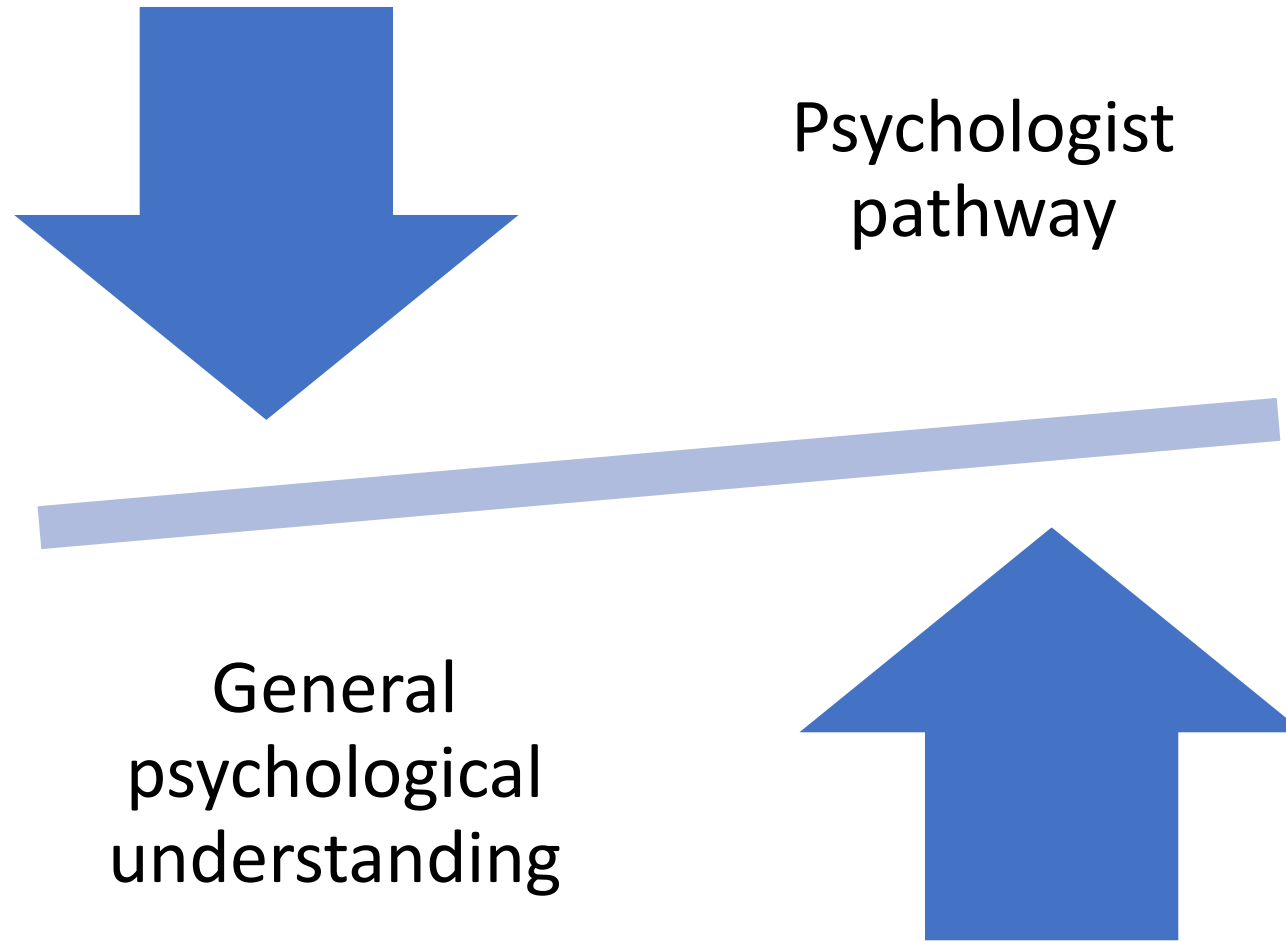


Giving Psychology Away: Psychological Literacy in the Real World

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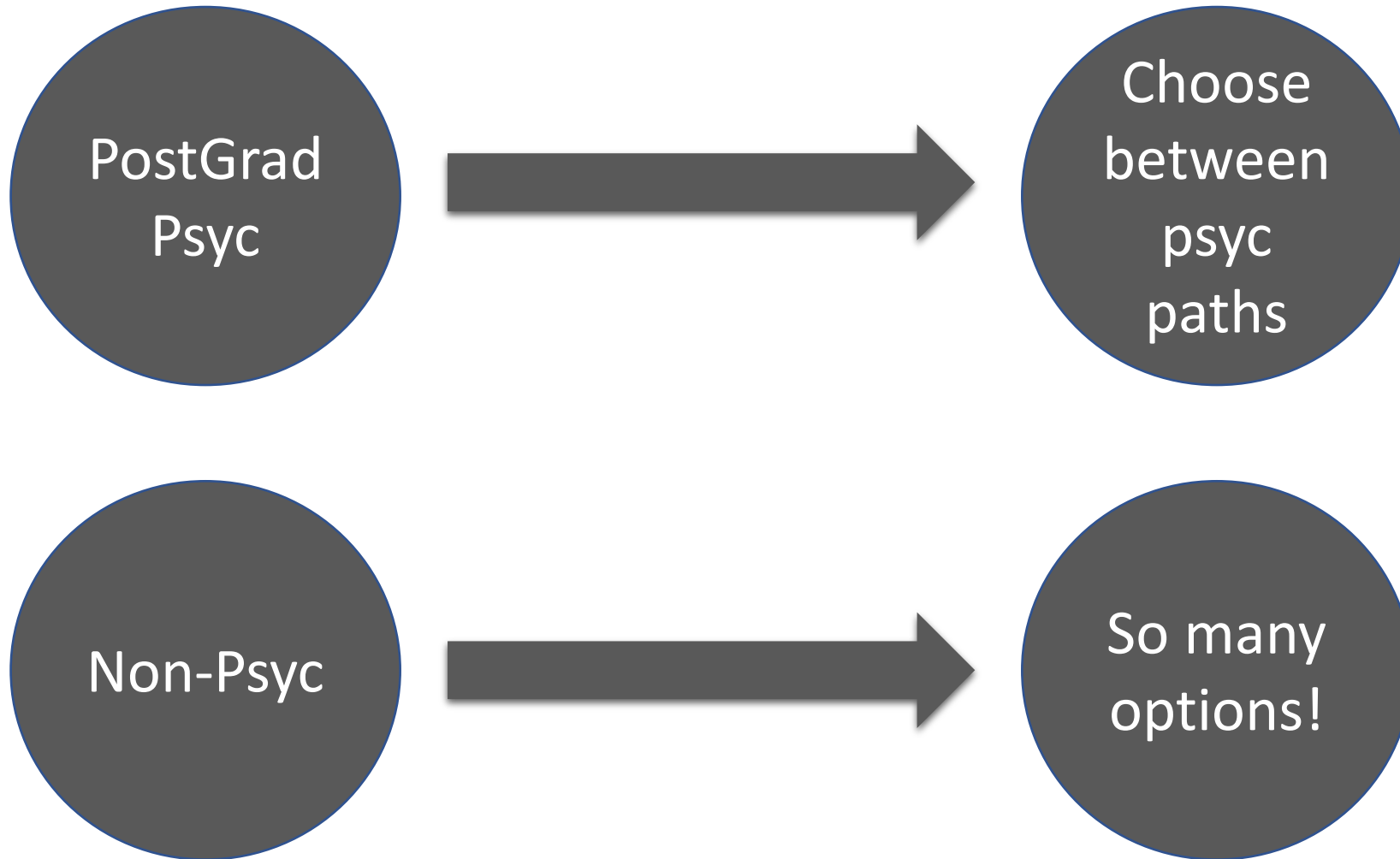
The Problem



Showing Students Career Paths



Showing Students Career Paths



Stakeholder Feedback (explicit and implicit)

“I just wish I had of had more practical experience”

“There are too many lab reports and I don’t understand how these relate to my future job”

“I don’t know how to apply this knowledge in the real world”

Program Advisory – graduates have no understanding of real workplaces

Attrition – to other programs with practical component

What Ties It All Together?

Psychological Literacy

A psychologically literate person uses psychological concepts to understand their own behaviour, as well as the behaviour of others. They use this knowledge to make informed decisions, solve problems, and communicate. Psychological literacy is an important skill in a wide range of fields, including education, healthcare, business, and social services.

