



Navitas Professional Institute Conference

4 November 2016 Melbourne

Innovation and Engagement for Learning,
Health and Wellbeing

2nd Annual NPI Conference 2016

Abstracts

Session A: Collaborative Learning Communities – ROOM

SYMPOSIUM

Creating collaborative learning communities for teachers

Catherine Tracey - Head of VET, NPI – Part 1: The Challenge of Creating a Learning Community for our Teachers

Clare McGrath - Acting Director/Teacher Trainer, ATTC – Part 2: Case Studies of Learning Communities for Teachers

Lucy Blakemore - Head, L&T Communities and Networks – Part 3: Principles and strategies for building a sustainable culture of collaborative learning

With a connected and engaged teacher community, problems are more efficiently resolved and innovative approaches to common issues can develop and grow with collective input. Research with NPI and other teachers around Navitas indicates they want to learn from each other, but that there is a kind of 'sharing gap' – not enough of us are currently sharing ideas, suggestions and experiences to enable a 'critical mass' of active community behaviour.

Our challenges are familiar by now: a sessional workforce, geographically-dispersed networks of teachers, a fast-moving teaching environment and diverse systems and cultures. There are pockets of great professional development and teaching practice across contexts, but historically there have been limited opportunities for this to be shared.

Over some years we've encouraged and supported social learning at Navitas, observing, analysing and experimenting. This session gives an overview of what we're learning from various networks in and around Navitas from 3 distinct perspectives. We'll conclude by suggesting some principles and a few practical strategies for supporting a culture of social learning - building purpose, engagement, capability and ongoing analysis to empower a teaching community that's more transparent, collaborative and ultimately creates better outcomes for our students.

Symposium part 1: The Challenge of Creating a Learning Community for our Teachers

Teachers are the face of our School yet they often state that they are isolated, lack support from the College and do not have mechanisms to develop a strong teaching community. Our largely sessional teacher body is required to continually build skills and knowledge, upgrade qualifications within the vocational education and training sector, and maintain currency in their industry. The challenge for the School is to create a sense of community and the peer support mechanisms to help teachers meet these demands by sharing good practice in their teaching as well as their discipline expertise.

Teacher behaviours have a direct impact on student outcomes as evidenced in a recent study on Course Completions within the School of VET. This study highlighted the importance of teacher-student relationship building, engaging teaching

practices, and teachers' ability to build the capacity of their students. Without their own learning community, teachers are unable to pool their experience and share problems, resources and solutions.

Until now there have been limited opportunities for teachers to establish relationships with each other creating opportunities for shared learning, which would enable the ongoing exchange of ideas. These need to be provided and nurtured by the School. Part 2 of this symposium is going to explore some case studies from around Navitas and elsewhere as to how create a Community of Learning for our teachers.

Symposium part 2: Case Studies of Learning Communities for Teachers

Within the education sector, there are many different pathways to becoming a teacher or lecturer. There are many variations in the degree of focus on collaborative learning and peer support. We will look at some of the key messages from current teaching practice which can be applied to an NPI learning community.

Taking advantage of the diversity within Navitas colleges, we can also look at what can be learned and adapted from those we work with across sectors. By looking at the affordances within the ELICOS sector, for example, we can highlight those features of the NPI sectors (HE & VET) which present a particular challenge and then suggest some solutions.

Finally, using an example of a current, thriving cross-institutional network of teaching professionals called 'AusELT', we'll examine how to establish a collaborative community and nurture its growth. This online group is entirely managed by volunteer members who have full-time jobs in teaching, training, management, research and writing. It illustrates how a well-managed approach can enable collaboration, creativity and sharing across states and educational sectors for the benefit of individual practice and outcomes for their students.

Symposium part 3: Principles and strategies for building a sustainable culture of collaborative learning

Our research with teachers across NPI and other Navitas colleges suggests that our teaching staff want to learn from each other and that their teaching practice benefits from doing so. However, it is becoming apparent that there is a kind of 'sharing gap': over 60% are looking to others for input, but less than a third are regularly sharing. Not enough of us are currently sharing ideas, suggestions and experiences to enable a 'critical mass' of active community behaviour, and when it comes to sharing online, the challenges tend to be even greater.

This session briefly shares learnings from research and observations of teacher networks and communities at Navitas, drawing out some general principles underpinning successful community behaviours. These include generating clear purpose, reasons to engage, building capability (including 'engagement literacy' and the importance of ongoing input and analysis to understand what's happening within a community.

The session will conclude with some suggested practical strategies to take away and experiment with in your own contexts to empower a teaching community that's more transparent, collaborative and ultimately creates better outcomes for our students.

