

For integrating 'Best Practice' work models with pedagogy and scholarship to foster desired attributes in Psychology graduates.

Overview: Summary of Contribution and Context

This submission attests to my sustained contribution to the clinical health training of undergraduate students through scholarship and demonstrated leadership in the development of national pedagogical resources (Criterion 5). This command of the field has informed my teaching over the last 10 years. Through a process of consultation and peer review of subject content, I have also been able to deliver training which is unique to James Cook University and valuable for developing graduate psychology students who are better equipped for professional practice through knowledge of indigenous and regional issues, thereby addressing Objective A3 of the James Cook University Strategic Plan to *Deliver appropriately skilled graduates who will make a difference*. My teaching is closely aligned with the University Plan's major theme of *Peoples and Societies in the Tropics*, through community engagement to promote a sustainable and socially inclusive region. The learning approaches used to achieve desired graduate attributes include work-integrated learning, problem-based scenarios, role-play, group learning, self-directed learning and reflective learning (Criterion 1). My approach to teaching has received enthusiastic endorsement from students as evidenced by high ratings on formal institutional student evaluations of my teaching for which I have received commendations from the Faculty Pro-Vice Chancellor.

Statement addressing chosen selection criteria and documentary evidence

This submission is being made in relation to Criterion 1 and Criterion 5. Documentary evidence on the impact of my contribution to the student learning experience, how it has been sustained over time and recognised both by students and nationally by my academic peers, is presented in relation to the respective criteria.

Criterion 1: Approaches to the support of learning and teaching that influence, motivate and inspire students to learn

Both work-integrated learning (WIL) and scenario-based learning (SBL) approaches have been adopted by myself to better prepare undergraduate Psychology students for their transition into the workforce. Students particularly enjoy this authentic approach and find it relevant to their training.

In *PY3103:03 Psychopathology*, I have incorporated SBL in tutorials to teach clinical diagnostics. By using problem-based scenarios, I have been able to create an authentic learning experience based on 'best practice' models which reflects the tasks required of a practicing psychologist such as interviewing the client, making a diagnosis from the presenting problem and case history, and developing a treatment plan. A range of materials and multi-media have been used for scenarios including Case descriptions inviting diagnosis, online technologies, the use of UTube videos and movies (e.g. *Mr Jones* - bipolar depression, *A Beautiful Mind* - Schizophrenia), and role play. To motivate student learning, the case descriptions chosen are ones where the students are challenged in making a diagnosis; that is, the client is represented as having criteria which can fit a number of disorders. Other uses of SBL have involved scenarios which describe situations in which students might find themselves as professionals. By working closely with students to formulate solutions to these realistic work scenarios, I aim to foster the graduate attribute of 'social responsibility' through ethical and professional behaviour (Chapman, 2003) which epitomizes a Best Practice model within Psychology. To encourage active learning and reflection on the subject matter in *PY3103:03*, students keep a Reflective Journal as a requirement of assessment.

Contribution to student learning and engagement

Students particularly appreciated the use of diverse SBL teaching strategies in motivating them to learn and in making training relevant to future practice, as conveyed in comments from institutional formal student feedback: Student Feedback about Teaching (SFT) and Student Feedback about Subjects (SFS).

- *Love this subject. Extremely relevant to a career in Clinical Psychology. Marie has been fantastic. Love her tutorials. They provide a great atmosphere for learning.*
- *The tutorials and learning exercises were excellent and interactive exercises really helpful for consolidating information.*

- *This was an excellent subject and delivery. One of, if not my favourite subjects so far. I really enjoyed the video clips on each disorder and the way you explained each disorder in an organised fashion to make it easier for us to conceptualise it.*
- *This is an interesting subject that is extremely relevant to the psychology degree.*
- *I appreciated the teaching methods used in lectures & tutorials (videos, case studies etc) as these made lectures more involved & interesting. Great subject.*
- *Marie ...is passionate about her subjects and I look forward to her classes*
- *Relates well to real world settings, have learnt great skills to take with me into the work place*

Students have given me amongst the highest ratings possible (5 = Outstanding). SFS ratings in relation to the nominated criterion and the development of the graduate attribute of problem-solving skills appear in Table 1.

Table 1: 2009 SFS ratings in relation to PY3103 inspiring motivation, interest value and development of the graduate attribute of problem-solving

The teaching staff of this subject motivated me to do my best work	4.3
The teaching staff worked hard to make this subject interesting	4.6
This subject developed my problem-solving skills	4.0
As a result of this subject, I feel more confident about tackling unfamiliar problems	4.1

SFS ratings in the subject over time demonstrate sustained student interest: rating of 4 (2005), 3.9 (2007) and 4.3 (2009).

