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Increasing the work-readiness of Australian Psychology undergraduates through curriculum change

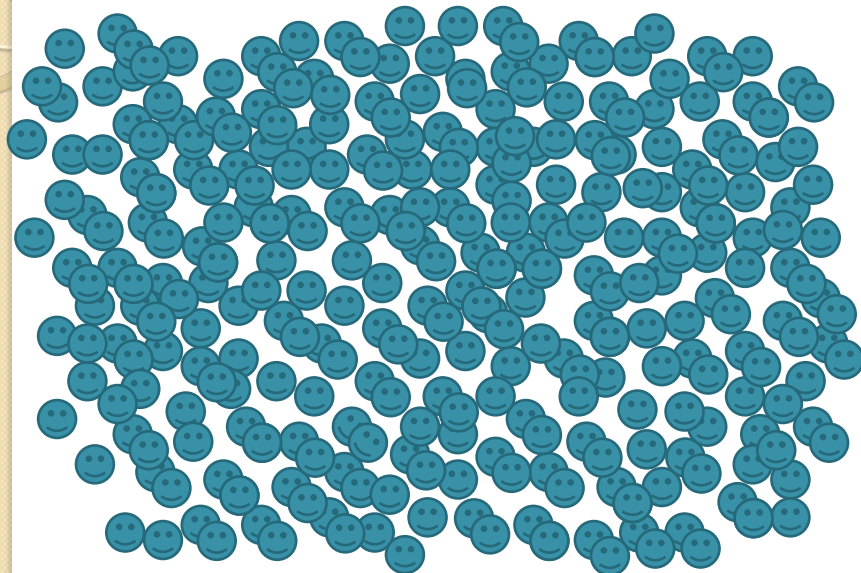
Psychology: a science and a practice

- The role of the undergraduate program is to provide “*broad foundation knowledge as well as strong skills in research methods, data analysis and report writing*” (Cranney et al, 2008, p.10)
- Premise is that a grounding in scientific basis at undergraduate levels necessarily precedes professional training at postgraduate levels

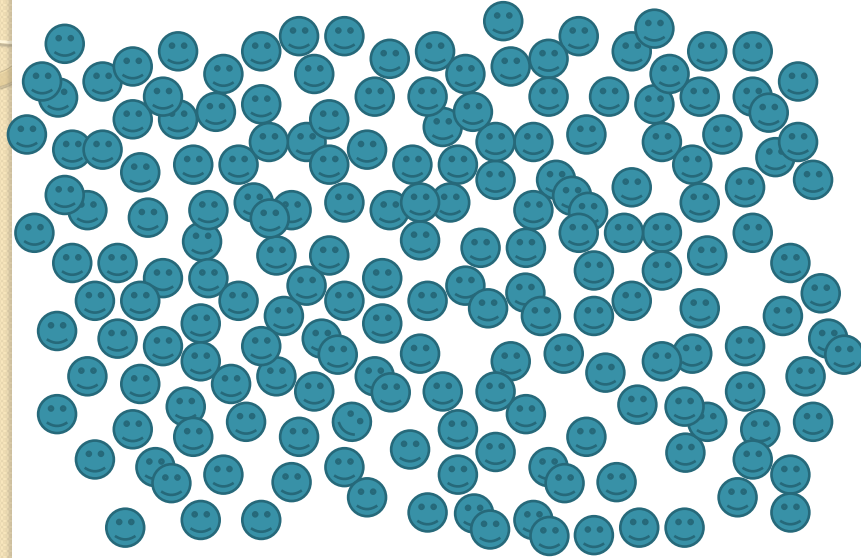
1 st yr	2 nd yr	3 rd yr	4 th yr	5 th yr	6 th yr
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Training in psychology targeted
towards the minority