Session B: Mentoring and Wellbeing – ROOM

SYMPOSIUM

Career Development and Wellness

Chair:

Associate Professor Kathryn Nicholson Perry, School of Psychological Sciences, ACAP

Speakers:

*Associate Professor Kathryn Nicholson Perry, School of Psychological Sciences, ACAP - **Early career academics: A view from the trenches***

*Professor Lynne Harris, Professor and Head, School of Psychological Sciences, ACAP - **Early career academics: Breakthrough or burnout***

*Professor Carolyn Noble, Foundation Professor, School of Social Work, ACAP - **Early career academics: a feminist view***

- (a) **Aims of the symposium:** Explore issues and potential solutions for early career researchers (ECR) based in a teaching focused tertiary institution.
- (b) **Relationship of the topic to the conference theme:** Fostering the well-being being of early career researchers is an important contributor to retaining our talented staff. Their successful engagement in research provides the opportunity for research informed teaching and student research opportunities with significance for our community.

- (c) **Relevance to the conference audience:** Recruiting and retaining high calibre academics to a learning focused tertiary education institution presents some special challenges when it comes to maintaining and developing their research careers. Attendees will find it helpful to review existing ideas to support academics through the ECR phase as well-being as contribute to innovative ideas about how this might be further developed within NPI.
- (d) **Expertise of the presenters:** Professors Harris and Noble are respectively the Heads of School of the Schools of Psychological Sciences and Social Work at the Australian College of Applied Psychology, having previously held a number of senior academic positions in other higher education institutions. Associate Professor Nicholson Perry has recently emerged from the ECR period. Between them, the presenters have a wealth of experience of both the joys and challenges of the ECR period, and the strategies that can assist individuals through this phase.

The symposium will be structured with three brief presentations, introducing the issues and sharing some of the solutions already established for this phase, following by an interactive Q&A with the panel to explore opportunities within NPI to support the ECR period for academic staff in the various unit.

Early career academics: A view from the trenches

The first three to five years following the completion of a PhD is regarded as the 'early career' period, and successfully transitioning from completing a PhD to becoming an established researcher during this period is essential for long-term achievement in this area. Many new PhD graduates aim to complete post-doctoral studies, which inevitably provides opportunities to build their collaborations with other researchers in the field and capitalise on opportunities to develop their track record through publications and applications for research grants. The experience of this period when in an academic position, can be very different and Kathryn will share some of the joys and challenges of her own and other's experiences of combining teaching and research to support each other for the benefits of students and the institution.

Early career academics: Breakthrough or burnout

The excitement and reward of being involved in the creation of new knowledge, whether theoretical or applied, draws graduates to the completion of research degrees. The journey to completion of a PhD is seldom appreciated at the time as the opportunity for focus, creativity and productivity that it offers. The years immediately following are particularly challenging for early career academics (ECA's) who strive to continue to develop their research while balancing the competing demands of teaching, administration and professional service. For many, this is a time when to feel that one is doing well-being in one part of the role is to feel that one is neglecting another. Reflecting on personal experience as an ECA first in the health system and second in a large group of eight university, and on later experience working with ECA's in a public university and a private higher education provider, this paper will consider the opportunities and challenges for ECA's building careers in non-university settings and for non-university higher education providers in supporting ECA's to flourish.

Early career academics: a feminist view

Securing competitive research grants can be a daunting task for many researchers especially for early career academics. Likewise, publishing in competitively ranked journals and gaining publishing contracts, all features of a successful research career, can present almost insurmountable career barriers as large numbers of academics compete within a small arena of opportunity. When I entered academe in the early 1980s the opportunity for a female social work academic to compete in the area largely dominated by male colleagues and the natural and physical sciences presented its own challenge. In this presentation I share some of my non-traditional experiences and initiatives that has enable me the opportunity to research, teach and advance my career in academe, despite the early difficulties while also keeping true to my feminist principles of promoting women's interest and equity in a collegial, transparent, and inclusive manner.

Session C: Student Success in Online and Blended Delivery – ROOM

ABSTRACT 1

Online Student Engagement Activities

Daniel Moon, Online Learning Coordinator, School of Counselling, ACAP

Sharon Walker, Lecturer, School of Counselling, ACAP

Caitlin Hall, Student, School of Counselling, ACAP

The review and design process of a project aimed at increasing online student engagement. This paper introduces two interactive activities developed for a Counselling Masters level unit within ACAP. The interactive activities were designed to contribute to the project goal of increasing online student engagement. The project required academic, school staff and students to connect their work together to achieve the project goals. The activities have been incorporated into the online class space with the aim of increasing student participation. In recent years the School of Counselling has moved to a blended delivery model to increase flexible learning. This has resulted in online participation becoming an essential part of the students learning experience. The school therefore highlighted that student participation was a priority to reflect the changing structure of the school. Design of both online learning activities was achieved through collaborating with students via different means. The first activity involved interviewing students around their cultural identities to form an online cultural identity quiz. The second activity involved a more intense involvement for one student as they assisted in developing a video tool for student around transgender identity issues. Student engagement data for the online learning activities will be presented along with outcomes and adaptations made to the activities from feedback received. As the school looks to improve student engagement across the school the learning from this pilot project can be implemented more broadly into online class spaces.

ABSTRACT 2

Factors associated with student achievement in the Blended Delivery learning environment.

