level

A total of 263 Honours Bachelor courses with unique ASCED codes were extracted in the 2005 data file. There were 599 responses on the OSI for Psychology, making it the largest discipline represented in these data by a considerable margin. The next largest courses were Law (N=321), History (N=236) and Political Science (N=281). The grand total of respondents was 7,658, meaning that Psychology graduates make up almost 8% of the total population, assuming no systematic sampling bias exists.

Table 5.3 shows the mean for Psychology on the 3 mandatory subscales of the CEQ with the National Mean and Standard Deviation of the Means of the Fields of Study listed. The National Mean was calculated by weighting the mean for each unique ASCED field of study by the sample size for that discipline. The standard deviation was calculated on the means for each of the ASCED fields of study.

Table 5.3: *Comparison of means for Psychology with the National Means and standard deviation of those means for the three mandatory subscales of the CEQ for Honours Bachelor programs.*

CEQ Subscale	National Mean	SD of Means of Fields of Study	Psychology Mean
GTS	28.7	25.00	23.2
GSS	45.6	20.4	48.1
OSI	47.0	26.5	44.5

It can be seen from Table 5.3 that Psychology lies just below the National Mean for GTS (Z=-.22), just above the National Mean for GSS (Z=.12), and just below the National Mean for OSI (Z=-.09). The three subscales correlate with each other: r=.72 between GTS and GSS, r=.77 between GTS and OSI, and r=.72 between GSS and OSI. None of the subscales of the CEQ correlates with sample size, the largest r being -.08.

Table 5.4 shows the means for each of the mandatory subscales of the CEQ for the 10 ASCED categorised Honours Bachelors degrees with the largest sample sizes. It can be seen that Psychology appears similar to these degree programs on all of the subscales, and would be ranked fifth on OSI.

Table 5.4: *Comparative means on the mandatory subscales of the CEQ for the 10 largest ASCED categorised Honours Bachelors fields of study. Fields are ordered in increasing size.*

ASCED Field of Study	Mean GTS	Mean GSS	Mean OSI
General Medicine	15.7	44.7	48.0
Computer Engineering	0.2	36.2	30.5
Economics	21.5	35.6	38.4
Computer Sciences	20.1	41.2	38.7
Biochemistry and Cell Biology	29.5	49.5	50.3
Mechanical Engineering	7.6	45.4	35.5
Political Science	37.7	45.0	52.2
History	52.1	52.6	66.1
Law	15.1	43.9	42.4
Psychology	23.2	48.1	44.5

Institutional Comparisons

Tables 5.5 and 5.6 show the sample sizes for psychology as a field of study for graduates with pass and honours degrees respectively. The average sample size for pass degrees is quite substantial, making it possible to conduct a meaningful analysis of these results in general. However the sample size for some institutions is quite small and the variability is often quite large. The situation for honours degrees is much worse, with many institutions falling well below what would normally be considered adequate for quantitative analysis to generate meaningful results. The average sample size has remained relatively stable over the period from 1997 to 2005, although there appears to have been a slight drop in participation during 2001 and 2002.

Table 5.5: *Institutional sample sizes for Pass Bachelor's statistics in the CEQ database from 1997 to 2005. Only data from institutions with accredited Psychology programs in the year of collection have been included. Note that The Northern Territory University is now Charles Darwin University. Sample sizes listed here for 2001-2005 are the maxima indicated for any one the 3 mandatory scales.*

Institution	1997	1998	1999	2000	2001	2002	2003	2004	2005
Australian Catholic University	37	50	59	66	51	26	51	40	26
Australian National University	38	58	62	45	37	42	30	36	77
Bond University	15	11	6	8	5	12	–	4	4
Central Queensland University	20	22	18	3	3	4	5	3	6
Charles Sturt University	48	46	37	57	34	25	23	43	45
Curtin University of Technology	27	29	21	30	46	36	64	38	46
Deakin University	83	101	139	48	37	100	118	88	82
Edith Cowan University	70	84	100	84	74	66	65	29	81
Flinders University of SA	64	74	64	49	47	20	58	50	59
Griffith University	73	53	62	76	75	54	84	67	102
James Cook University	18	23	21	35	19	49	24	29	23
La Trobe University	92	108	119	113	95	103	92	92	86
Macquarie University	145	119	160	115	125	78	111	95	63
Monash University	129	169	182	74	104	129	97	152	55
Murdoch University	50	42	39	62	53	42	22	62	48
Northern Territory University	3	21	10	13	6	3	5	1	13
Queensland Uni of Technology	53	78	48	56	2	47	67	49	65
Royal Melbourne Institute of Technology	–	–	–	–	–	22	27	23	23
Southern Cross University	–	–	–	–	–	–	–	–	2
Swinburne Uni of Technology	83	26	48	66	48	19	67	74	75
University of Adelaide	51	82	53	46	34	43	40	66	61
University of Ballarat	23	51	23	26	25	39	36	22	28
University of Canberra	1	30	–	24	35	25	35	28	22
University of Melbourne	87	78	132	110	103	89	122	90	119
University of New England	68	62	53	57	47	53	32	39	53
University of New South Wales	18	13	10	15	8	–	2	1	6
University of Newcastle	54	35	49	42	64	58	28	14	31
University of Queensland	194	176	123	107	137	122	170	129	158
University of South Australia	–	44	41	39	40	52	55	52	84

University of Southern Qld	69	79	87	99	97	84	66	81	97
University of Sydney	119	148	164	109	75	91	119	81	96
University of Tasmania	18	40	30	31	40	51	48	42	54
University of Western Australia	86	41	71	56	71	45	56	68	95
University of Western Sydney	40	70	89	69	25	29	21	32	30
University of Wollongong	51	50	45	47	33	52	40	46	73
Victoria University	20	23	19	10	19	41	31	26	47
Average	**59.0**	**62.8**	**66.2**	**55.5**	**50.4**	**51.5**	**56.2**	**51.2**	**56.5**

Table 5.6: *Institutional sample sizes for Honours Bachelor's statistics in the CEQ database from 1997 to 2003. Only data from institutions with accredited Psychology programs in the year of collection have been included. Note that The Northern Territory University is now Charles Darwin University. Sample sizes listed here for 2001-2005 are the maxima indicated for any one the 3 mandatory scales.*

Institution	1997	1998	1999	2000	2001	2002	2003	2004	2005
Australian Catholic University	–	1	–	–	1	5	–	3	2
Australian National University	15	13	23	11	6	9	19	18	24
Bond University	–	1	5	10	2	7	–	5	6
Central Queensland University	5	3	5	1	1	2	2	3	–
Charles Sturt University	4	2	6	7	8	12	14	15	16
Curtin University of Technology	13	14	14	14	–	5	19	10	13
Deakin University	18	28	25	21	35	22	23	22	13
Edith Cowan University	10	8	11	11	8	11	11	4	11
Flinders University of South Australia	16	15	22	31	20	21	31	33	23
Griffith University	23	23	21	40	32	18	45	30	27
James Cook University	24	17	22	18	15	–	18	19	12
La Trobe University	20	34	36	29	20	23	31	14	16
Macquarie University	23	26	16	25	32	39	29	31	30
Monash University	21	33	38	8	11	11	12	21	6
Murdoch University	13	17	14	18	18	10	13	15	27
Northern Territory University	1	1	5	5	6	3	8	10	4
Queensland University of Technology	7	15	17	10	12	15	12	16	13
Royal Melbourne Institute of Technology	–	–	1	6	4	7	9	8	4
Southern Cross University	–	–	–	–	–	–	–	–	10
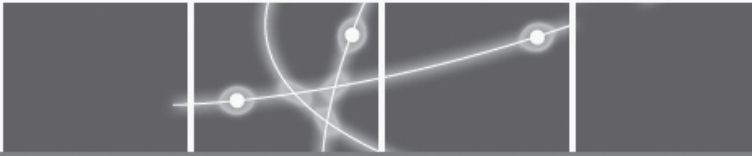
Swinburne University of Technology	9	3	8	2	8	12	25	17	18
University of Adelaide	23	22	21	24	14	13	16	20	27
University of Ballarat	4	3	6	6	4	6	11	2	2
University of Canberra	.	3	.	6	4	11	3	7	4
University of Melbourne	14	39	26	32	28	23	24	24	23
University of New England	8	16	14	17	31	23	26	27	21
University of New South Wales	35	35	22	25	24	13	23	24	12
University of Newcastle	30	33	24	20	1	3	21	40	47
University of Queensland	43	51	35	39	20	38	36	61	26
University of South Australia	.	18	11	10	4	11	12	9	15
University of Southern Queensland	19	20	17	12	17	16	14	26	19
University of Sydney	31	46	37	35	33	34	45	46	49
University of Tasmania	9	14	13	12	16	15	15	13	18
University of Western Australia	26	19	27	30	24	21	19	23	44
University of Western Sydney	12	18	7	6	9	1	6	7	3
University of Wollongong	22	12	23	16	10	11	18	10	10
Victoria University	6	10	10	7	15	10	11	10	5
Average	**16.8**	**18.0**	**17.6**	**16.6**	**14.5**	**14.1**	**18.8**	**18.4**	**17.1**

The analysis of CEQ results described below was based upon the data contained in the spreadsheets that are available from the AVCC website <avcc.edu.au>. These files contain the CEQ outcomes for all programs by year, and the years from 1997 to 2005 were selected. The results for Psychology as a field of education were extracted, and saved as separate comma-delimited files. These may be found at the project website www.psy.uq.edu.au/carrick. Each of these files contains all of the information pertaining to psychology from that year, including all degree programs, not only the Bachelors Pass and Honours data. The results for each individual APS-accredited program for each year were extracted from these files, and compiled into two Excel documents, one for Bachelors Pass, and the other for Bachelors Honours programs, along with the national averages (also found in a separate document). These files may also be found at www.psy.uq.edu.au/carrick.

Figure 5.1 shows the national trends in scores on the three mandatory subscales of the CEQ over the period from 1997 to 2005 for Pass and Honours Bachelors graduates. It is clear that Honours graduates report higher levels of satisfaction on all three scales of the CEQ than do Pass graduates. Scores on the GTS are lower than for the GSS or for the OSI. Most pleasing, however, is the consistent upward trend of these data over the period represented here. These data clearly show improvements in graduate satisfaction in both levels of degrees and across all three subscales.

Pass Bachelor
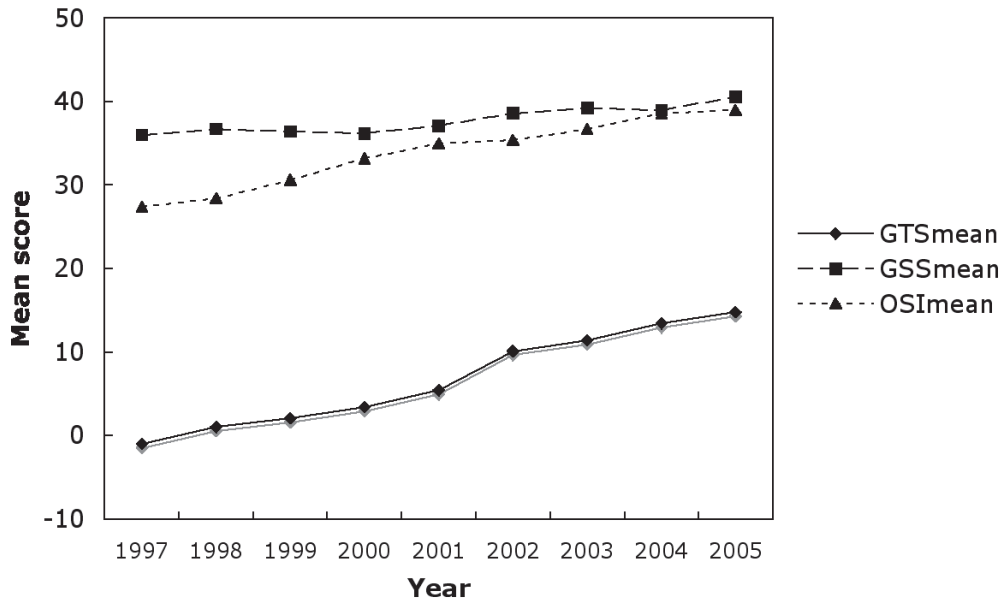
Honours Bachelor
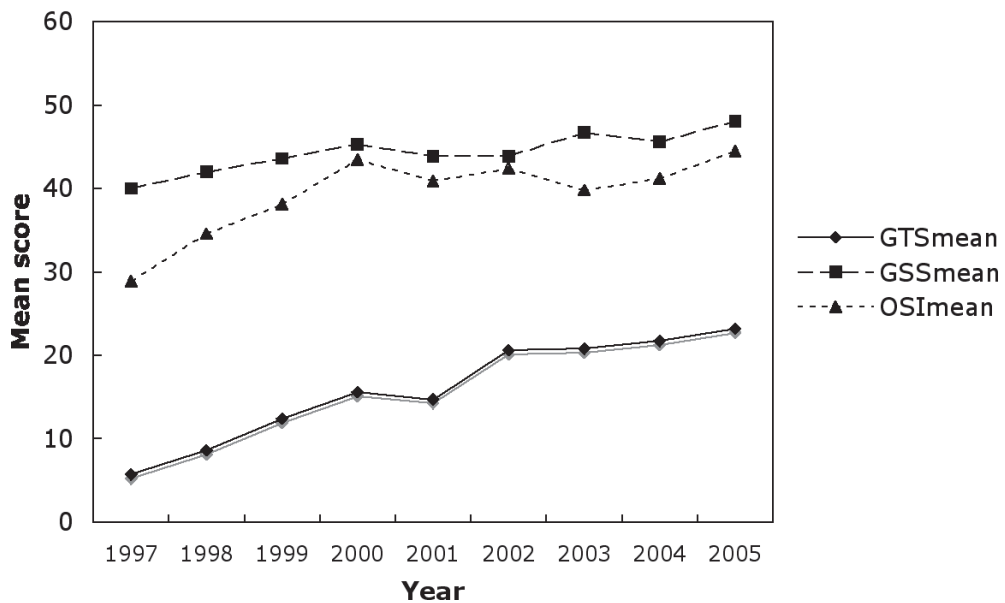
Figure 5.1: *Performance on the three mandatory subscales of the CEQ (Good Teaching Scale, GTS; Generic Skills Scale, GSS; and Overall Satisfaction Item, OSI) for Pass Bachelors and Honours Bachelors degree programs for the period between 1997 and 2005.*
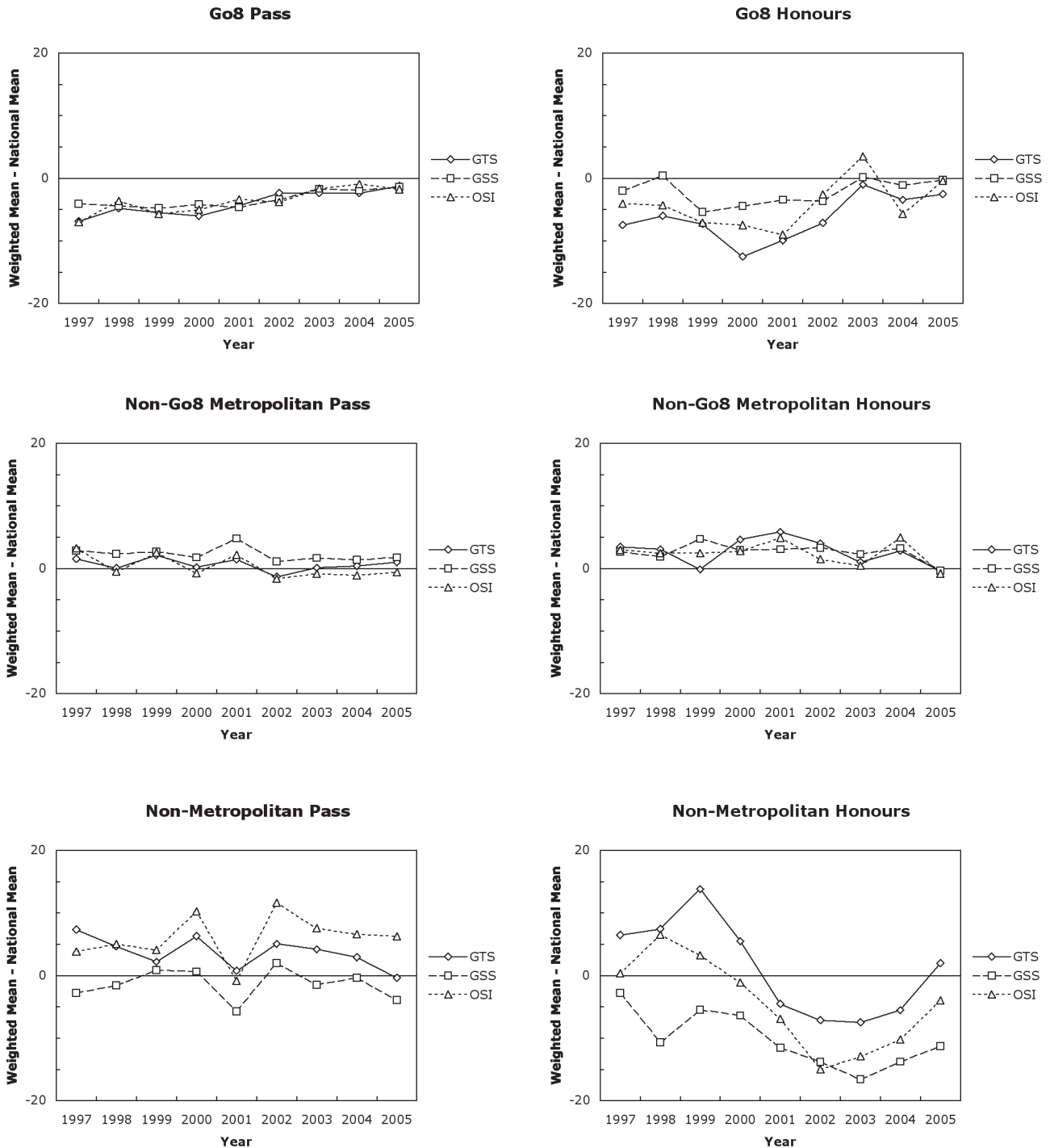
Figure 5.2: *Difference between the national average, here represented as the zero line, and the average score obtained by institutions in the three subgroups for pass- and honours-level programs on each of the three mandatory scales of the CEQ (Good Teaching Scale, GTS; Generic Skills Scale, GSS; and Overall Satisfaction Item, OSI) for the period from 1997 to 2005.*

In an effort to further understand national trends in performance, three categories of institutions, Group of 8 (Go8), Non-Go8 Metropolitan, and Non-metropolitan, were compared. Figure 5.2 shows the weighted averages for the three core subscales categorised by subgroup in comparison to the national means. Interpretation of these graphs should be guided by knowledge of the general upward trend evident in the national results. Thus any evidence for improved performance represents greater change in the raw scores than will be obvious in these graphs.

There is clear evidence for a small but extremely consistent improvement in the results for the Group of 8 universities on the CEQ outcomes from their Pass graduates. In contrast, the results for metropolitan universities not part of the Group of 8 show little evidence of any change, and are sitting close to the national average throughout this period. Of course, the larger sample size contained in the other Metropolitan sample makes it likely that they will fall close to the National means. Despite this, it remains true that whereas in 1997 one could expect that Pass Bachelors students graduating from a Group of 8 university would be less satisfied with their education than those from another metropolitan university, this cannot be asserted in 2005. Pass Bachelors students from Non-Metropolitan universities rate their overall satisfaction somewhat higher than either of the metropolitan subgroups, and this seems to have changed little over the period studied with the exception of a slight drop in scores in 2001. This drop in satisfaction was associated with an apparent drop in the sample size which occurred in this year. However this decline in response rate occurred also in 2000 and again in 2002, and was not restricted to Non-Metropolitan institutions. It remains unclear, then, why the data for 2001 in these institutions failed to follow the pattern elsewhere in evidence. In contrast to the general upward trend in the OSI, scores on the GTS for Non-Metropolitan institutions have dropped consistently from a situation in1997 where the average was greater than the National mean, to a situation in 2005 where there is little difference between any of the subgroups on this subscale. Another noticeable feature of the Non-Metropolitan universities' results is the consistently lower scores on the GSS to those on the GTS and OSI.

As would be expected from the somewhat smaller sample sizes, the graphs of Honours Bachelors results show greater levels of variability. However, some consistent trends do appear to be evident. Among the Group of 8 universities performance on the GTS and OSI subscales was below the National average and relatively undisturbed until about 2000-2001. In 2002 and 2003 there was an improvement in these results, which appears to have been maintained since. As was true for the Pass Bachelors data, the Non-Go8 Metropolitan universities have maintained consistent performance at, or just above, the national average on all three subscales of the CEQ. Among Non-Metropolitan universities the results for generic skills (the GSS) are well below the National average, and have been so throughout the period graphed. Taken together with a similar, though smaller, difference in the Pass Bachelors results it seems clear that the provision of generic skills is an area requiring attention by psychology educators in rural and regional universities. The other trend apparent in this figure is the dramatic shift in the GTS and OSI data from a positive situation in 1997, to a negative one in 2002-2003, followed by a recent improvement back to a net neutral situation in 2005.

It would be desirable to be able to identify curriculum factors that might be associated with greater levels of graduate satisfaction. This is particularly the case with respect to Honours Bachelors programs, since they are more likely to reflect disciplinary influences than are Pass Bachelors programs. Those institutions for which the 2005 result for the OSI were 5 or more points above the national average, and where the sample size exceeded 10, were selected for further analysis. The institutions meeting this criterion were: The Australian National University, Flinders University, La Trobe University, Macquarie University, Murdoch University, Swinburne University of Technology, The University of Canberra, The University of New England, and The University of Wollongong.