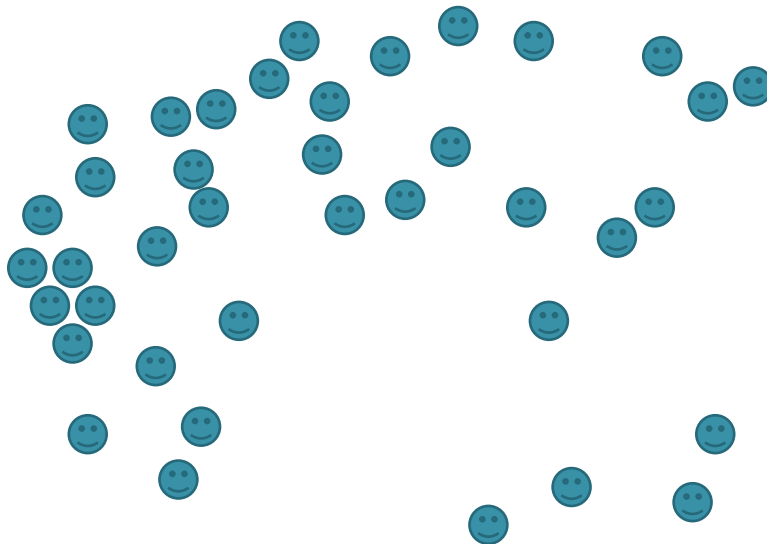
First year – 273 students



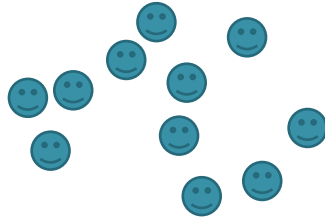
Third year – 170 students



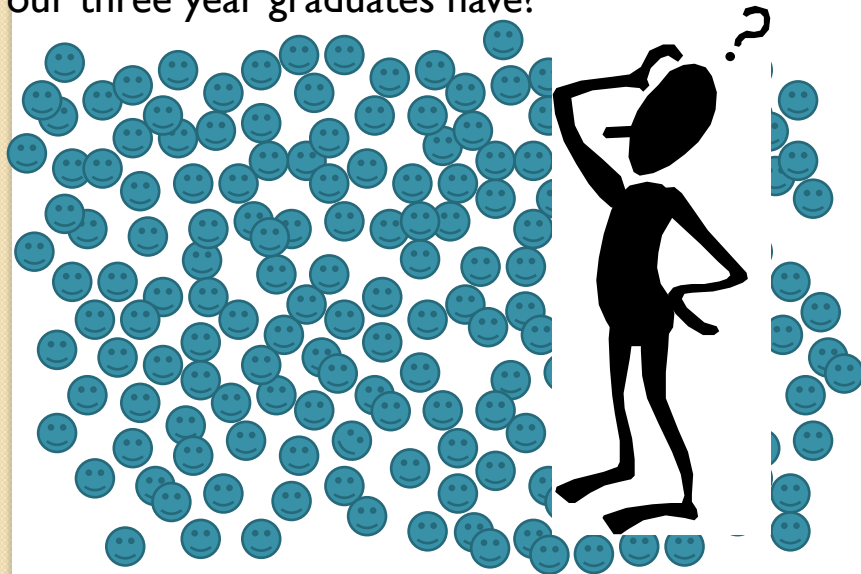
Honours - 40 students



Masters - II students



What knowledge, skills, and **professional identity** do our three year graduates have?



Mapping the content of psychology courses

Two main activities:

- Mapping the student engagement content of courses at UniSA;
- Benchmarking student engagement activities GO8 and ATN universities.

Other sources of information

- CEQ data
- Suggestions from staff on the development of student engagement

Mapping undergraduate psychology courses at UniSA

Program	Research-related learning	Practice-based learning	Service Learning
B Psych Science	31.0%	20.2%	0.0%
B Psych Hons	38.5%	17.9%	0.0%

Research-related learning: Students learn to do research, about research and its contribution to the discipline.

Practice-based learning: Students learn in the workplace or complete activities that emulate those undertaken by professionals and use the tools of the profession.

Activities within the programs mainly passive.

Service learning: Students learn through the application and accommodation of knowledge, through personal reflection and the development of personal attributes.

GO8

Research the major form of student engagement experiences

Intensive research experience offered to high achieving students

Taught by staff who engage in research, practice psychology and supervise research

Integration of practice experiences and professionally-relevant scenarios in lectures

No service learning component within undergraduate psychology

Students deemed ready to engage in practice-based and service learning later in their degree

ATN

Research projects and reports

Emphasis on practice-based learning with three dedicated courses:

1. First year: careers and graduate employment destinations.
2. Third year: field placement including researching the organisation, identifying learning outcomes and reflection.
3. Honours level: practice-based learning experience providing solutions for real client organisations.

Teaching, research, and practice recognised in senior roles within the School

Students deemed ready to engage in practice-based and service learning from first year.

Student views – CEQ data

Students' comments (93)

- a greater demand for more workplace learning opportunities
- Improve career prospects if implemented by the start of their 3rd year.



