Teaching Psychology around the World

Teaching Psychology around the World: Volume 3

Edited by

Sherri McCarthy, K. Laurie Dickson, Jacquelyn Cranney, Annie Trapp and Victor Karandashev

**CAMBRIDGE
SCHOLARS**

P U B L I S H I N G

This book is dedicated to all of those throughout the world who teach psychology, especially to those colleagues whose work is represented here who have devoted their time and energy to bringing together this information about the similarities and differences of teaching and practicing psychology in their respective countries. They are preparing a new generation of internationally-focused psychologists with sensitivity to cultural differences who are dedicated to maintaining a positive quality of life for everyone in a sustainable, safe environment.

TABLE OF CONTENTS

Section One
Teaching Psychology in Australia
Jacquelyn Cranney, Chief Editor

Section Two
Teaching Psychology in North America
K. Laurie Dickson, Chief Editor

Section Three
Teaching Psychology in Europe
Annie Trapp, Chief Editor

Section Four
Teaching Psychology in Other Parts of the World
Sherri McCarthy, Chief Editor

Section Five
Developments in the Internationalisation of Psychology Teaching
Sherri McCarthy and Victor Karandashev, Chief Editors

PREFACE

This book is intended to be a current overview of teaching and learning psychology around the world. It includes chapters that demonstrate the current state of international psychological research and practice as presented at the most recent International Conference on Psychology Education (ICOPE) in Sydney, Australia during July, 2010. It updates and supplements *Teaching Psychology around the World, Volume 1 & Volume 2* which were released by CSP in 2007 and 2009 respectively. Information about psychology teaching in countries from several continents appears, with a special emphasis on Australia in this volume. The editors have all served or will soon serve on scientific and/or organizing committees in one or more of the series of International Conferences on Psychology Education (ICOPE) which began in St. Petersburg, Russia during June, 2002.

Teaching Psychology around the World, Volume 1 included papers from the 2nd International Conference on Psychology Education held in Foz do Iguacu, Brazil in July, 2005. Volume 2 included papers from the 3rd International Conference on Psychology Education in St. Petersburg, Russia in 2008. This book, like those previous, disseminates information about good practice and covers many aspects of teaching, including curriculum, planning, activities and assessment practices from countries throughout the world. The aim of the book is to provide up-to-date information that is both technically accurate and readily understandable. The book incorporates research and perspectives from psychologists and professors from many countries throughout the world. It also includes information about the growing internationalisation of psychology teaching.

The ICOPE group will be meeting again in conjunction with the International Union of Psychological Sciences' International Congress of Psychology during 2012 in Capetown, South Africa. We are also planning to meet at Northern Arizona University in Flagstaff, Arizona, during 2014. Thus, we will have connected our group to every continent and many university colleagues during our first decade. This is an exciting time for those of us involved in teaching psychology and training psychologists as we focus on internationalisation of the discipline.

A key feature of this book, as with the last two, is providing international perspectives on psychology teaching and learning. The

authors have extensive experience teaching psychology using many mediums, including interactive television, web-courses, distance seminars and traditional lecture courses delivered by colleges and universities in many countries. We draw on these extensive experiences in synthesising the material gathered here. The chapters were contributed by noted psychologists and professors of psychology from throughout the world, selected from papers presented at the 2010 ICOPE conference. Like our first volume, this volume utilises UK English. That decision was made based solely on the percentages of chapters and articles submitted in that version of the language; the remainder were then edited for consistency. As with the other volumes, I apologise in advance and accept full responsibility for any errors resulting from the conversion.

Although all of the editors collaboratively shared knowledge in refining the chapters throughout this book, we each took specific responsibility for designated chapters most related to our own expertise. Annie Trapp, a leader in the EUROPLAT project and a long-time leader in psychology education within the UK updated our chapter on Europe. Jacqueline Cranney of The University of New South Wales in Australia, active in many national and international psychology associations and with a wealth of international experiences, did the lion's share of work for this volume by editing the chapters from Australia, of which, due to our conference location, there were many more than usual! K. Laurie Dickson, Psychology Department Chair of Northern Arizona University, active in university efforts toward globalisation and familiar with psychology teaching in the U.S., updated our section on North America. Victor Karandashev, the organiser of our first conference and long-time heart and co-founder of the group, kept our communication with authors organised and assisted with the section on internationalisation of psychology teaching. I edited the chapters we had from other parts of the world, including South America, the Middle East, Asia and New Zealand. K. Laurie Dickson and I also edited the text throughout, along with our helpful editors and typesetters at *Cambridge Scholars Publishing*, for the sake of accuracy, clarity and consistency. As mentioned previously, we chose to use UK Standard English for this volume since the majority of our contributors this time utilised that form of the language. As with the last volume, I apologise in advance for any inconsistencies in style and format that have arisen as a result of the process of blending manuscripts created on word processing programs of various ilks from around the globe. I am grateful to all of the many contributors for sharing their expertise in this volume, and all of our audience for caring enough to remain current in international practices in the teaching of psychology. I