Figure 5.3

Murdoch University Pass

Murdoch University Honours

Swinburne University Pass

Swinburne University Honours

University of Canberra Pass

University of Canberra Honours

University of New England Pass

University of New England Honours

Figure 5.3

University of Wollongong Pass

University of Wollongong Honours
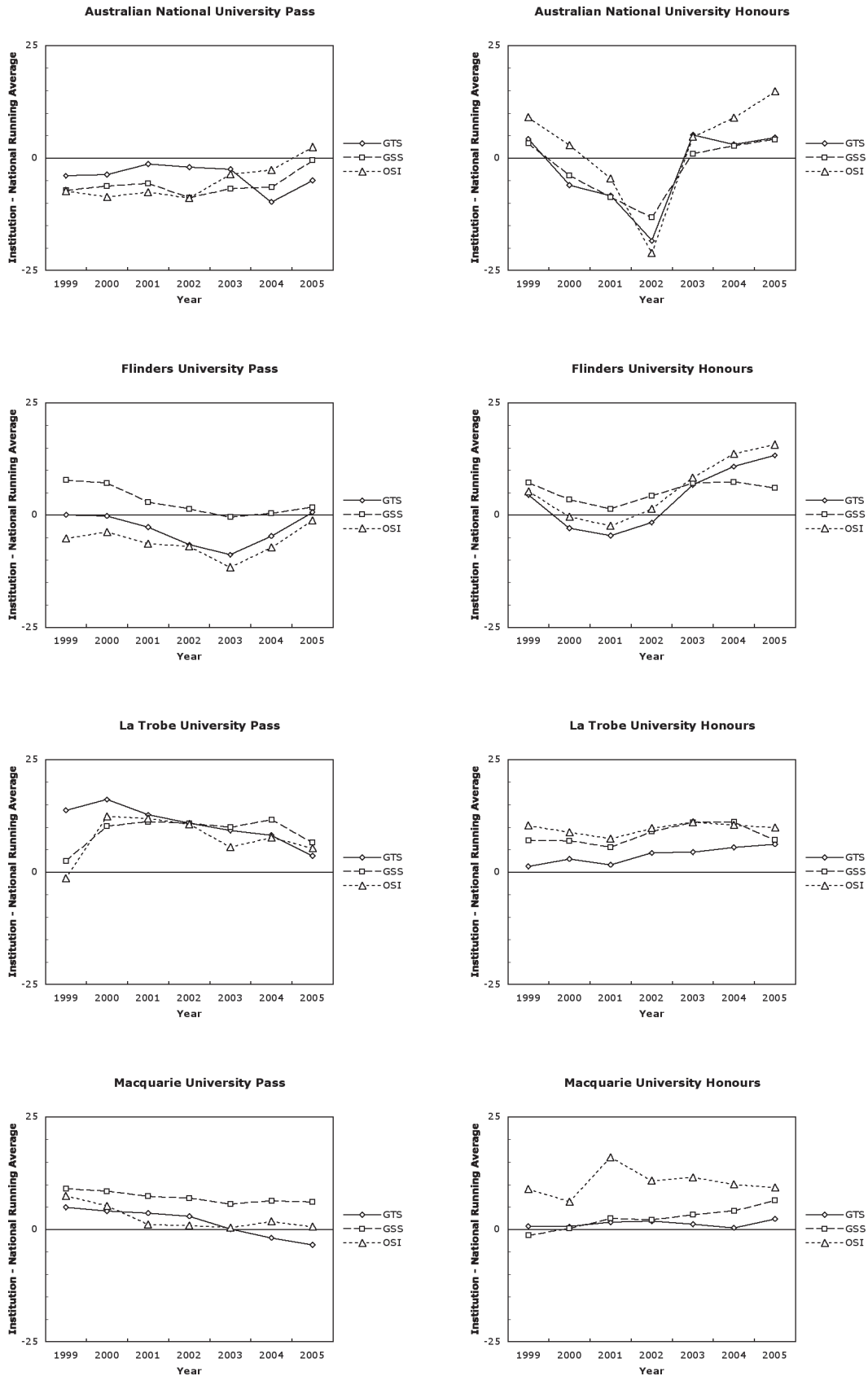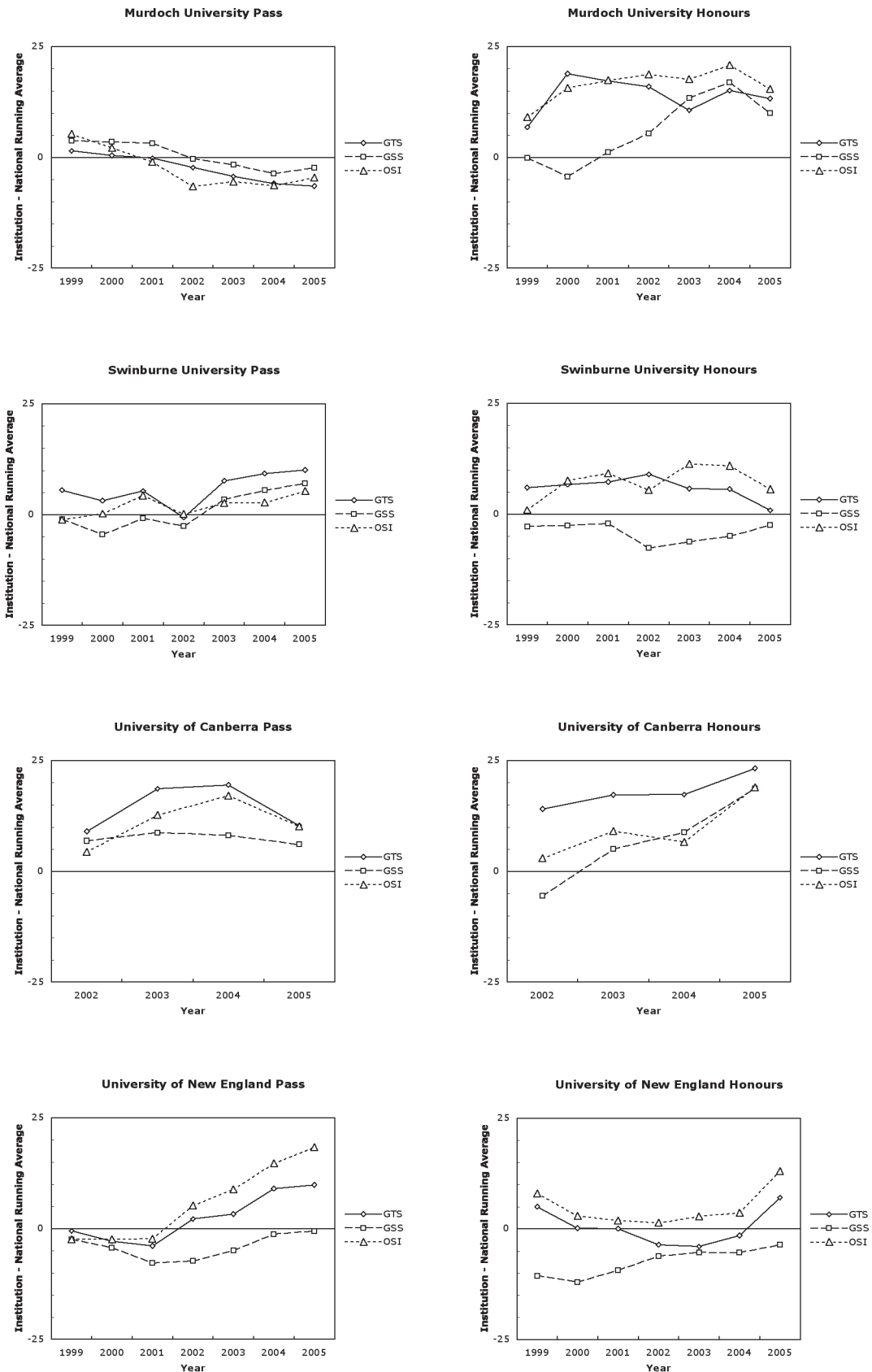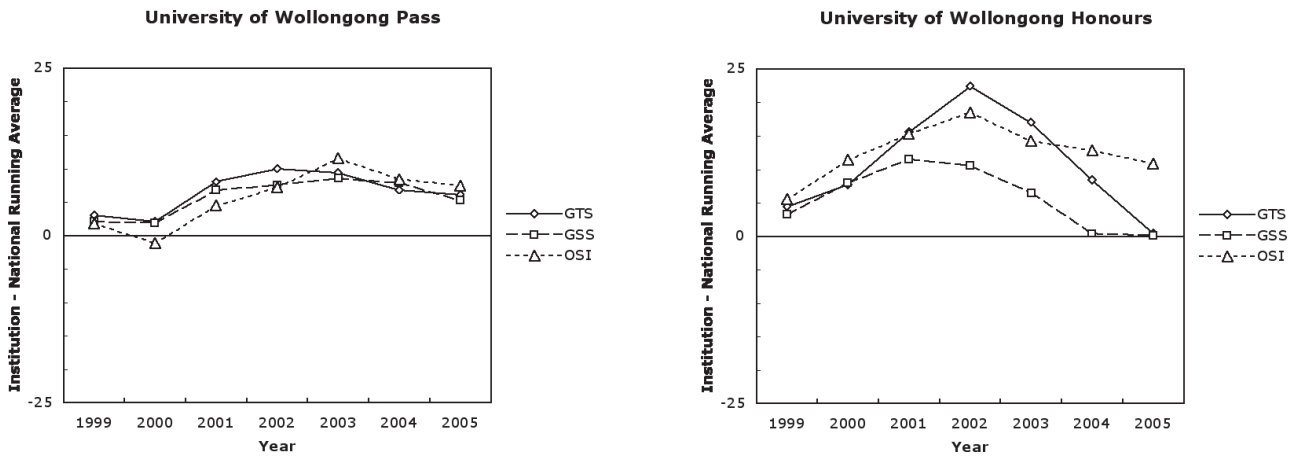
Figure 5.3: *Difference between the national average, here represented as the zero line, and the weighted running average score obtained by institutions with high levels of Overall Satisfaction for their Bachelors Honours degree in 2005 on each of the three mandatory scales of the CEQ (Good Teaching Scale, GTS; Generic Skills Scale, GSS; and Overall Satisfaction Item, OSI) for both Pass and Honours Bachelors programs for the period from 1997 to 2005. Each data point represents the running average of that year and the two prior to it.*

Queensland University of Technology Honours

University of Queensland Honours
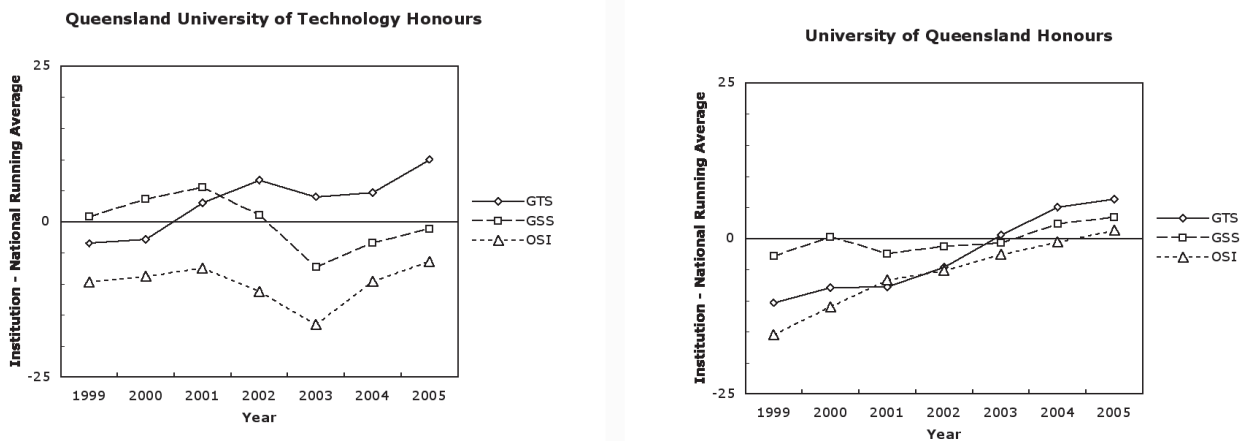
Figure 5.4: *Difference between the national average, here represented as the zero line, and the weighted running average score obtained by institutions with high scores for Good Teaching for their Bachelors Honours degree in 2005 on each of the three mandatory scales of the CEQ (Good Teaching Scale, GTS; Generic Skills Scale, GSS; and Overall Satisfaction Item, OSI) for both Pass and Honours Bachelors programs for the period from 1997 to 2005. Each data point represents the running average of that year and the two prior to it.*

Figure 5.3 shows the results for the three CEQ subscales relative to the national average for these institutions for the Honours Bachelors programs, as well as the Pass Bachelors results for comparison. Because of considerable differences in sample size both between institutions and across years within an institution, this analysis was conducted on a 3-year running average, weighted by sample size. The first year labelled on each graph is thus 1999, which shows the weighted running average for the period 1997 to 1999. A detailed analysis of individual institutional results will not be undertaken here, but some general conclusions emerging from consideration of these graphs as a whole will be provided.

There are no obvious strong consistencies in the patterns of outcomes for the Honours Bachelors results among these institutions. There are examples where scores are relatively stable throughout the period examined, where steady improvement has been obtained, where a decline is followed by an increase, and where an increase has been followed by a decline. There is little evidence for a relationship between performance in the Honours and Pass Bachelors programs. Indeed, there are a number of examples of a strong discrepancy between the two. With only one exception OSI is either approximately equal to or greater than GTS. The GSS score is lower than both the OSI and GTS in a number of instances, and could only be argued to be higher in one instance for the period prior to 2004. This is not as clear cut for the Pass Bachelors degrees.

There is no consistent relationship between the nature of the institution, or the type of program, and outcomes. The group of universities selected includes representatives from the Go8, Non-Go8 Metropolitan, and Non-Metropolitan categories. It includes universities with exclusively on-campus programs, and one with a distance education component. It also includes those with a strong science-based or biological emphasis (such as LaTrobe and Flinders University) and those with strength in Social Sciences or Applied approaches (such as Murdoch University and The University of Canberra).

Two other institutions had scores on the GTS which were 5 or more points above the national average for Honours Bachelors graduates, The Queensland University of Technology and The University of Queensland. Figure 5.4 shows the results for the three CEQ subscales relative to the National Average.

The pattern of results for The University of Queensland does not seem very disparate to that described above. However the discrepancy between the OSI and GTS results at The Queensland University of Technology is perplexing, and must be a source of some concern to academic staff delivering a program which is rated by graduates as high quality teaching, but which does not lead to high levels of overall satisfaction. The way in which results for the GSS parallel very closely the OSI suggests perhaps that institutional changes have had some impact, and that this trend has been reversed in 2004 and 2005.

There were four institutions other than those already graphed above for which scores on either the GTS or OSI for the Bachelors Pass program were 5 or more points above the national average, these being The University of Queensland, The University of Southern Queensland, The University of Western Sydney, and The Victoria University of Technology. Figure 5.5 shows the results for the three CEQ subscales relative to the National Average for these programs. As was the case with respect to the Honours Graduate results these represent very different institutions, with differing foci and academic program strengths.

The failure to be able to detect any obvious differences between institutions that might contribute to differing CEQ results is consistent with at least one report which found no relationship between psychosocial environment and CEQ outcomes (Dorman, 2001). Dorman describes the development of a scale to measure academic perceptions of their institutional environment across seven dimensions (Academic Freedom, Concern for Undergraduate Learning, Concern for Research and Scholarship, Empowerment, Affiliation, Mission Consensus, and Work Pressure). Average departmental scores on these dimensions were related to research productivity, but were only weakly related to GTS, GSS and OSI for students having studied in that context. Although Dorman failed to observe such relationships, his study was focussed largely upon research "culture" and the measurement of the psychosocial environment was restricted

to the academic's perspective. There seem to be considerable potential for adaptation of this Learning Environment approach to focus on dimensions which are more likely to be relevant to student perceptions.

In order to identify some characteristic shared by those Schools and Departments of Psychology which may be responsible for differences in CEQ performance, a great deal more information would need to be available than is currently the case. The patterns of performance described above may provide a basis for selection of institutions that would warrant closer examination. The problem, however, is identification of those features which might be usefully correlated with these differences. The Learning Environment approach described by Dorman (2001) offers one approach to this problem. The Learning Community Subscale, which has recently been introduced as a possible subscale of the CEQ may be one source of useful information, but its implementation has been patchy across the sector. Evidence for the importance of this subscale provided by Ginns (2003) would suggest that some meaningful, and potentially modifiable, aspects of the psychosocial environment are causally related to the OSI. However, it seems likely that a number of idiosyncratic factors relating to such issues as staffing, physical layout of the campus, and nature of the student population will also have a large role to play. Many institutions seem to be seeking methods for evaluation of their own students in order to find ways of addressing issues relating to their performance on the CEQ. However there does not seem to be a national, institutional or scholarly effort to better understand the factors generating disciplinary differences in CEQ outcomes, but the data presented here suggests that such a task could be achieved and would be of considerable value.
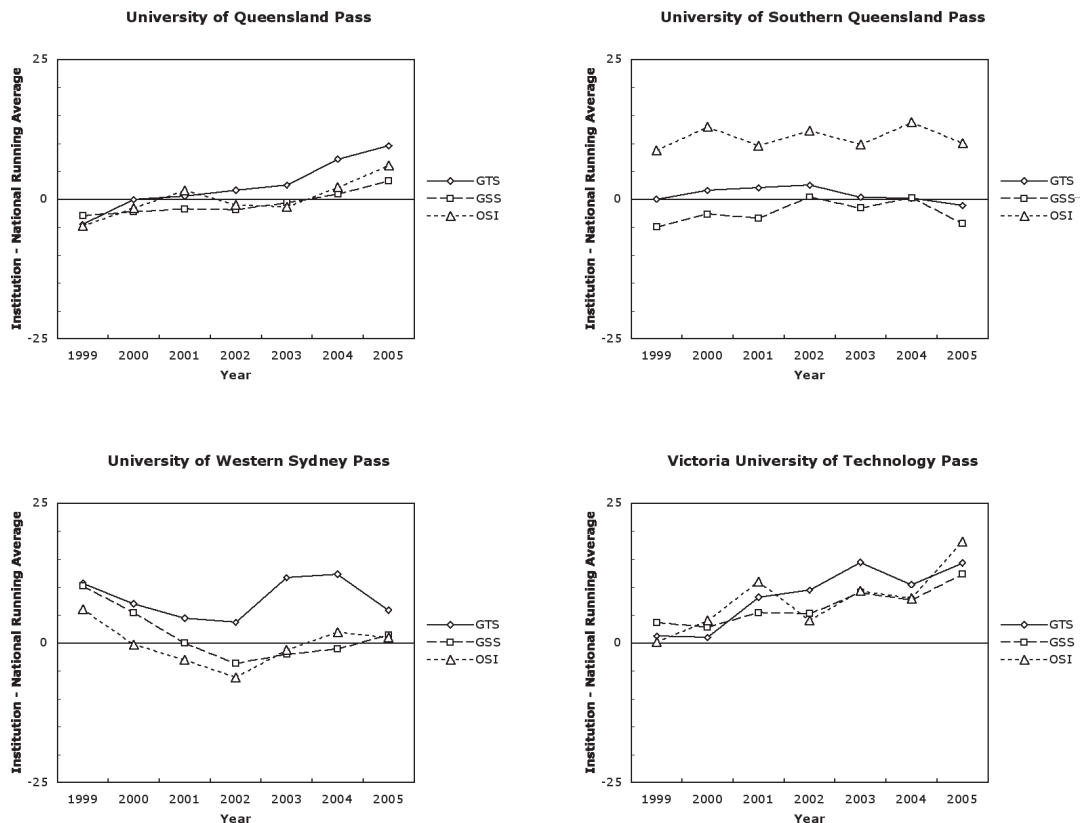
Figure 5.5: *Difference between the national average, here represented as the zero line, and the weighted running average score obtained by institutions with high scores for Good Teaching or Overall Satisfaction for their Bachelors Pass degree in 2005 on each of the three mandatory scales of the CEQ (Good Teaching Scale, GTS; Generic Skills Scale, GSS; and Overall Satisfaction Item, OSI) for Pass Bachelors programs for the period from 1997 to 2005. Each data point represents the running average of that year and the two prior to it.*

Summary of CEQ Comparisons

In general GTS and OSI scores across psychology are improving, and OSI is typically higher than the GTS. Institutional analysis reveals that this general picture does not characterise all degrees, and a reversal of the relationship between OSI and GTS is sometimes apparent. Understanding these relationships requires much more detailed and local information than is available to the Project Team, but is likely to reap benefits to those institutions that can utilise this information to make improvements to their levels of graduate satisfaction. Some clues about choice of strategies can be found in the nature of those institutions that have already been successful. There has been considerable attention paid to innovative curriculum development directed at the initial stage of student's candidature which has in some cases led to significant recognition at the national level. Some of the evidence described here suggests that these efforts may well also impact on levels of satisfaction much later in the degree. These outcomes need to be given greater prominence in the discipline since they provide opportunities for other AOUs to implement strategies that have the potential to improve teaching and learning in the discipline, which will lead to greater improvements in student satisfaction in the future.

The Graduate Destination Survey

The GDS is completed at the same time as the CEQ, usually within a few months after graduation for most students. It consists of a number of items intended to find out about the graduates' current situation, with the intention of being able to determine the value which would be placed upon the course of study completed by the graduate.

Figure 5.6 shows the most recent breakdown (2005) for graduate employment. According to this figure more than three-quarters of psychology graduates are in full-time employment by the time of their graduation. Almost half of them are in full-time study. (Please note that the categories for study and employment are not mutually exclusive on the GDS form, explaining why these percentages do not sum to 100). By this criterion, psychology degrees appear to be equipping graduates well.

