APS Interest Group on **Psychology Education**

Resource Material Submission – Front Page Summary

Title of Material	**Psychology Capstone Inventory**
Author(s)	**Sue Morris, Jacquelyn Cranney**
Description/Aim	**Provides a detailed description of a Psychology Capstone Inventory of Student work used as a key assessment in a third-year Psychology Capstone course.**
Benefits of Resource	The Psychology Capstone Inventory is a series of assessment tasks completed by third year students in a Psychology capstone course. This includes a Graduate Attribute Portfolio, a Strengths and Values Matrix, an Ideal Curriculum Vitae, and a series of Reflective Written pieces. Collectively, these are reflective of the students' progress towards Psychological Literacy.
Issues for Consideration	Potential benchmarking mechanism. Weighting of assessment. Ensure use of Turnitin.
Approximate Duration	Significant assessment task, lasting entire duration of course.
Primary Content/ Process Topic	Emphasis on all Psychology GAs
Other Categories	Psychological Literacy
Intended student level	Undergraduate – third year
Type of Material *(e.g. classroom materials, assessment, lectures, teaching tips, articles, syllabi, simulated learning environments.)*	Assessment tasks, worked example and marking schemes.
Format of Material	Pdf file
Further Information Contact *(email only)*	j.cranney@unsw.edu.au s.morris@unsw.edu.au
Review Requested	Yes
Evaluative Data Included	Yes

Psychology Capstone Inventory

Aim:

The Psychology Capstone Inventory was designed to promote reflection on the knowledge, skills, and attitudes that students have acquired in their Undergraduate Degree.

Description:

The Psychology Capstone Inventory (**PCI**) was designed to address the following course Learning Outcomes:

"5. Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.
6. Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.
9. Identify, document, and reflect upon career-relevant strengths, values, goals and achievements in relation to graduate and professional attributes.
11. Effectively present their views in both oral and written contexts."

It was comprised of several components:

1) Graduate Attribute Portfolio (GAP)

The Graduate Attribute Portfolio was designed to promote reflection on the knowledge, skills, and attitudes that students have acquired in their Undergraduate Degree. Students were asked to document their development of Psychology graduate attributes, and to provide evidence for this. This was assessed both in written form (10% of the course mark) and in the context of an interview at the end of semester (5% of the course mark).

For each Graduate Attribute, a number of Student Learning Outcomes (SLOs) were listed. For some of these, students had to describe which they had acquired, and provide evidence of this acquisition. For other SLOs, students had to also articulate a strategy for addressing their weaknesses in the area, and evidence of development. A worked example was provided to assist students to understand what was expected (see p7). Students also chose a Portfolio Partner (PoPa) to work with throughout the session, so that they could provide informal peer feedback on the GAP.

2) Modified CV

At the beginning of the semester, students were asked to submit a CV. Following 2 careers lectures and a tutorial, students had to revise their CV, ensuring all changes were tracked/marked, to indicate what they had learned during the course. In addition, students had to include "ideal" activities that they planned to do prior to graduation.

3) Strengths Matrix

Students were asked to identify their key personal strengths, and to describe how they were using those strengths in 3 domains – their personal life, their family and community, and their educational and professional life. They were also asked to articulate a strategy to further develop each of their strengths. This included setting goals, identifying the impact of developing the strength, and

providing evidence that the strength had been enhanced by the end of the course. Students also reflected on their values, and how these aligned with their key strengths.

4) Reflective Journals
   Five reflective pieces were completed throughout the session. These required students to reflect on various components of the course, including careers, group-work skills, leadership skills, and strengths. They were also asked to reflect on the capstone experience and psychological literacy. This task focussed on the students' ability to integrate and apply their experiences in the course to their life experiences, beliefs, and expectations. Journals were assessed on the degree of thoughtfulness, understanding, and insight displayed in the journal entries.

The PCI was worth 40% of the overall course marks, reflecting the significant amount of work that it entailed.

Scholarship/Evaluation of Student Learning/Continuous Improvement:
Student feedback indicated that the students saw the value of reflecting on their acquisition of Graduate Attributes, although there was a sense that the task was very demanding, and should have been worth a greater percentage of course marks.
Best part of the course:
- *"There are some long term benefits in terms of cv development and reflection of graduate attribute development. Also, a good conclusion to wrap up study through 1st and 2nd year."*
- *"The GA attributes made me more aware of my skills and how to improve, as well as making more confident for job search"*
- *"I think the GA exercise was VERY beneficial in greatly enhancing job prospects."*
What could be done differently:
- *"Perhaps picking key GAs for students to write about, instead of getting students to find evidence for every single one of those GAs."*
- *"Far more marks given to the Grad Attribute log."*

In the next iteration of this project, we will consider more self-direction, perhaps allowing students to choose a subset of SLOs to focus deeply on, rather than expecting them to cover all SLOs. Based on their feedback, we will also consider increasing the weighting of this component, to better justify the significant amount of time and effort that students put into this task.

PSYC3011 2012
Graduate Attribute Portfolio

A portfolio is a collection of evidence that demonstrates your acquisition over time of knowledge, skills, and attitudes. Portfolios promote reflective thinking, as they encourage the development of insight into your individual experiences, and what you have derived from those experiences. They allow you to give a personal perspective of your strengths, abilities, and competencies and encourage you to be self-directed in determining what you need to accomplish to maximise success in your professional career.

This portfolio is an opportunity for you to demonstrate both your level of competency in the Psychological Graduate Attributes, as well as your growth in the acquisition of the knowledge, skills, and attitudes required.

At the end of this document is the list of Graduate Attributes (GAs) and associated student learning outcomes (SLOs) in Psychology. Over the past years of your degree, as well as this year, you will engage in educational activities that you may choose to include in your portfolio. The main requirement is that you provide evidence of the learning activities which have enabled you to develop this competency.

The portfolio is designed to promote the following skills:
- *Self-directed learning* - to provide the skills to become life-long learners.
- *Reflection* - on your strengths and your requirements.
- *Critical and Creative Thinking* - to demonstrate *your* achievement of the knowledge, skills, and attitudes necessary in Psychology.

For each of the SLOs that have a single asterisk * (those you should have covered by the end of your third year) you will need to capture the following information:
1) Which SLOs have I already acquired? (this could be in the context of university, paid or volunteer work, or other curricular or extracurricular activities)
2) What evidence do I have that I have acquired these? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

For each of the SLOs that have three asterisks *** (those we will particularly focus on during this semester), you will need to capture the following information:
1) Which SLOs have I already acquired? (this could be in the context of university, paid or volunteer work, or other curricular or extracurricular activities)
2) What evidence do I have that I have acquired these? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)
3) What weaknesses do I have in this SLO? (ie what SLOs have I not developed appropriately). What are the PRIORITIES in terms of addressing these? (ie what are your goals?)
4) What steps am I going to take to address these weaknesses? (ie what are your strategies?)
5) How will I know that I have developed these further? (ie what EVIDENCE will I need)

Throughout the semester, we will be revisiting this portfolio. You will commence work on this portfolio in Week 2, then revisit it with your "Portfolio Partner" in Week 7. You will then conduct an interview with your tutor, where you will be asked to give examples and evidence of your skills and abilities. At the end of semester, it is intended that you will have enhanced the *** SLOs, and have a clear vision of what

you will do over the remainder of your university career to maximise the further development of each of these.