hope this series will continue to be a valuable source of information to all psychologists, and especially to all teachers of psychology, regardless of level and area, in countries around the world. I also hope it will continue to bring us closer together as we continue making psychology a discipline which transcends national boundaries and serves all of mankind as we build more functional societies and improve quality of life for future generations. I hope to meet you all at one of our future conferences, and I thank all of our contributors for their roles in internationalising psychology and for their patience with me during the preparation of this book!

Sherri McCarthy—October, 2011

SECTION I

TEACHING PSYCHOLOGY IN AUSTRALIA

JACQUELYN CRANNEY

Jacquelyn Cranney, the editor for this section of the book**,** is an Australian Learning and Teaching Council National Teaching Fellow who has a special interest in undergraduate psychology education. She has served on a number of national committees concerned with the quality of education and training, and has contributed to reviews of the aims of undergraduate education in the USA and UK. She has been working actively with the ICOPE group since the St. Petersburg conference in 2008, and was the main organiser for the most recent ICOPE conference in Sydney, the proceeds from which appear throughout this book. She teaches psychology at the University of New South Wales in Sydney.

CHAPTER ONE

PSYCHOLOGY EDUCATION AND TRAINING
IN AUSTRALIA: SHAPING THE FUTURE

JACQUELYN CRANNEY
UNIVERSITY OF NEW SOUTH WALES
AND NICHOLAS J. VOUDOURIS
AUSTRALIAN PSYCHOLOGICAL SOCIETY

In this chapter we provide: (a) a brief overview of the current psychology education and training structures and systems in Australia, (b) an overview of some current issues in psychology education and training, and (c) some promising trends in Australian psychology. An excellent introduction to the history and status of psychology education and training in Australia is provided by Moore (2009) in Volume II of this series.

Current Education and Training

Teaching of psychology occurs at the high school level in five out of the seven states and territories in Australia (Skouteris, Mrowinski, Cranney, & Voudouris, 2008). Heads of Departments and Schools of Psychology across Australia hold highly diverse views regarding the value of high school psychology studies (Cranney, Provost, Katsikitis, Martin, White,& Cohen, 2008), and introductory courses at Australian universities usually do not distinguish between students who have studied psychology at high school and those who have not. Most will agree that better integration between high school psychology curricula and introductory psychology in the universities is desirable, but before it can be achieved,there are significant barriers to be overcome. The first of these is the lack of consistency across high school curricula in different jurisdictions. The best solution would be the creation of a National Curriculum for school psychology (Skouteris et al., 2008; http://www.acara.edu.au/home_page .html), as is being implemented for some other disciplines. Another

possibility is the establishment of an Advanced Placement (AP) course and a national examination system similar to that in the USA, whereby students who have taken accredited high-school psychology courses undertake a national examination, which if passed allows them to enter more advanced university psychology courses (Benjamin, 2001).

Integration via either of these means would of course have a significant impact on the nature of the first year of psychology in Australian higher education (HE), with a likely corollary being a requirement for greater uniformity in the delivery of introductory psychology content. There is naturally a pedagogical question to be addressed: What kind of integration between high school psychology and introductory psychology in higher education (HE) produces the best learning outcomes? While this question has not yet been answered, some data are beginning to accumulate. Research by Reece (2010) has suggested that students who have studied high school psychology do not perform better in first year college or university psychology courses. There are many possible reasons for this, the exploration of which would be valuable in informing the future design of more integrated curricula, and specifically might promise better accommodation of those first-year university students who have a high school background in psychology (Provost, Cranney, &Mellish, this volume). The Australian Psychological Society (APS) is committed to promoting the development of a national high school psychology curriculum as part of a Presidential Initiative announced in 2010. This initiative is long overdue when one considers the productive and close association which has been achieved between the American Psychological Association (APA) and high school psychology in the USA (e.g., APA, 2005).