Dr Vicki Hutton, Lecturer, School of Counselling, ACAP

Blended Delivery learning has become increasingly popular in higher education course delivery. Defined as learning that utilises an effective combination of different modes of delivery, Blended Delivery provides learners with a flexible learning environment. Research into student achievement in Blended Delivery units suggests that students may feel more motivation and responsibility for learning content on their own time, which in some cases may translate into greater achievement levels. This paper examines student motivation to learn and student achievement within a School of Counselling post-graduate course which introduced Blended Delivery in 2014. Students' qualitative comments from the Student Satisfaction Survey 2015 and the Unit and Teacher Evaluation Surveys (UTES) in 2015 and 2016 were analysed using Keller's (1987) ARCS (attention, relevance, confidence and satisfaction) model of motivation as a framework. This information was then used to explore and explain the tendency for Blended Delivery units in this post-graduate course to record higher grades compared to the equivalent units studied on-campus. The purpose of this study was to gain a greater understanding of factors associated with student achievement in the Blended Delivery learning environment.

Keller, J.M. (1987). Strategies for stimulating the motivation to learn. *Performance & Instruction*, 26(8), 1-7.

ABSTRACT 3

Students' preferred learning structure in Blended Delivery Mode: An evidence-based model building process

Dr Michaela Munoz, Academic Administrator and Research Coordinator, School of Counselling, ACAP

Dr Vicki Hutton, Lecturer, School of Counselling, ACAP

The study presents an evidence-based model of students' preferred learning structure in a Blended Delivery learning mode. The model is developed from data gathered from under-graduate and post-graduate students in the School of Counselling during the week 11 Unit and Teacher Evaluation Surveys (UTES) in 2015 and 2016. In this study, Blended Delivery is defined as a mode of study which encompasses both online and face-to-face learning. There is a workshop component where students attend campus to practice their skills and also synchronous online sessions where students can integrate theory and practice. Student responses in the UTES consistently indicated satisfaction levels around 83-84 per cent for on-campus workshops, and 74-75 per cent for online synchronous sessions. In order to develop a more nuanced understanding of what contributes to satisfaction, as well as what students value in the blended delivery mode, a thematic analysis was conducted on the open-ended qualitative comments. Based on this analysis of student preferences, a descriptive model building process was conducted to identify key components in a successful blended delivery framework. It is anticipated that this knowledge will assist in adding to, refining and/or validating components of the Blended Delivery mode currently available in all courses in the School of Counselling.

Session D: Contemporary Socio-Legal Issues– ROOM

ABSTRACT 1

The need for innovation in law-making: applying the principles of Democratic Criminology to promote greater legitimacy in the law-making process.

Matthew Thurgood, Senior Lecturer and Course Coordinator, NCPS

Jessica Lothian, Lecturer, NCPS

This paper challenges the legitimacy of the formulation of criminal law in Australia. It does so by questioning the foundations and constructions of law and the political and social influences on the law-making process. Specifically this paper argues that the legitimacy of the law is reduced due to the influence of political agendas and alliances. This, in conjunction with an ever-changing social climate, has created instability in the foundations upon which the law rests.

Three key arguments are presented to support this contention: 1) that the construction of criminal law is significantly influenced by political interests and negotiation; 2) that the news media's tendency to sensationalise and over-report crime has the capacity to unduly influence the formulation of criminal law; 3) that increasing diversity of moral values, in part due to increased cultural diversity, challenges the ability of the law to reflect a predominant or 'mainstream' moral position.

In light of these critiques and existing jurisprudence, the authors propose that a more reliable foundation for law can be achieved by enhancing the inter-disciplinary interaction between law and criminology. In particular, integration of Fictelberg and Kupchik's (2011) concept of Democratic Criminology within the law-making process is suggested as a useful mechanism by which to provide criminal law with a more neutral and objective foundation. Whilst criminological theories are broadly acknowledged as inherently value-laden, Democratic Criminology seeks to overcome this via effective public engagement and prioritisation of empirical research. As such, integration of this innovative framework seeks to provide the law-making process with greater consistency, certainty, accountability and overall legitimacy.

ABSTRACT 2

The Role of Negative Television News Media in the Formation of Islamophobic Attitudes Among Non-Muslims, and Perceptions of Societal Exclusion of Muslims in Australia.

Michelle Aneli, Student, School of Psychological Sciences, ACAP

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

Introduction: The extensive reporting of terror-related events in Western media has undoubtedly created a wave of anti-Muslim sentiment, potentially resulting in an upsurge in what has been termed Islamophobic attitudes. However, the extent to which mainstream media messages cultivate racial prejudice and social exclusion in Australia is largely unknown.

Aim: The current study aimed to investigate the impact of news media on the formation of both explicit and implicit Islamophobic attitudes in a non-Muslim population, and the relative impact of such messages in relation to Muslim and non-Muslims' perceptions of societal inclusion.