What does EVIDENCE mean?
There are a number of ways to develop evidence of the acquisition of a Graduate Attribute. In some cases, it will be describing a learning activity within a course, and the outcome of that experience in terms of assessments, grades or what you feel you learned. Similarly, if you have had extra-curricular experiences, such as in volunteer work, sporting teams etc, you should describe the experience, and what skills or abilities you developed. Evidence in the latter situation may be more subjective than in the case of coursework, but both should be reflective in terms of what you considered that *you* achieved or acquired from the experience, and how this has enhanced your set of personal capabilities.

Criteria:
The following criteria will be used in assessing this task:
1) Thoughtful reflection on the outcomes of learning experiences
2) Evidence of development of targeted SLOs
3) Well-articulated goals and strategies
4) Clear and professional communication

Below is a list of Psychology Graduate Attributes with selected list of SLOs.

Graduate Attribute 1: Knowledge and Understanding of Psychology
Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently APAC: the Australian Psychology Accreditation Council).

Suggested learning outcomes:
- *Display basic knowledge and understanding of the following core topics:
  - abnormal psychology
  - biological bases of behaviour
  - cognition, information processing and language
  - health and well-being
  - individual differences in capacity and behaviour, testing and assessment, personality
  - learning
  - lifespan developmental psychology
  - motivation and emotion
  - perception
  - social psychology
  - history and philosophy of psychology
  - intercultural diversity and indigenous psychology

Graduate Attribute 2: Research Methods in Psychology
Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Suggested learning outcomes:
- *Describe the basic characteristics of the science of psychology.
- *Describe, apply and evaluate the different research methods used by psychologists.
- *Demonstrate practical skills in laboratory-based and other psychological research.
- ***Describe the key principles for designing, implementing and evaluating programs of behaviour change.

- *Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

Graduate Attribute 3: Critical Thinking Skills in Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

Suggested learning outcomes:
- *Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- *Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- *Recognise and defend against the major fallacies of human thinking.
- ***Demonstrate creative and pragmatic problem solving.

Graduate Attribute 4: Values in Psychology
Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.

Suggested learning outcomes:
- *Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
- ***Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the Australian *National Practice Standards for the Mental Health Workforce*.

Graduate Attribute 5: Communication Skills in Psychology
Communicate effectively in a variety of formats and in a variety of contexts.

Suggested learning outcomes:
- *Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ***Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- ***Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- ***Demonstrate basic interviewing skills.
- ***Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

Graduate Attribute 6: Learning and the Application of Psychology
Understand and apply psychological principles to personal, social, and organisational issues.

Suggested learning outcomes:

- *Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health).
- *Apply knowledge of legislative frameworks (including privacy, human rights).
- *Apply knowledge of consumer and carer participation in psychological care.
- *Apply knowledge of psychology, society and the workplace/influencing systems.
- ***Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- ***Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles.
- ***Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- *Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

The original document can be found at:
Cranney, J., & Turnbull, C. (2008). Graduate attributes of the four-year Australian undergraduate psychology program. Retrieved 21 February 2012 from
http://www.apac.psychology.org.au/Assets/Files/Feb22_2008__Draft_Guidelines_Aust_UG_Psych.pdf

Assessment:
This Portfolio will be assessed in the context of an interview held in your tutorial time Week 12. You will be expected to provide details of your development of certain SLOs. You will also be expected to submit a collated hard copy of your Portfolio, incorporating the CV, Graduate Attributes, Strengths Matrix, and Journals. More information will be provided in tutorials.

UNSW

PSYCHOLOGY GRADUATE ATTRIBUTE

PORTFOLIO

Name:

PSYCHOLOGY GRADUATE ATTRIBUTE PORTFOLIO
General Instructions

This proforma encourages you to document anecdotal evidence of the attainment of the **PSYCHOLOGY GRADUATE ATTRIBUTES** during your time studying at this university. Fill in as many of the details as you can; however, as you gain further experience more evidence can be added. The intention is that throughout your career you can update and use this portfolio as the basis for writing tailored curriculum vitae and letters of application. For general information about portfolios, see http://portfolios.psy.unsw.edu.au/ (please note that the UNSW GAs are out-of-date).

Make sure you store an electronic copy of this portfolio in a safe place

PSYCHOLOGY GRADUATE ATTRIBUTES
- KNOWLEDGE
- RESEARCH TRAINING
- CRITICAL THINKING IN PYSCHOLOGY
- VALUES AND ETHICS
- COMMUNICATION
- LEARNING AND APPLICATION

The original psychology graduate attribute document can be found at:
Cranney, J., & Turnbull, C. (2008). Graduate attributes of the four-year Australian undergraduate psychology program.
http://www.apac.psychology.org.au/Assets/Files/Feb22_2008__Draft_Guidelines_Aust_UG_Psych.pdf

UNSW Graduate Capabilities (GC)
For your information, the current GC's are [see http://teaching.unsw.edu.au/graduate-capabilities]:

"UNSW aspires to develop globally focussed graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community - UNSW Blueprint to Beyond
The university has, thus, articulated the following Graduate Capabilities as desired learning outcomes for *all* UNSW students.
UNSW graduates will be:
Scholars who are:
- understanding of their discipline in its interdisciplinary context
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique and reflection
- able to apply their knowledge and skills to solving problems
- ethical practitioners
- capable of effective communication
- information literate
- digitally literate.
Leaders who are:
- enterprising, innovative and creative
- capable of initiating as well as embracing change
- collaborative and effective team workers.
Professionals who are:
- capable of independent, self-directed practice
- capable of lifelong learning

- capable of operating within an agreed Code of Practice.

Global Citizens who are:
- capable of applying their discipline in local, national and international contexts
- culturally aware and capable of respecting diversity and acting in socially just/responsible ways
- capable of environmental responsibility."

PSYC3011 INSTRUCTIONS [*17.03.2012*]

Please note that this document is a guide as to how you might set out the information that is required for PSYC3011, and some examples are given. Please discuss with your tutor how you could individualise your portfolio.

A portfolio is a collection of evidence that demonstrates your acquisition over time of knowledge, skills, and attitudes. Portfolios promote reflective thinking, as they encourage the development of insight into your individual experiences, and what you have derived from those experiences. They allow you to give a personal perspective of your strengths, abilities, and competencies and encourage you to be self-directed in determining what you need to accomplish to maximise success in your professional career.