The psychology major in Australian higher education is embedded in a three-year degree programme, the traditional aims of which are to provide a strong foundation in the theories, methods and empirical findings of psychological science (Australian Psychology Accreditation Council [APAC], 2010), with the understanding that professional psychology training occurs at the graduate rather than undergraduate (UG) level. A fourth year of Honours study is required for students who wish to continue their education. The attributes of the four-year Australian UG psychology programme (Cranney et al., 2009) – disciplinary knowledge, research training, critical thinking, values and ethics, communication, and application of psychological principles to self, others and society – have recently been embedded in the APAC standards (2010), and are in the process of being mapped across Australian psychology programmes through the five-year accreditation cycle that university psychology

programmes undergo. On average, the amount of psychology content in UG degree programmes in Australia is more than that in the four-year US model and less than that in the three-year British model. It should be noted that in both Britain and Australia, the major sequence must be accredited by a professional accreditation authority. In the USA, accreditation by the professional society (American Psychological Association, Division 2, Society for Teaching of Psychology) is voluntary; however programmes are usually accredited by some type of appointed university accreditation committee, which may or may not involve representatives of the psychology discipline (Donald Leitner, personal communication, December 20, 2007). It should also be noted that in the USA, entry to professional level psychology does not necessarily require the UG degree in psychology, thus putting into question the value of UG psychology education for preparing practicing psychologists.

Following completion of the psychology major in Australia, students may apply to undertake a Year 4 (honours) programme. This is a prerequisite to entry into a professional psychology training programme, and involves a substantial research thesis, some exposure to assessment and intervention, and some advanced knowledge coverage (APAC, 2010). The thesis supervision burden on staff is usually very high. Thus, places in the fourth year are limited, and as a result there are a large number of students who do not go on to undertake the required training to become a professional psychologist (Voudouris & Mrowinski, 2010). The research thesis experience is rated highly by both students (Martin et al., 2009) and Heads of schools and departments of psychology, the latter viewing this aspect of the training programme as critical not only to a solid scientist-practitioner training, but also to the successful recruitment of PhD students (i.e., many students, although never having envisioned a research career for themselves, become attracted to more extensive research training as a result of their Year 4 thesis experience) (Cranney et al., 2008).

The usual pathway for graduate professional psychology trainingafter Year 4 is a professional Masters (2 years), doctorate (3+ years), or a combined Masters and PhD (4+years) programme. Such programmes almost always contain specialised training in addition to a required generic foundation, and graduates of this pathway have for decades been eligible for recognition of their specialised training by joining one of the nine Colleges of the APS (Organisational, Forensic, Counselling, Community, Health, Clinical, Clinical Neuropsychology, Sports, Educational and Developmental).

The Federal Government's introduction of a National Registration and Accreditation Scheme (National Scheme) for ten professions including

psychology in 2010 saw the demise of the previous state and territory psychologist registration boards and the creation of one single national registration board for the psychology profession, the Psychology Board of Australia (PBA). The PBA stopped short of introducing specialist registration for psychologists, but recently introduced another type of recognition for registered psychologists with specialised skills and knowledge, titled an "Area of Practice Endorsement." This is essentially a form of notation on the practitioner register permitted under the Health Practitioner Regulation National Law Act 2009 (the National Law) and is available in each of the same nine specialised areas of practise reflected by the APS's nine Colleges. Endorsement requires two additional post-graduation years of approved full time equivalent supervised practise for Masters and combined Masters/PhD graduates, and one additional year of supervised practise for Doctor of Psychology graduates. Supervision must be conducted by a Board-approved supervisor. The APS has aligned its college entry requirements to match the PBA's requirements for achieving an Area of Practice Endorsement. Thus, to achieve recognition of specialised training, a psychologist can pursue membership in one or more of APS's nine Colleges as well as Area of Practice Endorsement from the PBA, with both means of recognition requiring essentially the same standard of training.

In Australia, an alternative route to general registration which has existed for many years and survived the transition to the National Scheme can be accomplished by completing a two-year PBA-approved supervised practise plan following an APAC-accredited Year 4 qualification (the so-called "4+2" pathway). These two years usually involve approved supervised work placements (paid, unpaid or subject to payment of supervision fees) as well as other logged training (e.g., workshops). Although this training pathway does not meet psychologist training standards in any other major international jurisdiction including the USA, Canada or Britain (Littlefield, Giese, & Katsikitis, 2007), the Government is likely to insist on maintaining this "4+2" route for some time, given the perceived workforce shortage of psychologists and other mental health workers in Australia.