Solution: Develop a More Authentic 'Capstone' Project



Psych
Applied
Project

- The vision: have students act as real consultants – applying their skills to provide recommended solutions to a real-world organisation on how to solve a 'problem'. Give students real group work, and a live presentation opportunity

Solution: Develop a More Authentic 'Capstone' Project



- **Step 1: Information gathering**
 - Stakeholders/collaborators: student representative committee, focus interviews with students, course advisory committee
 - Within team: extended discussions on values, ideals, feasibility
 - Competitor analysis (who and how?)

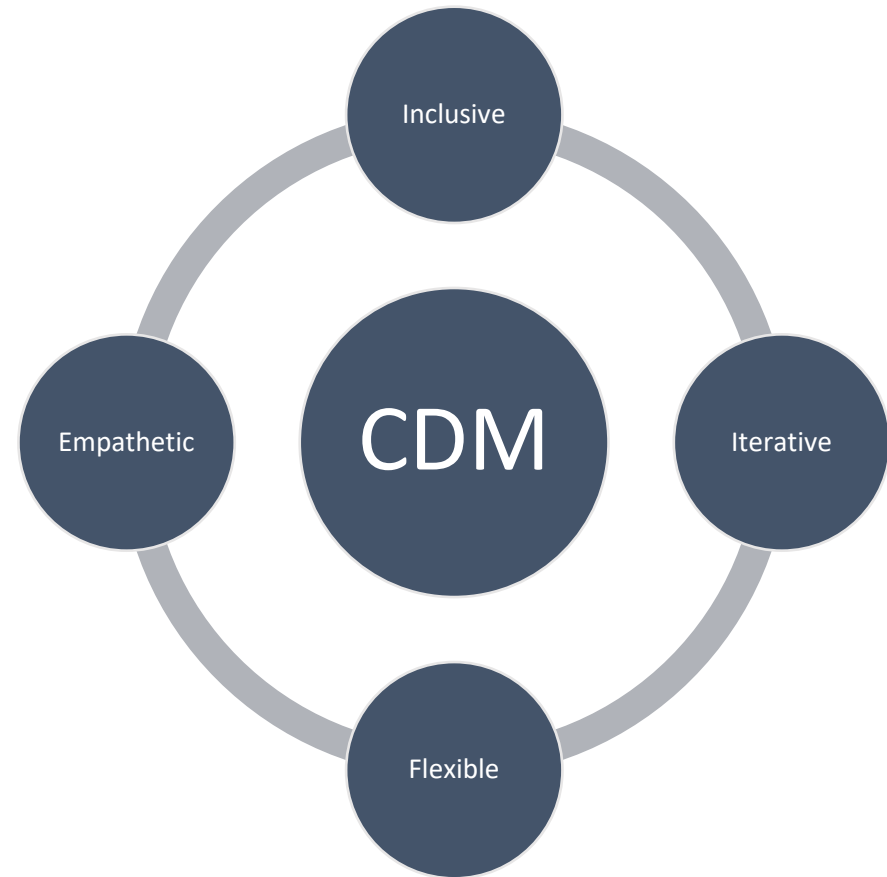
Solution: Develop a More Authentic 'Capstone' Project



- **Step 2: Design the Unit**
 - Drafted unit outline
 - Reviewed existing units in the University (e.g. ITECH3208)
 - Planned a timeline
 - Collaborated with local organisations to develop questions