This portfolio is an opportunity for you to demonstrate both your level of competency in the Psychological Graduate Attributes, as well as your growth in the acquisition of the knowledge, skills, and attitudes required.

In this document is the list of Graduate Attributes (GAs) and associated student learning outcomes (SLOs) in Psychology. Over the past years of your degree, as well as this year, you will engage in educational activities that you may choose to include in your portfolio. The main requirement is that you provide evidence of the learning activities which have enabled you to develop this competency.

The portfolio is designed to promote the following skills:
- *Self-directed learning* - to provide the skills to become life-long learners.
- *Reflection* - on your strengths and your requirements.
- *Critical and Creative Thinking* - to demonstrate *your* achievement of the knowledge, skills, and attitudes necessary in Psychology.

For each of the SLOs that have a single asterisk * (those you should have covered by the end of your third year) you will need to capture the following information:
3) Have I acquired this SLO? (this could be in the context of curricular or extracurricular university activities, or paid or volunteer work)
4) What evidence do I have that I have acquired this SLO? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

For each of the SLOs that have three asterisks *** (those we will particularly focus on during this semester, n = 10), you will need to capture the following information:
6) Have I acquired this SLO? (this could be in the context of curricular or extracurricular university activities, or paid or volunteer work)
7) What evidence do I have that I have acquired this SLO? (eg I got a Credit on an RM2 assignment on research design; We worked in groups in PSYC1021 on a research design and oral presentation; I have worked as a volunteer carer for a disabled child for 2 years)

8) What weaknesses do I have in this SLO? (ie aspects have I not developed appropriately). How important is it to address these (ie how do I prioritise my goals?)
9) What steps am I going to take to address these weaknesses? (ie what are your strategies?)
10) How will I know that I have developed these further? (ie what EVIDENCE will I need)

Throughout the semester, we will be revisiting this portfolio. You will commence work on this portfolio in Week 2, then revisit it with your "Portfolio Partner" in Week 7. You will then conduct an interview with your tutor in **Week 12**, where you will be asked to give examples and evidence of your skills and abilities. At the end of semester, it is intended that you will have enhanced the *** SLOs, and have a clear vision of what you will do over the remainder of your university career to maximise the further development of each of these.

What does EVIDENCE mean?
There are a number of ways to develop evidence of the acquisition of an SLO. In some cases, it will be describing a learning activity within a course, and the outcome of that experience in terms of assessments, grades or what you feel you learned. Similarly, if you have had extra-curricular experiences, such as in volunteer work, sporting teams etc, you should describe the experience, and what skills or abilities you developed.
Particularly for the ***SLOs, a recommended format, based on the Career (Eva Chan) lectures, is to make a general statement followed by either a STAR example or an achievement statement (see slide extracted from Eva's lectures at the end of this section)**.** Feel free to also add *Additional Comments* where you think those comments could be useful in future job applications. We have *inserted some examples* in the text that follows.
Evidence in the extracurricular situation may be more subjective than in the case of coursework, but both should be reflective in terms of what you considered that *you* achieved or acquired from the experience, and how this has enhanced your set of personal capabilities.

Criteria:
The following criteria will be used in assessing this task:
5) Thoughtful reflection on the outcomes of learning experiences
6) Evidence of development of targeted SLOs
7) Well-articulated goals and strategies
8) Clear and professional communication
Assessment:
This Portfolio will be assessed in the context of an interview held in your tutorial time Week 12. You will be expected to provide details of your development of certain SLOs. You will also be expected to submit a collated hard copy of your Portfolio, incorporating the CV, Graduate Attributes, Strengths Matrix, and Journals. More information will be provided in tutorials.

Acknowledgement:
This portfolio guide is based on work conducted by Michelle Kofod and Lene Jenson, in collaboration with Jacquelyn Cranney, in the context of PSYC1021 in 2004-2005.

From Eva Chan's lecture 9/3/12: General Statement, followed STAR or achievement statement:

The Three Part Structure

A General Statement of Success

I have demonstrated my [organisational / communication] skills throughout my professional experience as a research assistant and an independent researcher.

Example(s)

S ituation
T ask
A ction
R esult

(S) For example as a research assistant at for the School of Psychology, (T) I helped the team to schedule some usability studies. (A) It involved booking facilities and equipment plus arranging for participants to attend. I developed a spreadsheet where I could keep track of the information. (R) My records ensured the studies ran smoothly under the tight schedule. I was invited to join the team again when they received funding for a new project.

Achievement statements
Verb + keywords + quantitative info

My well-developed communication skills have been demonstrated by:
- Writing and presenting a 5000 word paper to a large audience of 100 people for a recent university assessment on human research ethics, and received a distinction grade.
- Introducing speakers at the monthly departmental Women's Forum.
- Representing staff on a management-staff working group to review the occupational health and safety issues for the section.

Close with a link to the job [Optional, for transferable experience]

e.g. With professional practice and postgraduate qualifications, I am familiar with a range of psychometric assessments. I am confident in applying these assessment techniques and my understanding of the theoretical issues underlying psychometric assessments to other assessment tools in the future.

**Date portfolio last updated:_____

Graduate Attribute 1: Knowledge and Understanding of Psychology

Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body (currently APAC: the Australian Psychology Accreditation Council).

Suggested learning outcomes:
- *Display basic knowledge and understanding of the following core topics:
    - abnormal psychology
    - biological bases of behaviour
    - cognition, information processing and language
    - health and well-being
    - individual differences in capacity and behaviour, testing and assessment, personality
    - learning
    - lifespan developmental psychology
    - motivation and emotion
    - perception
    - social psychology
    - history and philosophy of psychology
    - intercultural diversity and indigenous psychology

Related employability skills: *Problem-solving; Learning*
(see http://portfolios.psy.unsw.edu.au/attributesf3a4.html for employability skills)

Abnormal Psychology

- *I received a Distinction for PSYC1011 (Psychology 1B), where approximately 6 lectures and 2 practicals focused on abnormal psychology [see Academic Transcript]*

Biological basis of behavior
- *I received a Distinction for PSYC1011 (Psychology 1B), where approximately 6 lectures and 1 practical focused on psychobiology [see Academic Transcript]*
- *I received a Pass for PSYC2081 (Learning and Physiological Psychology), where approximately half the lectures and practicals focused on psychobiology [see Academic Transcript]*

Health and Well-being

Individual differences in capacity and behavior, testing and assessment, personality
- *I received a Credit for PSYC1001 (Psychology 1A), where approximately 6 lectures and 1 practical focused on personality [see Academic Transcript]*
- *I received a Credit in PSYC2101 (Assessment, Personality and Psychopathology), where approximately 6 lectures and 2 practicals focused on testing, assessment and personality [see Academic Transcript]*

Additional Comments:
I am currently learning from PSYC3141 (Behaviour in Organisations) that cognitive ability is the best predictor of job performance. I currently work part-time at HGC Recruitment, and the

Learning

Life-span Developmental Psychology

Motivation and Emotion

Perception

Social Psychology

History and Philosophy of Psychology

Intercultural Diversity and Cultural Psychology

Summary Statement for GA 1:

I have acquired an understanding of the major theories, issues, methodologies and findings in all of the core knowledge areas of psychology.