Method: Muslim and non-Muslim participants viewed one of three 5-minute news media clips (positive, negative, control); completed a series of explicit measures (Anti-Muslim Prejudice Scale, Islamophobia Scale, Perceived Islamophobia Scale, Social Inclusion Scale); and a Single-Category Implicit Association Task.

Design: The study involved a quasi-experiment, testing two groups of participants (Muslims vs. non-Muslims) in a between subjects design.

Hypotheses: Firstly, we hypothesised that when controlling for anti-Muslim prejudice, non-Muslims would show significantly stronger anti-Islamophobic attitudes after watching the negative clip. Secondly, we predicted that compared to Muslims, non-Muslims implicit ratings of anti-Muslim prejudice will be greater overall. Thirdly, we explored the effect of positive and negative media on Muslim Perceived level of Islamophobia in Australia. Finally, we explored the effect of positive and negative media on Muslims' perceptions of social inclusion.

Results: Findings and their implications to theory will be discussed

ABSTRACT 3

Implicit and Explicit Attitudes

Matthew Parsons, Student, School of Psychological Sciences, ACAP

Natalie Morrison, Lecturer, School of Psychological Sciences, ACAP

Global numbers of asylum seekers are escalating, while attitudes towards asylum seekers are reported to be increasingly negative. Past research has shown that the use of negative charged social categorisation labels, such as illegal immigrant, can illicit significantly negative attitudes compared to other labels, such as asylum seeker. To date extant research regarding asylum seekers in Australia has relied on explicit measures of these attitudes to understand geographical and generational trends and shifts. Such explicit measures, typically in the form of self-report surveys are increasingly problematic given the climate of political correctness and the possibility that individuals, while holding specific attitudes may be unwilling to openly acknowledge them. To address this implicit measures can be used to examine aspects of individual responses (e.g., reaction times) that are less susceptible to volitional attitude representation. The present study aims to investigate the role of social categorisation on attitudes by using both explicit and implicit measures of these attitudes. Participants in this study ($N=92$) were randomly allocated to one of five groups, which represented the five primary social categorisation labels of asylum seekers in Australia (refugee, asylum seeker, illegal immigrant, boat people and people). These labels were then imbedded into otherwise identical vignettes designed to depict a newspaper article that is otherwise neutral in its subject matters about asylum seekers. Following exposure to the vignette participants completed an online explicit and implicit measures of attitudes towards this group of individual. The results from this study showed no correlation between the implicit and explicit measures, furthermore, results from this study did not support previous findings, as there was no significant difference in mean attitudinal responses between the social categorisation labels. These findings are important as they support discursive psychology's perspective regarding social categorization, providing evidence for the fluidity in their meaning and changing attitudinal responses they elicit. From a social justice perspective, these findings are important as they indicate that people are no longer discriminating between these categorical labels.

Posters

POSTER 1

Engagement for learning through the implementation of ePortfolio's

Ingrid Devlin, Trainer & Assessor, HSA

As technology becomes an integral part of the nursing industry it is important that Health Skills Australia (HSA) implements innovative methods to ensure our students are prepared for the workforce. As such, HSA conducted research on two ePortfolio tools to support and enhance student learning, not just from a skills and knowledge base but inclusive of graduate work skills known as graduate capabilities. Using ePortfolios enables students to not only have a professional showcase of who they are as nurses, but also enables student to demonstrate their competence to the standards for practice for the enrolled nurse (NMBA, 2016). In addition, it is a lifelong learning platform to store continuous professional development and reflection; all essential requirements to work as a nurse in today's environment. The ePortfolio exploration at HSA began in 2015 with the successful application for Learning and Teaching Innovation Grant. With this grant HSA ran a successful five month ePortfolio trial in early 2016. In this trial two platforms were compared and both staff and students participated in experiencing and completing their own ePortfolios. The results from the trial were overwhelmingly positive towards ePortfolios and therefore HSA now looks forward to implementing this innovative project in 2017 with the release of the new curriculum and sharing their experience and knowledge with other divisions of Navitas

POSTER 2

Combining Technology and Gamification to Improve your Practice

Robert Dovey, Platforms and Gamification Australia

For the past two years, I have worked on a new way to approach therapeutic practice. We have called it Platforms, and it combine technology, game design, counselling techniques and psychology to create something truly unique. We have developed a way to present therapy like a game.

The idea of Platforms is that its participants become players in a real life game. Players receive challenges or "Quests", to complete in real life. They attempt these quests and earn points, called "experience points". When they earn enough of these points they reach milestones called "levels", and at certain levels unlock "powers". These are privileges that they can use at home or within an organization.

In essence, to the players this looks like a game but to us it's much more. The "game" is backed by a web app. Using this app, we can quantify progress by surveying the "players" at the beginning and end of quests and gathering data. We can see results from player's engagement and lets us see change over a period of time or in real time. Finally, because of the use of technology, Platforms allows therapists to do much more, with much less. With our questing allocation and analytics system, therapists within organizations can handle much larger workloads with much less effort, or spend their time giving more effective care to their current caseloads.