Current Issues

The Model of Education and Training

In light of recent reviews of professional training (e.g., Littlefield et al., 2007), and especially as a result of the success of the Bologna Model of

university education and training across Europe (Lunt et al., 2001), the APS formed the National Psychology Education and Training Reference Group (NPETRG) in 2009, a group of experts who undertook a review of the existing education and training pathways in Australia and explored possible future innovations in the education and training pathways for psychologists (Littlefield, Giese, & Geffen, 2009). NPETRG deliberately included a variety of stakeholders with a wide range of viewpoints including board members of APAC, academics and others from the higher education sector, psychologists from registration boards and other practitioners. The group also received input from other targeted and general stakeholders. A number of different models were considered, and in the face of a host of constraints the Group recommended retaining existing pathways, although some innovation was also suggested, in the form of an additional "5+1" training pathway. This will involve the usual APAC-accredited 4-year UG degree programme, followed by a one-year graduate generalist professional psychology programme, and then one year of PBA-approved supervision. APAC included the pathway in its major revision of the Accreditation Standards in 2010 by introducing the Graduate Diploma in Professional Psychology (5th year) degree.

Subsequently, the Federal Government enacted the National Law and appointed the PBA (http://www.psychologyboard.gov.au/) in order to achieve goals set by the Council of Australian Governments (COAG) – namely to cut red tape, increase mobility of health professionals across states, and to create uniform national professional registration standards. The PBA is still developing policy, a process that would be expedited by more active involvement of key stakeholders such as APAC, APS, and the Heads of Schools and Departments of Psychology Association (HODSPA). Although the PBA has, through its registration standards and related regulations, determined the structure of the education and training model (including Standards for recognition of specialised skills, knowledge and experience), there are still many issues to resolve regarding the optimal models of education and training in Australia. In particular a pressing issue is how to bring the general registration standard for psychologists in Australia into line with international standards in the profession, in the face of workforce pressures.

Many Psychology Major Graduates do not become Professional Psychologists

In Australia, it is estimated that less than half of psychology major graduates enrol in Year 4, and less than half of those who complete Year 4

undertake professional psychology training (e.g., Bryan, Ranzijn, Balfour, Tuckey, & Lushington, 2011). The question is then, what kinds of careers are pursued by the other half of psychology major graduates? Almost no data set of any quality exists in Australia regarding the graduate destinations of UG students (Lipp et al., 2007). A pilot study at the University of New South Wales surveyed graduates 3 and 6 years after their third UG year. Three-year graduates appeared to be employed in a wide variety of employment settings, whereas the 4-year graduates were more likely to be in graduate school, or contemplating returning to graduate school sometime in the future. Some graduates in both categories had undertaken graduate training in alternative domains of training (e.g., accounting, counselling). When asked what they valued most from their UG education, 3-year graduates indicated critical thinking skills, whereas 4-year graduates indicated research skills. Perhaps one reason why we know little about this group is that we (as psychology academics) are oriented toward those students who are willing and able to go on to graduate training. In taking this narrow focus we have been missing a very important opportunity – to which we will return in the final section of this chapter.

Increasing Demand for Professional Training without Adequate Funding

Data collected by the APS in collaboration with HODPSA in 2008 regarding the cost of Masters-level professional programmes show that the average shortfall in funding derived from Commonwealth Supported Places per professional Masters student (EFTSL) per year was $8,426. Chronic underfunding of professional Masters students has its roots in a decision in 2004 when Government reduced the funding for Commonwealth supported graduate places in psychology by 59%, only partially redressing this cut in 2008 following lobbying by the APS and HODSPA. Very few HE providers offer a full-fee paying option for local students, opting instead to subsidise the cost of these graduate programmes by generating more income from low-cost large-lecture cohorts in (mainly) first year psychology courses, where numbers may range from 100 to over 2,000 students, and certain economies of scale can be achieved (Cranney et al., 2008). Thus, Heads of Departments are reticent to expand commonwealth-supported places in professional Master of Psychology programmes beyond a handful of students at a time.