More detailed consideration of these data raises some concerns about their interpretation, however. The large percentage of students in full-time study appears somewhat surprising. It seems likely that this figure is inflated by the fact that these data do not distinguish between graduates from 3- and 4-year programs. Many students completing a three year program (e.g., a BA) with a major in psychology will be likely to go on and complete an honours year. They will thus appear in the figure above as being in full-time study. From the perspective of the discipline, these students have not yet completed their basic degree in psychology, and are not ready to enter the professional workforce. This confound makes interpretation of this part of the GDS problematic for psychology.
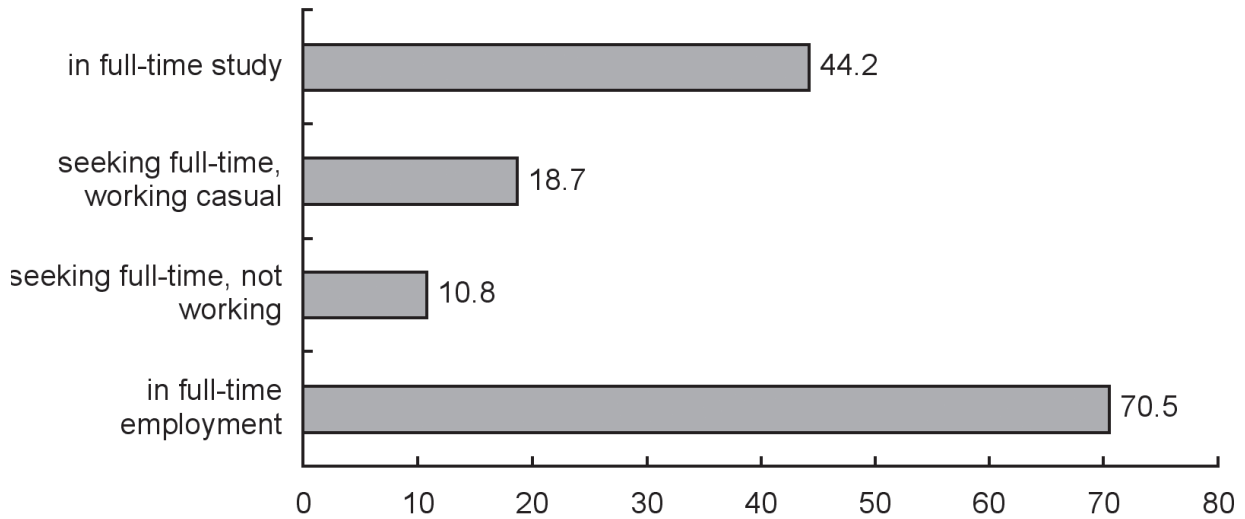
Figure 5.6: Percentage of graduates in study and employment from the 2005 sample. The sample size was 1,097, and 14.1% of graduates indicated that they were in full-time employment in their last year of study.
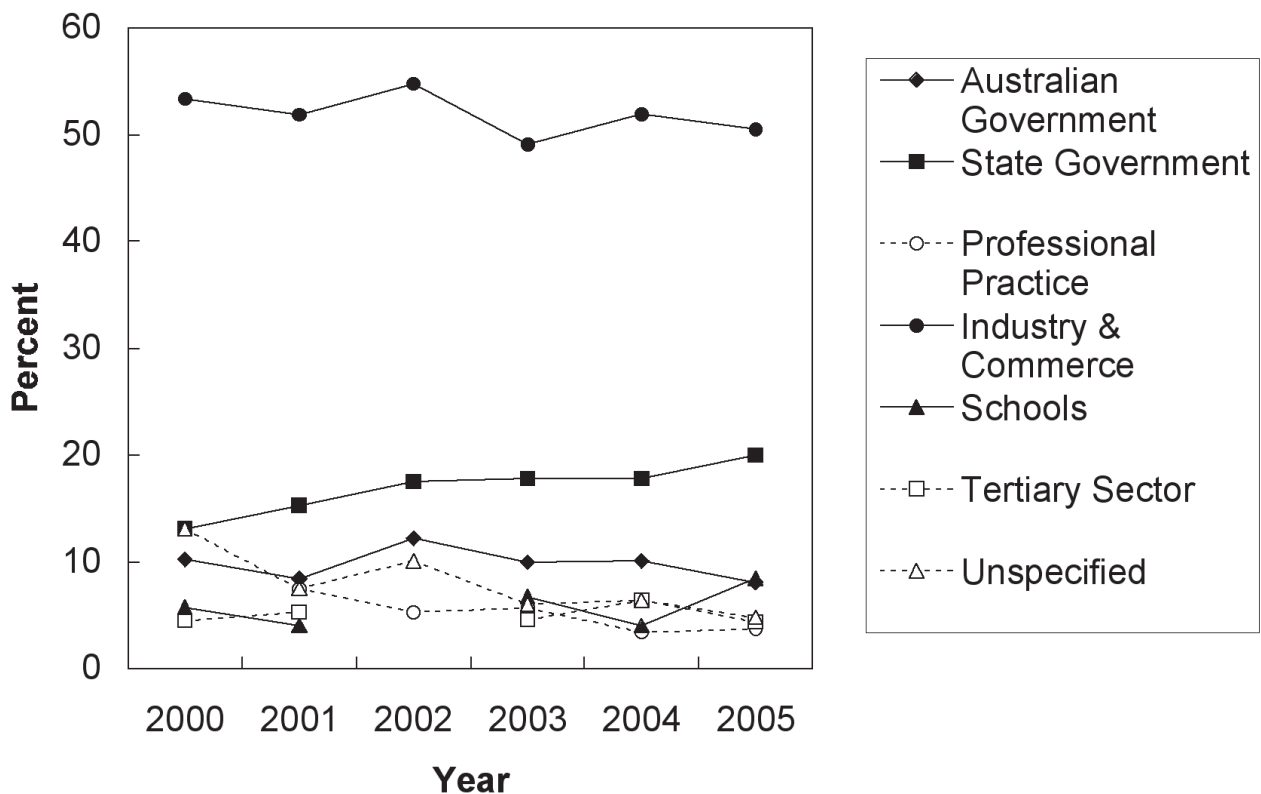
Figure 5.7: Percentage of full-time employed graduates in different employment sectors from 2000 to 2005.

Figure 5.7 shows the employment by sector for psychology graduates. These results are also complicated by the mixture of 3- and 4-year trained graduates. The majority of those employed are in commerce and industry, with very few in professional practice, as would be expected. The scientist-practitioner model existing in Australia assumes that professional skills are obtained during the fifth and sixth years of study. Some graduates may be conditionally registered and completing their supervised experience, but this number would not be large, both because interested students would be more likely to seek further higher education, and the number of supervisors available for this task is limited. While this result is not unexpected, it is also difficult to interpret without greater information about what roles are being played by these graduates. A substantial number of graduates have categorised themselves to be in both full-time employment and full-time study. This confirms the impression that many of our students are working while in study, frequently in full-time or almost full-time positions. The kinds of jobs which they are likely to be filling will be largely in the retail sector, which would be categorised within the GDS as in Industry and Commerce. It thus seems quite likely that many of the graduates categorised as being in full-time employment in Industry and Commerce are simply continuing to work in the positions which they have filled during the course of their study, and that these positions have little if anything to do with their discipline of study.

The particular problems associated with the GDS information pertaining to psychology make it very difficult to draw conclusions about the capacity of psychology programs to meet the needs of employers and the profession. Undergraduate degrees in psychology do not meet the minimal requirements for practice as a psychologist, and thus cannot be evaluated relative to these criteria. A more informative metric might be the number of students who go on to enrol in postgraduate study in order to gain appropriate professional qualifications. At face value the GDS information seems positive in this respect, but, again, the failure to be able to distinguish information coming from students who are in their fourth year of study as opposed to those having completed honours and entered postgraduate degrees makes even this claim tenuous.

Implications

- There is a need for further scholarly efforts to understand the psychometric properties of the CEQ within a disciplinary context such as Psychology.

- There is a need for further scholarly efforts to understand the particular aspects of the learning environment, which could be modified if desired, that contribute to CEQ performance.

- CEQ data show encouraging trends across most Psychology AOUs and in the interdisciplinary comparison. However, these data also highlight the potential for improvement and can guide the design of effective interventions.

- CEQ and GDS provide valuable information as to the quality of the teaching and learning outcomes for psychology graduates. It is, however, to be acknowledged that both measures possess disadvantages limiting their usefulness. Thus, alternative indices that can complement the information provided by the sector wide indicators need to be considered.

- The current methods of assessing graduate outcomes incorporate feedback from employers and registration boards only to a limited extent. Tapping this feedback is left to APS accreditation site visits which involve employers or boards of study that exist in some institutions. It would be valuable to develop strategies to utilise these sources of information to a larger extent. In particular a survey of employers and registered professionals would contribute much to our understanding of student pathways and need for particular Graduate Attributes to be developed.

Chapter 6

Current Issues and Challenges, Leadership and Best Practice

Graduate Attributes in Psychology

One of the issues which emerged immediately in the first Network group meeting is the general lack of attention to specification of graduate attributes in psychology. While most institutions have either developed or initiated discussion of graduate attributes, their impact upon schools and departments of psychology has in general been rather slight. This feature of psychology curricula is easy to understand given the importance of the APS guidelines and the absence of any graduate-attributes specified therein. There are, clearly, some graduate attributes implied by the general nature of the guidelines such as the requirement for a capacity to engage in research at fourth-year level. However, the formal stipulations regarding undergraduate programs consist of a set of content areas that must be studied, rather than standards for graduate competencies that must be achieved. This situation is consistent with the prevailing view that the purpose of the undergraduate degree is not the development of professional competencies, which are the subject of further post-graduate training, but the acquisition of an understanding of the scientific basis for the discipline. Given the wide range of professional areas which are open to the student graduating from an undergraduate psychology degree, agreement upon graduate attributes linked to professional practice would probably be difficult to achieve. When one considers the large number of students who study psychology only as a component of their degree in some other discipline area this difficulty is further amplified. This, however, cannot be taken as an excuse to avoid the formulation of graduate attributes for graduates in psychology at the different levels of training. These may differ among graduates with three or four year degrees, or even across psychology AOUs, but should be sufficient to provide potential employers with information as to the skills base of a psychology graduate.

The impression gained in interviews with school nominees was that some institutions had developed graduate attributes and this was having an effect at the level of psychology AOUs. However, in many instances the institutional demands for discipline-specific graduate attributes were simply being "sidestepped" by the creation of graduate attributes which merely reflected the curriculum already in place rather than starting from a description of what the graduate attributes should be for the different levels of training in psychology. The importance of graduate attributes for future curriculum development was highlighted at the second Network group meeting. Dr Cranney presented a session which allowed Network group members to consider the nature of graduate attributes and which generated a lively and useful discussion concerning the general nature of graduate attributes and their evaluation.

A brief survey was conducted in the context of the second Network group meeting by asking participants to send or bring a list of their own institutional or psychology graduate attributes. A list of the graduate attributes listed and their frequency can be found at the project website www.psy.uq.edu.au/carrick. They included broad categories such as Knowledge, Communication, Research, Transferable, Social, and General Skills. It is thus clear that the range of graduate attributes is wide, and includes everything

from knowledge of the content of psychology to moral and social values. It was also very clear from the discussion which took place at the Network group meeting that there are quite wide differences in the nature of core attributes which would be agreed to by the majority of participants. These differences arise, at least in part, because of differences in the nature of the "prototypical" graduate and the diversity of students studying psychology in different undergraduate programs (see below). Further discussion of this critical issue is of vital importance to the discipline, and a number of strategies have been put into place to help support this process (see chapter 7).

Assessment

Overview

There has been an ongoing movement throughout higher education to focus on the quality of student learning through increasing flexibility and changing teaching practices to be more student-centred and learning-centred. However, there have been relatively minor changes in assessment practices in the university sector and in psychology in particular. This seems to be at odds with research evidence showing that the single most important influence on the direction and quality of student learning is the design of the assessment process.

The most common forms of assessment in our universities to assess student achievement are time-constrained examinations, essays, reports and multiple-choice questions. These types of assessment are limited in terms of authenticity and the range and type of learning they assess. They focus primarily on those learning practises that require students to memorise information (Biggs, 2003; Knight, 2002; Race, 2003), and have been questioned for their effectiveness in assessing learning for more than sixty years (Biggs, 2003; Brown & Glasner, 1999; Wiggins, 1993). Use of these assessment methods may well be linked to increasing constraints in time and resources in contemporary higher education settings. Academics are teaching more students than ever before. However, this appears to have led to a reversal of trends which started in the 1970s of using a wide range of assessments that are authentic, situated and assess deeper levels of learning (Gibbs & Lucas, 1996).

It is generally recognised that the overall quality of teaching in universities has improved. However, a similar improvement in assessment practices and an explicit linking of assessment to graduate attributes has not yet been achieved. The impact of the improvements in teaching in terms of student learning may be limited by this lack of development. Universities claim to be more student-centred and focused on learning and we know more about learning and assessment than we have ever known before. In this context, the reliance on traditional assessment seems surprising. Assessment drives student learning, determines students' grades and often impacts on their career options (Knight, 2002; Brown et al, 1997), and is therefore a critical feature of the higher education environment.

Assessment Practices in Psychology

The different types of assessment used in the undergraduate programs are summarised in Chapter 2. Throughout the undergraduate curriculum, the main focus is on content and knowledge acquisition, with a particular focus on the achievement of research skills and their application. Almost all psychology programs defer expectation of achievement of applied or practical skills to the postgraduate level, in line with the 4+2 year training model. In common across many programs, assessment relies on a mixture of final exams

(MCQ, short answer or essay type questions), laboratory reports and other types of written assessment and in some cases oral presentations. More deep assessment of knowledge and research ability is often limited to Year 4, in particular to the submission of a research thesis. The assessment of graduate attributes other than subject knowledge and research skills is largely absent.

One way in which assessment practices may be improved is through the use of strategic allocation of resources at an institutional level. Programs and units tend to be funded on traditional models (e.g., by student load). It may be more effective to consider alternative models of funding that reward educational practices which foster continuous rather than rote learning and active participation rather than passive recipients. Differential funding for AOUs which are committed to the provision of more challenging assessment tasks designed to develop students' academic skills and graduate attributes offers an avenue for institution to promote more effective assessment practices.

Continuation of funding models that do not factor in differences in teaching mode and assessment style may have long-term negative effects. Educators who utilise more complex assessment tasks or time demanding modes of teaching are at greater risk of becoming overloaded and suffering burnout. They may also find it difficult to engage in other activities, such as research, which can be detrimental given the importance of research for the individual educator's career development. Minimalistic assessment practices are time- and cost-effective. However, their effect upon student learning may be detrimental. The failure to assess the achievement of graduate attributes through the reliance of outdated assessment practises may also contribute to employer dissatisfaction with our graduates. Thus it seems likely that a lack of emphasis on assessment practises that encourage student learning and that are linked to graduate attributes may contribute to CEQ and GDS outcomes which are not desirable. .

Internationalisation

In recent years there has been considerable discussion within Australian universities about a concept known as "internationalisation". Many universities explicitly state that, amongst other strategic directions, one goal is to internationalise the curriculum. It is therefore important to discuss developments in this area in relation to psychology.

Internationalisation refers to several different ideas:

1. Attracting students from other countries to study at Australian universities, either in their home countries or in Australia;

2. Providing opportunities for students studying at Australian universities to study in other countries;

3. Developing components of the curriculum to enable graduates to work effectively in other parts of the world and/or with people from other cultures.

Of course, these goals are not mutually exclusive. For example, the presence of international students in Australia may be utilised to help Australian domestic students to understand other cultures. Similarly, international students have an opportunity to understand better the Australian culture(s) which may, in the long term, have benefits for Australia in international relations, cultural activities and trade.

We will consider each of the above three points in turn.

Attracting Students from Other Countries to Study at Australian Universities, Either in their Home Countries or in Australia

In comparison with areas such as business or information technology, psychology has generally not been a major focus of international student activities. Nevertheless, four Australian universities have significant enrolments of off-shore students in undergraduate psychology degrees. Universities which apply for APS accreditation for these programs are subjected to the same kind of review process as occurs for the on-shore programs including a requirement for a site-visit. Teaching is typically conducted by a combination of (1) external delivery (e.g., printed materials and video-teaching links which emanate from the administering campus), (2) visits by lecturers to the off-shore site to provide teaching and consultations, and (3) employment of teaching staff at the off-shore site by arrangement with an agent.

There are also significant numbers of international students who complete psychology units while enrolled in study abroad programs. These students are usually enrolled for one or two semesters. These students are usually recruited via overseas agencies or based on exchange arrangements negotiated on the level of individual AOUs. Attracting international students at undergraduate and postgraduate levels has become increasingly important for Australian Universities in the context of decreasing government funding for domestic students. However, the contribution that these international fee paying students can make to the teaching of psychology is frequently not recognized.

Providing Opportunities for Australian Students to Study in Other Countries

A very small number of students from Australian universities spend any time in their degree studying in other countries. The AVCC has suggested that a figure of 20% of Australian students studying outside Australia at some stage in their degree would be a desirable target. Although we did not obtain precise figures, there is good reason to believe that the percentage of Australian psychology students who spend time studying abroad would be well below this 20% figure. Of course, psychology is not alone in this regard, and this imbalance of the flow of students has been recognised as a more general problem in Australian higher education. There are a number of broad explanations for this lack of offshore study. These include the cost of living and the unfavourable exchange rates which are associated with living outside Australia. The decline in attention given by various educational sectors to the study of foreign languages, and the consequent lack of language skills, also represents a practical handicap for studying in non-English speaking countries. More specifically, the need to meet accreditation criteria may provide an additional perceived obstacle which could reduce the likelihood that psychology students seek opportunities to study abroad. In general, Australian students seem to prefer to travel during periods which are unrelated to their studies. There needs to be a lifting of awareness amongst university staff and students of the possible benefits of studying abroad. In addition, there needs to be access to appropriate levels of support for students who wish to avail themselves of this opportunity. This may provide opportunities for third-parties (such as the APS) to work with similar organisations in other countries, and with the university sector, to develop support schemes or to identify appropriate opportunities for students.

Developing Components of the Curriculum to Enable Graduates to Work Effectively in Other Parts of the World and/or with People from Other Cultures

A very important part of the meaning of internationalisation lies in the area of curriculum development. Internationalisation of the curriculum generally refers to the incorporation of components which provide a global breadth to the subject area, and which may equip graduates to undertake work within different socio-cultural contexts, ideally in other parts of the world. The aim of internationalisation is to increase the ability of students to appreciate how concepts and practices can be understood and applied differently in different parts of the world so that, amongst other goals, students may be better prepared for greater mobility which is an increasing feature of human experience. Psychology has not been very active in efforts to internationalise the curriculum itself. Indeed, some participants at the second Network group meeting expressed the view that it was not appropriate to engage in internationalisation of the curriculum on the grounds that students from other countries who are enrolled in our courses are seeking a uniquely Australian educational experience. This point is frequently expressed by academics in psychology AOUs with a significant off-shore enrolment, and is a factor that does need to be given serious consideration. Another view expressed was that psychology is already an international discipline, and that there was no point in modifying the curriculum. It was noted that we already use textbooks which are mostly written by academics in other countries, and that, if anything, there has been a trend towards developing Australian versions of these textbooks, usually by replacing the overseas examples with Australian examples. These comments provide some indication of the likely obstacles to "internationalisation" of the curriculum. The challenge for psychology is to obtain a balance between reflecting Australian issues and research, and enabling students to be better prepared for work in a global context. It is also noteworthy that, although cross-cultural psychology has been an identifiable field within psychology for many decades, only a small number of such units could be identified within the curriculum of Australian universities. The fact that this gap in the curriculum has occurred in a country like Australia, with a strong officially endorsed commitment to multiculturalism, is a rather paradoxical feature of the curriculum.

There is a great deal of scope for psychology not only to internationalise its own curriculum but also to contribute to the internationalisation of the curriculum in other disciplines such as health, education, business and information technology. By providing students with an understanding of cultural influences on behaviour, attitudes, communication, emotions and performance, a higher level of awareness of, and skills to deal with, issues in the workplace within other cultures could be achieved as graduate attributes. Perhaps it might be added here that an isolated unit in cross-cultural psychology does not necessarily provide the only, or even the best, approach to internationalising the overall curriculum. Other innovative ways could be found to broaden the scope of material in certain areas of psychology. Students might also be provided with opportunities to examine their own Australian Culture in order to gain insights into its own unique characteristics, including its possible deficiencies.

The Impact of Changes in Technology and Resourcing

Since the early 1990s there has been a revolution in the information technology resources available to the educational community. In the universities, this revolution has resulted in changes in the way that teaching is delivered. These changes have been driven not only by the availability of the technology, but also by resource issues driven, in part, by the universities themselves as they strive to cope in a world of ever shrinking resources. Although the uptake of technology is not specific to the teaching of psychology, there are two main areas within psychology where technological changes have driven teaching practices: in the teaching laboratory and in the organisational structure of course delivery.

The Teaching Laboratory

Much of the traditional psychology curriculum revolves, in addition to the conventional lecture, around practical experience in the scientific bases of the discipline taking place in the teaching laboratory. This emphasis on practical laboratories from the first year of psychology studies has distinguished psychology from many other disciplines in the social sciences. A number of the resource demands within the APS accreditation guidelines are designed to support laboratory work as part of the undergraduate learning experience. These provisions include adequate teaching space, minimal level of qualifications of teaching staff, and library holdings. Until recently, laboratory programs in psychology usually involved the conduct of small experiments and demonstrations using equipment constructed (usually within the psychology AOU) by technicians employed for this purpose among others. The teaching of these practical classes was predicated on the capacity to be able to limit class sizes within reasonable constraints (15 to 30 students) and was usually conducted by relatively junior casual staff who would often be involved in postgraduate research and training.

With the IT revolution and changing priorities given to diminishing resources, the teaching laboratory, while still maintained in some psychology AOUs for historical and pedagogical reasons, has been replaced in many psychology AOUs with tutorials or other more technologically sensitive methods. Where laboratories are still conducted in the first 2 years of undergraduate study, a number of factors have influenced the way in which they are delivered. These factors include the growth of student numbers, particularly in first year psychology programs, which has placed pressure on space requirements, and the capacity to provide sufficient appropriately qualified staff for laboratory programs. Declining resources and the availability of commercially produced laboratory equipment and software has seen the virtual demise of the dedicated technician. Equipment for use in laboratories has thus increasingly been replaced by special purpose computer based materials, which simulate some of the classic psychology paradigms. For example, Sniffy the Virtual Rat now allows students to learn basic principles of shaping and instrumental learning needing only access to a computer. Previously, this task would have required considerable resources including hardware in the teaching laboratory, an operating animal holding unit, and associated technical support.

Whereas this development is positive in general enabling access to laboratory experiences with a limited amount of cost, it also comes at a price. Curriculum design can become overly dependent on the availability of teaching support media like laboratory exercises which may come as part of a package with a text book. This trend has certainly been recognised by publishers who offer a range of support in addition to the printed copy of the text book. This advance is balanced by the fact that it makes an individual tailoring of content to the specific strengths of the teacher or the particular philosophy of an AUO almost impossible. Moreover, the development of costly support materials is likely to prolong the interval between updates as older versions have 'to earn their money first'. This is detrimental in a discipline like psychology with a rather short half-life for scientific knowledge.

The Organisational Structure of Course Delivery

Although the vast majority of psychology AOUs have little or no external or off campus teaching requirements those psychology AOUs delivering programs in distance mode are heavily dependent on these programs for their financial viability. Those psychology AOUs in which the focus is on distance education tend to use blended methods for all students (including those on campus) whereas those psychology AOUs who are not involved in distance education, tend to use a single, traditional delivery method. The impact of changes in information technology is thus much greater in those psychology AOUs employing distance methods than those employing traditional on-campus methods.

In psychology AOUs where traditional on campus methods of delivery dominate, the impact of information technology has largely been on the provision of course materials, particularly administrative materials, to the students. For example, course outlines, lecture notes, and various administrative forms can be routinely accessed on line. This serves two purposes: first, materials are available to any student with access to a computer and second, the cost is shifted from the university (photocopying, printing, etc.) to the student should they wish a paper version. In these psychology AOUs, technology is used for administrative convenience rather than as a method of introducing new teaching methods. Academics in these psychology AOUs do not identify with the newer technologies; indeed, many of their comments indicated that they saw it as an imposition.

In those psychology AOUs where a blended learning approach dominates, information technology has been far more widely adopted and incorporated into all aspects of delivery. The capacity to communicate effectively and rapidly with students both on- and off-campus is particularly valued, and some psychology AOUs pride themselves on this aspect of their relationship with students. Discussion groups, drop boxes and e-mail communication with staff are extensively used, although assessment still tends to be managed in hard-copy. Some psychology AOUs have developed innovative methods for delivery of practical material in an on-line environment, such as "virtual laboratories". The resource demands placed upon staff by these processes are often not clearly evident in the institution's management and there are some instances where staff appear to be in danger of burn-out.

The Recognition of the Diversity of the Pass Graduates

The psychology curriculum offered in a psychology AOU is typically designed to produce graduates who are eligible to apply for registration as a psychologist. This emphasis on qualifications towards a particular career path in psychology seems to ignore the fact that a considerable percentage of the graduates does not enter into the fourth year of training, either because of a failure to gain entry on academic or other grounds, or because they do not want to continue with study on the university level. Little is known about this cohort of psychology graduates and their career choices. Moreover, even less is known as to whether the existing psychology curriculum offers these students a useful preparation for their career. It is certainly correct that the generic graduate attributes achieved by a 3-year graduate will provide them with a good grounding for a number of careers in public service or private enterprise. Prospective employers frequently volunteer the information that the research training completed during the initial three years of a psychology program renders a psychology graduate more desirable than a graduate from a comparable program. However, it is at present unclear whether the AOUs offering education in psychology do enough to prepare these students optimally. As a minimum, it seems necessary to find out more about the students who leave universities with a pass degree in psychology but do not pursue further study. Moreover, it seems advisable to explore the option of alternative paths of study for psychology students. Not all careers that require a knowledge of psychology will necessarily demand the completion of the full APS accredited sequence of study. Rather, it may be desirable in some areas to complement certain parts of psychological study with more extensive exposure to other disciplines, neuroscience to name just one, in order to train graduates who are, for instance, well suited to human behaviour related research positions in the pharmaceutical industry. The development of these alternative career paths cannot be achieved, however, in absence of a more detailed knowledge of our graduates than is currently available in form of the GDS.