During development, we ran three pilots. Two at Brentwood Secondary College, and one at St Kevin's secondary college and the results were well beyond expectations. We saw students using our quests to manage anxiety, re-engage with school, build friendships and achieve higher marks. As a result of its success, we are now working full time with the app in two schools, and looking to expand next year.

Session E: Self Awareness, Mindfulness and Ethics – ROOM

ABSTRACT 1

Let's Provide Some Structure: Adopting an Integrated Model of Self-Awareness Development in Counselling and Psychotherapy Training

Ann McDonald, Lecturer, School of Counselling, ACAP

Although it is widely agreed it is essential that students in counselling and psychotherapy training develop self-awareness many programs lack a cohesive structure to achieving this. Educators can look to the Psychotherapy and Counsellor Federation of Australia Training Standards (2014) for guidance on this matter and find that although the standards indicate students in training must complete a minimum of 20 hours of self-awareness the actual content of the self-awareness segment is not stipulated.

To overcome the piecemeal approach that frequently occurs in the provision of self-awareness training Pieterse, Lee, Ritmeester and Collins (2013) created the Integrated Model of Self-Awareness Development (IMSAD). The aim of the model is to assist students to explore aspects of their identity and integrate their learning into understanding their reactions to clients.

This paper will explore the topic of personal development and self-awareness in counselling and psychotherapy training, provide a review of the IMSAD model, and evaluate the model's usefulness in assisting higher education counselling and psychotherapy providers develop greater cohesion in the provision of personal development training to the students they educate.

ABSTRACT 2

Self-awareness: creating space for innovation

Despina Sfakinos, Lecturer and Discipline Head Coaching, School of Counselling, ACAP

Ongoing learning is important for educators, students and leaders in order to be able to effectively operate in increasingly complex and chaotic environments, where constant adaptation and the need for developing deeper capacities for connection is becoming increasingly vital. Self-awareness is a critical component of this process, as it is intrinsically embedded within a variety of processes related to psychological wellbeing, adaptability, learning, and complexity, and as such plays a vital role within the educational arena. To date, a plethora of programs in the market place refer to increasing 'self awareness', yet there is often no theoretical underpinning or validity to these programs. Self-awareness as a construct is beset with conceptual and definitional confusion. When people claim that they are "self-aware", they are usually referring to possessing a high level of self-knowledge. More specifically they are most likely referring to an understanding of their personality, their strengths and weaknesses, their motivations, their habits, their likes and dislikes. However, beyond this type of self-focused knowledge, self-awareness includes an understanding of oneself as seen by others – i.e., the effect one has on others. It will be argued that there is more to developing self-awareness than gaining a greater understanding of personality and receiving feedback from others. An exploration of the processes involved in developing self-awareness is required to enhance our understanding of how best to conceptualize and develop self-awareness. This presentation will outline a model of self-awareness that has been psychometrically tested and validated.

ABSTRACT 3

Lacanian Psychoanalysis and the Fundamental Problem of Ethics

Robert Pastorelli, Deputy Registrar & Director, Student Retention and Success, NPI

How we engage with learning, health and wellbeing is often guided by ethics. As professionals in the fields of psychology and its applications ethics often means codes of ethics or professional ethics.

These in turn are often based on traditional ethical principles and premises. What is glossed over is the tension that exists between disciplines based on a deterministic view of the world and ethics based on the idea of an undetermined free will. How can there be freedom of choice, and hence responsibility, in a determined universe?

This paper examines this tension from the viewpoint of Lacanian psychoanalysis. Jacques Lacan is arguably the most influential theoretician of psychoanalysis after Freud. As well as devoting an entire year of his 26 year seminar to the ethics of psychoanalysis he often returned to the ethical throughout his teachings. This paper discusses Lacan's attempt at a resolution of the freedom-determinism problem and briefly examines the implications of his theory for psychoanalytic practice.

ABSTRACT 4

The mindful counsellor: An interpretive phenomenological analysis of how counsellors experience mindfulness in their personal and professional lives

Thanyatorn Luangsangthong, Student, School of Counselling, ACAP

There has been increasing research on mindfulness practice in psychology in the last decade (Baer, 2003; Chiesa & Serretti, 2010). Mindfulness practice has specific relevance to the counselling and psychotherapy profession as seen in existing mindfulness-based programs. However, studies of mindfulness have been limited by a disconnect in definitions between the traditional Buddhist description and a more western clinical interpretation of the phenomenon. There has also been little focus on the impact of mindfulness practice on counsellors and their clinical work. The current study explores the experiences of five counsellors on mindfulness practice and its impact on their personal and professional lives. Interpretive phenomenological analysis was utilised to identify how mindfulness was understood and experienced by counsellors. By providing a more comprehensive understanding of the phenomenology of mindfulness, this study presents themes indicating a potential shift in clinical education towards mindfulness as it pertains to self-development and therapeutic practice.