List of supporting documents in physical portfolio:

- *Academic Transcript*
-

Graduate Attribute 2: Research Methods in Psychology

Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Suggested learning outcomes:
- *Describe the basic characteristics of the science of psychology.
- *Describe, apply and evaluate the different research methods used by psychologists.
- *Demonstrate practical skills in laboratory-based and other psychological research.
- ***Describe the key principles for designing, implementing and evaluating programs of behaviour change.
- *Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

Related employability skills: Problem solving, learning and technology skills, planning and organisation

Describe the basic characteristics of the science of psychology

- *I obtained a credit for PSYC1021 (Introduction to Psychological Applications), where we took quizzes on the material in the Stanovich textbook, which was essentially about psychology as science [see Academic Transcript]*
- *I obtained a credit for PSYC1001 (Psychology 1A), where the first lectures and the first chapter of the textbook described psychology as a science*

Describe, apply and evaluate the different research methods used by psychologists

Demonstrate practical skills in laboratory-based and other psychological research

Describe the key principles for designing, implementing and evaluating programs of behaviour change
Evaluation: I have little experience in this SLO. This is important to address during PSYC3011.
Steps to take and evidence: I will engage with the group research proposal in PSYC3011. Evidence of attainment will be obtaining a minimum pass grade on the assessment for this component of the course.

Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports

- *I obtained a distinction for the group research project in PSYC1021 [see PSYC1021 Oral Presentation Feedback Sheet]*

Summary Statement for GA 2:

Further development for GA2:
(19.3.12) During Semester 1, 2012, I will further develop my research methods and statistical skills and knowledge through the group research proposal in PSYC3011 (Research and Applications), the individual research proposal in PSYC3041 (Psychobiology of Memory and Motivation), and through the coursework in PSYC3001 (Research Methods 3). I will also apply for a Vacation Research Scholarship for the 2012 summer period.

List of supporting documents in physical portfolio:

- *Academic Transcript*
- *PSYC1021 Oral Presentation Feedback Sheet*

Graduate Attribute 3: Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

Suggested learning outcomes:
- *Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- *Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- *Recognise and defend against the major fallacies of human thinking.
- ***Demonstrate creative and pragmatic problem solving.

Related employability skill: problem solving

Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes

Question claims that arise from myth, stereotype, pseudo-science or untested assumptions

Recognise and defend against the major fallacies of human thinking

Demonstrate creative and pragmatic problem solving
General Statement: I have demonstrated my creative and pragmatic problem solving capability through volunteer work, paid work and my course projects.

*"**Situation:** As a student volunteer at the International conference (ICOPE) for psychology educators at UNSW in July 2010, I worked with a team of 10 volunteers to ensure that everything ran smoothly at the conference registration desk (= **task**). **Action**: I volunteered to take primary volunteer responsibility for the registration desk, and in preparation I learnt as much as possible about the conference, such as the names of the keynote speakers, the location of the parallel sessions, and the names of the other volunteers and the members of the organizing committee. **Result**: The conference ran very smoothly, with delegates rating the volunteer contribution very highly. **Reflection:** I was able to practice and learn more about the strengths and weaknesses in my problem solving skills, and I will look for other opportunities to extend this capability by becoming more involved in The Psychology Society. [see ICOPE Volunteer Certificate of Appreciation]*

Evaluation (19/03/12): Although I have gained some capability in creative and pragmatic problem solving, I know I can improve this capacity. This is important to address during PSYC3011.
Steps to take and evidence (19/03/12): I will engage in problem solving during the group activities in PSYC3011, and document these. Evidence of attainment will be obtaining a

minimum pass grade on the assessment for the group activities of the course. I will also seek to develop (and document) this capacity in extracurricular and employment contexts.

Summary Statement for GA 3:

List of supporting documents in physical portfolio:

- *ICOPE Volunteer Certificate of Appreciation*

Graduate Attribute 4: Values in Psychology

Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.

Suggested learning outcomes:
- *Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
- ***Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the Australian *National Practice Standards for the Mental Health Workforce*.

Related employability skill or <u>personal attributes</u>: Loyalty, Commitment, Honesty and integrity, Enthusiasm, Reliability, Motivation, Adaptability

Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
- *I obtained an HD for my PSYC1001 (Psychology 1A) report, and the scoring sheet indicated that I had appropriately referenced and cited my sources [see Feedback sheet for PSYC1001 Report]*

Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines, as well as the Australian National Practice Standards for the Mental Health Workforce

Summary Statement for GA 3:

List of supporting documents in physical portfolio:

Graduate Attribute 5: Communication Skills in Psychology

Communicate effectively in a variety of formats and in a variety of contexts.

Suggested learning outcomes:
- *Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ***Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- ***Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- ***Demonstrate basic interviewing skills.
- ***Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

Related employability skill: communication

Write a standard research report using American Psychological Association (APA) structure and formatting conventions

Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing)

Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes
General Statement:
I have demonstrated my communication skills throughout my professional experience as a voluntary research assistant and throughout my course.
My well-developed communication skills have been demonstrated by:
- *Presenting to a student and academic staff audience of 20 for a PSYC1021 group research project, for which we received a high distinction grade; in particular I contributed and developed the well-received idea that the presentation include a skit which illustrated the research procedure [see PSYC1021 Oral Presentation Feedback Sheet]*
- *Presenting my plan to improve service delivery to a group of 10 managers in my voluntary job at the Children's Hospital; this plan was well received, and I subsequently conducted and wrote up a scoping study regarding its viability [PowerPoint Slides and Report]   {Note: these are achievement statements}*

Further development Example 1 {Q3,4,5 of PSYC3011 Assignment}:

- *I need to improve my general oral communication skills {Q3}.*
- *For example, I will volunteer to present part of the PSYC3011 Group Exercise 1 oral presentation. Before that, I will undertake research on effective communication skills, such as how to structure a very short presentation.{Q4}*
- *I will ask the tutor for specific feedback on my part of the presentation {Q5}.*

Further development Example 2 {Q3,4,5 of PSYC3011 Assignment}:
- *I need to practice more communicating with different audiences (that I might encounter in my future career){Q3}.*
- *For example, I want to work for the UN in the future. What I will do is research likely audiences that are relevant both to obtaining a position and the kinds of stakeholders I would be working with in such a position (e.g., local politicians){Q4}.*
- *I will document this information, and attempt at least one real communication of this kind.{Q5}*

Demonstrate basic interviewing skills

Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically

Summary Statement for GA5:

List of supporting documents in physical portfolio:

- *PSYC1021 Oral Presentation Feedback Sheet*
- *PowerPoint Presentation and Report for Children's Hospital*

Graduate Attribute 6: Learning and the Application of Psychology

Understand and apply psychological principles to personal, social, and organisational issues.