The Nature of Psychology Degrees and the Preferred Model for Curricula

Historically, the scientist-practitioner model has been enshrined implicitly in psychology education at both the undergraduate and postgraduate level. The current "4+2" model of education and training in psychology is founded upon this notion. In the last decade, however, challenges have emerged to the notion that psychology should follow this model, some of which are discussed in chapter 2. This issue was of considerable interest to participants at the Network group meetings, where a variety of positions were represented among those from psychology AOUs as well as other disciplines. This issue certainly is not only linked to the more general issue of graduate attributes discussed above but also to questions relating to the nature of psychology degrees at both undergraduate and postgraduate levels which currently receive attention in the academic community in Australia and overseas. Although the terms of reference for the project are restricted to consideration of undergraduate degrees, the likely impact of these considerations on future degree structures in psychology warrants some discussion in this report.

The first set of APAC Standards will take effect in 2006, but does not differ in any substantial way from the previous set of APS Guidelines. A more radical change, which may have implications for undergraduate psychology programs, is a proposal to require formal postgraduate qualifications in order to register as a psychologist. This proposal was flagged by APAC for introduction in 2010 in a letter to the Minister for Education late in 2005. In this letter, the need was stated to double the number of postgraduate training places currently available. It is likely that this move will trigger some consideration of the nature of psychology degrees, not only at postgraduate level but also in terms of pathways from undergraduate programs.

At the same time a considerable level of interest is being generated in Europe concerning a coordinated framework for degree structures referred to as the "Bologna Agreement". This important international development requires greater consideration by psychology educators in Australia, and may well have some influence upon the current consideration of psychology degrees in Australia.

The Bologna Agreement

In 1999, Ministers of Education from 29 European countries signed the Bologna Declaration through which these countries seek to fulfil following aims:

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on two main cycles, undergraduate and graduate
- Establishment of a system of credits that are exchangeable across institutions
- Promotion of mobility for students and staff
- Promotion of European co-operation in quality assurance
- Promotion of European dimensions in Higher Education

The Bologna Agreement is separate from the EU Commission, although the EU is a participating organisation. Over forty countries have now signed the agreement, including some countries outside the European Union such as Russia and other former states of the Soviet Union. The participating countries have agreed to create a European Higher Education Area.

An essential feature of the agreement is that degrees will fall into one of three cycles. A Cycle I degree (bachelors level) will be of 3 years' duration and is a prerequisite for a Cycle II degree (masters level).

These Cycle II degrees have no minimum length but will typically be of two years' duration. A doctoral degree is a Cycle III award. It should be noted that medicine is regarded as an exception to this overall scheme. There are continuing discussions about the structure of Engineering degrees.

A framework for education and training for psychologists in Europe, designed to be consistent with the Bologna agreement, has been produced under the name of Project EuroPsyT. With representatives from 12 participating countries, the group has proposed a framework for education and training with a duration of 6 years, with three phases:

The 'first phase' is a bachelors degree (or an equivalent 3-year qualification). The 'second phase' is a masters degree (or equivalent 2-year qualification). The third phase is 1 year of supervised practice. This group has made recommendations about curriculum areas which should be covered. These recommendations are broadly consistent with the current APAC Standards. There is also a proposal to establish a European Diploma in Psychology which would be awarded to graduates of degrees which conform to the Bologna model, and would be recognised by all participating countries. This diploma, which is more like a registration certificate with mutual recognition, would be required in order to practise psychology within the participating countries. It would be valid for a 7-year period and would be renewable with evidence of completion of continuing professional education.

Australian psychology educators need to be conscious of the Bologna Agreement because it has implications for:

1.   recognition of awards for people who come to Australia, either to work or study in psychology;

2.   recognition of awards for graduates of Australian universities who go to countries which have signed the agreement;

3.   incorporation of study programs for international students in study abroad or exchange programs; and

4.   design of study programs for Australian students who wish to undertake some study in one of the participating countries as part of an exchange agreement or a study abroad program.

In regard to the two latter issues, it needs to be noted that exchange and study abroad programs which are often the subject of agreement between universities, are likely to increase in frequency as a result of efforts by universities to "internationalise" their programs (see section above).

Unlike some European countries, psychological education in Australia is well placed, if universities and other bodies wish to do so, to respond positively to the Bologna agreement. The undergraduate/ postgraduate separation between generalist psychology education and more specialised professional training already exists as a key feature of Australian psychology education. Any alteration to this overall framework would need very serious consideration if Australia is to deal with issues related to recognition of qualification and foster international study opportunities with the countries in the European Higher Education Area.

Australian psychology educators could consider making changes which enable the European 3+2 model to be incorporated into our framework. This goal could be achieved by increasing the concentration of psychology subjects/units in a 3-year program, possibly incorporating the usual fourth year research experience into this shorter period. Students could then apply to enter the second phase (masters level), and complete all university education after five years, a saving of 1 year of study. The supervised practice for an additional year could then take place while a graduate is employed (as is the case now for graduates who undertake the registration supervision programs). Perhaps the 3+2+1 Bologna model provides an opportunity to examine whether all the psychology practicum requirements should continue to be the responsibility of universities.

Psychology and Indigenous Australians

The project team collected information on the teaching of issues related to Aboriginal and Torres Strait Islander Australians in several ways:

1. collection of curriculum materials as published on university websites;

2. visits to schools and departments of psychology;

3. through discussion at a network meeting in June, 2005; and

4. attendance at a workshop held at Nunkuwarrin Yunti, Adelaide on the 22nd July, 2005 in which various practitioners and academics led seminars on inclusive teaching and practice in Psychology.

Two broad goals related to Indigenous educational issues in psychology can be identified:

1. recruitment of Aboriginal and Torres Strait Islander students; and

2. the education of all students about the Aboriginal and Torres Strait Islander issues.

The level of recruitment of Aboriginal and Torres Strait Islander students to the study of psychology remains low and below the level of Aboriginal and Torres Strait Islander participation in higher education which was at 0.9% in 2004. This may reflect on the perception that psychology content is of little interest to Aboriginal and Torres Strait Islander students in comparison to content offered by other AOUs with higher enrolments, e.g. Social work and social policy. On the other hand, this may reflect on a lack of initiative from psychology AOUs and their alumni to actively lobby Aboriginal and Torres Strait Islander students. This impression was reinforced in discussions at the network group meeting in which recruitment and targeting of diverse student groups was seen as the responsibility of dedicated units within the universities. This was highlighted as a problem at the network group meeting and requires further attention.

The inclusion of content relevant to Aboriginal and Torres Strait Islander issues in the psychology curricula is one requirement for accreditation of the programs by the APS (now APAC, 2005). Very few psychology programs fulfil this content requirement by offering units dedicated to Aboriginal and Torres Strait Islander issues and the majority will claim that indigenous (and other intercultural issues) are embedded in the curriculum and addressed in relation to relevant content. The situation is somewhat different in postgraduate programs where issues relating to indigenous Australians receive a broader coverage, in particular in relation to issues connected to health and clinical psychology. There are, however also notable exceptions to this general picture. At the University of South Australia two new units were introduced into the undergraduate psychology programs in 2006: a compulsory first-year unit 'Indigenous Australians: Culture and Colonisation' and an elective third-year unit 'Psychology and Indigenous Australians'. Southern Cross University offers a 3rd year course in Cross Cultural and Indigenous Issues in Psychology which is co-taught by staff from the School of Psychology and from the College of Indigenous Australian Peoples. These initiatives are described in more detail below.

Innovation and Best Practice

One of the most valuable outcomes to emerge from the project and the associated network group meetings was the identification of a number of exemplars of innovation and best practice in the teaching of psychology. As indicated in Chapter 3, innovation tends to take place at a local level, and to be largely driven by idiosyncratic combinations of specific problems being addressed by small groups of staff with

relevant levels of expertise. Much of this activity is thus not particularly visible to many outside the particular institutional context in which it takes place. There are some opportunities for dissemination of best practice through the annual conference of the Australian Psychological Society and its associated publication of proceedings as well as a limited number of international journals relating teaching in psychology (e.g., Teaching of Psychology). However these avenues for dissemination are quite limited in terms of such factors as frequency of publication and nature of material which would be suitable. Many of the participants at the network group meetings promoted the view that there was a very significant need for ways to further promote scholarly discussion of issues relating to the teaching of psychology and to provide opportunities for educational leaders to disseminate outcomes of their practices. The following highlights some of the initiatives that were promoted at the network group meetings. For further examples and case studies see the project web site www.uq.edu.au/carrick .

Graduate Attributes

Dr Jacqueline Cranney led a small team of academics at the University of New South Wales which has been involved in the development of graduate attributes and their assessment in postgraduate psychology education for some time. This initiative is now having an impact on undergraduate teaching, as evidenced Dr Cranney's successful application for an Associate Fellowship from the Carrick Institute for Teaching and Learning in 2006. In 2005 Dr Cranney and Dr Morris applied for an Australian Award for University Teaching, Although not successful the submission describes an integrated approach with a number of key teaching innovations designed to enhance the first-year student's learning experience. A prominent feature is the use of portfolios for the assessment of graduate attributes, which they describe in the following way:

> In 2003, an electronic Graduate Attributes Portfolio prototype was developed to be used by students to record academic, extracurricular and employment related activities relevant to each of the UNSW graduate attributes. In Session 2 2004, the portfolio's use was embedded into the smaller first year psychology course, PSYC1021 (n=60), within the Bachelor of Psychology specialist program. Strategies were implemented to (a) assist students to become aware of their current level of achievement in each of the graduate attributes, (b) provide structured development of specific attributes within the course, and (c) encourage further development of these attributes prior to graduation and associated job interviews. Specifically, the strategies included: pre- and post-ratings and assessments; specific graduate attribute development tasks; researching extracurricular activities; lectures on different areas of professional psychology; portfolio documentation and writing an application that drew upon the portfolio material for an internship in a psychological setting. Technical limitations in the electronic Graduate Attributes Portfolio prototype resulted in the development of word-based proformas (Portfolio templates), and then the UNSW Student Portfolio Support website (http://www.portfolios.unsw.edu.au/default.cfm). In Session 1 2005, these new tools, integrated with focused learning and teaching strategies, are being implemented and evaluated with the new cohort of students in PSYC1021. In Session 1 2006, we will modify the learning and teaching strategy to suit the more diverse academic interests of students in the large first year psychology courses, with the aim of more specifically focusing students' attention on the need to take ownership of their development of graduate attributes.

This work, currently under way at UNSW, highlights two of the most significant issues in the teaching of psychology revealed in the course of this project: the need to address graduate attributes and diversity in the student population.

The First-Year Experience

At Edith Cowan University an innovative and very successful program aimed at reducing attrition rates, primarily in the first-year cohort, has been developed by Dr Lynne Cohen and Dr Julie Ann Pooley, with colleagues Dr Paul Chang, Associate Professor Lis Pike, Dr Dianne McKillop, Dr Dawn Darlaston Jones and Ms Lauren Breen. The Retention And Persistence Transition Support (RAPTS) program is aimed at improving retention of first-year students. It has been recognised with several awards of national significance, including the *Australian Awards for University Teaching (AAUT, 2003), the Vice-Chancellor's Excellence in Teaching Award (VCETA, 2003),* and the *ECU Professionalism in Teaching and Learning Award (PTLA, 2002).* This program starts with the premise that it is important to give new students a sense of membership and inclusion in the discipline. Core components of the program are: peer mentoring, creation of learning communities, effective school liaison, orientation, tutor training, and curriculum reforms. Drs Cohen and Pooley provided a brief presentation at the workshop co-sponsored by the project and the Division of Research and Teaching (DRAT) of the APS for the Annual APS conference in 2005. The PowerPoint file of this presentation has been generously provided to the project, and is available from the project website www.uq.edu.au/carrick. This program has been very successful in its intended goals, but the CEQ results indicate that it may well have has some significant "side effects" in the carry-over to graduate satisfaction.

In 2005 the first year teaching team at the University of Queensland (Dr Virgina Slaughter, Dr John McLean, Dr Peter Newcombe, Dr Andrew Tilly, Dr Barbara Masser, Dr Geoff MacDonald, Dr Roderick Ashton, and Ms Rossalind Roche) received a National Carrick Teaching Award for the project 'Quality in the First Year Experience'. A description of their achievements contained in their submission is provided below:

> Over the last 10 years, the mission of the University of Queensland's School of Psychology has been to transform the traditional large, impersonal, potentially alienating 1st year psychology program into a rewarding and engaging experience for everyone involved. A program has been carefully developed to accomplish goals at two interacting levels: (1) the structure of the total first year psychology program, which benefits the (literally) thousands of undergraduates who take the courses, and (2) the tutor-training program that is an integral part of 1st year psychology. This directly benefits the 1st year students, the postgraduate students who tutor in the introductory psychology tutorial program and the teachers who teach into the course. It also benefits the psychology program as a whole through both the quality teaching provided by tutors in higher level courses and the teaching practices of the academics who teach into all levels of the program.

> The integrated program of 1st year teaching, tutoring and tutor-training has become the foundation for building quality learning and teaching processes and outcomes for the School of Psychology at The University of Queensland. By providing small group learning opportunities and a carefully structured introduction to studying and writing at university, 1000+ 1st year students are given a positive academic and socialization experience, as well as laying the foundations for the academic study of psychology. Beginning tutors' teaching skills and personal pride in teaching are also developed and fostered, outcomes that they carry with them to their higher-level teaching in psychology, and beyond. The positive outcomes of the program have been observed in several ways: low failure rates in 1st year psychology courses, high retention rates into second-year psychology courses, consistently high student satisfaction in 1st year psychology courses which includes some of the University's highest student ratings for overall course quality and teaching quality, as well as high levels of satisfaction among the first-time tutors and outstanding long-term outcomes for the highly trained tutors, many of whom have gone on to academic appointments and are recognised for their excellent teaching at their new universities.

Structural Change in Curriculum Design

A number of the nominees in the network group described changes in curriculum intended to improve student learning and experience. For example, a curriculum revision process has been underway at the University of Western Australia for some time following an institutional review. Core components of this revision include increased contact with senior, research-active, staff, some rationalisation of unit offerings, particularly at third-year level, and enhanced "vertical" integration of students across the program. Similarly at the Australian National University a very significant course revision has recently taken place, involving considerable consultation with students and other key stake-holders. This revision was driven in part by APS accreditation issues, and in part by concerns regarding CEQ outcomes. As shown in Chapter 5, there is some evidence that it has been successful in respect to this latter concern, and providing opportunities for dissemination of strategies and processes which have positive effects on this key measure would be useful to other parts of the sector.

Teaching Cross-Cultural and Indigenous Psychology

As described above, enhancing the teaching of cross-cultural and indigenous psychology has been a priority for the APS site-visit teams for some time. The importance of Aboriginal and Torres Strait Islander issues in psychology has been supported by the APS through the preparation of documents related to ethical issues in professional and research contexts, the establishment of the Interest Group on Aboriginal and Torres Strait Islander Peoples and Psychology, and the inclusion of a requirement to expose undergraduate and postgraduate coursework students to psychological issues in relation to Aboriginal and Torres Strait Islander people in both the 1997 and 2001 versions of the Accreditation Guidelines (now APAC Standards). However effective teaching in these areas is often problematic for schools and departments of psychology both in terms of the nature of general teaching strategies typically embedded with a strong science-based program, and in terms of the availability of appropriately trained staff. As a consequence few universities offer specific units relating to cross cultural and indigenous psychology, but tend to incorporate this material within a more "traditional" course structure (see Appendix A).

The University of South Australia has been providing leadership in this area through its hosting of a workshop at Nunkuwarrin Yunti in Adelaide on the 22nd July, 2005 in which various practitioners and academics led seminars on inclusive teaching and practice in Psychology. Two new units were introduced into the University of South Australia undergraduate psychology programs in 2006 in which the principles delineated in the workshop were be incorporated. These include:

- Working in partnership with Aboriginal and Torres Strait Islander people

- Increasing participation by Aboriginal and Torres Strait Islander people in psychology education

- Sensitivity to the range and complexity of issues faced by Aboriginal and Torres Strait Islander people.

- Getting to know Aboriginal and Torres Strait Islander people

- Having enduring policies in place

- Gaining cultural competency and an understanding of history

- Engaging the community

This event was well attended, and included representatives from a large number of universities.

Most universities have a special centre devoted to Aboriginal and Torres Strait Islander issues and largely staffed by Aboriginal and Torres Strait Islander people. These centres are often capable of providing advice, practical and human resources, and specialist knowledge and skills. This strategy has been adopted by one of the smallest Departments of Psychology in Australia at Southern Cross University for the development of a Third-year compulsory unit titled Cross Cultural and Indigenous Psychology. A critical feature of this unit is that the second half is taught by members of the College of Indigenous Peoples, Ginibi. All aspects of content and delivery are negotiated with Ginibi staff, who are given freedom to teach whatever material they consider appropriate and to assess this learning in whatever ways they regard satisfactory (Moloney & Provost, 2006). This process has required considerable investment of time and good will, but has provided considerable benefits to students, the department, and staff involved. Students appreciate greatly having direct contact with Aboriginal and Torres Strait Islander people, and their level of understanding of indigenous issues is significantly raised.

A willingness to engage with Aboriginal and Torres Strait Islander people as equal partners early in the planning process, in the specific curriculum design and in the teaching and assessment is critical to the success of this arrangement (Moloney & Provost, 2006)

Professional Recognition for Exemplary Practice

The Australian Psychological Society and its partner Pearson Education Australia are to be commended for the development of a series of teaching related awards, presented to outstanding Australian psychology educators each year at the Annual Conference. Award winners are listed below, in addition to brief description of the achievements leading to the award where these are available.

Pearson Education and APS Early Career Teaching Award

- 2005 Dr Nadine Pelling, University of South Australia

- 2004 Dr Lorelle Burton, University of Southern Queensland: Promoting Learning in First Year Psychology Students

  Dr Burton has been a leading advocate for the use of new technologies in teaching, including interactive practice exercises and online discussion groups, to enhance the educational experience for both on-campus and distance learning students. She has published a textbook on writing for psychology, with interactive exercises on CD ROM and co-authored an Australian revision of Westen's "Psychology: Brain, Behaviour and Culture". Student focuses, and committed.

- 2004 Dr Emma Little, RMIT

  Dr Little received her award for the development of a variety of innovative teaching materials including an interactive web-based program for writing lab reports, a manual and training program for undergraduate tutors, and training manual and video for probationary psychologists in the treatment of enuresis. Dr Little publishes widely, continues to practice, and disseminates knowledge about the discipline on Melbourne Radio.

- 2003 Dr Julie Hanson, Queensland University of Technology (Inaugural award)

  Dr Hanson received her award for the quality of her Honours and Postgraduate supervision, the introduction of peer mentoring program for commencing students and development of strategies for enhanced communications and interaction between staff, students and the community. Her teaching strategies include the incorporation of topical and relevant assessment materials into introductory teaching, and development of comprehensive support materials (notes, exercises, datasets etc.) for the teaching of research methods, which are consistently evaluated very highly by students.

The APS Excellence in Teaching Award

- 2005 Dr Nancy Pachana, University of Queensland

  Dr Pachana received this award for significant contributions to teaching across a broad spectrum of educational settings from undergraduate lectures and tutorials through to clinical Masters coursework and research, to PhD supervision. Her focus is upon the encouragement of active and participatory learning of students in all of these settings. She is currently Chair of the Psychology Teaching and Learning Committee in her school. Her teaching is informed by her strong commitment to the integration of material relating to ageing, which also forms the basis for her research activities. She uses scholarship in learning to guide her practices, and her teaching is highly evaluated by students.

- 2004 Assoc Prof Eleanor Wertheim, La Trobe University

- 2003 Assoc Prof Gail Huon, University of New South Wales

  Associate Professor Huon has a strongly interactive style, working largely within small groups. She was involved in the development of a peer mentoring program for first year students, incorporated group based teaching and peer based assessment processes into the MPsychol (Organisational) program, developed critical thinking tasks in Third-year Personality classes, and initiated a Web Writing Workshop for the development of generic writing skills in first year undergraduate students. Her scholarly contributions to teaching and learning include a survey of first year experience at UNSW and research into approaches to studying

- 2002 Not awarded

- 2001 Dr Prasuna Reddy, University of Melbourne: The Electronic Switch in the Watershed: Psychology, Education and Technology

- 2000 Dr Ottmar Lipp, University of Queensland (Inaugural award): Teaching Psychology in the 21st century: Practicals in Large and Small Classes

  The focus of Dr Lipp's approach is on the teaching of psychology as an empirical science. He provided leadership in the inclusion of greater practical, integrated, content in second year teaching tailored to the needs of classes on different levels of training using flexible approaches to practicals that permit students greater control over timing of activities. This involved the development of exercises that target skills acquisition, the provision of a motivating environment, monitoring of units, and the provision of peer support for academics which were very well received by students.

Implications

- There is a need for the identification of consistent graduate attributes and learning outcomes for the respective psychology programs of study. These should be designed to reflect the requirements of the discipline and, where appropriate, the profession as well. The specific characteristics of degrees offered at particular institution should also be described, and highlighted to prospective students. There is a need for the registration and accreditation boards to work closely in partnership with the universities and training organizations in this development.

- Based on the rationale that assessment drives student learning, a review of assessment practises should be considered. This review could address the relationship between resources and assessment practices as well as the linkage between graduate attributes and assessment. Outcomes of this review have the potential to provide positive benefits in student learning and in levels of satisfaction.

- The opportunities offered by internationalisation are currently not fully utilised. In particular, the extents to which the diverse experiences of overseas students studying at Australian universities are used to enrich the experience of Australian students and to which Australian psychology students study abroad are limited.

- Better knowledge is needed as to the destinations of the graduates, in particular those who do not pursue the traditional course of study leading to registration. This can inform the development of alternative avenues of education to complement accredited programs.

- The training requirements for psychologists are currently under review, both nationally and internationally. It is necessary that revisions of the training in psychology within Australia are informed by developments in international higher education.

- Indigenous participation in psychology training is low and the extent of representation of indigenous content, although its inclusion is a requirement for accreditation, is variable. It is not sufficient to delegate responsibility for indigenous issues to units outside psychology AOUs.

- It is critical that the discipline consider better ways to promote best practice and the scholarly discussion of teaching issues. The formation of a more permanent network organisation, and the development of a regular series of workshops and conferences seems to be both desirable and valued by many members of the network group.

Chapter 7

Project Outcomes, Dissemination and Proposals to Ensure Continued Impact

The initial stage of the project during 2004 was concerned with the establishment of a network of psychology educators and the initiation of information gathering. A letter from the Project Team was circulated to Heads of Schools via the HODSPA mailing list, asking them for nominations of staff members who would be available for interview and might be interested in attending the first Network group Meeting. The process of interviewing nominees was initiated during 2004, and continued to a lesser degree into 2005. The information gathered from this process is described in chapter 3.