Session F: Self Efficiency and Self Esteem – ROOM

ABSTRACT 1

'There's a certain amount of freedom in it': A qualitative study of 'doing single well' in a sample of adult women living in Australia

Fiona Ann Papps, Lecturer, School of Psychological Sciences, ACAP

Gemma Criibb, Equilibrium Psychology

Sophie Covell, Student, School of Psychological Sciences, ACAP

Significant negative stereotyping of single women has been common in the history of the contemporary West, with representations ranging from boozy party girl[s] to daffy cat lad[ies]. Indeed, significant discrimination against single women remains in the 21st century, with single elderly female households experiencing the highest incidence of poverty compared to other household types. Moreover, the continued privileging of marriage and long-term partnerships in Western society compounds the marginalisation of single women – despite this group constituting a significant proportion and growing sector of the population. In an effort to understand the vulnerabilities and contextual experience of this population, research has considered the negative stereotyping of single women, how single women themselves account for their single status, and the discursive climate within which single women construct their identities. However, there is little psychological research that explores what might encourage women to 'do single' well. In this paper, we report on an in-depth examination of 13 women's lived experiences of being single (either by choice or circumstance), with a focus on the women's accounts of what enables them to 'do single well'. Semi-structured interviews were conducted with 13 participants, aged from 21 to 72 years ($M = 43.23$, $SD = 14.75$), all of whom self-identified as 'doing single well'. Verbatim transcripts were analysed for themes using a framework informed by Interpretative Phenomenological Analysis. Our analyses revealed that the lived experience of doing single well was characterised by freedom, but financial pressure and lack of practical and emotional support. Accounts demonstrated that to 'do single well', women required social support from people in similar situations and a cognitive and behavioural set that allowed them to make the most of opportunities and embrace self-acceptance. Results are used to frame recommendations for strategies that could support the health and well-being of single women.

ABSTRACT 2

Fashioning the Wellness Seeker: The Effect of Regular Yoga Practice on Mindfulness, Physical Self-Worth, Self-Objectification, Guilt, Anxiety and Narcissism

Alex Julien, Student, School of Psychological Sciences, ACAP

Fiona Ann Papps, Lecturer, School of Psychological Sciences, ACAP

Western society's epitome of wellbeing, success and happiness as portrayed in the media, is a healthy-eating, hard-working, fitness-loving, socially-active and mindfully-aware individual. Such an individual, however, lives behind an illusion. Wellbeing activities, undertaken by 'wellness seekers', are not only believed to be physically and mentally beneficial to individuals but have been medically and empirically proven to reduce and prevent physical and mental illness. Yoga, a practice of ancient Indian postures aimed at uniting the mind and the body, has become a contemporary popular form of wellbeing practice. Recent research on yoga has found its benefits to include the lowering of self-objectification and anxiety and an increase in mindfulness and physical self-worth. However, upon introduction to the West, yoga has become

increasingly commercialised and competitive and may paradoxically be associated with the tension and pressure to be involved in social media, pursue the 'yoga body' or purchase expensive and vibrant tight yoga apparel. Therefore, it is hypothesised that the transfer of yoga from East to West will have a number of unintended impacts such as anxiety, guilt and narcissism from the increasing financial and body image motivations of yoga students. Participants completed a survey both before and after six weeks of yoga practice. The survey assessed demographic characteristics, mindfulness, physical self-concept, self-objectification, anxiety, guilt and narcissism. Data will be statistically analysed and final results will be reported and discussed in terms of yoga's potential impact on physical and psychological health for the community.

ABSTRACT 3

Minority Stress and the Impact on Parenting Self-Efficacy among LGBTQIA in Australia.

Neil Lucas, Student, School of Psychological Sciences, ACAP

Professor Lynne Harris, Professor and Head, School of Psychological Sciences, ACAP

Nasreen Yasin, Student, School of Psychological Sciences, ACAP

Psychological wellbeing and distress among non-heterosexual individuals has been the subject of much research, with consistent reports that people who are non-heterosexual are at higher risk of mental health problems due to stigma, prejudice and discrimination (Walch, Ngamake, Bovornusvakool, & Walker, 2016). Minority Stress Theory (Meyer, 2003) has been extensively applied to understanding the effects of discrimination among minorities based on sexual orientation, and the negative impact of stressors on mental health in gay and lesbian samples is well documented (Feinstein, Goldfried, & Davila, 2012).

The transition to parenthood is stressful for most new parents, and this is likely to be amplified for non-heterosexual parents. Wycisk (2015) proposed a conceptual model of the stressors that contribute to mental health outcomes for non-heterosexual parents, suggesting that non-heterosexual parents who disclosed their sexual orientation would experience stress as a result of discrimination while non-heterosexual parents who concealed their sexual orientation would experience stress as a result of internalised homo-negativity. The present study sought to extend Wycisk's (2015) model to evaluate predictors of parental self-efficacy.