Suggested learning outcomes:
- *Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health).
- *Apply knowledge of legislative frameworks (including privacy, human rights).
- *Apply knowledge of consumer and carer participation in psychological care.
- *Apply knowledge of psychology, society and the workplace/influencing systems.
- ***Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.

- ***Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles.
- ***Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- *Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

Related employability skill: self-management, initiative and enterprise

Describe major areas of applied psychology (e.g., clinical, counselling, organisational, forensic, health)

Apply knowledge of legislative frameworks (including privacy, human rights)

Apply knowledge of consumer and carer participation in psychological care

Apply knowledge of psychology, society and the workplace/influencing systems

Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society

Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles

Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition)

Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology

Summary Statement for GA6:

List of supporting documents in physical portfolio:

Acquisition of Psychological Literacy During My Psychology Major

xxx

SUMMARY:

My goals for my time at UNSW include:

My career aspirations are:

I possess the following personal attributes/strengths:

PSYC3011 2012 CV Exercise

As part of your Portfolio, you will be expected to further develop your CV. You should email your existing CV to XXXX **BEFORE the lecture on 5/3/12**. You should also BRING this CV to your Careers lectures on 5th and 7th March, 2012.

AFTER the lecture AND the Careers tutorial, you will be expected to revise your CV, to incorporate the following modifications:

1) Any changes that are suggested in the context of Eva Chan's lectures and tutorials. Please use the "TRACK CHANGES" function, or indicate all changes in a different colour, so that it is clear

what changes you have made.

2) Any activities that you think would be worthwhile to achieve PRIOR to graduating. Although these are not actual experiences, you should think about what an IDEAL CV would include to make you most employable. This can include volunteer work, feasible work experience, or courses. Please put this in a DIFFERENT COLOUR to the changes in item 1, and include a key so that it is clear which changes are actual (item 1) and which are ideal (item 2).

It is anticipated that the changes that you make to your CV, particularly in item 2, will reflect the self-knowledge that you develop through this course, in terms of your strengths and your psychological literacy (as indicated by your GA portfolio). Your finished "ideal" CV should provide a useful roadmap going forward, as to how to best use the remaining time at university, in order to maximise your success after this degree.

This updated CV should be included as part of your final portfolio, so is due in Week 12.

PSYC3011
Strengths and Values

Strengths:
Knowing our personal strengths is powerful knowledge, as it enables us to build on and nurture what we are good at.   Our strengths affect everything that we do, and intentionally harnessing our strengths is a key idea in positive psychology.

There are a number of ways to identify your strengths. One way is to complete a questionnaire, such as the Brief Strengths Survey http://www.authentichappiness.sas.upenn.edu/profile.aspx - register and then take the Brief Strengths Test. Other surveys include the 240- item VIA survey of Character Strengths (see Peterson & Seligman, 2004).
YOU MUST GET YOUR TUTOR TO SIGHT THE PRINTOUT OF YOUR TOP FIVE STRENGTHS, AND SIGN THE PAGE BELOW.

The other way to identify your strengths is by self-reflection. Thinking about your behaviour, what you enjoy doing, what comes easily, and what makes you feel most like the "real you" are often activities related to your strengths. By thinking about these criteria, you may identify strengths that underpin much of your success. Possible criteria for signature strengths (e.g., Buckingham & Clifton, 2001; Linley, 2008; Peterson & Seligman, 2004) include:

- Revelation: The discovery of the strength as a "revelation"
- Childhood memories: Things that you remember doing as a child that you still do now. Strengths often have deep roots from our earlier lives.
- Energy and Excitement: Activities that give you a feeling of excitement or an energetic buzz when you are doing them. A sense of invigoration, rather than exhaustion, when using the strength.
- Authenticity and Ownership: A sense of feeling most like the "real you".
- Application: The continuous learning of new ways to enact the strength.
- Spontaneous Reaction: Your default response in a situation, a feeling of inevitability in using the strength, as if one cannot be stopped from its display.
- Attention and Engagement: The creation and pursuit of projects that revolve around the strength, and those to which you naturally pay attention.
- Ease: Activities that come naturally to you, and at which you excel.
- Rapid Learning: There is a rapid learning curve as you practice your strengths.
- Satisfaction: Activities that you do for the love of doing them, or because they make you happy.
- Motivation: A sense of desire to act in accordance with the strength, such that you are easily and intrinsically motivated to do so.
- Voice and vocabulary: Monitor your tone of voice and the words you use. When you notice a shift in passion, energy and engagement, or when you say "I love to..." or "It's just great when....,"you're probably talking about a strength.
- "To do" lists: The things that never make it on to your "to do" list as they always seem to get done often reveal an underlying strength.

From the list below, through questionnaire and/or self-reflection, identify what you consider to be your 5 key strengths, that is, what is best about you as a human being. Please note that these are named differently in different Strengths Classifications, as indicated below by alternative names for certain strengths.

Knowledge and Wisdom

- **Curiosity:**
    - Look for jobs in which you are charged with acquiring new information daily, such as journalism, research, teaching, etc.
    - Expand your knowledge in an area of interest through books, journals, magazines, TV, radio or internet, for half an hour, three times a week.
    - Attend a function/lecture/colloquium of a culture that differs from yours.
    - Find a person who shares your area of your interest and learn how he/she increases his/her expertise in that area.
    - Eat food of a different culture, explore its cultural context and become aware of your thoughts.

- **Creativity:**
    - Create and refine at least one original idea weekly in an area of your interest.
    - Do at least one assignment weekly in a different and creative manner.
    - Write an article, essay, short story, poem, draw, or paint in relation to your passion once a week.
    - Offer at least one creative solution to challenges of a sibling or a friend.
    - Compile an original and practical list of solutions or tips that will address common challenges faced by you and your peers.

- **Open-mindedness/Judgement:**
    - Identify reasons of your last three actions that you are not happy with (not following through with a goal) and brainstorm better alternative ideas for the future.
    - Ask a trusted and wise friend to critically appraise your judgment on your last 3 significant actions.
    - Play devil's advocate on an issue that you have strong opinions about.
    - At least once a week, practice the common themes that exist across races and religions on an important issue.
    - Identify the last three actions for which you did not think your way through.

- **Love of learning:**
    - Deliberately learn five new words, including their meaning and usage, at least twice a week.
    - Visit a new museum every month and write about new things learned.
    - Read a non-fiction book monthly on a topic you find absorbing and engaging.
    - Read and research about a topic by visiting the library at least once a week. Write one page of pragmatic ideas which can advance that field and discuss them with someone.
    - Converse with someone on a topic of mutual interest.