SFT ratings further support appreciation for group learning strategies (teamwork graduate attribute: Chapman, 2003) and relevance to future employability with 76.1% of students giving a rating between (4) More than acceptable and (5) Outstanding in response to the question 'The group learning situations were...' . Of the students, 85.7% rated the learning atmosphere between (4) and (5) Outstanding. 80.9% of students thought that the subject *PY3103:03 Psychopathology* was relevant to their future profession (ratings between 4-More than acceptable and 5-Outstanding). Taken together, the documented student feedback is evidence that students have been motivated and inspired to learn because of the relevance to future practice of subject content, assessment and student activities.

In *PY2104:03 Health Psychology* and *PY3111:03 Advanced Health Psychology*, work-integrated learning (WIL) approaches have been used to motivate and prepare students in their future careers. *PY3111:03* was provided for the first time in Block mode, in Teaching Period 3 in 2010 in response to high student demand for the subject as an extension of training in *PY2104:03*. A number of students took the subject as an overload just for the added experience value. Through collaboration with Tim White from Queensland Health on the work-integrated approach taken in *PY3111:03*, I have been able to create an authentic learning experience for students, providing training in Project Management (PM+) and Clinical Health intervention design, implementation and evaluation, which will put James Cook University graduates at the forefront in terms of employment opportunities. This approach combined 'Best Practice' models in Psychology with contemporary psychological practice in the region with an emphasis on working in rural/remote areas, working with Indigenous persons in Gulf communities, and working with clients of different socio-cultural backgrounds. I was able to draw on actual firsthand North Queensland psychologists' experiences to bring life to the teaching material (post Palm Island riot stress, Lockhart River air crash disaster and community grief and trauma, Cyclone Larry community adjustment disorders, Yarrabah suicide clusters, and Indigenous diabetes). The learning approach taken in *PY3111:03* is unique to James Cook University and valuable for developing graduate psychology students who are better equipped with knowledge that applies to the local context.

Contribution to the student learning experience

Student appreciation for the quality of teaching is reflected in these SFS and SFT comments –

- *I really enjoyed this subject – not only due to the material covered but mainly owing to your passion and knowledge. Thank you!*
- *An exceptional and motivating teacher*
- *Great public speaking skills*

- *The Lecturer knew this subject really well*
- *Marie Caltabiano's knowledge and passion makes this an excellent elective, and a valuable contribution to my degree*

As further evidence, in response to the SFT question 'The teacher's understanding of the subject (PY2104:03) was...' in 2008, 93.3% of students gave ratings between (4) More than acceptable and (5) Outstanding.

Graduate destinations further substantiate the relevance of their training in health psychology to their current employment practice. Most of the Psychology graduates who have undertaken the Health Psychology modules have secured positions in Health departments such as Dept. Health and Ageing (Canberra), Alcohol & Other Drug Services, Adult Mental Health, Community Mental Health (Cairns), Tropical Public Health (Townsville). The consistent comment I have heard from these graduates over time has been that the training in *PY2104 Health Psychology*, particularly in relation to program management is one of the most relevant things they learnt in their degree course as it is used by them daily in their job.

This employment advantage to students undertaking *PY2104/PY3111* is reflected in Evaluative comment from the Peer Reviewer: *I know of no other undergraduate Psychology course which teaches PM+. This would have to be a first.*

Criterion 5: Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

Pedagogical contribution to the discipline of Psychology

Between 1999 and 2008 I have demonstrated a commitment to the enhancement of student learning and teaching at a national level, and made a pedagogical contribution to the discipline of Psychology through my co-authorship of a major textbook in Health Psychology published by Wiley Australia - Caltabiano, M. Sarafino, E. & Byrne, D. (2002, 2008) *Health psychology: Biopsychosocial interactions. An Australasian perspective* which is now in its 2nd edition and has been adopted by 11 universities, 2 of which are outside Australia. The impetus for this book grew out of years of teaching where the only textbooks available to students were American ones where the health statistics, health initiatives and health programs were not relevant to the learning experience of students in Australia. Taking up the challenge to contextualise teaching and learning resources for Australian students, close to a thousand new references were added by myself resulting in a textbook of 688 pages. The 2nd edition is even longer, 758 pages of which about half of the book is new material. In order to enhance the learning of students, both international and Australian research has been included in the book. Pedagogical aids to learning include a Highlight on Issues, Focus on Research, Assess yourself, Chapter contents and Prologue, illustrations, Summary and key terms and a Glossary. To facilitate the teaching quality of academics using the textbook an *Instructor's Online Resource Guide* has also been developed by me to accompany both the 1st and 2nd editions. *The Resource Guide provides lecture summaries for each chapter, tutorial activities and a Test Bank.* The 2nd edition has added *Powerpoint slides* for each chapter to assist instructors.