A sample of non-heterosexual people (n=701; 58% female, 35.5% male, 6.5% other) completed an online questionnaire that included basic demographic questions, the Heterosexist Harassment, Rejection, and Discrimination Scale (HHRDS; Szymanski, 2006), the Lesbian, Gay and Bisexual Identity Scale (LGBIS; Mohr & Kendra, 2011), the Center for Epidemiological Studies Depression Scale - Revised (CES-D; Radloff, 1977), the Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet, & Farley, 1988) and the Perceived Self-Efficacy for Parenting Scale (PSPS; Cowan & Cowan, 1988). The findings from the study add to the literature concerning the impact of minority stress on the experiences of non-heterosexual parents in Australia.

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ABSTRACT 4

Health Related Quality of Life in Narcolepsy: Exploring the Relationships Between Stigma, Depression, Self-Esteem and Social Support Coping.

Michaela Hayes, Student, School of Psychological Sciences, ACAP

Professor Lynne Harris, Professor and Head, School of Psychological Sciences, ACAP

Narcolepsy is a chronic neurological disorder characterised primarily by persistent and excessive daytime sleepiness with uncontrollable sleep attacks (Daniels, King, Smith, & Shneerson, 2001). Although narcolepsy is a debilitating disorder that can affect psychosocial functioning, self-concept, affective functioning and quality of life (Wehrle & Bruck, 2011), it is not a high profile disorder and is therefore often undetected and undiagnosed (Wozniak & Quinnell, 2015). This leads to significant health-related stigma, as individuals with narcolepsy may be perceived as lazy and bored (Culbertson & Bruck, 2005).

Little is known about the impact of narcolepsy on stigma and psychological wellbeing. This innovative study is the first to examine the impairing impact of health-related stigma and the protective impact of social support on measures of psychological wellbeing - depression, self-esteem, and health-related quality of life - among people with narcolepsy. To recruit the sample we engaged with narcolepsy support groups and the findings will be reported back to these groups. The final sample comprised 263 people with narcolepsy who completed an online survey that asked about narcolepsy symptoms, perceived health-related stigma, self-esteem, depression, social support coping and health-related quality of life. The findings indicate that health-related stigma is significantly related to measures of psychological wellbeing among people with narcolepsy and have implications for improving understanding of the experience of people with narcolepsy among health professionals and the general community.

Session G: Innovation in Assessment – ROOM

ABSTRACT 1

Engaging students with feedback: How do video comments measure up to written comments?

Michelle Cavaleri, English Language Proficiency Manager, NPI

There is an abundance of research on feedback provision in the field of second language acquisition. However, most of the well-established theories, frameworks, and research methods have yet to be tested in an academic writing context, nor have they been applied to new multimodal feedback methods. One such method involves using screen-capture technology to create asynchronous feedback videos. Studies have found that students are highly positive about video feedback; however, there is little empirical data on how it affects feedback provision and revisions. My PhD study aims to fill these gaps by investigating how screen-capture video influences the focus and form of feedback, as well as students' uptake of feedback compared to written comments. Data includes formative feedback provided to 20 ACAP students and their corresponding revisions. The study employed a mixed-methods approach in order to quantify impacts and explore perceptions. The comments (n = 1040) and revisions were analysed using an original classification framework that incorporates an academic literacies perspective and moves away from viewing comments as corrective feedback in response to language errors only. Analysis revealed that 88% of the video comments led students to make a 'successful revision' to their paper compared to 77% of the written comments. Results show that written feedback tends to be directive and focus on linguistic accuracy, whereas video comments are more likely to address meaning and structure and contain explanations and praise. Students state they prefer video feedback because it is easier to understand, feels more personal and includes explanations about why changes are necessary and how to improve their work. These findings indicate that video feedback can help implement feedback good practice principles and may also support the claim that a multimodal approach to learning is more effective than a mono-modal approach. These insights can help inform our feedback practices.

ABSTRACT 2

Designing Formative Assessments Associated with Low Key Points to Enhance Student Engagement in Online or Blended Courses.

Ian Richards, Academic Teacher, School of Counselling, ACAP

As education institutes increasingly moved their traditional F2F classes to blended delivery models to increase flexible learning opportunities, the need for student online participation is becoming an essential part of the students learning experience. In the past, the traditional F2F tutorial environment gave a distinct opportunity for students to engage with and learn from each other. This important element may be lost in an online space where students can become more automatic and choose to not engage in discussions for many reasons. Creating a system that promotes engagement is needed.

The use of formative assessment functions in forum posts can increase online student engagement and develop a sense of group cohesion. Additionally, it helps the student to integrate self-awareness and ethical use of self in therapeutic interventions as outlined in the Graduate Attributes. This paper introduces an interactive and interdependent activity that

is simple to create and implement which has been effective in enhancing student engagement in a blended or online course.

A formative assessment model was developed and implemented with success for a blended delivered Advanced Mediation class. Nine forum activates were generated over the 13-week course in which students needed to post their ideas or answers as well as responding to at least one other person's forum post to receive low key points – 10%.