Another factor that has prevented the expansion of professional Masters places is the lack of availability of external placements and external placement supervisors, which are required as a core element of

professional training programmes by prevailing APAC and PBA Standards. Although the APS has been working on a number of fronts to increase the availability of external placements and related supervision, including securing some federal funding (see Politis, Mrowinski, & Voudouris, 2010), for most universities there is still a serious shortage of external placements. In the face of the PBA's edict requiring an additional year of supervision before an Area of Practice Endorsement can be obtained, this situation is worsening. An innovative solution is needed.

Different Levels of Medicare Rebate for Psychological Service Delivery

In 2006 the Federal Government introduced psychology items to Australia's universal health funding system, Medicare, allowing the public to claim for some psychological services delivered by psychologists for the first time. At the Government's insistence the legislation included clinical psychology items for treatment services provided only by clinical psychologists and which attracted a higher rebate. One result of the introduction of this system has been a shift in demand for graduate professional training, with increased demand for clinical programmes at the expense of programmes in other graduate specialisations. The fact that these developments occurred at a time universities were already reducing the number of places and programmes due to inadequate funding levels exacerbated the decline and resulted in the closure of over 40 programmes between 2006 and 2010 (Voudouris & Mrowinski, 2010). The problem has been most acute among smaller specialisations such as community psychology, which at the time of writing has only one programme left in Australia. This is particularly regrettable given that indigenous psychology leaders including Pat Dudgeon have stated that community psychology approaches are critical in mental health partnerships with indigenous peoples.

General Public Lacks Understanding of Psychology

Essentially many of these problems reflect a lack of public, especially government, understanding of the (diverse) nature and the value of the psychology profession. This lack of understanding of psychology and indeed a number of myths about the nature of the profession continue to be significant problems for the discipline and profession, despite the continuing efforts of APS, HODSPA and the profession more widely. This lack of understanding has a significant impact, for example, on funding

levels for professional psychology training, on legislation regarding registration for professional practice, and on funding for pure and applied research. For example, despite consistent ongoing efforts to bring to the attention of Government the evidence that psychological intervention strategies have much to offer the Australian community's serious challenges in preventing and managing chronic disease, little funding is allocated to enable large scale deployment of health behaviour change programmes.

Shaping the Future

Psychology in Australia is clearly in the midst of significant change at a number of levels. The psychology profession is now officially regarded by Health Workforce Australia to be in workforce shortage and there is increasing demand for mental health workers more generally. Both the discipline and profession of psychology face big challenges in the short to medium term. Despite these problems, we see four positive developments occurring: (a) increasing recognition of the need for cultural competency training, (b) more emphasis on psychological literacy, (c) grassroots networking and action in partnership with progressive peak discipline and professional bodies, and (d) commitment to the scientist-educator model and to evidence-based education.

Cultural Competency Training

In 2009, the Australian Indigenous Psychologists Association (AIPA) was formed, with approximately 30 members (Dudgeon, Kelly, & Gridley, 2010). This was a significant achievement given the greatdisadvantage suffered by the First Nations peoples. One of the first wins for this resilient group was to win a contract to offercultural competency training for psychologists. However, this programme is just the tip of the iceberg even within the domain of indigenous psychologies. Australia is one of the most multicultural countries in the world; nevertheless, our level of cultural competence is perceived as low compared to other parts of the world. Recently the PBA added explicit reference to cultural competence as a major competencyin its revised Provisional Registration Standard (http://www.psychologyboard.gov.au/Registration-Standards.aspx).
Nevertheless, we argue that cultural competence should be a key outcome of UG psychology education, even before graduate training begins, and it is noteworthy that a number of higher education providers now have "global citizenship" as one of their graduate capabilities (http://www.

wlv.ac.uk/default.aspx?page=25901). A key component of global citizenship must be basic cultural competency, and departments of psychologycould be taking the lead in delivering university-wide courses to help all students acquire this attribute.

Psychological Literacy

In Halpern's (2010) review of UG psychology education, McGovern et al. (2010) proposed the concept of psychological literacy, which they defined in terms of the common graduate attributes of the UG psychology programme, including discipline knowledge, research capacity, critical thinking, values and ethics, communication skills, and application of psychological principles to self, others and society. Cranney and Morris (2011) argue that psychological literacy may be evident at three increasingly advanced levels: as applied to oneself and immediate others, as applied to one's local communities (e.g., employment setting, sports club, religious community), and as applied through a global perspective.