The First Network Group Meeting

The first Network group meeting was held in November of 2005. Participation was sought from school nominees, from educators who were knowledgeable with respect to the teaching of psychology in other professional programs, from individuals with strong interest and expertise in matters relevant to the project goals, and from individuals representing specific interest groups (such as the APS) within psychology. A copy of the program for this meeting may be found in Appendix D, which was attended by more than 40 participants.

In addition to the establishment of a network of committed individuals, the first Network group meeting also served to provide feedback to the Project Team regarding some of the intended outcomes of the project. In particular, the discussion at this meeting made it clear that two of the project objectives, holding a conference on the teaching of psychology and the establishment of a society for the teaching of psychology, required careful consideration. The most critical issue regarding a conference was the degree to which such an event could be sustainable beyond the terms of the project. However, other considerations such as cost and appropriate scheduling to avoid clashes with other meetings were also discussed. The establishment of a society also raised concerns regarding costs and sustainability, but more importantly it was clear that such a proposal would be viewed by at least some members of the Network group as potentially divisive and could strain the relationship between the APS and academics in psychology. As a result of this discussion project goals were reformulated, leading to the establishment of the Australian Psychology Educators Network, and the delivery of a workshop at the Annual Conference of the APS as well as future conference activities planned for 2006 (see below).

The first Network group meeting also helped to identify issues that were not included in the initial project submission but which required attention. The most important of these issues concerned the role of graduate attributes in psychology. The discussion of graduate attributes was initiated in the meetings held with nominees, but their importance became most apparent during the course of the Network group meeting. A fundamental problem for curriculum design in psychology was identified as the discrepancy between the institutional requirement for most academics to formulate their teaching strategies in terms of graduate attributes, and the absence of explicit graduate attributes in the APS Accreditation Guidelines (now the

APAC Standards, see chapter 2). It also became clear, however, that there were members of the Network group with strong expertise and capabilities in this area, in particular Dr Jacqueline Cranney and Dr Sue Morris from the University of New South Wales. The dissemination strategy adopted on the basis of this information was to hold a second Network group meeting in 2005 with a focus upon graduate attributes and assessment featuring those members of the Network group with strength in these areas.

The Second Network Group Meeting

The second Network group meeting was held in July of 2005 and attracted more than 30 participants. A copy of the program for this meeting may be found in Appendix E. There were three main goals for this meeting: First, the further development of the Network group; second, gathering information relevant to some of the project goals which were not explicitly covered during interviews with nominees (e.g., with respect to internationalisation, information technology, etc.); and third, to provide an opportunity to disseminate information regarding issues identified as important by the first Network group meeting, such as the role of graduate attributes in psychology. The outcomes of some of this discussion are described in chapter 6. The initial prototype of APEN was also described to Network group members at this time, with the intention of supporting future discussion of relevant topics among Network group members. At this meeting a potential strategy for enhancing teaching and learning in psychology, the establishment of a program of mini-projects, was also discussed.

The Australian Psychology Educators Network

The Australian Psychology Educators Network (APEN, <apen.scu.edu.au>) was established to foster communication between psychology educators, including the members of the Network group. The web site is hosted by Southern Cross University, giving the Project Team direct and complete control over its content and operation. In the member's area individuals may initiate or participate in discussion forums, and upload and download documents. Although its initial implementation was designed largely to facilitate communication among Network group members, the website was broadened later in 2005 to encourage participation from any individuals with an interest in teaching and learning in psychology. There are now more than 50 members of APEN. In the non-members area individuals may provide biographical information for distribution, find information relating to conferences and grants on teaching and learning in psychology, and promote their own activities and scholarly work. It is hoped that this mechanism will also allow us to create a useful best-practices database by asking for submissions from the community and coordinating their dissemination. It also provides a means by which future events such as the Australian Institute for Teaching Psychology (see below) may be promoted and coordinated.

The Project Website

The project website (http://www.psy.uq.edu.au/carrick/) provides a mechanism for dissemination of the formal outcomes of the project. The current report will be available for download along with databases such as the psychology CEQ information extracted from the AVCC website. Wherever appropriate pre-publication documents and powerpoint presentations described below will also be included. Material to be added over the next 12 months includes exemplars provided to APEN regarding exemplary practices and pre-publication drafts of monographs and other submissions in preparation.
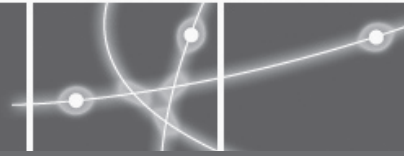
APS Workshop on Informing Innovation and Curriculum Development in Higher Education Through Psychological Science

A workshop was delivered at the Annual APS conference in October 2005 aimed at promoting the use of psychological principles in the design of teaching within psychology. The main component of the workshop, entitled Informing innovation and curriculum development in higher education through psychological science, was delivered by Professor Marie Carroll. Professor Carroll is Director of the Office for Quality Enhancement and Statistical Services at the Australian National University. The workshop also allowed members of the RAPTS project at Edith Cowan University, Dr Lynne Cohen and Dr Julie Ann Pooley, to present a summary of their work designed to enhance the experience of their first-year students. The workshop was well attended and positively evaluated by participants. However the intention to provide a mechanism for dissemination of information for less-experienced academics was not entirely met, at least partly due to the nature of the audience at this event. The development of a teaching "Institute" for 2006 is intended to correct this difficulty.

Future Project Activities

Some of the intended project goals, particularly those which emerged through the course of the project, have a longer timeframe than the formal period of project funding would permit. In order to allow some of these initiatives to be implemented some funding has been retained and will be carried over into 2006. The Project Team Leader, Professor Lipp has agreed to provide administration for the contract continuation through 2006, and the Project Officer, Dr Provost will allocate one day each week to manage these initiatives as well as continue the development of APEN. Dr Provost is now a member of the Director of Scientific Affairs Advisory Group of the APS, allowing him to coordinate project goals with opportunities to involve the APS in teaching-related activities, and providing a conduit for some of the issues raised by the project to be considered within the APS. Planned activities for 2006 include:

- ### An Institute for the Teaching of Psychology

  An Institute for the Teaching of Psychology will be held in November of 2006. This meeting will be modelled on the institutes held annually in Florida for the Society for the Teaching of Psychology in the US. (www.nitop.org) It will include brief "master class" presentations from recognised leaders in psychology education. The focus for master classes, to be conducted in a workshop format, will be on new and developing academics. One topic area which will certainly be included here is on linking graduate attributes to assessment and the use of innovative assessment strategies for their evaluation. Traditional conference symposia will also be held, allowing for the dissemination of information including that described in this report. These symposia will be themed to include such topics as the teaching of psychology in rural and regional Australia and strategies for incorporation of indigenous issues in curricula. In contrast to the Network group meetings, the Institute will not be funded directly by the project, but we have received commitments for support from DRAT, the Faculty of Health Sciences at SCU, and the School of Psychology at the University of Queensland. The goal for seeking such support was to effectively minimise costs to participants as well as increasing the likelihood that such an event could be self-supporting in the future.

- ## A Teaching Forum and Symposia at the Annual APS Conference

A Teaching Forum will be presented at the Annual APS conference in the DRAT stream which will focus upon ways for schools and departments of psychology to develop practices likely to lead to improvements in their evaluation of teaching and learning. The main presenter will be Professor Gerry Fogarty from the University of Southern Queensland, who is also the current Chair of DRAT. Other presenters with significant experience in these matters have been identified through the project. A starting point for discussion will be the presentation of our analysis of CEQ and GDS data contained in chapter 5. The target audience for this Forum is more experienced, senior academics currently charged with responsibility for such matters with their organisational unit. This target audience is compatible with the demographics of this meeting. A number of symposia providing opportunities for dissemination of information from this project are also under consideration.

- ## Mini-projects

At the second Network group meeting the possibility of funding a number of small-scale projects relating to teaching and learning to be conducted by teams of Network group members was discussed. A number of potential topic areas were considered, including those intended to supplement some of the perceived inadequacies in the GDS data, such as a survey of employers of 4-year trained psychology graduates. Sufficient funds have been retained for this scheme to be implemented in 2006. Funded teams would be encouraged to seek "in-kind" support from their own institution, and obliged to report on the outcomes of their work at the Institute. Although this scheme could only be supported by the project on a "one-time-only" basis, we believe that our evidence suggests that supporting small teams of academics within psychology is a critical factor in the establishment of innovative practices (see chapter 3). The establishment of some system allowing for such practices to be continued beyond the terms of this project could reap considerable benefits in our view.

- ## Evaluation of the Project

The Project Team has obtained agreement from Dr Jacqueline Cranney at the University of New South Wales to oversee an evaluation of the project. The evaluation will occur in two phases, the first shortly after the close of the project, and the second towards the end of that year.

Formal Academic Project Output

Conference Presentations

Hannan, G., Martin, F., Farrell, G., Chalmers, D., Lipp, O., Terry, D., Bath, D., Wilson, P., & Provost, S. (2004). The role of the scientist-practitioner model in the teaching of psychology: preliminary results from the AUTC funded project *Learning Outcomes and Curriculum Development in Psychology*. Poster presented at the UniServe Science Conference, Sydney, September 30-October 1, 2004.

Provost, S., Bath, D., Martin, F., Lipp, O., Hannan, G., O'Connor, P., Chalmers, D., Farrell, G., Wilson, P. & Terry, D. (2004). How do introductory psychology texts present science, and the scientist-practitioner model? Poster presented at the UniServe Science Conference, Sydney, September 30-October 1, 2004.

Provost, S.C., Lipp, O., Terry, D., Chalmers, D., Hannan, G., Martin, F., Farrell, G., Bath, D., & Wilson, P. (2004). The Australian Universities Teaching Committee project in *Learning Outcomes and Curriculum Development in Psychology*. Paper presented at the 39th Annual Conference of the Australian Psychological Society, Sydney, September 29-October 3, 2004.

Chalmers, D., Lipp, O., Terry, D., Provost, S., Wilson, P., Hannan, G., Martin, F., Farrell, G., & Bath, D. (2004). Learning outcomes and curriculum development in psychology: A Carrick/AUTC project. Paper presented at Annual Conference of the Higher Education Research and Development Society of Australasia, Sydney, July 3-6, 2005.

Provost, S, Martin, F., Hannan, G., Farrell, G, Chalmers, D., Lipp, O., Terry, D., Bath, D., Dennis, K., & Wilson, P. (2005). CEQ and GDS outcomes in Psychology, 1994-2003. Paper presented at the 40th Annual Conference of the Australian Psychological Society, Melbourne, September 28-October 2, 2005. Presented in a symposium convened by D. Terry entitled *Evaluating and improving student satisfaction indicators in higher education*.

Wilson, P.H., Lipp, O.V., Terry, D.J., Chalmers, D., Hannan, G., Martin, F., Farrell, G., Bath, D., & Provost, S.C. (2005). The Australian Universities Teaching Committee project in *Learning Outcomes and Curriculum Development in Psychology*. Presented at the Second International Conference on Psychology Education, Foz De Iguaçu, Brazil, July 12-15, 2005.

Provost, S., Farrell, G., Chalmers, D., Hannan, G., Martin, F., Lipp, O., Bath, D., Wilson, P., Terry, D. (2006). Undergraduate psychology in Australia: Outcomes of the AUTC/Carrick project in *Learning Outcomes and Curriculum Development in Psychology*. Psychology Learning and Teaching Conference (PLAT), York, June 24-27, 2006

Provost, S., Wilson, P., Chalmers, D., Martin, F., Bath, D., Hannan, G., Farrell, G., Terry, D., & Lipp, O. (2006). If it ain't broke, don't fix it: Resistance to change and 'strategic inertia' in Australian psychology education. Paper presented at the 26th International Congress of Applied Psychology, Athens, July 16-21, 2006, in a symposium convened by S. Provost and A. Trapp, *Psychology's response to the changing landscape in global higher education: Some local perspectives.*

Journal Publication

Provost, S.C., Hannan, G., Martin, F., Farrell, G., Lipp, O.V., Terry, D.J., Chalmers, D., Bath, D., & Wilson, P.H. (accepted with revision). The scientist-practitioner model and undergraduate curriculum development in Australian psychology. *The Australian Psychologist.*

Conference Proceedings

Wilson, P.H., Lipp, O.V., Terry, D.J., Chalmers, D., Hannan, G., Martin, F., Farrell, G., Bath, D., & Provost, S.C. (subm). The Australian Universities Teaching Committee project in *Learning Outcomes and Curriculum Development in Psychology*. Submitted for publication in *The psychology of learning and teaching psychology around the world*. Scheduled for release in 2006 by Cambridge Scholars Press.

References

APAC. (2005). *Australian Psychology Accreditation Council (APAC) Standards for accreditation of Australian Psychology programs*. <http://www.psychology.org.au/study/studying/APAC_standards.pdf>

Baker, D.B., & Benjamin, L.T. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, 55, 241-247.

Barlow, D.H., Hayes, S.C., & Nelson, R.O. (1985). *The scientist-practitioner: research and accountability in clinical and educational settings*. NY: Pergamon Press.

Benjamin, L.T., & Baker, D.B. (2000). Boulder at 50. *American Psychologist*, 55, 233-236.

Biggs, J. (2003). *Teaching for Quality Learning at University*, 2nd ed. Buckingham, UK: SRHE & Open University Press.

Brown, G., Bull, J. & Pendlebury, M. (1997) *Assessing student learning in higher education.* London: Routledge.

Brown, S. & Glasner, A. (Eds.) (1999) *Assessment matters in higher education.* Buckingham: SRDC/Open University Press.

Capaldi, E. J., & Proctor, R. W. (2000). Laudan's normative naturalism: A useful philosophy of science for psychology. *American Journal of Psychology*, 113, 430-454.

Chiesa, M. (1994). *Radical behaviorism: the philosophy and the science*. Boston, MA: Authors Cooperative.

Clough, J. (1993). Which knowledge should psychology graduates have? Balancing the needs of the individual, employers, the science and the profession. *Australian Psychologist*, 28, 42-44.

Dorman, J. (2001). Associations among university-level psychosocial environment and outcomes in Australian universities. *Journal of Institutional Research in Australasia*, 10(1). <http://www.aair.org.au/jir/May01/Dorman.pdf>

Entwistle, N., Hanley, M., & Hounsell, D. (1979). Identifying distinctive approaches to studying. *Higher Education*, 8, 365-380.

Geffen, G. (1993). The scientist-practioner model: What is the role of the fourth year in psychology. *Australian Psychologist*, 28, 35-38.

Ginns, P. (2003). *Scale structure of the student course experience questionnaire over field and level of study.* Paper presented at the HERDSA conference 2003: Learning for an Unknown Future, Christchurch, New Zealand.

Gibbs, G. & Lucas, L. (1996). Using research to improve student learning in large classes. In G. Gibbs (Ed.) *Improving student learning: Using research to improve student learning.* Oxford*:* Oxford Centre for Staff Development.

Gillam, B. (1994). The undergraduate curriculum in psychology. *Australian Psychologist*, 29, 178-180.

Hayes, S.C., Barlow, D.H., & Nelson-Gray, R.O. (1999). *The scientist-practitioner: research and accountability in the age of managed care.* Boston: Allyn and Bacon.

John, I. D. (1994). Constructing knowledge of psychological knowledge: Towards an epistemology for psychological practice. *Australian Psychologist*, 29, 158-163.

John, I.D. (1998). The scientist-practitioner model: A critical examination. *Australian Psychologist*, 33, 24-30.

Kabanoff, B., Richardson, A., & Brown, S. (2003). Business graduates' perception of the quality of their course: A view from their workplace. *Journal of Institutional Research*, 12, 1-12.

Knight, P. (2002) The Achilles' heel of quality: Assessment of student learning. *Quality in Higher Education*, 8(1), 107-115.

Lampropolous, G.K., Goldfried, M.R., Castonguay, L.S., Lambert, M.J., Stiles, W.B., & Nestoros, J.N. (2002). What kind of research can we realistically expect from the practitioner?. *Journal of Clinical Psychology*, 58, 1244-1264.

Lampropoulos, G.K., & Spengler, P.M. (2002). Introduction: reprioritizing the role of science in a realistic version of the scientist-practitioner model. *Journal of Clinical Psychology*, 58, 1195-1197.

Lampropoulos, G.K., Spengler, P.M., Dixon, D.N., & Nicholas, D.R. (2002). How psychotherapy integration can complement the scientist-practitioner model. *Journal of Clinical Psychology*, 58, 1227-1240.

McConkey, K., & Bennett, A. (1993). An update on national psychology competency standards project. *The Bulletin of the Australian Psychological Society*, 15, 23.

Mitchell, K. R., & Montgomery, R.B. (1977). The first national conference on training in professional psychology. *Australian Psychologist*, 12, 319-326.

Moloney, G., Provost, S., & Stevens, A. (1966). teaching cross-cultural and indigenous issues in an Australian regional university. In M. Katsikitis (Ed.), *Psychology bridging the Tasman: Science, culture and practice* (pp. 264-267). Melbourne: The Australian Psychological Society.

Montgomery, B. (1993). The bias towards academic psychology in preservice training, and the needs of the psychology profession. *Australian Psychologist,* 28, 39-41.

Nixon, M. (1994). Practices and needs in psychological training: A survey of 28 countries. *Australian Psychologist*, 29, 166-173.

O'Gorman, J. G. (1993). Undergraduate education in psychology: Training the practitioner as well as the scientist. *Australian Psychologist*, 28, 32-34.

O'Gorman, J. G. (1994). A commentary on the observations of Nixon, of Sheehan, and of Gillam on practices and needs in psychological training. *Australian Psychologist*, 29, 181-183.

O'Gorman, J. G. (2001). The scientist-practitioner model and its critics. Australian Psychologist. *Special Issue: Training in clinical and counseling psychology*, 36, 164-169.

Owens, A. G. (1977). But who's designing the club tie? *Australian Psychologist*, 12, 255-272.

Peña, A., Paco, O., & Peralta, C. (2002). Epistemological beliefs and knowledge among physicians: A questionnaire survey. *Medical Education Online*, 7(4), 1-9. <http://www.med-ed-online.org>

Race, P. (2003). *Why fix assessment? A discussion paper.* University of Leeds.

Raimy, V. (1950). Training in clinical Psychology. New York: Prentice Hall.Sheehan, P. W. (1994). Psychology as a science and a profession: An Australian perspective. *Australian Psychologist*, 29, 174-177.
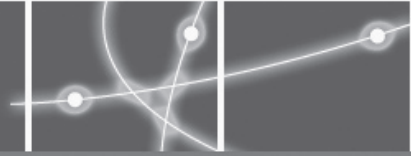
Ramsden, P. (1991). A performance indicator of teaching quality in higher education: The course experience questionnaire. S*tudies in Higher Education*, 16, 129-150.

Richardson, J. (1994). A British evaluation of the course experience questionnaire. *Studies in Higher Education*, 19, 59-68.

Stricker, G. (2002). What is a scientist-practitioner anyway? *Journal of Clinical Psychology*, 58, 1277-1283.

Wiggins, G. (1993). *Assessing student performance*. San Francisco: Jossey-Bass.

Wilson, K., Lizzio, A., & Ramsden, P. (1997). The development, validation and application of the course experience questionnaire. *Studies in Higher Education,* 22, 33-53.

Wilson, P., & Provost, S. (2006). Psychology in Australian Universities. In, S. McCarthy and V. Karandashev (Eds), *International Practices in the Teaching of Psychology*, London: Taylor & Francis.
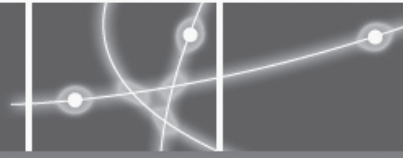
Appendix A

Lists of Course Unit Information from Australian Universities which Teach Psychology

Australian Catholic University

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC100 –	Psychology A *
PSYC101 –	Psychology B *
2ND YEAR	
PSYC200 –	Lifespan Development
PSYC202 –	Social Psychology
PSYC204 –	Biological Psychology
PSYCHOLOGY ELECTIVE FROM THE FOLLOWING.	
BEHV201	Contemporary Psychology
BEHV202	Cross Cultural Psychology
BEHV206	Psychology of Organisations
BEHV208	Psychology of Religion
BEHV210	Small Group Processes
BEHV212	The Concept of Self
PSYC310	Psychological Service Experience
EXSC130	Foundations of Motor Development and Behaviour
EXSC230	Motor Control & Learning
EXSC235	Sport Psychology
EXSC236	Exercise Psychology
EXSC330	Advanced Motor Control and Learning
EXSC335	Advanced Exercise and Sport Psychology
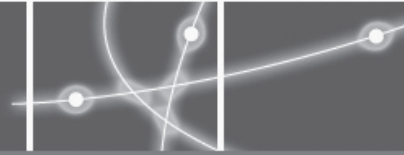
3RD YEAR	
Psyc300 –	Theories of Personality
Psyc309 –	Psychological Testing
Psyc310 –	Psychological Services Experience OR Psychology Elective
Psyc307 –	Cognitive Psychology
Psyc304 –	Abnormal Psychology
Psyc308 –	Communication Skills
HONOURS	
Compulsory Units	
PSYC410	Honours Thesis A
PSYC421	Honours Thesis B
PSYC404	Research Methods in Psychology
PSYC413	Ethics and Professional Issues in Psychology
Plus 2 elective coursework units chosen from the following list	
PSYC405	Comparative Psychology
PSYC406	Theories of Intervention
PSYC407	History and Philosophy of Psychology
PSYC408	Psychology of Human Sexuality
PSYC412	Psychology of Ageing
PSYC414	Cultural Issues for Psychologists
PSYC415	Theories of Psychoanalysis

Australian National University

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC1003	Introduction to Psychology 1
PSYC1004	Introduction to Psychology 11
2ND YEAR	
PSYC2001	Social Psychology
PSYC2002	Developmental Psychology
PSYC2007	Biological Basis of Behaviour
PSYC2008	Visual Perception & Cognition

PSYC2009	Quantitative Methods in Psychology
PSYC2010	Visual & Cognitive Neuroscience
PSYC2011	Perspectives on Crime from Psychology of Groups & Organisations
3RD YEAR	
PSYC3002	The Social Psychology of Groups & Organisations
PSYC3011	Perception
PSYC3015	Issues in Cognitive Psychology
PSYC3016	Issues in Behavioural Neuroscience
PSYC3018	Advanced Research Methods
PSYC3020	Health Psychology
PSYC3023	Special Topics in Psychology
PSYC3023	Special Topics in Psychology*
PSYC3025	Abnormal Psychology Across the Lifespan
PSYC3026	Personality & Assessment of Individual Differences
4TH YEAR	
Honours Methodology	
2 Courses of a choice of 4	Psychological Testing & Assessment
	Special Topics in Developmental & Abnormal Psychology
	Special Topics in Cognitive & Biological Psychology
	Special topics in Social Psychology Research

Bond University

UNIT CODE	UNIT NAME
4 from:	
CORE11.100	Communication Skills or
CORE11.101	Public Speaking
CORE11.110	Information Technology 1 or
CORE11.111	Information Technology 2
CORE11.130	Strategic Management or
CORE11.131	Entrepreneurship
CORE11.120	Cultural and Ethical Values or
CORE11.121	Contemporary Issues in Law and Society