Recognition of pedagogical contribution

The enormous amount of time and energy expended by myself on this endeavour over the last 10 years to facilitate the teaching of Health Psychology nationally has been acknowledged by fellow academics at conferences, and has been well-received by students as evidenced by comments such as –

- *The textbook is well written and very easy to understand*
- *The choice of text book is great specifically the workbook was really helpful for revision.*
- *Excellent exposure to Health Psychology by a leader in this field!*

In a letter by student Trudi Shearer (Personal correspondence 10 March, 2009) she writes –

I was fortunate to have had Dr Caltabiano as both my lecturer and tutor for 'Health Psychology' (PY2104) at James Cook University, Cairns during Study Period 2, 2008. I say fortunate, as Dr Caltabiano not only brought her passion and enthusiasm for teaching together with her enormous wealth of knowledge and experience to this Second Year course, but we were also privileged to have had her book 'Health Psychology - 2nd Australasian

edition as the textbook resource for the subject. As opposed to the majority of university subjects that utilise American textbooks containing information not directly relevant to the Australian context, Dr Caltabiano's book specifically focuses on Australia and neighbouring New Zealand, and cites contemporary health studies, statistics, surveys, research and health promotion programs undertaken in these two countries thereby significantly enhancing subject relevance, content, delivery, continuity of teaching and student learning opportunities.

A Book Review by Paul O'Halloran, La Trobe University published in the *Australian and New Zealand Journal of Public Health* (2003) had this to say -

While many useful health psychology texts are available, few make reference to Australian research and health statistics...Health Psychology: An Australasian perspective represents an important and welcome resource for students and teachers of health psychology.

Other scholarly activity, publications and teaching-related research

Scholarly activities by myself that have specifically influenced teaching practices at James Cook University include presentations on my SBL approach at workshops offered by Teaching & Learning Development. These include -

'Active learning: Examples from the teaching of clinical/health Psychology' (April, 2009)

'Teaching about psychological disorders: Active strategies for educators' (August, 2009)

'Using role play for teaching, learning and assessment purposes' (March, 2010)

I have also written scholarly publications on teaching strategies. A chapter *'Using scenario-based learning to teach clinical diagnostics'* appears in the book *Preparing graduates for the profession using scenario-based learning* edited by Ed Errington (2010) and published by Post Pressed, Brisbane. A presentation on my SBL chapter has been scheduled for the WIL@JCU Day on 8th June, 2010.

As one of the recipients of a 2009 WIL@JCU grant for *Embedding graduate attributes into four discipline areas using scenario-based learning*, (team of five staff members led by Dr Ed Errington) to peer-review, monitor and develop online SBL teaching resources, this scholarly activity will inform the quality of teaching and enhance the learning experience of students at James Cook University.

I have also been active in conducting scholarly research into factors which influence perception of learning strategies, and satisfaction with the Psychology undergraduate course meeting learning objectives and developing competencies to be published later this year in an edited volume *'Learning strategies, performance indicators and student satisfaction'*.

I keep abreast of all the latest productive pedagogies published in the Higher Education Research and Development (HERDSA) Journal and Conference proceedings, and regularly read the journal *Teaching of Psychology* to inform my teaching practices and thus improve student learning outcomes.

Summary

My sustained contribution over the last 10 years to student learning through scholarship and pedagogy has served to integrate best practice models in Psychology within the context of contemporary psychological practice relevant to Indigenous communities and social-cultural groups. Such training is closely aligned with the Faculty of Arts & Social Sciences, and the *James Cook University's Statement of Strategic Intent* as it not only gives our graduates the skills to 'make a difference' to the local communities they will serve in their work, but has the potential to inform quality psychological practice and benefit peoples in the tropics world-wide. These sophisticated approaches (scenario-based learning, work-integrated learning, group learning, student-centred learning) in the three subjects discussed have as their focus the development of graduate attributes such as critical thinking/problem-solving, team work and information literacy which serve to augment discipline-specific knowledge to make James Cook University graduates competitive in an ever-changing international employment market.

References

Chapman, L. (2003). *Graduate Attributes. Resource Guide. Integrating Graduate Attributes into undergraduate curricula*. Armidale: University of New England Press.