- **Perspective:**
    - Explain the broad outlook of your life in one or two sentences as a weekly exercise.
    - Find purpose in the last five of your significant actions/decisions.
    - Find someone wise (alive or someone who has passed on), read or watch a film on their life, and identify how their life can guide your decisions and actions.
    - Read quotes of wisdom and re-write them in small practical action steps for yourself.
    - Offer advice, but only when asked and after listening empathically to the seeker.

Courage
- **Bravery:**
  - Resist social or peer pressure for noble values and causes in meaningful ways (write, speak out, participate in a protest, join an activist organization).
  - Speak up for or write about an unpopular idea in a group.
  - Take small, practical steps for a constructive social change.
  - Report an injustice, abuse, blatant unethical practice, or abuse of power or resources to appropriate authorities, even if the perpetrator is someone close to you.
  - Protect or stand up for someone (such as a younger sibling or a battered woman) who will not otherwise stand up for themselves.
- **Persistence:**
  - Plan a big project and finish it ahead of time.
  - Select two activities that you find engaging and meaningful and give 100% to them.
  - Set five small goals weekly. Break them into practical steps, accomplish them on time, and monitor your progress from week to week.
  - Work harder than usual at your most important goal.
  - Select a role-model who exemplifies perseverance and determine how you can follow her/his footsteps.

- **Integrity:**
  - Refrain from telling small, white lies to friends and family (including insincere compliments).   If you do tell one, admit it and apologize right away.
  - Think of creative yet honest ways of relating to others.
  - Monitor every time you tell a lie, even if it is a small one.   Try to make your list shorter every day.
  - Monitor to catch lies of omission (such as not volunteering important information when selling a used item) and think how would you feel if someone did the same to you.
  - Rate your satisfaction with authentic, honest, and genuine deeds vs. inauthentic and less then honest actions.

- **Vitality/Zest:**
  - Do something that you already do, but with more energy, including some creative and different elements.
  - Exercise at least 2-3 times a week, and notice how it affects your energy level.
  - Do a physical activity of your choice, one that you don't "have to do" and that you are not told to do.
  - Improve your sleep hygiene by establishing regular sleep time, eating 3-4 hours before sleeping, avoiding doing any work in the bed, not taking caffeine late in the evening, etc. Notice changes in your energy level.
  - Think of ways to make an assignment exciting and engaging before you undertake it.

Humanity
- **Love:**
  - Express (verbally and/or non-verbally) to your loved ones that no matter what happens, your love for them will remain unconditional.
  - Express your love through physical gestures (hugs, kisses, cuddling, giving a gentle massage).
  - Focus on the implicit motives of your loved ones, rather their behaviors.
  - Explore and appreciate the strengths of your loved ones.
  - Arrange a date with your mate that celebrates both of your signature strengths.

- **Kindness**
  - Do three random acts of kindness per week for those whom you know (e.g., small favors for neighbors, calling sick friends, getting groceries for a friend busy in exams, baby-sitting, etc).
  - Do one random act of kindness weekly for someone you don't know.
  - Donate blood periodically.
  - Visit someone who is sick and in the hospital.
  - Visit someone in a nursing home or hospice.

- **Social Intelligence**
  - Withhold a powerful and decisive argument which will win you the discussion but might hurt someone, at least twice a month.
  - Listen to your friends and siblings empathically, without preparing rebuttals, and simply reflect your feelings.
  - If someone offends you, attempt to find at least one positive element in their motives.
  - Attend an uncomfortable social situation as an active observer and describe what you observe without any judgments.
  - Note and appreciate others in the light of their positive attributes.

Justice
- **Citizenship**
  - Pick up litter on curbsides and put it in trashcans.
  - Volunteer weekly for a community service project in your town, one that deals with what you are best at.
  - Facilitate a group discussion and achieve consensus on a conflicting issue.
  - Help at least one person yearly to set goals and periodically check on their progress.
  - Arrange or attend at least one social gathering monthly.

- **Fairness:**
  - The next time you make a mistake, self-monitor to see whether you admit it.
  - The next time you present an argument, self-monitor to see whether you compromise fairness for social desirability.
  - Encourage equal participation of everyone, especially those who feel left out in a discussion/activity.
  - Self-monitor to see whether your judgments are affected by your personal likes and dislikes or are based on principles of justice and fairness.
  - Recall and write about instances where you were unfair or could have been fairer. Consider how you could improve your future behavior.

- **Leadership:**
  - Lead an activity, assignment or project and actively solicit opinions from group members.
  - Organize a family event that is intergenerational, including both young and old relatives.
  - Organize an event (surprise birthday party, shower, etc.) at your work that involves your colleagues.
  - Mentor a child in your neighborhood who would benefit from your skills.
  - Stand up for someone who is being treated unfairly.

Temperance
- **Forgiveness/Mercy:**
  - Remember times when you offended someone and were forgiven, then extend this gift to others.
  - Evaluate your emotions before and after forgiving someone.
  - Understand from the offender's perspective why he/she offended you. Then assess whether your reaction is hurting you more than offender.
  - Make a list of individuals against whom you hold a grudge, then either meet them personally to discuss it or visualize whether bygones can be bygones.
  - Meet a person who offended you in the past, especially if he/she is a family member. Tell them that you have forgiven them, or just be kind in your interaction with them.

- **Humility/Modesty:**
  - Resist showing off accomplishments for a week and notice the changes in your interpersonal relationships
  - At the end of each day, identify something you did to impress people or put on a show. Resolve not to do it again.
  - Resist showing off if you notice that you are better than someone else.
  - Resist showing off when others shows off.
  - Notice if you speak more than others in a group situation.

- **Prudence:**
  - Think twice before saying anything. Do this exercise at least ten times a week and note its effects.
  - Drive cautiously and note that there are fewer time-bound emergencies than you actually think.
  - Remove all extraneous distractions before your make your next three important decisions.
  - Consult with your significant others before making a final decision.
  - Visualise the consequences of your decisions in one, five, and ten years' time.

Self-Regulation:
  - Set goals to improve your everyday living (e.g., room cleaning, laundry, doing dishes, cleaning your desk) and make sure you complete the tasks.
  - Monitor and eliminate distractions (phone, TV, computer) while focusing on a particular assignment.
  - Eliminate objects of temptation (dieting – don't eat junk food; alcohol – don't socialize in bars; smoking – replace cigarettes with chewing gum; shopping – leave credit card or money at home)
  - Start a regular workout routine and make sure you stick to it.
  - Next time you get upset, try to control your emotions and focus on positive attributes.