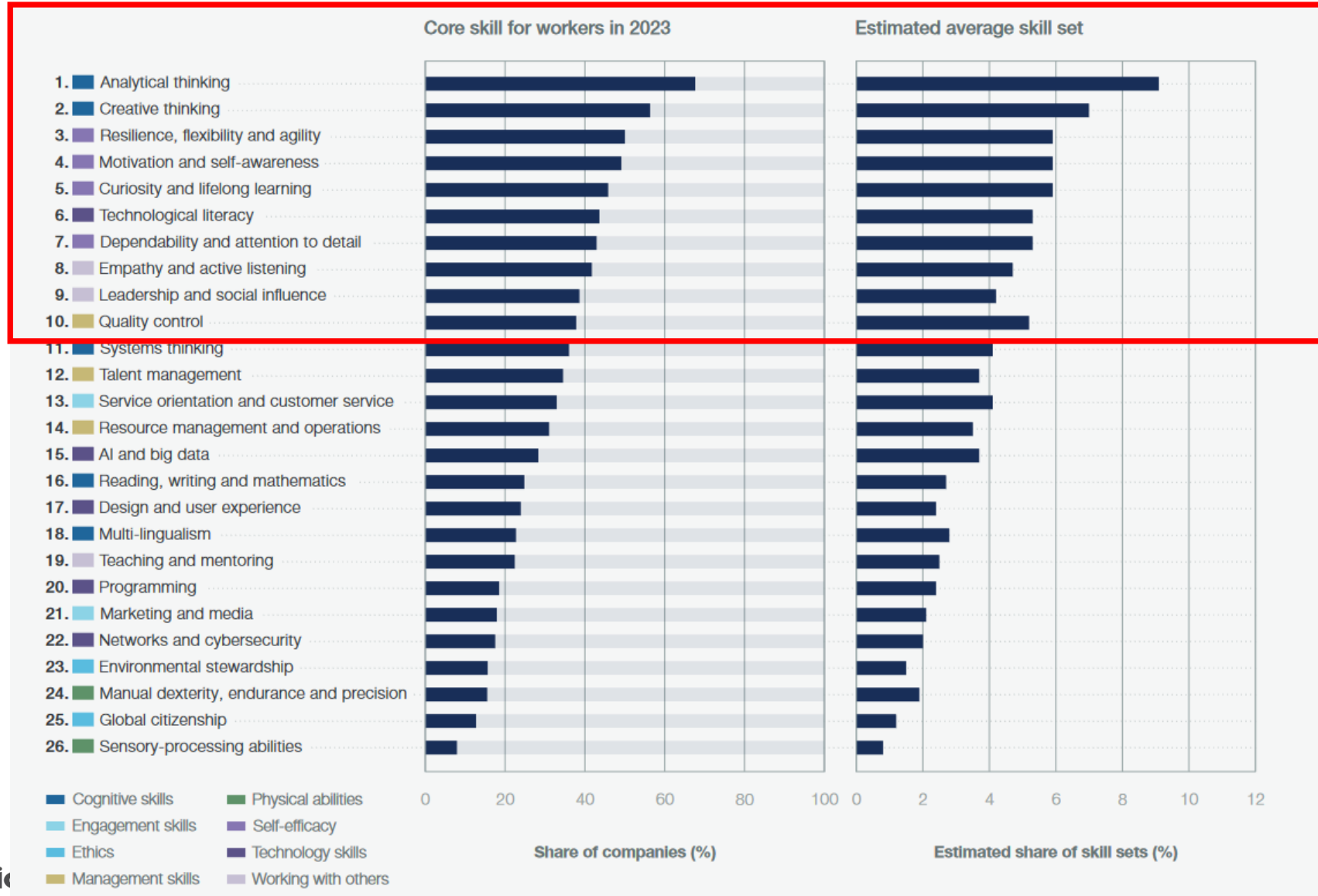
Co-Operative Design Model

- The cooperative design model is a collaborative approach that involves stakeholders and end-users in the design process to create user-friendly solutions.



What will I get out of this course?

- Core skills in 2023 according to the Future of Jobs Report 2023:



Sample Client Question

Williamstown Football Club

Client

Matthew Olds - High Performance Manager at Williamstown Football Club
(williamstownfc.com.au)

Location

South West Melbourne

Context

The Williamstown Football Club, nicknamed The Seagulls, is an Australian Rules football club. The club currently competes in the men's and women's Victorian Football League and VFLW competitions.



Problem 5

VFL and VFLW players are semi-professional athletes who will typically hold other jobs / careers and may juggle multiple demands. Some of these players may or may not have previously played for or been listed by the AFL, and like any athletes, may suffer from performance anxiety. Performance anxiety can have both short-term (i.e., in the moment of the game) and long-term effects so its measurement and effective treatment is important to both player wellbeing and team success.

How can we support our players to overcome performance anxiety to improve performance in our semi-professional sporting environment?

Teaching – Problem Analysis

PSYCB3112 – Problem Identification Activity

Describing the Problem

Case Study

Timora University is a regional institution with a developing psychology program. However, in recent years, the university has been facing a significant challenge: first-year psychology students have shown a concerning decline in engagement, leading to lower academic performance and a decrease in overall satisfaction with the program. This decline in engagement has raised concerns among the psychology department faculty, as they believe it may have long-term repercussions on the program's reputation and enrollment numbers.

Upon further investigation, it becomes clear that the issue of low student engagement is multifaceted and involves various factors that need to be addressed. The psychology department faculty have recognised the urgency to address this issue, as it could have long-term repercussions on the program's reputation and enrollment numbers.