Within this framework of psychological literacy, with its ultimate end being the psychologically literate global citizen (Charlton &Lymburner, 2011),one can argue that cultural awareness is one aspect of self-knowledge gained through the application of psychological principles to one's self, and that cultural competence and confidence will gradually grow as the individual extends his or her experience, preferably with the support of experts in cultural competency training, to different arenas of cultural diversity.

Psychological literacy as a whole needs to be explicitly developed among students to facilitate an appreciation of what they have acquired, and what it is possible to acquire, during their years of study as a UG psychology major. It would not be too difficult to help students to achieve this with, for example, the addition of a reflective graduate attribute portfolio (Cranney et al., 2005). There are at least a couple of reasons for attempting to facilitate the development of psychological literacy. Firstly, if the UG curriculum has integrated learning, teaching and assessment strategies which strongly encourage students to consider how psychological principles apply in their own lives, then they should personally benefit from such knowledge, not only during the programme of study but beyond it. That is, the practised application of psychological principles to oneself should have a life-long benefit. Secondly, as a result of the beneficial effects of the acquisition of psychological literacy, students should then "spread the good word" of the benefits of psychology in general and the application of psychological principles in particular. Thus they will

become the vanguards of psychological literacy in the general population, playing a leadership role in their communities. Moreover, they will become ambassadors for psychology, dispelling myths about the nature of the discipline and profession, and promoting the benefits for the community in general and for their friends, family and colleagues in particular. Thus, we are arguing that if we can make some small but targeted changes to our UG curriculum, the discipline and profession of psychology, as well as society in general, should benefit. The importance of psychological literacy was recognised by the American Psychological Association's creation of a Special Task Force on "Fostering Psychological Literacy" (see also Belar, 2011).

Grassroots Action in Partnerships

Just as AIPA was formed from a grassroots organisation, so too has the Australian Psychology Educators Network evolved. This organisation overlaps with the Teaching, Learning and Psychology Interest Group of the APS (Cranney et al., 2008). It is through such groups of passionate individuals that an engine for change can be created, particularly when these grassroots organisations can form partnerships with peak disciplinary and professional bodies (e.g., APS, PBA). If these organisations can engage in partnerships to achieve mutual interests, the current pressures for change can be better tackled as an exercise in shaping the future rather than simply reacting to threats.

The Scientist-Educator and Evidence-Based Education

Another crucial element in psychology education is encapsulated by the notion of the "scientist-educator" (Bernstein, 2011), an educator who utilizes evidence-based strategies, such as those identified through psychological research in their everyday practice (e.g., Trapp, 2010; Worrell et al., 2010). While this concept is certainly not new to the psychology discipline, the rise of pseudoscience in the community more generally is testing psychology's commitment to it. It is critical that scientist-educators also evaluate their application of such strategies to their particular classroom context, with the aim of continuous improvement as evidenced by objective (e.g., assessment marks) and subjective (e.g., course evaluations) measures of student learning outcomes. Some of the challenges inherent in this process are exemplified in the Australian chapters in this section, compiled by presenters at the ICOPE convention in Sydney. These chapters follow.

References

American Psychological Association (2005).*National standards for high school psychology curricula*. Retrieved from http://www.apa.org/ed/precollege/topss/national-standards.pdf

Australian Psychology Accreditation Council. (July2010). *Rules for accreditation & accreditation standards for psychology courses*. Melbourne: Australian Psychology Accreditation Council. Retrieved from http://www.apac.psychology.org.au/

Belar, C. (2011). Advancing quality in psychology education. *Monitor on Psychology, 42 (4)*, 52.

Benjamin, L.T. (2001). A brief history of the psychology course in American high schools. *American Psychologist*, *56*, 951-960.

Bernstein, D. (2011). A scientist-educator perspective on psychological literacy.In J. Cranney, & D. S. Dunn (Eds.) *The psychologically literate citizen: Foundations and global perspectives* (pp. 281-295). New York, NY: Oxford University Press.

Bryan, J., Ranzijn, R., Balfour, C., Tuckey, M., & Lushington, K. (2011). What can you do with a three-year degree in psychological science? *InPsych*, 33, 4, 22-23.

Charlton, S. & Lymburner, J. (2011).Fostering psychologically literate citizens: A Canadian perspective. In J. Cranney, &D. S. Dunn (Eds.) *The psychologically literate citizen: Foundations and global perspectives* (pp. 234-250). New York, NY: Oxford University Press.