Revisioning undergraduate psychology training at UniSA

A focus on issues raised by Cranney et al (2008)

- Preparation for graduate destinations of 3- and 4-year terminal students
 - Collaborative approaches to curriculum development between psychology and other disciplines
 - Materials to support learning and teaching on Indigenous issues
 - Employer survey and consultation
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Drivers and barriers

- Call for an increase for primary mental health skilled workers (COAG, 2006)
 - Demands to increase numbers of trained graduates and decrease the length of training (NHWT)
 - Training to be responsive and relevant to a changing health system (NHWT)
 - Underfunding within universities for curriculum development
 - Need to meet accreditation requirements
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UniSA STEP 2010 project

- Step 2010 launched in 2007
- Aim: to improve quality and quantity of student engagement in all University programs
- focussing on 3 components of experiential learning:
 - teaching-research nexus,
 - practice-based learning
 - service learning

School of Psychology, Social Work and Social Policy STEP 2010 project

Project 1: Develop sequenced career and professional development skills, alongside the accredited Psychology sequence, across many courses within the undergraduate program

Project 2: Provide community, industry and research placements via the development of a new course at third year level to give students workplace experiences

Project 3: Identify synergies between the undergraduate programs offered by the School of Psychology, Social Work and Social Policy – to provide multidisciplinary training

Project I: Career and professional development skills within the 3-year psychology degree

APAC
accredited
sequence

Electives
can be taken
as additional
psychology
courses

FIRST YEAR	
SP2	BEHL 1003 Psychology 1A HUMS 1051 Indigenous Australians: Culture and Colonisation BEHL 1022 Counselling Foundations Free elective
SP5	BEHL 1004 Psychology 1B BEHL 2005 Introductory Research Methods WELF 1013 Communication for Human Service Minor 1
SECOND YEAR	
SP2	BEHL 3002 Cognitive Psychology BEHL 3011 Developmental Psychology BEHL 2013 Counselling Skills Minor 2
SP5	BEHL 2006 Social and Community Psychology BEHL 2012 Biological and Learning Psychology BEHL 3018 Counselling Interventions Psychology Elective 1 (BEHL 3005 Advanced Research Methods for MHPU)
THIRD YEAR	
SP2	BEHL 3004 Clinical and Abnormal Psychology Psychology Elective 2 (BEHL 4004 Introduction to Psychological Assessment for MHPU) Psychology Elective 3 Minor 3 (New Counselling course to prepare for counselling placement)
SP5	Psychology Elective 4 Minor 4 Elective 1 Elective 2

Project I: Career and professional development skills within the 3-year psychology degree

Professional
development

FIRST YEAR	
SP2	BEHL 1003 Psychology 1A HUMS 1051 Indigenous Australians: Culture and Colonisation BEHL 1022 Counselling Foundations Free elective
SP5	BEHL 1004 Psychology 1B BEHL 2005 Introductory Research Methods WELF 1013 Communication for Human Service Minor 1
SECOND YEAR	
SP2	BEHL 3002 Cognitive Psychology BEHL 3011 Developmental Psychology BEHL 2013 Counselling Skills Minor 2
SP5	BEHL 2006 Social and Community Psychology BEHL 2012 Biological and Learning Psychology BEHL 3018 Counselling Interventions Psychology Elective 1 (BEHL 3005 Advanced Research Methods for MHPU)
THIRD YEAR	
SP2	BEHL 3004 Clinical and Abnormal Psychology Psychology Elective 2 (BEHL 4004 Introduction to Psychological Assessment for MHPU) Psychology Elective 3 Minor 3 (Counselling course to prepare for counselling placement)
SP5	Psychology Elective 4 Minor 4 Elective 1 Elective 2

Project I: Career and professional development skills within the 3-year psychology degree

Counselling and interpersonal skills

FIRST YEAR	
SP2	BEHL 1003 Psychology 1A HUMS 1051 Indigenous Australians: Culture and Colonisation BEHL 1022 Counselling Foundations Free elective
SP5	BEHL 1004 Psychology 1B BEHL 2005 Introductory Research Methods WELF 1013 Communication for Human Service Minor 1
SECOND YEAR	
SP2	BEHL 3002 Cognitive Psychology BEHL 3011 Developmental Psychology BEHL 2013 Counselling Skills Minor 2
SP5	BEHL 2006 Social and Community Psychology BEHL 2012 Biological and Learning Psychology BEHL 3018 Counselling Interventions Psychology Elective 1 (BEHL 3005 Advanced Research Methods for MHPU)
THIRD YEAR	
SP2	BEHL 3004 Clinical and Abnormal Psychology Psychology Elective 2 (BEHL 4004 Introduction to Psychological Assessment for MHPU) Psychology Elective 3 Minor 3 (Preparation for counselling placement)
SP5	Psychology Elective 4 Minor 4 Elective 1 Elective 2