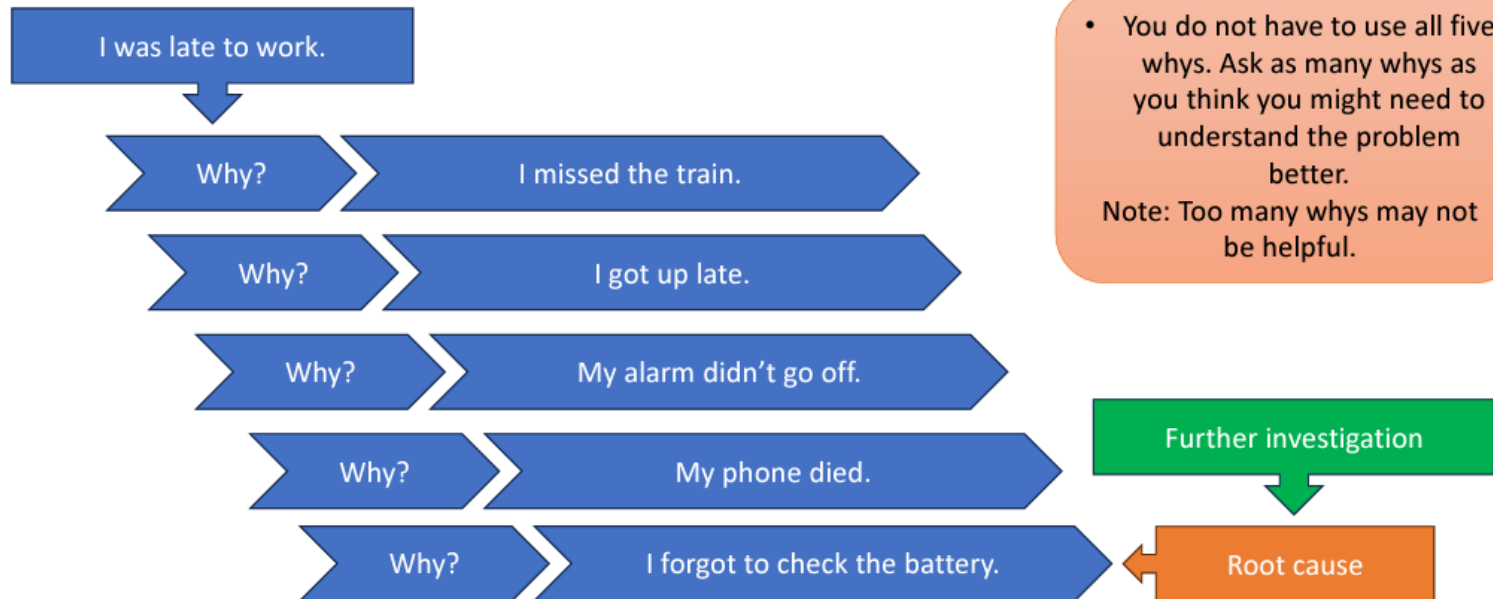
This task aims to provide a more detailed description of the problem presented by the organisation. Start by reading the case study above and then work through the questions below to provide a more detailed description of the problem.

Teaching – Problem Analysis

- How frequent is the problem?
- When/where is the problem occurring (e.g., in a specific organisation area, throughout the organisation, is there a relationship between the problem and location)?
- Who is most affected by the problem (i.e., the stakeholders)?
- Who are the most important stakeholders in this situation?

Root-Cause Analysis – Start Asking Why

- You can start looking at your most important cause of the problem in more detail using a technique described as the “Five-Whys”.



Teaching – Self-Reflection

Individual Reflection: Understanding Your Strengths and Weaknesses

- The Employable Skills Self-Efficacy Survey (Ciarocco and Strohmetz, 2016) assesses your perception of your employable skills across four areas:
 - Communication Domains: Writing, Speaking, Reading, Listening
 - Analytical Inquiry Domains: Research, Information Literacy.
 - Collaboration Domains: Working in Groups, Leadership
 - Professional development Domains: Self-Management, Professional, Technology
- You can use this to get a clearer understanding of how you can contribute to your team project and what areas you can develop further.

Assessment – Team Charter

Group meeting times

1. How often do you need to meet?
2. When and where will you meet?

Tip: Pass around a weekly planner for members to mark out times when they CANNOT meet.