Cranney, J., Kofod, M., Huon, G., Jensen, L., Levin, K., McAlpine, I., Scoufis, M., & Whitaker, N. (2005). Portfolio tools: Learning and teaching strategies to facilitate development of graduate attributes. *Proceedings of the Blended Learning in Science Teaching and Learning Symposium, September 30, 2005, University of Sydney*. Sydney: UniServe Science. Retrieved from http://www.usyd.edu.au/su/SCH/pubs/procs/wshop10/

Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney & D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives.* (pp. 251-268). New York, NY: Oxford University Press.

Cranney, J., Provost, S., Katsikitis, M., Martin, F., White, F., Cohen, L. (2008). *Designing a diverse, future-oriented vision for undergraduate psychology in Australia*. Retrieved from http://www.altc.edu.au/ project-designing-diverse-future-orientated-unsw-2006

Cranney, J., Turnbull, C., Provost, S. C., Martin, F., Katsikitis, M., White, F.A., Voudouris, N. J., Montgomery, I. M., Heaven, P. C. L., Morris,

S., Varcin, K.J. (2009). Graduate attributes of the four-year Australian undergraduate psychology programme. *Australian Psychologist*, *44*, 253-262.

Dudgeon, P., Kelly, K., & Gridley, H. (2010). Major achievements for the Australian Indigenous Psychologists Association. *InPsych*, 32 ,2, 36-37.

Halpern, D.F. (Ed.). (2010). *Undergraduate education in psychology: Blueprint for the discipline's future*. Washington, DC: American Psychological Association.

Lipp, O., Terry, D., Chalmers, D., Bath, D., Hannan, G., Martin, F., Farrell, G., Wilson, P., & Provost, S. (2007). *Learning outcomes and curriculum development in psychology*. Sydney: Carrick Institute for Learning and Teaching in Higher Education.   Retrieved from http://www.altc.edu.au/resource-learning-outcomes-psychology-uq-2006

Littlefield, L., Giese, J., & Katsikitis, M. (2007). Professional psychology training under review. *InPsych*, *29* , 2, 6-13. Retrieved from http://www.psychology.org.au/publications/inpsych/training/?ID=1538

Littlefield, L., Giese, J., & Geffen, G. (2009). Future directions for Australian psychology education and training. *InPsych,* 31, 1, 9-16. Retrieved from http://www.psychology.org.au/inpsych/futuredirection/?ID=2781&ID=2781.

Lunt, I., Bartram, D., Döpping, J. Georgas, J., Jern, S., Job, R., Lecuyer, R., Newstead, S., Nieminen, P., Odland, S., Peiró, J.M., Poortinga, Y., Roe, R., Wilpert, B., & Herman, E. (2001). *EuroPsyT - a framework for education and training for psychologists in Europe*. Report by Project EuroPsyT, funded by the Leonardo da Vinci programme. Retrieved from http://www.europsych.org.

Martin, F., et al. (2009).The fourth year undergraduate student experience. *InPsych,* 31, 4, 22-23.

McGovern, T. V., Corey, L. A., Cranney, J., Dixon, Jr., W. E., Holmes, J. D., Kuebli, J. E., Ritchey, K., Smith, R. A., & Walker, S. (2010). Psychologically literate citizens. In D. F. Halpern (Ed.). *Undergraduate education in psychology: Blueprint for the discipline's future* (pp. 9-27). Washington, DC: American Psychological Association.

Moore, K. (2009). Teaching psychology in Australia: Reaching out to the world. In S. McCarthy, V. Karandashev, M. Stevens, A. Thatcher, J. Jaafar, K. Moore, A. Trapp, & C. Brewer (Eds.), *Teaching psychology around the world: Volume II* (pp. 220-281). Newcastle upon Tyne, UK: Cambridge Scholars Press.

Politis, A., Mrowinski, V., &Voudouris, N. (2010). Promoting access to psychologists in alcohol and other drugs services. *In Psych*, 32 Retrieved from http://www.psychology.org.au/publications/inpsych/ 2010/ october /politis/?ID=3393.

Reece, J. (2010, July). *High school psychology and its impact on university psychology performance: Some early data.* Paper presented at the 4th International Conference on Psychology Education, Sydney, Australia.

Skouteris, H., Mrouwinski, V., Cranney, J., & Voudouris, N. (2008). Movement towards a national school curriculum: Implications for psychology. *InPsych, 30,* Retrieved from
http://www.psychology.org.au/ inpsych/national_school_curriculum/

Trapp, A.(2010). Teaching you to suck eggs? Using psychology to teach psychology. In D. Upton & A. Trapp, *Teaching psychology in higher education* (pp. 82-104). Chichester, UK: BPS Blackwell.