Transcendence
- **Appreciation of Beauty and Excellence**:
  - Notice at least one instance of natural beauty around you every day (sunrise, sunset, clouds, sunshine, snowfall, rainbows, trees, moving leaves, birds chirping, flowers, etc).
  - Make your surroundings aesthetically beautiful.
  - Listen a piece of music or a watch a film and evaluate how it touches you aesthetically.
  - Visit a museum, pick a piece of art, and consider how it touches you aesthetically.
  - Write your aesthetic/artistic reactions to another person's artistic expression.

- **Gratitude:**
  - Consider how this statement describes your usual mental state: "A still mind sees what is good and present. An anxious mind sees what is negative and missing." Still your mind for five minutes in the morning and in the evening.
  - Count three your blessings (good things that happened to you) before going to bed every day.
  - Express your gratitude to someone whom haven't told before, preferably through a personal visit.
  - Every day, select one small yet important thing that you take for granted. Work on being mindful of this thing in the future.
  - Notice how many times you say thanks and whether you mean it every time.

- **Hope:**
  - Recall a situation when you or someone close to you overcame a difficult obstacle and succeeded.
  - List all the bad things that happened to you, then find at least two positive for each.
  - Visualize where and what you want to be after one, five and ten years. Sketch a pathway that you can follow to get there.
  - Record your negative and positive thoughts and notice how they affect your future performance.
  - Read about someone who succeeded despite difficulties and setbacks.

- **Humor:**
  - Bring smile to someone's face every day through jokes, gestures, and playful activities.
  - Learn a new joke three times a week and tell them to friends.
  - Watch a sitcom, funny show/movie, or read a comic daily.
  - Cheer up a gloomy friend.
  - Find the fun and lighter side in most situations.

- **Spirituality:**
  - Spend some time every day in at least one activity that connects you with a higher power or reminds you where you fit in the large scheme of things.
  - Spend ten minutes daily in breathing deeply, relaxing, and meditating (emptying the mind of thoughts by focusing on breathing).
  - Mindfully worship and/or pray for five to ten minutes a day.
  - Read a spiritual or religious book every day for half an hour.
  - Explore different religions – take a class, research over the internet, meet a person of different religion, or attend the congregation of a different religion.

Tutor sighting of Completed Brief Strengths Test _____(tutor signature & date)

A. Strength Audit: Initial Strengths Matrix – Due Week 7

In the Strengths Matrix below, for each of your 5 key strengths:

1) Identify how you are currently using that strength. This could be in the domain of your Personal life, your Family & Community, or your Education and Professional life. Try and find an example in each domain. Enter these in the **table below**, which **should be included in your Portfolio**.

2) If there are any domains in which you are NOT using your strength, identify how you **could** use your strength in this regard. Ensure that it is **clear** in the table below which items fall into this category.

3) For **each** key strength, you should describe a **strategy to further** develop this strength (in one or more domain(s)).   Outline **in detail** how you will be implementing this, and any concerns that you may have.

INITIAL STRENGTHS MATRIX

Key Strength	Domains			Strategy for Further Development
	Personal	Family/Community	Education/ Professional	

Aligning Strengths and Values – Due Week 7

A value is a belief or a philosophy that is meaningful to one's self. Every individual has a core set of personal values, which can be practical (e.g., a belief in hard work), or more psychological (e.g., concern for others). Once we identify values that are meaningful to us, we can develop strategies that are consistent with them.

Below is a list of important personal values:

Acceptance	Fun	Power
Accuracy	Generosity	Practicality
Achievement	Gentleness	Preservation
Adventure	Genuineness	Privacy
Attractiveness	Global view	Progress
Authority	Goodwill	Prosperity
Autonomy	Goodness	Punctuality
Beauty	Gratitude	Purpose
Caring	Growth	Rationality
Calm, inner peace	Hard work	Realism
Challenge	Happiness	Regularity
Change	Harmony	Reliability
Charity	Health	Resourcefulness
Collaboration	Helpfulness	Respect for others
Comfort	Honesty	Responsibility
Commitment	Honour	Responsiveness
Communication	Hope	Results-oriented
Community	Humility	Risk
Compassion	Humour	Romance
Competence	Independence	Safety
Competition	Individuality	Satisfying others
Contribution	Industry	Security
Cooperation	Innovation	Self-acceptance
Courtesy	Integrity	Self-control
Creativity	Intelligence	Self-esteem
Decisiveness	Intensity	Self-knowledge
Dependability	Intimacy	Self-reliance
Determination	Joy	Self-thinking
Democracy	Justice	Sensitivity
Discipline	Kindness	Service
Discovery	Knowledge	Simplicity
Diversity	Law-abiding	Skill
Duty	Leadership	Solving Problems
Dynamism	Leisure	Solitude
Ecology	Loved	Spirituality
Efficiency	Loving	Stability
Enjoyment	Loyalty	Standardization
Equality	Mastery	Status
Excellence	Meaning	Strength
Excitement	Merit	Striving
Fairness	Mindfulness	Teamwork
Faith	Moderation	Timeliness
Faithfulness	Non-conformity	Tolerance
Family	Nurturance	Tradition
Family feeling	Oneness	Tranquility
Flair	Openness	Trust
Freedom, Liberty	Order	Truth
Faithfulness	Passion	Unity
Fame	Peace	Variety
Family	Perfection	Virtue
Fitness	Personal Growth	Well-being
Flexibility	Perseverance	Wisdom
Forgiveness	Pleasure	World Peace
Friendship	Popularity	

Think about how aligned your values and strengths are. To what extent are your personal values reflected in your strengths? In some ways, strengths are values in action. However, you may have some values which are important to you, but which you do not consider to be strengths.

1) Identify your top 10 values from this list.
2) For each of your top 10 values, identify your key strength with which this value is aligned. (If it does not align with one of your key strengths, identify which other strength it is best aligned with.)

Value	Aligned Strength(s)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

B. **Strength Development – Due Week 12**

By Week 12 when you submit your Portfolio, it is expected that you will have **implemented** the strategies for developing your strengths, outlined in Week 7. For each key strength, you should reflect on:

1. What you have done to develop your strength. Include any interim goals that you have set for yourself along the way.
2. The impact of this approach.
3. How successfully you have developed it, and what evidence you have for this

References:

Buckingham, M. & Clifton,D.O. (2001). Now, Discover Your Strengths. New York, The Free Press.
Linley, A. (2008). Average to A+ Realising Strengths in Yourself and Others. UK, CAPP Press.
Peterson, C, & Seligman, M.A.P. (2004). Character strengths and virtues: A handbook and classification. Oxford, Oxford University Press.

Journal Assignment

At the end of Weeks 4, 6, 8, and 11 (no earlier than Wednesday 2pm, and no later than 11pm on Sunday), you will be expected to submit a written piece via BlackBoard. In addition, in Week **13**, no later than 11pm on Sunday June 3rd, you will also be asked to submit a final integrative journal assignment (max 500 words). Other than the Final Journal, each journal should also be included in your Portfolio, in addition to posting it on BlackBoard.