Group Goals

1. What are you aiming to accomplish?
2. What are your goals as a team?

Project Vision

- A summary of the problem your team aims to address and a short and clear statement that states the desired end state of your team. What will a successful project look like for the stakeholders?
- Identify the stakeholders that will be influenced by your team.

Tip: Use the activity in week 1 as a template

Roles & responsibilities

1. Team name?
2. Will you have a leader? Will it be one person or rotated? What are the expectations of the leader?
3. How will tasks and responsibilities be divided amongst group members?
4. Who will set and organise group meetings?
5. What are the responsibilities of each member of the group? (You can start filling the table on the next page)
6. What will you do to ensure meetings are productive?
7. How will you communicate with each other between meetings?

Tip: Promote active listening, come prepared, offer support, set reminders about meeting time and place, and keep noting tasks that each member has agreed to complete in the meeting.

Group Performance Norms

Goal Monitoring

1. What rules will you have in place to ensure the team works towards meeting goals and keeping members satisfied?
2. How will team and individual performance be evaluated through the course of the project?
3. How will dysfunctional behaviours within the team (e.g., withdrawing, social loafing) be addressed?

Expectations for Meetings

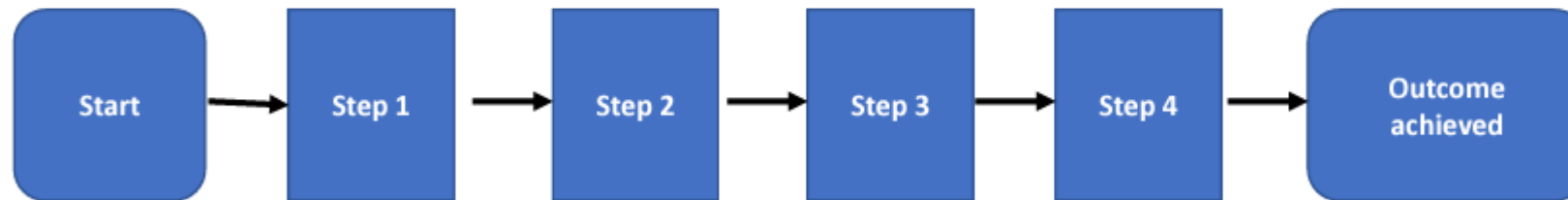
1. What are the consequences for missing or being late to team meetings?
2. Are there any valid excuses for missing a team meeting?

Expectations for Contributing to the Project

1. How will you evaluate the contributions to the project? Will there be specific criteria?
2. What are the consequences of not meeting deadlines?

Process Visualisation

- Processes describe the actions or steps that need to be taken to achieve an outcome.
- Visualising the steps that need to be taken using a process map can help clarify what needs to be done to achieve an outcome.



Weekly: Stand-Up Meetings

Weekly Stand-Up Meeting

- One spokesperson from each team to provide an update on their team's progress over the last week to the class.
- Meeting 1 - Project Kick-Off:
 - Provide a summary of your organisation's problem.
 - How has your team progressed with your charter?
 - How did you organise your meetings?
 - What is the structure of your team?
 - How will performance (individual and team) be monitored?
 - Did you experience any obstacles to making progress this week?
 - What are the next steps for your team?

Weekly: Personal Reflection

Week 4 - Reflecting on your week

Add to your learning journal below by reflecting on your and your group's progress over the last week:

- What happened during the last week of the project? Describe the experience.
- What feelings and thoughts did you experience as part of the project last week?
- What did you learn from your experience in the last week?
- How can you use the past week to improve in the future?

Teaching – How to Get and Give Feedback

- We noticed some students were better at receiving feedback from peers than others.
- Added an activity on feedback orientation and when/where to give different forms of feedback.

How do you feel about feedback?

- Your **feedback orientation** describes how you think, feel and are motivated by feedback (Linderbaum & Levy, 2010).
- Feedback orientation is shaped by previous experiences and people, e.g., parents, teachers, bosses, and coaches.
- Reflect on how you feel about receiving feedback:
 - Do you tend to view feedback to validate your existing ideas and efforts, or do you actively seek feedback to challenge and refine your work?
 - How has your feedback orientation influenced your learning and personal growth?

Week	Task	Most Appropriate Form of Feedback
7	Research Proposal	30% Feedback
8	Literature Review and Final Recommendations Group	60% Feedback
9		
10	Submission	90% Feedback
11	Presentation Preparation	
12	Presentation	

Teaching – How to Interact With Clients

- Student teams asked their clients clarifying questions and received feedback.
- Highlighted some basic communication skills needed further development

Writing Effective Emails...