Voudouris, N., & Mrowinski, V. (2010). Alarming drop in availability of postgraduate psychology training. *InPsych, 32, 2*, 20-23.

Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M., Messer, W. S., Miller, H. L., Prohaska, V., & Zlokovich, M. S. (2010). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 129-144)*. Washington, DC: American Psychological Association.

Correspondence regarding this section should be directed to Jacquelyn Cranney, University of New South Wales, Sydney, NSW, Australia.
Email: j.cranney@unsw.edu.au

CHAPTER TWO

TEACHING INTERCULTURAL DIVERSITY AND INDIGENOUS PSYCHOLOGY: THE TALKING STICK AS A STRATEGY TO MANAGE STUDENT DISCOMFORT SURROUNDING DIFFICULT ISSUES

ROB RANZIJN AND KEITH MCCONNOCHIE
SCHOOL OF PSYCHOLOGY, SOCIAL WORK AND SOCIAL POLICY, UNIVERSITY OF SOUTH AUSTRALIA

Background

In recent years, partly in response to the increasingly multicultural composition of many societies around the world and partly in response to an increasing recognition of the centrality of culture in human experience, there has been a lot of effort directed to developing trans-cultural pedagogies giving students the skills and knowledge to work effectively in trans-cultural contexts (Ahmed, 2008; Enns & Forrest, 2005; Gabb & McDermott, 2008; McIntyre, 2000).

The Australian Psychology Accreditation Council, which accredits psychology undergraduate (UG) and postgraduate programmes, mandates that UG psychology include instruction in 'intercultural diversity and Indigenous psychology' (Graduate Attribute 1; Australian Psychology Accreditation Council, 2010) but provide little guidance about how this can be achieved. Many three-year graduates go on to work with Indigenous Australians in some capacity, and having at least the foundations of cultural competence gives them a good head start in working in this interesting and important area. This chapter discusses an incident that occurred in a psychology UG university course about the relationships between psychology and Indigenous Australians, which led to emotional

turmoil in both the students and teachers. An adaptation of the Talking Stick was developed as a strategy to manage this discomfort and enable the class to move forward.

Using the Talking Stick as a Teaching Strategy

It has been argued that private conversations are a particularly powerful arena for perpetuating racism (Every, 2008), since by definition it is extremely hard to monitor and control. This form of racist discourse is sometimes referred to as 'everyday racism' (Dunn, Forrest, Pe-Pua, Hynes, & Maeder-Han, 2009). Terry Ngarritjan-Kessaris, an Australian Indigenous psychologist, refers to this as 'Munungu (whitefella) talk':

> "Munungu racism in Australia commonly occurs as normal, shared social activity amongst ordinary, decent Munungu folk, and it is covert and linked to colonial beliefs and practises. In this context, Munungu are coopted by their own society to oppress others, particularly Blekbala (Indigenous people)" (Ngarritjan Kessaris, 2006, p. 347).

Everyday racism is not necessarily intentionally racist. Many comments in everyday conversation that perpetuate negative stereotypes and attitudes about Indigenous Australians are based on ignorance of the facts, a phenomenon known as false beliefs (Davidson, Murray, & Schweitzer, 2008; Pedersen, Dudgeon, Watt, & Griffiths, 2006). Many of the false beliefs refer to the perceived special treatment received by Indigenous Australians (Augoustinos, Tuffin, & Sale, 1999; Fozdar, 2008; Paradies & Cunningham, 2009). For instance, 11.5% of the 633 respondents in Pedersen et al.'s (2006) community study held false beliefs, in four main categories: extra cash handouts, extra assistance with education, preferential leniency in legal matters, and preferential treatment in relation to housing (for example, not being required to pay the rent).

The premise of false beliefs is that the minority groups are receiving extra privileges, above and beyond those due to the majority group members, and that this unfairly disadvantages majority group members who feel that they 'miss out' on these privileges. The general argument is that there should be a 'level playing field' in which the same opportunities are available for everyone regardless of ethnic or cultural background or other considerations. One problem with the argument is that there is no level playing field, and that, in reference to the Australian context, Indigenous Australians are socially disadvantaged on every indicator (education, employment, income, health, etc.) as a result of a long history of oppression and ongoing racism. Some aspects of 'special treatment' are