14 (including those marked with asteria) from H&SS list:	
PSYC11.100	Introduction to Psychology: Biology & Personality*
PSYC11.101	Introduction to Psychology: Learning & Social*
PSYC11.105	Introduction to Statistics for Psychology*
PSYC12.200	Statistics & Data Analysis*
PSYC12.210	Sensation & Perception*
PSYC12.214	Biological Psychology*
PSYC12.250	Learning & Behaviour*
PSYC12.315	Developmental Psychology*
PSYC12.325	Social Psychology*
PSYC13.301	Cognitive Psychology*
PSYC13.302	Personality & Individual Differences*
PSYC13.305	Research Methods in Psychology*
PSYC11.116	Love, Sex & Relationships
PSYC12.201	Psychology & Career Choice
PSYC12.225	Cross Cultural Psychology
PSYC13.306	Introduction to Counselling Psychology
PSYC13.308	Drugs & Behaviour
PSYC13.312	Psychopathology

Plus any 6 other subjects selected from the H&SS list of undergraduate subjects or from subjects offered by any Faculty	
HONOURS	
Must Include:	
PSYC71.401	Honours Thesis 1: Research Seminar & Ethics
PSYC71.403	Psychological Assessment & Diagnosis
PSYC71.409	Multivariate Research Methods
PSYC71.410	Human Experimental Psychology
PSYC72.421	Honours Thesis 2
Any 2 marked with an asteria:	
PSYC71.403	Psychological Assessment & Diagnosis*
PSYC71.404	Clinical Psychology*
PSYC71.405	Community & Health Psychology*
PSYC71.406	Counselling Psychology*
PSYC71.407	Forensic Psychology*
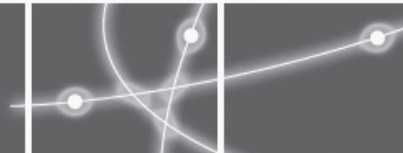
PSYC71.408	Neuropsychology*
PSYC71.411	Industrial & Organisational Psychology*
PSYC71.400	Diploma Thesis 1: Research Seminar & Ethics #
PSYC71.401	Honours Thesis 1: Research Seminar & Ethics
PSYC71.504	Advanced Psychological Assessment
PSYC71.409	Multivariate Research Methods
PSYC71.410	Human Experimental Psychology
PSYC71.503	Advanced Counselling Psychology
PSYC71.505	Professional Practice, Consultation & Evaluation
PSYC71.506	Psychopathology & Therapy: Adults
PSYC71.509	Health Psychology 1
PSYC71.510	Health Psychology 2
PSYC71.516	Forensic Psychology
PSYC71.621	Research Proposal
PSYC71.622	Research Project
PSYC71.722	Practical Placement 2
PSYC71.723	Practical Placement 3
PSYC72.420	Diploma Thesis 2
PSYC72.421	Honours Thesis 2
PSYC72.623	Research Thesis
PSYC72.721	Practical Placement 1 (Teaching Clinic)

Central Queensland University

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC11008	Biological Foundations of Psychology
PSYC11009	Social Foundations of Psychology
2ND YEAR	
PSYC12010	Introduction to Human Development
PSYC12047	Research Methods in Psychology A
PSYC12048	Research Methods in Psychology B
PSYC12012	Physiological Psychology
PSYC12013	Personality
PSYC12014	Social Psychology

3RD YEAR	
PSYC13015	Advanced Methods in Psychology
PSYC13016	Cognitive Psychology
PSYC13017	Abnormal Psychology
PSYC13018	Cross Cultural Psychology
PSYC13019	Developmental Psychology
PSYC13020	Individual Differences & Assessment *
PSYC13021	Special Topic in Psychology *
PSYC13022	Learning
HONOURS	
PSYC14023	Advanced Studies in Psychology
PSYC14045	Psychology Research Project
PSYC14046	Psychology Research Project

Charles Darwin University

UNIT CODE	UNIT NAME
PSY245	Cognition and Information Processing
PSY208	Behavioural Neuroscience 1
PSY202	Developmental Psychology
PSY247	Research Design and Analysis
PSY347	Advanced Research Design and Analysis
PSY305	Personality
PSY340	Modification of Human Behaviour
PSY353	Abnormal Psychology
PSY140	Introduction to psychology A
PSY141	Introduction to psychology B
PSY308	Behavioural Neuroscience 2
PSY390	Introduction to counselling
PSY218	Psychology of substance abuse
PSY211	Psychology of crime
PSY447	Research methods and practice
PSY450	Honours research
PSY426	Ethics and professional issues
PSY404	Psychological assessment
PSY422	Forensic psychology

Charles Sturt University

UNIT CODE	UNIT NAME
Core psychology subjects	
PSY101	Foundations of Psychology 1M
PSY102	Foundations of Psychology 2M
PSY103	Introduction to Psychological Enquiry
PSY201	Research Methods and Statistics in Psychology
PSY202	Developmental Psychology
PSY208	Biopsychology
PSY203	Social Psychology
PSY204	Psychological Testing
PSY301	Advanced Research Methods and Statistics in Psychology
PSY303	Psychology of Language
PSY304	Psychopathology
PSY305	Psychology of Personality
PSY306	Theories of Psychological Intervention
PSY308	Psychology of Learning
PSY307	Cognition
ELECTIVES	
PSY211	Psychology of Crime
PSY313	Psychology and the Legal System
PSY214	Health Psychology
PSY315	Sport and Exercise Psychology
PSY218	Psychology of Substance Abuse
PSY317	Psychology of Health and Illness
PSY318	Management Psychology
HONOURS STREAM	
PSY420	Current Issues in Psychology
PSY424	Psychology Dissertation
PSY426	Ethics and Professional Issues
two of the following:	
PSY421	Clinical Psychology
PSY422	Forensic Psychology
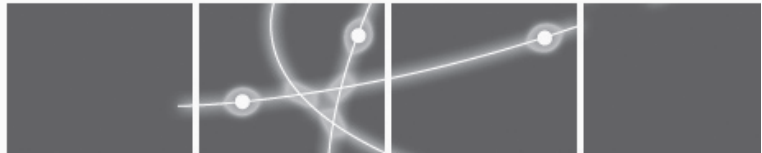
PSY425	Cognitive Neuroscience
PSY427	Issues in Health Psychology
PASS STREAM	
PSY420	Current Issues in Psychology
PSY403	Research Project 1
PSY406	Research Project 2
PSY426	Ethics and Professional Issues
three of the following:	
PSY421	Clinical Psychology
PSY422	Forensic Psychology
PSY423	Industrial/Organisational Psychology
PSY425	Cognitive Neuroscience
PSY427	Issues in Health Psychology
PSY401	Advanced Personality Theory
PSY402	Counselling Skills
PSY405	Advanced Social Learning Theory

Curtin University of Technology

UNIT CODE	UNIT NAME
1ST YEAR	
12961	Psychology 115 Professional Practice
13019	Psychology 123 *
1916	Research Methods
7713	Health Science Communication 180
13020	Psychology 124 *
1917	Research Methods 112
7296	Physiological Psychology 110
9852	Psychology 116 Professional Practice
2ND YEAR	
2498	Research Methods 215
2499	Psychology 211 (Learning & Motivation)
2652	Psychology 214 (Perception)

2701	Psychology 210 (Personality)
2702	Psychology 219 (Developmental)
8512	Research Methods 225
3RD YEAR	
11101	Psychology 327 (Abnormal Psychology)
9845	Psychology 323 (Cognition)
9846	Research Methods 321
9848	Psychology 322 (Social Psychology)
12963	Psychology 328 (Cross Cultural)
9844	Psychology 321 (Abilities) *
9849	Research Methods 322
9850	Psychology 324 *
HONOURS	
306067 Honours Psychology Stream:	
Includes:	
13017	Psychology Honours Dissertation 491
301661	Psychology 421 Applied Psychology
302194	Psychology Honours Research Methods 441
13018	Psychology Honours Dissertation 492
301662	Psychology 423 Psychological Assessment
4687	Psychology Contemporary Issues 442 *
Or	
306066 Psychology Fourth Year Stream:	
Includes:	
301658	Psychology Dissertation Preparation 491
301661	Psychology 421 Applied Psychology
301663	Psychology Counselling 421 Introduction to Counselling
4686	Psychology Research Methods 441
301659	Psychology Dissertation 492
301662	Psychology 423 Psychological Assessment
4687	Psychology Contemporary Issues 442 *

Deakin University

UNIT CODE	UNIT NAME
1ST YEAR	
Semester 1	
HPS111	Introduction to Psychology A
HBS107	Understanding Health
	Plus two elective units
Semester 2	
HPS121	Introduction to Psychology B
HBS110	Health Behaviour
HBS108	Health Information & Data
	Plus one elective unit
2ND YEAR	
Semester 1	
HPS203	Cognitive Psychology A
HPS204	Social Psychology A
	Plus two elective units
Semester 2	
HPS201	Research Methods in Psychology A
HPS202	Developmental Psychology A
HPS205	Behavioural Neuroscience
HPS206	Psychology in the Criminal Justice System
	Plus one elective
	Unit HPS201 is a core unit
3RD YEAR	
Semester 1	
HPS301	Research Methods in Psychology B
	Plus three elective units
Semester 2	
HPS309	Psychological Testing & Measurement
	Plus three elective units

Yr 3 electives - a minimum of four third-year elective units must be chosen from the psychology units listed below.	
Semester 1	
HPS302	Developmental Psychology B
HPS307	Personality
HPS395	Clinical Neuroscience
Semester 2	
HPS303	Cognitive Psychology B
HPS304	Social Psychology B
HPS308	Psychopathology
4TH YEAR	
Semester 1	
HPS425	Honours in Psychology Part A
HPS427	Honours in Psychology Part C
Semester 2	
HPS426	Honours in Psychology Part B
HPS428	Honours in psychology Part D

Edith Cowan University

UNIT CODE	UNIT NAME
1ST YEAR	
PSY1101	Introduction to Psychology *
PSY1102	Research Methods in Psychology I
PSY1203	Biological Determinants of Behaviour
PSY1204	Social Determinants of Behaviour
2ND YEAR	
PSY2202	Research Methods in Psychology 2
PSY2301	Learning and Motivation
PSY2231	Developmental Psychology
PSY2203	Developmental Psychology

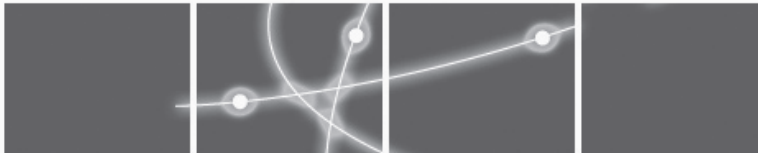| 3RD YEAR	
PSY3303	Research Applications and Ethical Issues
PSY3343	Abnormal Psychology
PSY3216	Group Process and Group Management
PSY3211	Cultural Issues in Psychology
PSY3202	Personality
PSY3304	Cognition
PSY3246	Systems Consultation *
PSY3224	Psychology and Social Change
Honours	
Semester 1:	
PSY4139	Research Skills
HPS5101	Preparation of Thesis Proposal
two of the following:	
PSY4107	Theoretical Issues in Professional Practice
PSY4150	Health and Clinical Psychology
PSY4310	Applied Developmental Psychology
Semester 2:	
HPS5102	Thesis Development*
HPS5103	Thesis Development*
HPS5104	Thesis Development*
one of the following:	
PSY4121	Psychology in Society
PSY4141	Psychological Assessment
PSY4205	Theoretical Aspects of Psychology and Law

Flinders University of South Australia

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC1101	Psychology 1A *
PSYC1102	Psychology 1B *
PSYC1103	Basics of Behavioural Research
2ND YEAR	
PSYC2009	Basic Research Design and Data Analysis
PSYC2001	Physiological Basis of Behaviour
PSYC2005	Industrial and Organisational Psychology
PSYC2006	Cognitive Science 1
PSYC2012	Learning and Cognition
PSYC2013	Personality and Social Psychology
PSYC2014	Child Development
3RD YEAR	
PSYC3001	Research Methods
PSYC3043	Work Experience in Psychology
PSYC3044	Interviewing and Counselling
PSYC3045	Psychological Assessment: Basic Principles
PSYC3006	Cognitive Science 2
PSYC3031	Introduction to Abnormal Psychology
PSYC3033	Development During Adulthood and Ageing
PSYC3034	Group Processes and performance
PSYC3035	Health Psychology
PSYC3036	Psychophysiology of Awareness
PSYC3039	Introduction to cognitive Neuroscience
PSYC3046	Psychology in Sport
PSYC3047	Health Psychology (Practical)
PSYC3048	Introduction to Neuropsychology
PSYC3049	Human Factors: Flying Planes, Virtual Reality and Human Error

PSYC3050	Child Development in Cultural Context
PSYC3131	Introduction to Abnormal Psychology (Practical)
PSYC3136	Psychophysiology of Awareness (Practical)
PSYC3139	Introduction to Cognitive Neuroscience (Practical)
PSYC3226	Experimental Psychology and the Law
PSYC3227	Motivation, Cognition and Emotion
PSYC3228	Social Psychology of the Self and Identity
PSYC3229	Psychology of Trauma
4TH YEAR	
PSYC7000	Psychology Honours Thesis
PSYC7056	Research and Practice in Psychology
PSYC7058	Contemporary Issues in Psychology
one of the following:	
PSYC7041A	Sleep and Arousal Disorders
PSYC7059A	Applications of Psychology *

Griffith University

UNIT CODE	UNIT NAME
1ST YEAR	
1002APY	Quantitative Analysis I
1005APY	Introductory Cognitive and Biological Psychology
1600APY	Introductory Individual and Social Psychology
2002APY	Training & Skills Development *
2007APY	Interpersonal Skills
2ND YEAR	
2001APY	Research Design and Analysis
2004APY	Personality and Individual Differences
2005APY	Cognition, Memory and Learning
2006APY	Quantitative Analysis II
2008APY	Lifespan Development
2009APY	Biological Psychology

3RD YEAR	
3003APY	Research Workshop *
3005APY	Introduction to Counselling
3006APY	Psychological Assessment
3007APY	Social Psychology
ELECTIVES:	
3008APY	Organisational Psychology
3009APY	Cognitive Neuropsychology
3010APY	Abnormal Psychology
3011APY	Adolescent Development
3012APY	Applied Social Psychology
Honours	
6009APY	Honours Research Project
6010APY	Issues in Quantitative Research
one of the following:	
6002APY	Organisational Behaviour
6003APY	Counselling Psychology [A]
6005PSY	Social Consultancy [A]
two of the following:	
6006PSY	Social Consultancy [B] *
6011PSY	Lifespan Development
6004APY	Occupational Psychology
6005APY	Counselling Psychology [B]
6006APY	Health Psychology
6008APY	Independent Study *
6012APY	Advanced Cognitive Psychology

James Cook University

UNIT CODE	UNIT NAME
Level 1	
PY1101: 03	Exploring Psychology 1#
PY1102: 03	Exploring Psychology 2 #
SS1010: O3	Australian People: Indigenous and Anthropological Perspectives
SS1103: 03	Computing Skills for the Social and Behavioural Sciences
SY1001: 03	Australian Society: An Introduction to Sociology
Level 2	
Select at least 9 units from the following for a major or the 15 units marked with an asterisk for the APS accredited sequence.	
PY2101: 03*	Brain and Behaviour
PY2103: 03*	Describing and Analysing Human Behaviour
PY2104: 03	Health Psychology (Cairns)
PY2105: 03	Health, Sports and Exercise Psychology (Townsville)
PY2106: 03*	Human Development Across the Lifespan
PY2107: 03*	Experimental Investigation and Analysis of Behaviour
PY2109: 03	Environmental Psychology (Cairns)
PY2110: 03	Forensic Psychology
PY2111: 03*	Learning and Behaviour
PY2112: 03	Memory and Cognition
Level 3	
Select at least 12 units from the following for a major or the 15 units marked with an asterisk to complete the APS accredited sequence.	
PY3101: 03*	Advanced Behavioural Research Design and Analysis
PY3102: 03*	Social Psychology
PY3103: 03*	Psychopathology
PY3104: 03	Principles of Counselling
PY3105: 03	Behaviour in Organisations (Townsville)
PY3106: 03*	Theoretical Foundations of Modern Psychology
PY3107: 03*	Introductory Psychometrics, Assessment and Ethics

PY3108: 03	Personality and Individual Psychology
PY3109: 03	Cognitive Neuroscience: the Biology of Mind (Townsville)
PY3110: 03	Human Sensation and Perception (Cairns)
Level 4 Honours	
PY4101: 12	Psychology Thesis
PY4103: 12	Advanced Topics in Psychology

La Trobe University

UNIT CODE	UNIT NAME
1ST YEAR	
PSY11PYA	Psychology A *
PSY12PYB	Psychology B *
STA12PSY	Statistics for Psychology
PSY11BNA	Introduction to Behavioural Neuroscience A
PSY12BNB	Introduction to Behavioural Neuroscience B
2ND YEAR	
PSY21PYA	Psychology A*
PSY22BYB	Psychology B *
PSY21BNA	Neural Basis of Unconscious Processing A
PSY22BNB	Neural Basis of Unconscious Processing B
PSY21TOP	Topics in Psychology
PSY22TOP	Topics in Psychology
3RD YEAR	
PSY31PYA	Psychology *
PSY32PYB	Psychology
PSY31APP	Applied Psychology
PSY32APP	Applied Psychology
PSY31TOP	Topics in Psychology
PSY32TOP	Topics in Psychology

HONOURS	
PSY41HON	Psychology Honours *
PSY42HON	Psychology Honours *

PSY305	Personality
PSY306	Psychopathology
PSY307	Organisational Psychology
PSY314	Applied Child Psychology
PSY315	Perception
PSY318	Adult Development and Ageing
PSY321	Neuropsychology
PSY324	Animal Behaviour
PSY325	Principles and Applications of Learning Psychology
PSY328	Psychology and the Law
PSY334	Social Psychology II: Personal Relationships
PSY345	Theory and Practice of Survey Research
PSY361	Philosophy of Psychoanalysis

HONOURS	
PSY418	Research Design IV
PSY431	Ethical, Conceptual and Professional Issues
two of the following:	
PSY420	Advanced Issues in Social and Personality Psychology
PSY421	Advanced Topics in Physiological Psychology
PSY422	Advanced Cognitive Processes
PSY423	Advanced Visual Perception
PSY424	History and Theory in Psychology
PSY425	Introduction to Theories of Counselling
PSY426	Health Psychology
PSY427	Psychological Assessment and Evaluation
PSY428	Advanced Issues in Developmental Psychology: Parenting

| PSY432	Child Abuse and Neglect
PSY433	Social Psychology and Film
PSY434	Advanced Issues in Organisational Psychology
PSY435	The Psychology of Voodoo Science

Monash University

UNIT CODE	UNIT NAME
1ST YEAR	
PSY1011	Psychology 1A *
PSY1022	Psychology 1B *
2ND YEAR	
PSY2031	Developmental and Biological Psychology (external 2nd semester)
PSY2051	Research Design and Analysis
PSY2042	Cognitive and Social Psychology
3RD YEAR	
PSY3041	Psychological testing, theories of ability and ethics
PSY3051	Perception and Personality
PSY3032	Abnormal Psychology
PSY3062	Research Methods and Philosophy of Psychology
ELECTIVE UNITS	
PSY2112	Organisational Psychology
PSY3122	Introduction to Counselling
PSY3151	Contemporary Social Psychology
PSY3162	Psychology of Language
PSY3172	Decision Making in Professional Settings
PSY3182	Human Neuropsychology: Developmental and Neurodegenerative Disorders
PSL3072	Psychological Foundations of Law (pre req: some law units)
PSY3071	Human Neuropsychology and its Evolutionary Perspectives
PSY3131	Health Psychology

HONOURS YEAR	
PSY4100	Research Project
PSY4200	Theory and Practice includes: Statistics and Research Design for Professional Psychology AND Ethical and Professional Issues
One of the following:	Developmental and Biological Psychology (external 2nd semester)
PSY4507	Contemporary Issues in Psychobiology
PSY4508	Contemporary Issues in Cross Cultural and Indigenous Psychology
PSY4509	Contemporary in Psycholinguistics

Murdoch University

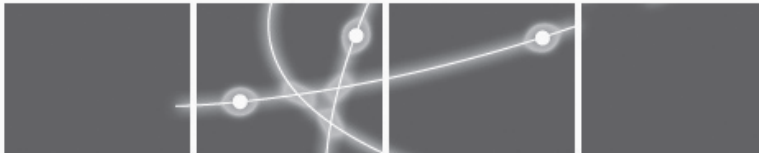| UNIT CODE	UNIT NAME
1ST YEAR	
PSY141	Introduction to Psychology
PSY143	Introduction to Developmental Psychology
PSY107	Introduction to Social Psychology
(recommended) PSY145	Introduction to Psychology and Culture
2ND & 3RD YEAR	
PSY211	Psychology Methods I
PSY212	Psychology Methods II
PSY216	Psychology of Perception
PSY213	Psychology: Abnormal Behaviour
PSY311	Psychological Methods III
PSY312	Psychology: Human Learning and Cognition
PSYCHOLOGY ELECTIVES:	
PSY221	Psychology: Cognitive Development and Individual Differences
PSY217	Psychology of Work and Organisations
PSY241	Psychology: Understanding Social and Emotional Development
PSY219	Psychology: the Individual and Society
PSY214	Psychology: Interventions for Problems in Childhood
PSY215	Psychology of Addictions and Substance Abuse
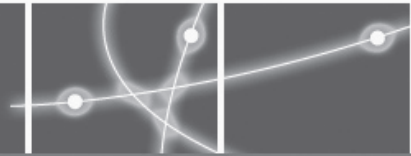
PSY218	Psychology: Personality Processes and Functions
PSY315	Psychology: Qualitative Methods
PSY340	Psychology: Introduction to Counselling
PSY313	Psychology: Consciousness and the Brain
PSY314	Psychology of Motivation and Emotion
PSY252	Special Topics in Psychology *
PSY201	Community Psychology
PSY441	Psychology Project *
PSY412	Psychology: Fourth Year Seminar *
PSY454	Psychology: Advanced Practical Placements
PSY431	Psychology: Advanced Topic A *
SPECIFIED ELECTIVES:	
PSY432	Psychology: Advanced Topic B *
PSY433	Psychology: Advanced Topic C *
PSY434	Psychology: Advanced Topic D *
PSY436	Psychology: Advanced Topic E *
HONOURS STREAM	
PSY4039	Honours Thesis in Psychology
PSY411	Psychology Honours Seminar
two of the following:	
PSY431	Advanced Topic A
PSY432	Psychology: Advanced Topic B *
PSY433	Psychology: Advanced Topic C *
PSY434	Psychology: Advanced Topic D *
PSY436	Psychology: Advanced Topic E *