- The aim here is to compose a well-structured, concise email that presents your questions to the client professionally.
- Why are you making me do this?
 - Learning to communicate clearly and professionally will make you more effective when applying for jobs, internships or graduate programs.
 - You will be transitioning to the professional world soon and must communicate with colleagues, employers, supervisors or clients.
 - Many jobs will require you to submit important work (e.g., proposals, project updates) via email. Effective writing will improve your ability to clearly convey important information.

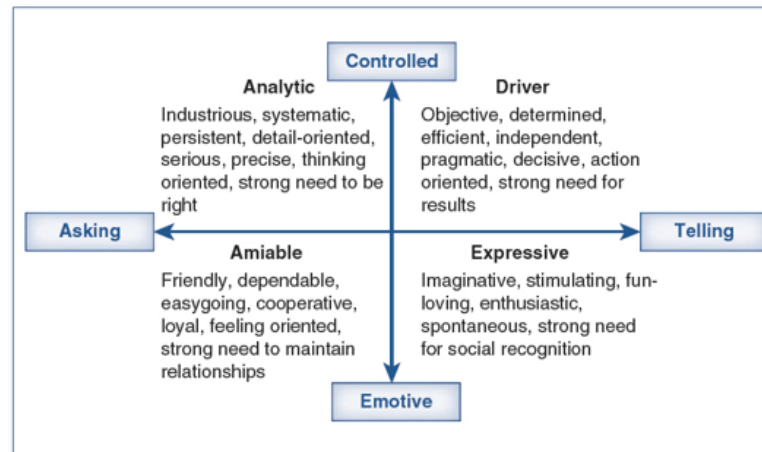
Teaching – Conflict resolution and Boundaries

Boundaries and Ethics

- Along with being important for work-life balance, setting boundaries is also important from an ethical perspective.
- There is now a working relationship between your team and your client; ethical boundaries will guide what is and is not acceptable.
- Maintaining these boundaries is important for numerous reasons:
 - Maintaining integrity and professionalism
 - Preserving trust from the client
 - Avoidance of risks to reputational and legal risks
 - Fostering long-term relationships
 - Avoiding conflicts of interest

How can you ensure your team operates ethically? What boundaries should be in place?

Social Style Categories: Where do you fit?



Which social style best describes you?

Note: Models like this simplify the relatively complex nature of people and interpersonal interactions and people won't necessarily neatly fit into discrete categories but this can still be useful.

Assessment – Review of Literature and Recommendations

Pre-performance routines

The implementation of Pre-performance Routines within the Williamstown Football Club is highly recommended and supported by the literature (Mesagno & Mullane-Grant., 2010; Cotterill et al., 2010). Pre- performance routines are structured and personalised sequences of mental and physical preparations that athletes engaged in before competitions to enhance focus. These routines can play a vital role in enhancing athlete's performance and reducing anxiety in high pressure situations. Specifically focuses on the efficacy of Pre-performance routines as interventions to prevent choking under pressure.

It emphasises that structured routines tailored to individual athlete needs and preference can ease the detrimental effects to performance anxiety. By consistently practicing these routines whether is it kicking, shot taking or game like situations, athletes can establish a sense of control and familiarity, helping them manage stress and anxiety more effectively (Mesagno &

Assessment – Live Presentation (to clients, staff, and peers)

The Mastery Approach to Coaching



Mastery tasks



Coaching education



Emphasis on effort



Preseason onwards, minimal cost



Danielle ...



Summary of Wins



- Student attendance sky-rocketed
 - Met some students who've never been on campus.
- Cross-campus collaboration between students!
- Great self-reflections and insights by students.
- Stakeholders were keen to be involved.
- Received some feasible solutions to problems.
- Contemporary, real-world problems.
- Locally situated.
- Pointed out learning gaps in our course.
- Given the opportunity, students can create great things.

Summary of Challenges



Psych
Applied
Project

- The real ‘learning’ is not so much the application of skills and knowledge, but the student reflection, teamwork, personal growth.
- Facilitating a class across three campuses (live!).
- Students needed to refer back to their charter more.

Where To Next?

Cross-
disciplinary
collab

Thoughts? Ideas?

????

On-site
projects?

More client
involvement

Thank you!



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