Allows specialisation in counselling
Studio work – sequenced training, role play


Project I: Career and professional development skills within the 3-year psychology degree

Psychology and Indigenous Australians

FIRST YEAR	
SP2	BEHL 1003 Psychology 1A HUMS 1051 Indigenous Australians: Culture and Colonisation BEHL 1022 Counselling Foundations Free elective
SP5	BEHL 1004 Psychology 1B BEHL 2005 Introductory Research Methods WELF 1013 Communication for Human Service Minor 1
SECOND YEAR	
SP2	BEHL 3002 Cognitive Psychology BEHL 3011 Developmental Psychology BEHL 2013 Counselling Skills Minor 2
SP5	BEHL 2006 Social and Community Psychology BEHL 2012 Biological and Learning Psychology BEHL 3018 Counselling Interventions Psychology Elective 1 (BEHL 3005 Advanced Research Methods for MHPU)
THIRD YEAR	
SP2	BEHL 3004 Clinical and Abnormal Psychology Psychology Elective 2 (BEHL 4004 Introduction to Psychological Assessment for MHPU) Psychology Elective 3 Minor 3 (New Counselling course to prepare for counselling placement)
SP5	Psychology Elective 4 Minor 4 Elective 1 Elective 2



**Project I: Mapping and developing
APAC graduate attributes –
Renaë Hayward**



**Project I: Teaching cultural
competence in undergraduate
psychology programs – Rob Ranzijn**

Project 2: Third year placement course

Aim: To enable students to enhance their work-readiness by providing opportunities to apply and/or generate psychological knowledge in a workplace context, supported by learning activities that prepare students for the placement and involve critical reflection on the fieldwork experience.

Project 2: Third year placement course

Course content:

- Development of a placement learning plan and proposal
- Developing understanding of workplace contexts, values, ethics, professional relationships, accountability, competence, OHSW practices, workplace culture, structure, roles and functions.
- Complete a 50-hour placement by integrating psychological knowledge and practice in a community, industry or research placement.
- Complete a learning journal throughout the placement recording progress and experience.
- Complete a post-placement reflection on the placement learning experience to critically self-reflect and evaluate achievement of learning outcomes.

The placements

Industry	Area	Skills
Community services 23 organisations	Mental health, Aged care, Family and youth, Indigenous, Career counselling, Employment, Migrant, Disability CALD	Counselling, interviewing, advocacy, support work, mentoring, one-on-one support and care, human resources
Education 12 organisation	Youth, Disability, Unemployment, Indigenous, Migrant	Counselling, behaviour change, engagement in programs, health promotion, mentoring
Government service 7 organisations	Youth, Family, Indigenous, Community, CALD, Counselling, Human resources, Mediation	Conservation behaviour, community environment, interviewing, counselling, advocacy, human resources
Health Lyell McEwin Hospital	Counselling volunteers	Counselling and support service
Global (overseas) service 2 organisations	Community volunteer	Health promotion, advocacy
Research 5 organisations	Research projects, Marketing, Quantitative services	Research design and proposals, data analysis, statistics, interviewing, focus groups, market research,

Project 2: Expectations of placement providers of psychology undergraduates – Gail Jackman, Louise Williams

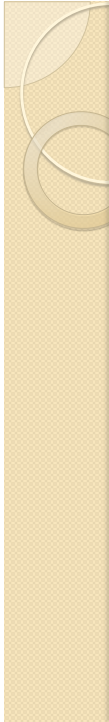


Project 3: Multidisciplinary training in psychology, social work and social policy

- The person in context
 - Exploit complementary synergies between disciplines
 - Develop a broader range of theoretical orientations, research methods and models of enquiry
 - Real world problems are typically multidisciplinary
 - Professional bodies' statements of psychology (APS) and social work (AASW) both refer to working with individuals, groups and communities to enhance human wellbeing.
 - Consultations with students, staff and potential employers
 - Develop new products to enhance student training and employability and contribution to society
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Project 3: Why multidisciplinary training is important for psychology students – Elissa Pearson



Thank you
Questions?



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