Queensland University of Technology

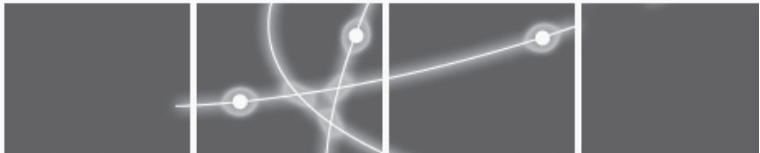| UNIT CODE	UNIT NAME
1ST YEAR	
PYB000	Scholarship and Skills (Psychology) *
PYB101	Introduction to Psychology 1A *
PYB007	Interpersonal Processes and Skills
PYB110	Psychological Research Methods
PYB102	Introduction to Psychology 1B *
PYB208	Counselling Theory and Practice 1
2ND YEAR	
PYB205	Social Psychology
PYB206	Personality
PYB210	Research Design and Data Analysis
PYB201	Perception
PYB203	Developmental Psychology
3RD YEAR	
PYB302	Industrial and Organisational Psychology
PYB303	Cognitive Psychology
PYB304	Physiological Psychology
PYB306	Psychopathology
PYB311	Psychological Assessment
PYB350	Advanced Statistical Analysis
HONOURS YEAR	
PYB400 - 1	Thesis (Part 1)
PYB401	Advanced Research Methods
PYB400 - 2	Thesis (Part 2)
PYB400 - 3	Thesis (Part 3)
PYB400 - 4	Thesis (Part 4)
PYB407	Research and Professional Development Seminar

Royal Melbourne Institute of Technology

UNIT CODE AND NAME
1ST YEAR – REQUIRED COURSES
Principles of Psychology
Statistical Computing
Foundations of Psychology
Statistics
2ND YEAR – REQUIRED COURSES
Cognitive Psychology
Developmental Psychology
Social Psychology
Biological Psychology
3RD YEAR – REQUIRED COURSES
Individual Differences
Psychological Intervention
Psychological Assessment
Psychopathology
Professional Issues
Research Project
AND Select 18 credit points from
Sports Psychology
Health Psychology
Organisational Psychology
Cross Cultural Psychology
Science electives
HONOURS
Psychological Assessment
Foundations of Cog Beh Therapy
Research Thesis 1
Psych Problems across Lifespan
Professional Practices
Research Thesis 2

Southern Cross University

UNIT CODE	UNIT NAME
1ST YEAR	
BHS11001	Introduction to Psychology I
BHS11002	Introduction to Psychology II
BHS11003	Methods and Concepts in Psychology
BHS11004	Contemporary Issues in Psychology
2ND YEAR	
BHS20001	Psychological Assessment in Psychology
BHS20006	Personality and Social Psychology
BHS20007	Learning and Memory
BHS20008	Quantitative Methods in Psychology
BHS30003	Development Across the Lifespan
BHS30004	Physiological Psychology and Sensory Processes
3RD YEAR	
BHS30001	Research Methods in Psychology
BHS30002	Abnormal Psychology
BHS30005	Cross cultural and Indigenous Issues
BHS30006	Behaviour Change
ELECTIVES	
BHS30007	Health Psychology
BHS30009	Human Factors
4TH YEAR	
BHS40001/40004	Research Thesis
BHS40005/40006	Research Methods and Applied Projects
BHS40007/40008	Ethics and Professional Issues
BHS40009/40010	History and Philosophy of Psychology
BHS40011/40012	Advanced Seminars in Psychology

Swinburne University of Technology

UNIT CODE	UNIT NAME
STAGE 1	
HAY100	Psychology 100 *
HAY101	Psychology 101 *
HMA103	Statistics and Research methods A
STAGE 2	
HAY205	Cognition and Human Performance
HAY206	Developmental Psychology
HMA278	Design and Measurement 2
HMA279	Design and Measurement 3
STAGE 3	
HAY307	Social Psychology
HAY308	The Psychology of Personality
HAY309	Psychological Measurement
HAY321	Abnormal Psychology
And two of the following subjects:	
HAH100	Introduction to Philosophy
HAH103	Critical Thinking
HAS100	Sociology 1A
HAS101	Sociology 1B
HAH219/HAH319	Philosophical Psychology
HAS296	The Family, Sex and Society
HAS298	Sociology of Deviance and Social Control
HASP307	Qualitative Research Methods
HONOURS	
First Semester	
HAY453	Advanced Quantitative Methods
HAY454	Psychological Assessment
HAY470	Thesis A
HAY472	Contemporary Psychology

Second Semester	
HAY457	Ethics and Professional Issues
HAY460	Honours Thesis B (Psychology)
Plus one elective chosen from:	
HAY473	Current Issues in Social Psychology
HAY458	Counselling Psychology
HET738	Neuropsychology Methods

University of Adelaide

UNIT CODE	UNIT NAME
LEVEL I	
Professional Practices *	
PSYCHOL1000	Psychology 1A *
PSYCHOL1001	Psychology 1B *
LEVEL II	
PSYCHOL2001	Psychological research Methodology
PSYCHOL2002	Psychology IIA *
PSYCHOL2003	Psychology IIB *
LEVEL III	
PSYCHOL3000	Psychology Research Methodology III
PSYCHOL3002	Mind, Brain and Evolution III
PSYCHOL 3003	Developmental Psychology III
PSYCHOL 3005	Perception and Cognition III
PSYCHOL 3006	Psychology: Physiology & Behaviour III
PSYCHOL 3009	Metapsychology: Psychology, Science, Society III
PSYCHOL 3010	Social Psychology III
PSYCHOL 3013	Learning and Behaviour III
PSYCHOL 3014	Individual Differences III
PSYCHOL 3015	Human Relations III
PSYCHOL 3016	Language Processes III
	Level III electives

LEVEL IV	
Honours Psychology Seminars and research Thesis	
PSYCHOL 4000A	Honours Psychology Part I *
PSYCHOL 4000B	Honours Psychology Part 2 *
PSYCHOL 4100A	Honours Psychology Two year Continuing *
PSYCHOL 4100B	Honours Psychology Two year Final *

University of Ballarat

UNIT CODE	UNIT NAME
YEAR 1	
HP501	Introduction To Psychology
HX501	Introduction To Social Inquiry
HX502	Narrative & Text: The Journey
MS501	Statistical Methods
HP502	Introduction To Psychology
HP604	Social Psychology
HX516	Health & Citizenship
MS502	Sampling & Sample Surveys
YEAR2	
HP602	Lifespan Developmental Psychology
HP603	Personality
HS623	Family Policy & Multiculturalism
HX522	Indigenous Culture
HM713	Intro & Background To Sport & Exercise Psychology
HP601	Introduction To Research Methods
HP701	Psychological Testing & Assessment
HS624	The Changing World Of Work: Organisation/Tech
YEAR 3	
HP702	Abnormal Psychology
HP705	Cognitive Psychology
HP708	Introduction To Counselling Theory & Practice
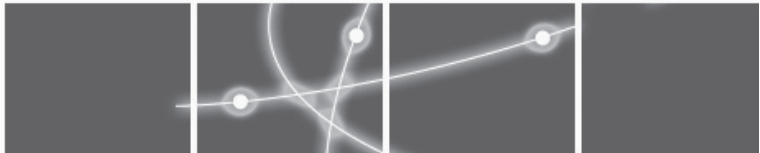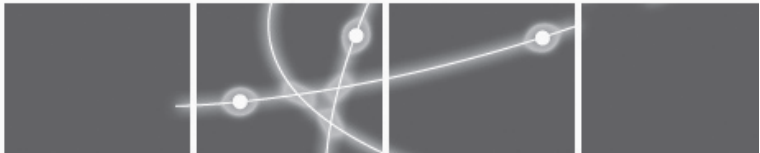
HW614	Social Policy & Social Change
HH513	Ethics
HP703	Philosophical Issues In Psychology
HP706	Health Psychology
HX505	Youth Studies

POSTGRAD. DIP. PSYCH.
Professional Psychological Studies (Semester 1).
Psychological Research (Semesters 1 & 2)
Psychological Assessment (Semesters 1 & 2)
Psychological Practice (Semesters 1 & 2)
Research Project (Semesters 1 & 2)

University of Canberra

UNIT CODE	UNIT NAME
1ST YEAR	
Psychology 101	*
Psychology 102	*
*	Introduction to Psychological Research
2ND YEAR	
Psychology 201	Personality and Individual Differences
Psychology 202	Experimental Psychology
Psychology 203	Developmental Psychology
	Physiological Psychology
3RD YEAR	
Psychology 205	Learning and Perception
Psychology 301	Methods and Design
Psychology 302	Psychopathology
Psychology 304	Cognitive Psychology
Psychology 305	Social Psychology
*	Motivation and Emotion

HONOURS	
*	Research Thesis and Professional Practice (year long)
*	Psychological Measurement
*	Advanced Psychological Topics A
*	Advanced Psychological Topics B

University of Melbourne

UNIT CODE	UNIT NAME
Level 1	
512120	Introductory Experimental Psychology 1
512121	Introductory Social, Developmental and Clinical Psychology 1
Level 2	
512220	Quantitative Methods for Psychology 2
512221	Developmental Psychology 2
512222	Behavioural Neuroscience 2
512223	Personality and Social Psychology 2
512224	Cognitive Psychology 2
Level 3	
512320	Research Methods 3
ELECTIVE UNITS	
one of the following:	
512322	Industrial/Organisational Psychology 3
512323	Professional Applications of Psychology 3
512345	Environmental Psychology 3
one of the following:	
512330	Human Psychophysiology 3
512335	Advanced Cognition 3
512345	Environmental Psychology 3
512350	Brain, Cognition and Behaviour 3
512360	Personality and Social Psychology 3
512370	Cognitive and Neuropsychological Development 3

512380	Personal and Social Development 3
512395	Introduction to Mathematical Psychology 3
FOURTH YEAR	
512420	Research Project
512422	Advanced Design and Data Analysis
512423	Theories and Ethics in Psychology
2 of the following:	
512410	Current Topics in Developmental Psychology
512413	Current Topics in Social Psychology
512414	Current Topics in Cognitive Psychology
512415	Current Topics in Behavioural Neuroscience

University of New England

UNIT CODE	UNIT NAME
PSYC101	Introductory Psychology I *
PSYC102	Introductory Psychology II *
PSYC103	Psychology and Society: Current Issues
PESS202	Research Methods and Statistics
PSYC200	Social Psychology
PSYC201	Individual Differences and Assessment
PSYC204	Learning, Motivation and Emotion
PSYC206	Cognition
PSYC302	Advanced Research Methods and Statistics
PSYC313	Developmental Psychology
PSYC314	Cognitive Behavioural Therapy
PSYC316	Perception and Perceptual Impairment
PSYC321	Psychology of Language
PSYC363	Psychopathology
PSYC366	Biopsychology
PSYC399	Special Topics in Psychological Research *
HONOURS	
PSYC401	Psychology Honours, Part A *
PSYC402	Psychology Honours, Part B *
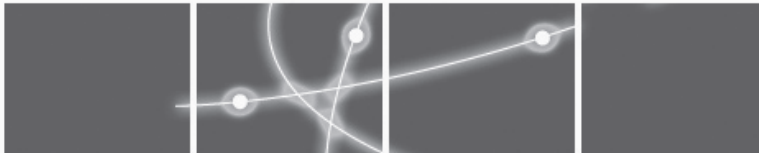
University of New South Wales

UNIT CODE	UNIT NAME
Stage 1	
PSYC1001	Psychology 1A
PSYC1011	Psychology 1B
PSYC1021	Introduction to Psych Applications
Stage 2	
PSYC2001	Research Methods 2
PSYC2061	Social & Developmental Psych
PSYC2071	Perception & Cognition
PSYC2081	Learning & physiological Psych
PSYC2101	Assessment & Personality
Stage 3	
Advanced Perceptual/Cognitive	
PSYC3151	Cognition & Skill
PSYC3211	Cognitive Science
PSYC3221	Vision & Brain
PSYC3311	The Psychology of Language
PSYC3321	Cognition & Development
Advanced Biological	
PSYC3051	Physiological Psychology
PSYC3241	Psychobiology of Memory & Motivation
PSYC3251	Animal Cognition
PSYC3261	Current Topics in Behavioural
Advanced Social	
PSYC3121	Social Psychology
PSYC3271	Personality & Individual Difference
PSYC3281	Interpersonal Behaviour
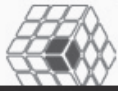
University of Newcastle

UNIT CODE	UNIT NAME
BIOL1010 or	Intro to Cell & Molecular Biology
BIOL1120	Intro to Biology: Populations, Genetics & Evolution
MATH1410	Mathematics in Psychology
PSYC1010	Psychology Intro 1
PHIL1060	Intro to Philosophy of Psychology
PSYC1020	Psychology Intro 2
INFO1010	Intro to Information Systems
PSYC2070	Experimental Methodology
PSYC2020	Basic Processes *
PSYC2080	Psychobiology
PSYC2090	Personality & Social Processes
PSYC2200	Pre-Professional Psychology 2 *
PSYC3010	Advanced Foundations for Psychology *
PSYC3040	Advanced Basic Processes 2 *
PSYC3070	Advanced Applied Topics in Psychology 1
PSYC3100	Social & Organisational Psychology
PSYC3110	Associative Learning
PSYC3130	Advanced Developmental Psychology
PSYC3200	Pre-Professional Psychology 3 *
PSYC2500	Intro to Abnormal Behaviour
PSYC3030	Advanced Basic Processes
PSYC3050	Individual Processes *
PSYC3080	Topics in Psychopathology & Neuropsychology
PSYC3120	Research Project Design *
PSYC3790	Computer methodology for Behavioural Sciences *
PSYC4110	Psychology Honours 4110 *
PSYC4120	Psychology Honours 4120 *
PSYC4210	Psychology Honours 4210 *
PSYC4220	Psychology Honours 4220 *

University of Queensland

UNIT CODE	UNIT NAME
FIRST YEAR	
PSYC1020	Introduction to Psychology: Physiological & Cognitive Psychology
PSYC1030	Introduction to Psychology: Developmental, Social, & Clinical Psychology
PSYC1040	Psychological Research Methodology I
SECOND YEAR	
PSYC2010	Psychological Research Methodology II
PSYC2020	Neuroscience for Psychologists
PSYC2030	Child development
PSYC2040	Social & Organisational Psychology
PSYC2050	Learning & Cognition
PSYC2063	Questionnaire & Survey Design Skills
PSYC2211	Development Disorders of Childhood
THIRD YEAR	
PSYC3092	Language Development
PSYC3102	Psychopathology
PSYC3112	The Social Psychology of Human Communication
PSYC3122	Attitudes & Social Cognition
PSYC3132	Health Psychology
FOURTH YEAR	
PSYC4041	Psychology IVH (HM) *
PSYC4111	Issues & Practices in Educational Psychology
PSYC4131	Neuropsychology
PSYC4181	Applied Social Psychology
PSYC4191	Applied Cognitive Psychology
PSYC4201	The Psychology of Reading: Development and Difficulties
PSYC4341	Special Topics in Clinical Psychology
PSYC4981	Current Issues in Psychology *
PSYC4982	Current Issues in Psychology II *

PSYC4992	Advanced Seminar in Psychology II
PSYC4011	Psychology IVH (Science) *
PSYC4020	Psychology IVH (Arts) *
PSYC4021	Psychology IVH (Arts) *
PSYC4030	Psychology IV *
PSYC4031	Psychology IV *
PSYC4040	Psychology IVH (HM) *

University of South Australia

UNIT CODE	UNIT NAME
FIRST YEAR	
1st Half Study Period	
BEHL1003	Psychology 1A
	Sub-major 1
HUMS1051	Indigenous Australians: Culture & Colonisation
	Communication Studies elective 1 (see Note 1)*
2nd Half Study Period	
BEHL1004	Psychology 1B
	Elective 1 (see Note 2) *
	Sub-major 2
	Communication Studies elective (see Note 1)
SECOND YEAR	
1st Half Study Period	
BEHL3011	Developmental Psychology
	Sub-major 3
BEHL2004	Personality & Individual Differences
BEHL2005	Research Methods 1
2nd Half Study Period	
	Sub-major 4
BEHL3002	Cognition & Perception
BEHL2012	Biological & Learning Psychology
BEHL2006	Social Psychology A

THIRD YEAR	
1st Half Study Period	
BEHL3004	Clinical & Abnormal Psychology
	Elective 2 (See Note 2)*
	Sub-major 5
	Elective 3 (See Note 2)*
2nd Half Study	Sub-major 6
	Psychology elective
	Elective 4 See Note 2)*
FOURTH YEAR	
1st Half Study Period	
BEHL1006	Honours Psychology Research Methods
BEHL1008	Introduction to Psychological Intervention*
BEHL1007	Psychology: Schools of Thought
BEHL1010	Psychology Honours Thesis 1
BEHL1018	Theories & Practise in Forensic Psychology*
2nd Half Study	
BEHL1012	Biological Psychology
BEHL1016	Life Span Developmental Psychology
BEHL4003	Introduction to Psychological Assessment*
BEHL1011	Psychology Honours Thesis 2
BEHL1009	Social Perception & Cognition
BEHL1017	Theories & Psychotherapy*
RULES	To complete the Bachelor of Psychology (HONS) a student must take four honours coursework courses. These will include Honours Psychology research Methods. A student may not include more than two courses marked *.

University of Southern Queensland

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC11008	Biological Foundations of Psychology
PSYC11009	Social Foundations of Psychology
2ND YEAR	
PSYC12010	Introduction to Human Development
PSYC12047	Research Methods in Psychology A
PSYC12048	Research Methods in Psychology B
PSYC12012	Physiological Psychology
PSYC12013	Personality
PSYC12014	Social Psychology
3RD YEAR	
PSYC13015	Advanced Methods in Psychology
PSYC13016	Cognitive Psychology
PSYC13017	Abnormal Psychology
PSYC13018	Cross Cultural Psychology
PSYC13019	Developmental Psychology
PSYC13020	Individual Differences & Assessment *
PSYC13021	Special Topic in Psychology *
PSYC13022	Learning
HONOURS	
PSYC14023	Advanced Studies in Psychology
PSYC14045	Psychology Research Project
PSYC14046	Psychology Research Project

University of Sydney

UNIT CODE	UNIT NAME
1ST YEAR	
PSYC1001	Junior Psychology
PSYC1002	Junior Psychology
2ND YEAR	
PSYC2011	Brain & Behaviour
PSYC2012	Statistics & Research Methods for Psychology
PSYC2013	Cognitive & Social Psychology
PSYC2014	Personality & Individual Difference
3RD YEAR	
Semester 1	
PSYC3011	Learning & Behaviour
PSYC3012	Cognition, Language & Thought
PSYC3015	Intelligence & Human Reasoning
PSYC3016	Developmental Psychology
PSYC3017	Social Psychology
HPSC3023	Hist & Phil of Psych & Psychiatry
Semester 2:	
PSYC3013	Perceptual Systems
PSYC3010	Advanced Statistics for Psychology
PSYC3014	Behavioural & Cognitive Neuroscience
PSYC3018	Abnormal Psychology
PSYC 3019	Communication & Counselling
HONOURS	
PSYC4011	
PSYC4012	
PSYC4013	
PSYC4014	

University of Tasmania

UNIT CODE	UNIT NAME
YEAR 1	
KHA101	Psychology 1A
KHA102	Psychology 1B
YEAR 2	
KHA201	Research Methods 2
YEAR 2 OR 3	
KHA202	Lifespan Developmental Psychology
KHA302	Lifespan Developmental Psychology
KHA262	Development Through the Lifespan
KHA362	Development Through the Lifespan
KHA205	Clinical Psychology
KHA305	Clinical Psychology
KHA255	Clinical & Counselling Psychology
KHA355	Clinical & Counselling Psychology
KHA207	Social Psychology
KHA307	Social Psychology
KHA228	Cognitive Social Psychology
KHA328	Cognitie Social Psychology
YEAR 3	
KHA350	Research Methods 3
KHA329	Individual Differences & Psych Assessment
KHA352	Assessment & Individual Differences
KHA303	Human Neuroscience
KHA358	Behavioural Neuroscience & Neuropsychology
KHA306	Cognition & Memory
KHA353	Cognitive Psychology

YEAR 4	
KHA451	Research Design & Ethics
KHA452	Theoretical Controversies in Psychology
KHA453	Assessment, Professional Roles & Ethics
KHA454	Advanced Topics in Psychology
KHA455	Research Project

University of Victoria

UNIT CODE	UNIT NAME
1ST YEAR	
Semester 1	
APP1012	Psychology 1A
AXS1001	Knowing & Knowledge A
Semester 2	
APP1013	Psychology 1B
AXS1002	Knowing & Knowledge B
2ND YEAR	
Semester 1	
APP2013	Psychology 2A
APP2031	Developmental Issues in Psychology
APS2030	Qualitative Social Research Methods
Semester 2	
APP2014	Psychology 2B
APS2040	Quantitative Social Research Methods
	Psychology Elective 1
3RD YEAR	
Semester 1	
APP3035	Research Methods in Psychology
APP3036	History and Theories in Psychology
APP3023	Psychological Issues in the Workplace

Semester 2	
APP3037	Clinical Aspects of Psychology
	Psychology Elective 2
4TH YEAR	
Semester 1	
APH4010	Research Thesis
APH4020	Reading Seminar & Theoretical Essay A
APH4025	Research Methods in Context - Quantitative
or	
APH4026	Research Methods in Context - Qualitative
Semester 2	
APH4015	Extended Research Thesis
APH4015	Reading Seminar & Theoretical Essay B
APH4070	Professional Orientation (Casework)
ELECTIVE LIST	
Semester 1	
APH4050	Current Issues A
APA4003	Organisational Psychology
APA4015	Community Psychology
Semester 2	
APA4004	Psychology of Group Processes
APH4061	Principles & Practice of Cognitive Behaviour
APT5005	Domestic Violence and Sexual Assault
APT5080	Cross Cultural Issues in Counselling

University of Western Australia

UNIT CODE	UNIT NAME
1ST YEAR	
140.101	Psychology: Mind and Brain
140.102	Psychology: Behaviour in Context
2ND YEAR	
140.201	Psychology: Human Information Processing
140.202	Psychology: Cognitive, Social and Abnormal Development
140.203	Psychological Research Methods
140.204	Psychological Science: Theory, Research and Practice
3RD YEAR	
140.301	Psychological Research Methods: Design and Analysis
140.31	Psychology: Specialist Research Topics *
140.311	Psychology: Specialist Research Topics *
140.312	Psychology: Social
140.313	Psychology: Developmental
140.314	Psychology: Abnormal
140.315	Psychology: Cognitive
140.316	Psychology: Perception and Neuroscience
4TH YEAR	
140.412	Psychology as a Profession I: Assessment of Individuals and Systems
140.413	Psychology as a Profession II: Effecting Change
140.416	Psychological Approaches to Understanding I: Brain and Cognition
140.417	Psychological Approaches to Understanding II: Self and Society
140.418	Psychological Methods I: Analysis of Complex Data
140.419	Psychological Methods II: Specialist Research Methods
140.422	Psychology Honours Research Project (year long)
140.46	Psychological Research in Applied Settings (year long)

University of Western Sydney

UNIT CODE	UNIT NAME
1ST YEAR	
B1909	Psychology 1A
B1907	Introduction to Logical Thinking
B1904	Biology for Psychologists
B1910	Psychology 1B
B1908	Introduction to Research Methods
B1905	Genetics and Bioscience for Psychologists
2ND YEAR	
100020	Social and Developmental Psychology
100013	Experimental Design and Analysis
B1906	Computer Models in Psychology
100018	Personality, Motivation and Emotion
100022	Biological Psychology and Perceptual Processes
100006	Advanced Survey Design and Analysis
3RD YEAR	
100016	Human Learning and Cognition
100015	History and Philosophy of Psychology
100004	Abnormal Behaviour and Psychological Testing
B3919	Neuroscience
100014	Gender and Psychology
100005	Adolescent Psychology
100008	Cognitive Development and Social Linguistics
100009	Critical Psychology
100011	Developmental Psychology in Applied Settings
100015	History and Philosophy of Psychology
100017	Intelligence and Creativity
100021	Superstitious Belief and Paranormal Experiences
100680	Exercise Psychology

B3077	Mental Skills 1
B3078	Mental Skills 2
B3902	Human Sexuality
B3910	Community Psychology
100800	Consumer Psychology
100006	Advanced Survey Design and Analysis
100012	Educational Psychology
100007	Applied Cognition and Human Performance
100010	Depth Psychology
100019	Qualitative Approaches to Psychology
100023	Psychology of Language
B3906	Organisational Psychology
B3916	Health Psychology
B3919	Neuroscience
B3921	Psychology of Religion
B3922	Social Processes and Behaviour
HONOURS	
B9006	Bachelor of Psychology (Honours)

University of Wollongong

UNIT CODE	UNIT NAME
1ST YEAR	
	Foundations in Psychology A
	Foundations in Psychology B
	Theory, Design and Statistics in Psychology
2ND YEAR	
	Statistics and Measurement 1
	Statistics and Measurement 2
	Personality
	Biological Psychology and Learning
	Cognition and Perception
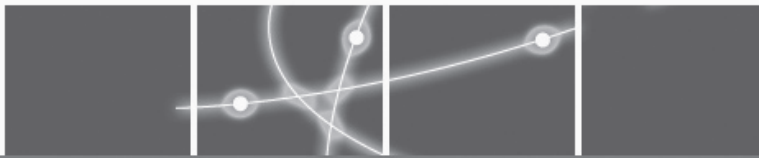
	Developmental and Social Psychology
	Psychology of Physical Activity
3RD YEAR	
	History and Metatheory of Psychology
	Design and Analysis
	Psychology of Abnormality
	Memory and Language
	Current Issues in Learning and Judgement
	Visual Perception
	Psychophysiology
ELECTIVES	
	Change Throughout the Lifespan
	Assessment and Intervention
	Social Behaviour and Individual Differences
HONOURS	
	Empirical Thesis (year long)
	Research Seminar (year long)
	Advanced Methodology Seminars (year long)
	Contemporary Issues for Professional and Research Psychologists
	Social Psychology and Health
	Principles and Practices of Psychological Assessment
	Advanced Abnormal Psychology
	Child and Adolescent Psychology
	Models of the Human Brain and their Applications
	Honours Meeting (year long)
	Minor Theoretical Thesis

Appendix B

Semi-Structured Interview Schedule for School and Department Nominees

Network Group Members Survey

Name of Institution and Organisational Unit:
Role of Participant (e.g., Undergraduate Coordinator, Teaching and Learning Chair, etc.):

Please note that the information provided here will not be revealed to any person outside of the Protect Team in a way that might allow the respondent or their institution to be identified. We will report statistics based upon these data, and any individual comments reported will be made anonymous.