Journals 1-4 should be a minimum of 50 words, and a maximum of 250 words (so you need to be concise and clear, and utilise key writing techniques eg topic or summary sentence), about specific course experiences. You do not need to repeat the question in your answers, but please number the sections in your answers so that it is clear which question each refers to.

Each week, the journal assignment will focus on specific elements of the course—you will be given one week's notice. In general, we are looking at your ability to integrate and apply your experiences in the course to your own life experiences, beliefs, and expectations.

To minimize any technical difficulties that may result from using Blackboard, you should compose your journal as a Word document, save it, then copy and paste the text into the appropriate Journal in Blackboard. In this way, if there is a problem with your journal entry, you have a back-up that you can provide to your tutor if required.

The ***BB subject line should include "PSYC3011 Week n StudentNumber Surname"***, where "n" is the Week number, and StudentNumber is your student number (eg Week 1 z1234567 Jones). **Please include a word count at the end of each Journal.**

We will assess assignments on the degree of thoughtfulness, understanding, and insight displayed in the journal entries, and your ability to communicate this clearly. You should demonstrate an appreciation of the application of what you are learning in the classroom to your own experience.

Final (Week 13) integrative summary journal assignment = 10%
One of the Week 4, 6, 8 and 11 Journals will be randomly chosen to be marked closely for 5%.
The other two journals will each be given a mark of 1% for submission.
Total Journal Assessment Allocation = 18%

Journal 1: Careers (due end week 4) 50-250 words
1) What aspects of the careers lectures/practicals/activities did you find particularly interesting? What else would you like to know about before making your decision about your career direction?
2) In addition to paid employment, volunteer experience can be highly valued by prospective employers, as well as being personally rewarding. What volunteer work do you think would be most beneficial to your personal and professional development?
3) PSYC3011 is designed to be a "capstone" course. What do you think this means for you personally and professionally?
4) Any other comments about the course so far?

Journal 2: Group work (due end week 6)
1) What have you learned about YOUR group work skills during Group Assignment 1 (Contemporary Figures in Psychology) that you will focus on in the next group work exercise? What will you do differently in the next Groupwork task?
2) Referring to your Strengths Matrix, which of your *strengths* helped you most in the group assignment?
3) What did you find the most challenging about conducting an interview in the Group exercise and/or the interviewing tutorial? What surprised you most? How will you develop this skill in the future?
4) Referring to the lecture on Leadership, for the upcoming Group Assignment, what leadership behaviours will you try to emphasise when it is your turn to be a leader?

Journal 3: Ethics (due end week 8)
1) How do you see the Ethics lectures as relating to your life, both personally and professionally?
2) Reflecting on your own behaviour, with which ethical approach (described in the lectures and tutorials) are you most aligned?
3) How have you developed your GAs since Week 2? What is ONE area you still need to focus on? How will you know when you have achieved success in that area?

Journal 4: Leadership & Group Work (due end week 11)
1) What have you learned about group-work processes, and what might you do differently next time?
2) What have you learned about designing research, and what might you do differently next time?
3) Reflecting on your time as a Leader, what did you find most surprising or challenging?
4) Reflecting on your Strengths matrix, what are your strengths as a group member, group leader &/or researcher?

Final Journal (Due end Week 13, 400-500 words)
1) Please reflect on what you have learned during this course, in terms of the development of your knowledge, skills, strengths, and professional dispositions/attitudes. For example, what has been:
   a. The most difficult thing you had to learn?
   b. The most engaging learning activity?
   c. The most valuable thing that you learned through your *experience* in this course, rather than being told by someone else?
2) Please reflect on your overall experience of the Capstone course. To what extent did it achieve the goal of helping you integrate and reflect on your learning throughout your Psychology program? What do you see as the benefits of having done this course? What would you like to see done differently?
3) Reflecting on all of the learning activities you have undertaken throughout your entire Psychology program (not just in PSYC3011), which one has had the greatest impact on the way you see yourself or the world?
4) Having completed this course, what does "Psychological literacy" mean to you?

PSYCHOLOGY CAPSTONE INVENTORY MARKING SCHEME

CV (3 marks)	
Original CV submitted (1)	/1
Evidence of development (2)	
• 2 = incorporated their understanding of GAs into their CV (ie learned a lot) • 1= some changes but not incorporating GAs etc	/2
TOTAL (/3)	

Strengths (4 marks)	
Initial Strengths Matrix (1.5)	
• Matrix (1)	/1
• Strategies for development (.5)	/.5
Aligning strengths & values (.5)	/.5
Evidence of development (2)	
• 2 = goals, impact, evidence • 1 = some goals or impact, not comprehensive	/2
TOTAL (/4)	

GA A (4 marks)	
***SLO (2 marks)	
Evidence (0,.5)[1]	/.5
Includes STAR or Achievement statement (0,.25,.5)[2]	/.5
Addresses Weaknesses (strategies & evidence) (0,.25,.5)[3]	/.5
Overall approach (0,.25,.5)[4]	/.5
*SLOs (2 marks)	
Evidence for each of the 4 SLOs provided (0,.5 each)[1]	/2
TOTAL (/4)	

GA B (4 marks)	
***SLO (2 marks)	
Evidence (0,.5)[1]	/.5
Includes STAR or Achievement statement (0,.25,.5)[2]	/.5
Addresses Weaknesses (strategies & evidence) (0,.25,.5)[3]	/.5
Overall approach (0,.25,.5)[4]	/.5
*SLOs (2 marks)	
Evidence for each of the 3 SLOs provided (0,.66 each)[1]	/2
TOTAL (/4)	

GAs D,E,F,G (2 marks)	
GA D (0,.25,.5)[5]	/.5
GA E (0,.25,.5)	/.5
GA F (0,.25,.5)	/.5
GA G (0,.25,.5)	/.5
TOTAL (/2)	

Journals (/18)	
Journal 1 (1)	/1
Journal 2 (1)	/1
Journal 3 (1)	/1
Journal 4 (5)	/5
Final Journal(/10)	/10
TOTAL (/18)	

GA Marking Key
1: 0.5 if evidence for GA, 0 if none. OK if more than one SLO combined with same evidence
2: 0.5 if STAR/achievement statement adequately articulated, 0.25 if weak STAR/achievement statement, 0 if no STAR/achievement statement
3: 0.5 if weaknesses identified, goals and strategies articulated, 0.25 if weaknesses identified, 0 if weaknesses omitted
4: 0.5 if comprehensive approach taken (eg summary statement, thorough approach taken, well written), 0.25 if solid approach, 0 if perfunctory and basic
5: .5 if evidence provided for all *s AND extra provided for ***s (eg weaknesses, further development), 0.25 if evidence provided for all *s and ***s, 0 if no evidence