1. With respect to the content of your core undergraduate programs, how influential are the following factors:	VU	U	N	I	VI
APS accreditation process	❏	❏	❏	❏	❏
Personal academic values of individual staff	❏	❏	❏	❏	❏
Availability of appropriately qualified staff	❏	❏	❏	❏	❏
Teaching budget and other resources	❏	❏	❏	❏	❏
Feedback from students	❏	❏	❏	❏	❏
Feedback from professionals	❏	❏	❏	❏	❏
Collective academic value of staff	❏	❏	❏	❏	❏
Program Board (explain if necessary)	❏	❏	❏	❏	❏
School Teaching and Learning Committee	❏	❏	❏	❏	❏
Faculty Teaching and Learning Committee	❏	❏	❏	❏	❏
University Teaching and Learning Committee	❏	❏	❏	❏	❏
Undergraduate Program Director	❏	❏	❏	❏	❏
Head of School/Department	❏	❏	❏	❏	❏
Individual staff interests and skills	❏	❏	❏	❏	❏
Staff representing views of State Registration board	❏	❏	❏	❏	❏
Staff members representing views of APS	❏	❏	❏	❏	❏
Staff members active in a professional context	❏	❏	❏	❏	❏
Pressure from undergraduate students	❏	❏	❏	❏	❏

Other mechanisms (please specify):					
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏

2. With respect to the delivery of your core undergraduate program(s), how influential are the following factors:					
	VU	U	N	I	VI
APS accreditation process	❏	❏	❏	❏	❏
Personal academic values of individual staff	❏	❏	❏	❏	❏
Availability of appropriately qualified staff	❏	❏	❏	❏	❏
Teaching budget and other resources	❏	❏	❏	❏	❏
Feedback from students	❏	❏	❏	❏	❏
Feedback from professionals	❏	❏	❏	❏	❏
Collective academic value of staff	❏	❏	❏	❏	❏
Program Board (Formal committee containing external members)	❏	❏	❏	❏	❏
School Teaching and Learning Committee	❏	❏	❏	❏	❏
Faculty Teaching and Learning Committee	❏	❏	❏	❏	❏
University Teaching and Learning Committee	❏	❏	❏	❏	❏
Undergraduate Program Director	❏	❏	❏	❏	❏
Head of School/Department	❏	❏	❏	❏	❏
Individual staff interests and skills	❏	❏	❏	❏	❏
Staff representing views of State Registration board	❏	❏	❏	❏	❏
Staff members representing views of APS	❏	❏	❏	❏	❏
Staff members active in a professional context	❏	❏	❏	❏	❏
Pressure from undergraduate students	❏	❏	❏	❏	❏
Other mechanisms (please specify):					
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏

3. Do you feel that some aspects of your curriculum are constrained in some way? (YES / NO)

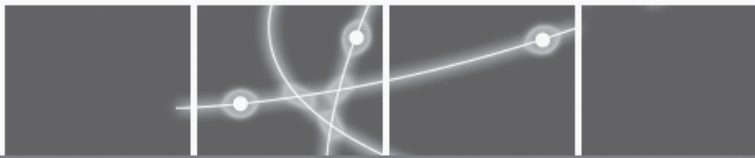If YES, what factors do you think constrain curriculum development. Some examples might include:

	VU	U	N	I	VI
Funding	❏	❏	❏	❏	❏
Staff levels	❏	❏	❏	❏	❏
Distribution of staff skills	❏	❏	❏	❏	❏
Need to meet APS requirements	❏	❏	❏	❏	❏
University processes (red tape)	❏	❏	❏	❏	❏
Priority with respect to other activities (e.g., research)	❏	❏	❏	❏	❏
Other factors (please specify):					
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏

Can you please give us up to three examples you know of where curriculum has b
factors.

4. We are interested in what drives change and innovation in curricula (both content and delivery).

How important are the following factors in driving curriculum change and innovation in your undergraduate psychology program(s):

	VU	U	N	I	VI
The University's academic governance	❏	❏	❏	❏	❏
Faculty administration	❏	❏	❏	❏	❏
School processes (e.g., T&L committee)	❏	❏	❏	❏	❏
Individuals within schools	❏	❏	❏	❏	❏
Student demands	❏	❏	❏	❏	❏
Information from non-academic university sources (e.g., marketing)	❏	❏	❏	❏	❏
Professional organisations	❏	❏	❏	❏	❏
Other mechanisms (please specify):					

	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏
	❏	❏	❏	❏	❏

Can you give us up to three examples of change and/or innovation in your curriculum over the last couple of years.

5. **With respect to on-campus delivery, what time do you think that students would be engaged in the following types of learning activities in your psychology degree? You could express this as a percentage of time, or as hours. Please indicate what the total time expected of students for a full-time load would be. (for example, Southern Cross University expects that a single unit of study should consist of 150 hours of study over the semester. Students would complete four such units in a semester, and would thus be expected to study for 600 hours in total)**.

	Year 1	Year 2	Year 3	Year 4
A normal full-time load in hours per semester would be:				
Lectures				
Laboratories				
Tutorials				
Self-directed reading				
Independent conduct of research				
Placement				
Seminar presentation/attendance				
Practical skills workshops				
Other learning activities (please specify):				

6. With respect to external or distance delivery, what time do you think that students would be engaged in the following types of learning activities in your psychology degree? You could express this as a percentage of time, or as hours. Please indicate what the total time expected of students for a full-time load would be. (for example, Southern Cross University expects that a single unit of study should consist of 150 hours of study over the semester. Students would complete four such units in a semester, and would thus be expected to study for 600 hours in total).

	Year 1	Year 2	Year 3	Year 4
A normal full-time load in hours per semester would be:				
Lectures				
Laboratories				
Tutorials				
Self-directed reading				
Independent conduct of research				
Placement				
Seminar presentation/attendance				
Practical skills workshops				
Other learning activities (please specify):				

7. Roughly speaking, what proportion of a student's grade would be determined by the following assessment processes in your school/department?

	Year 1	Year 2	Year 3	Year 4
Essay style end of semester exams				
Short-answer style end of semester exams				
Multiple-choice end of semester exams				
In class objective assessment				
Laboratory reports				
Essays				
Thesis				
Other written work				
Skill-based assessment				
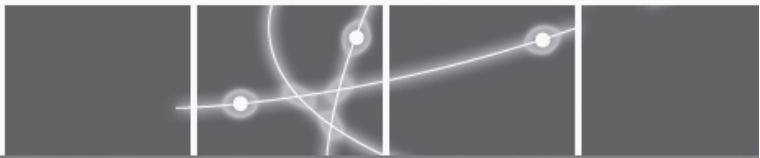
Others:				

Thank you for the information you have provided, which will be very valuable to us in the completion of our report. If you would like to respond to any of these open-ended questions, or to add any further comments, then please feel free to do so.

- Is the S-P model presented to students in some formal way within your degree. If so, how.

- What psychological frameworks seem to influence curriculum processes in your school (e.g., behaviourism, etc.)

- What mechanisms are regularly employed to gain feedback from students on teaching and learning in your school/department?

- Please list the graduate attributes and generic skills which your programs are intended to foster? Have these graduate attributes being developed specifically for your program or are they from the university's prescription?

- Does your school/department attempt to assess changes in values and attitudes through the program. For example, if the scientist-practitioner model is considered important, do you evaluate student's understanding of this model at any stage(s) of the curriculum. If you do evaluate this, how do you do this? For example, do you administer a standardised questionnaire, or is it incorporated into fourth-year assessment?

- Can you describe any innovative teaching practices which have evolved in your school/department and their outcomes. How is innovation rewarded in your organisation?

- What training do tutors in your programs receive (commencement, in-house or not, repeated each year)?

- How are new tutors inducted into the teaching process in your programs (supervision, mentoring, etc)? We would appreciate some specifics of amount of time and type of program.

- How many academic staff in your school/department would have qualifications specifically relating to teaching and learning at university level? What do these consist of?

- Does your school/department track graduate destinations in any systematic way? What do these data indicate?

- What relationships exist between your school/department and employers, professional organizations, or similar?

- Does your teaching of psychology include a significant distance/external component? If so, what impact do you think this has upon the way that psychology is taught within your programs.

- Is your school/department engaged in any international offshore or onshore teaching programs. Can you tell us a little about these activities, how they are managed, and what impact you think they are having on the core psychology teaching programs?
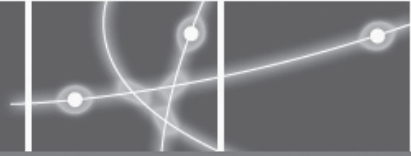
- What has been the impact of changes in information technology upon the way that psychology is taught in your school/department?

- Can you explain how the APS required content (e.g., particular topic areas required to be taught at introductory and advanced level) has been incorporated in your main-stream program.

- Are there features of your main-stream program which are not mandated by the APS, but which have been incorporated in order to address significant learning outcomes (e.g., a course designed to develop practical skills in psychological testing)? How has this been achieved?
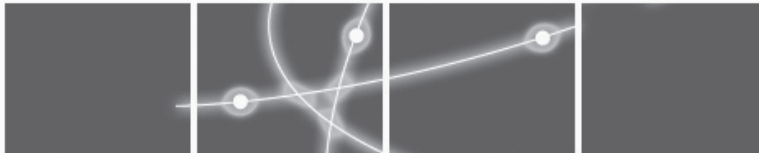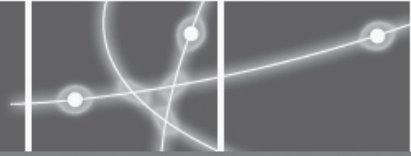
Appendix C

Survey Sent to Deans of Education, Nursing and Commerce

AUTC Psychology Teaching Project 2004-2005

Survey of Schools offering Psychology Units/Content in Undergraduate Degree Programs Education {Nursing}{OT}{Business/Commerce}

1. Approximately what percentage of the compulsory academic undergraduate program (exclude electives and practicum) would contain psychology content?

    ....

    ....

2. Could you indicate how this content is delivered by ticking the box in the space to the right. We would appreciate........comments about the choice or rationale of these methods of delivery, and any other relevant remarks.

METHOD OF DELIVERY	TICK IF THIS METHOD IS USED - COMMENT
As stand alone academic units in psychology within your School/Faculty	
Embedded in other core subjects, such as Education major units, within your School	
"Out-sourced" to a School of Psychology or other similar academic unit	
Offered on-line from another academic institution	
Other (please outline)	
Other (please outline)	
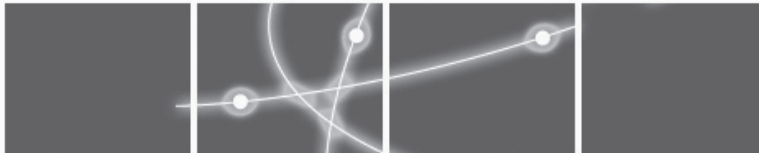
3. Please indicate, for those staff involved in the teaching of psychology within your School/Faculty to your UG program(s), the percentage holding the academic qualifications listed, and the percentage coming from the various professional backgrounds listed.

QUALIFICATIONS	PERCENTAGE	PROF'L BACKGROUND	PERCENTAGE
Post-grad in Psychology		Psychology only	
Honours in Psychology		Psychology and Education	
Undergrad in Psychology		Education Only	
No formal quals in Psychology		Other Specify	

4. Can you briefly describe the processes in your School/Faculty which determine the inclusion and review of psychology content taught in your undergraduate program(s).

....
....
....
....
....

5. Do you believe more (or less) psychology content should be included in the UG program(s)? If so, what areas of psychology do you feel should be extended/added (or removed). If you think the amount and level included is appropriate just circle "Same". Please feel free to offer any comments to elaborate on, or qualify, your answer.

More / Less / Same amount of psychology content (please circle)

Areas to be extended/added

....
....
....
....

Areas to be removed

....
....
....
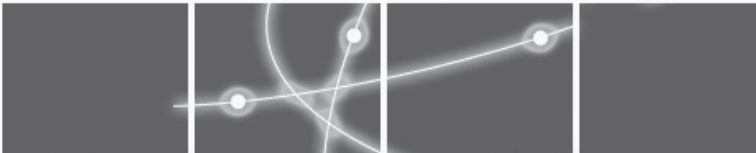...

Finally

Any other comments about the development and teaching of psychology in your School/Faculty's undergraduate program(s) would be valued.

....

....

....

....

Thank you for your time and assistance

Appendix D

Program for the First Network Group Meeting

Learning Outcomes and Curriculum Development in Psychology

An AUTC Funded Project
Network Group Meeting
November 11 – 12
Mercure Hotel, Brisbane City
Draft Program (3/11/04)

....

THURSDAY NOVEMBER 11

8.30 am
Arrival coffee and informal introductions.
Biographical data collection.

9.00 am – 9.30 am
Description of project goals and introduction to team (OL 15min)
Setting the context: what does the AUTC want? (GH 15min)

9.30 am – 10.15 am
Models of training: The scientist-practitioner model, its variants, and alternatives
Moderator: Frances Martin

POSITION PAPERS:

Greg Hannan   – A brief history of the S-P model (10 min)
John O'Gorman – The S-P model and its influence in Australia (10 min)
Ben Bradley   – Alternatives to current models (10 min)

Brief discussion and question time for speakers (15 min)

10.15 am – 10.30 am
Morning Coffee

10.30 am – 11.45 am
Break-out discussion on the scientist-practitioner model. Project team facilitators will seek to identify and record positions and evidence for innovation/strategic work. This will be fed back to meeting in subsequent sessions

11.45 am – 12.30 pm

Graduate outcomes, attributes, and destinations.
Moderator: Debbie Terry
Position papers from Jacqueline Cranney, Leigh Smith.
Brief discussion and question time for speakers (15 min)

12.30 pm – 1.30 pm
Lunch

1.30 pm – 2.45 pm
Break-out discussion on graduate outcomes

2.45 pm – 3.15 pm
Report-back on data collected from interviews (SP)

3.15 pm – 3.30 pm
Afternoon Tea

3.30 pm – 5.00 pm
Creative solutions presentations and discussion

5.00 pm
Close

6.30 pm for 7-10 pm
Dinner at Customs House

....

FRIDAY NOVEMBER 12

8.30 am – 9.00 am

Arrival tea and coffee

9.00 am – 9.45 am

Teaching psychology to students in other professional programs
Moderator: Greg Hannan
Position papers from Phyllis Tharenou (Business), Roslyn Arnold (Education), and Gerry Farrell (Nursing)
Brief discussion and question time for speakers (15 min)]

9.45 am – 11.00 am
Break-out discussion on teaching psychology to students in other professional programs.

11.00 am – 11.15 am

Coffee

11.15 am – 1.00 pm
Challenges and future developments in the teaching of psychology
Moderator: Denise Chalmers
Discussion leaders: Deborah Terry and Gail Huon

1.00 pm – 2.00 pm
Lunch

2.00 pm – 5.00 pm

The venue will be free for extended networking, discussion, argument etc. for the remainder of the afternoon. Afternoon tea will be served at 3.15 pm.

We would be very happy for as many people as possible to remain, and would like to discuss the plans for a conference and a society at this time. However, some people will be leaving to travel home at this time. If you have any views on these issues and are not able to stay for the afternoon, please let Steve Provost know at some stage prior to this.

Please direct enquiries to Julie Sauniere (02 6659 3301, jsaunier@scu.edu.au) prior to Monday November 8, and to Steve Provost (0401 335 345, autcproject@yahoo.com) after that date.
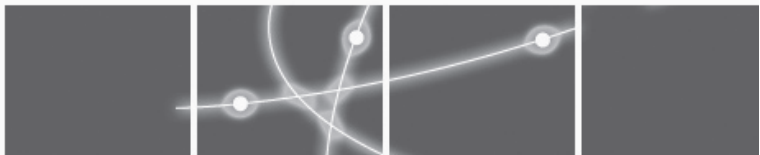
Appendix E

Program for the Second Network Group Meeting

Learning outcomes and curriculum development in psychology

**Network Group meeting II
July 4 and 5, 2005
Goodearth Hotel, Brisbane
Draft Program**

....

MONDAY JULY 4

**9.00 am – 10.30 am
Session 1: Graduate attributes**
Chair: Jacky Cranney

- Brief introduction, outlining views emerging from the First Network Group meeting, and desired outcomes for the project.

- Graduate outcomes documents will be collected from Network Group members in advance, and distributed at the meeting. Further information will be acquired through small-group discussion.

- Goal of this session is to seek answers to questions such as: How are GAs linked to curriculum at unit and program level? How are they linked to assessment, learning outcomes and to the workplace? How do we verify that outcomes have been achieved, and if we do not how could we?

- Each table will provide a set of notes relevant to these questions, for inclusion in the project report.

- A plenary session will feed back information to the group as a whole.

10.30 am – 11.00 am
Morning Tea

**11.00 am – 12.30 pm
Session 2: Learning outcomes**
Chair: Debra Bath

Brief introduction describing issues arising out of First Network Group meeting

Format will be topic-based small groups. Participants are invited to declare interests, and bring relevant information to meeting.

Specific topics can include:

- What do stakeholders, especially employers, expect and value from a psychology degree?

- Students' meta-knowledge of their degree

- Bridging the gap between courses and degree and the role of integrative units

- How can we achieve authentic assessment?

Where this information is not well-known, participants will be invited to suggest ways in which this information could be acquired, and to form nodes of activity committed to the development of instruments and methods for its acquisition. It is hoped that these will form the basis for collaborative scholarly activities to be pursued by these groups, using the Australian Psychology Educators Network, beyond the terms of the project.

12.30 pm – 1.30 pm
Lunch

1.30 pm – 3.30 pm
Session 3: Informing other disciplines and them informing psychology
Chairs: Greg Hannan and Gerry Farrell
Further details to be announced

3.30 pm – 4.00 pm
Afternoon tea

4.00 pm – 5.30 pm
Session 4: Future directions
Chairs: Peter Wilson, Debra Bath, Greg Hannan, Gerry Farrell, Steve Provost

Members of the project team would like to know what direction the Network Group would like to take following the termination of the project. The Australian Psychology Educators Network has been established, and can provide an electronic context for future network activities. Is this enough? What has been happening in other countries, and should we follow suit?

This will be an open-ended discussion, leading into drinks and dinner. Proposals emerging from the floor can be fleshed out for further discussion in the final session on Tuesday.

Monday evening:
Dinner at the Goodearth Hotel
END OF DAY 1

....

TUESDAY JULY 5

9.00 am – 11.00 am
Session 5: Evolving curricula in psychology
Chair: Peter Wilson

This session considers diversity in curricula. Topics to be included:

• Cross cultural psychology and indigenous issues

• The teaching of ethics

• Strategies for student understanding of research methods

• Teaching critical analysis skills

• The teaching of philosophy and history

11.00 am – 11.30 am

Morning tea

11.30 am – 1.00 pm

Session 6: Teaching to different populations
Chair: Steve Provost

Break into themed groups around the following topics:

•   International students (onshore)

•   International students (offshore)

•   Flexible delivery

•   Individual differences (age, gender, experience, disciplinary background, etc)

•   Cultural inclusivity

•   Equity and disability issues

Questions which need some discussion include at least:

What are the curriculum implications of teaching in differing populations? What special problems might exist and how may they get solved? Does a one-size-fits-all model work? Are there examples of alternatives? What is the implication of continuing development of diversity in student populations?

1.00 pm – 2.00 pm
Lunch

2.00 pm – 3.30 pm
Session 7: Practices and innovation
Chair: Steve Provost

The project is required to comment upon innovations and exemplary practice in the teaching of psychology in Australia. Sharing this information helps us all to improve our teaching practices as well as assisting us to meet the project goals. We would like each Network Group member to reflect on the teaching practices within their school or department which best characterise their approach to psychology education.

This might be a particular unit or course development, and could involve either traditional or innovative processes. We would like you to spend a little time documenting this practice.

This discussion will lead into some planning activities for the Forum on innovation in teaching psychology that will be held at the APS conference in October. We wish to encourage as many members of the Network Group as possible to attend this event, and we will provide details about costs and the program for your consideration.

3.30 pm
Afternoon tea and Meeting close