Examples of different formative assessments format and forum activities that encourage student participation along with online guidelines for students will be presented. Opportunity to discuss the effectiveness and limitations of such activities will also be included. As the school looks to improve student engagement this idea can be piloted relatively simply.

ABSTRACT 3

New Ways to Assess Hard and Soft Counselling Skills to Whilst Mitigating Ghost Writing.

Ian Richards, Academic Teacher, School of Counselling, ACAP

Counselling is a fast growing industry and competitive industry. Graduates who possess excellent hard and soft skills will have a much greater chance of gaining employment. One of ACAP's mission's is to meet the needs of employers, professional bodies and the community through graduating students who are work ready. This assessment idea will not only enhance students ability of being "work ready" but could also be used to to negate ghost writing.

This paper will look at different ways to use an intersection of online video and quizzes to assess student's ability to review, analyse, and evaluate knowledge in core counselling theories and models whilst maintian accademic integrity.

This assessment concept first identifies a video that has closed captions (or an in house video can be generated) where a counsellor is counselling a client. Each closed caption is numbered. At various points throughout the video the student will need to identify through a series of multiple choice questions the skill that the counsellor is using or identify what could have made the skill more effective based on the course content. The questions are automatically marked through a matrix creating a faster turnaround marking time for the student. By incorporating a timed assessment and lining to a video platform will help to mitigate ghost writing. Other types of assessments can also be accompanied to ensure learning outcomes are measured for the course.

Examples of different summative assessments activities that encourage hard and soft skills evaluation will be presented. Opportunity to discuss the effectiveness and limitations of such activities will also be included. As ACAP looks at helping students to be "work ready" and tackling ghost writing, this concept has great potential.

ABSTRACT 4

Using Real-Time Polling in Lectures to Reduce Test Anxiety and Facilitate Learning

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

Natalie Morrison, Lecturer, School of Psychological Sciences, ACAP

The increasingly distributed and virtual nature of higher education learning environments has been met by a growing reliance on online learning and assessment platforms. For instance, the use of online multiple choice quizzes has become somewhat of a mainstay in many tertiary courses, offering numerous benefits to both students and instructors (e.g., remote attempts, automatic marking, etc.). However, this boon in assessment efficiency has some drawbacks, including the increasing prevalence of 'test anxiety' reported in many tertiary cohorts. One promising strategy for countering these adverse impacts involves the simulation of the formal assessment environment using online polling during lectures. Such systems typically invite audience members to respond to multiple choice questions displayed on the screen, with results tallied anonymously in real-time. Here, the benefits are presumably twofold: students are familiarised with the assessment content and quiz format, while lecturers are able to use the information as a real-time gauge of students' understanding; potentially adapting their delivery methods 'on the fly'. The current study aimed to investigate the utility of real-time online polling during lectures in a first year undergraduate psychology cohort. The evaluation adopted a pre-test post-test (pre-experimental) design centring on a ten week polling period, and tested for improvements in students': test anxiety; confidence in using learning technology; perceptions of system usability; learning performance; and overall satisfaction. Results and implications to teaching practices are discussed.

Session H: Policy and Process Review – ROOM

ABSTRACT 1

An analysis of the academic response to the introduction of strategic planning in the Australian higher education sector

Dr Tess Howes, Academic Teacher, School of Social Work, ACAP

This paper will present one of the key findings from a recent qualitative doctoral study investigating the introduction of leadership and strategic planning in the Australian higher education sector.

Strategic planning was introduced to the tertiary education sector by the Commonwealth Minister for Employment, Education and Training, the Hon J S Dawkins MP in 1988. The 'Dawkins Reforms' dismantled the binary system of higher education establishing the Unified National System that is still in place today and initiated the 'managerialism' of the sector.

The findings demonstrates that there is a wide range of opinion on what constitutes effective strategic planning in Australian universities. One of the key responsibilities for executives leading strategic planning is to establish a shared vision that is aligned to the core values of the organisation. If the core organisational values are not shared by all the stakeholders, for example, in the case of universities, the professoriate and the university executive are not thinking or planning as one, then it will be very difficult, if not impossible, to develop a shared vision and conduct an effective strategic planning process.

Some study participants were philosophically aligned with Dawkins' strategic planning model and enthusiastically transformed their employer universities into modern, 'entrepreneurial' universities. Others developed a hybrid strategic planning model that attempted to encompass both academic and managerial values. Participants who held the view that university leadership should be primarily academic and collegial, were forced to make a choice to become involved and try to shape the process so that it engaged the academic community, or stand aside and let the process unfold without their involvement or input.

The current generation of higher education leaders have much to learn from the insights shared by the study participants, representatives of the first generation of strategic leaders in the sector.

ABSTRACT 2

'Constructive alignment': A process review of Applied Social Sciences undergraduate courses

Dr Harriet Westcott, Lecturer & Discipline Head, Social Science, School of Counselling, ACAP

This paper presents a theoretical and conceptual discussion of the process for a review of undergraduate Applied Social Sciences courses in the School of Counselling, at the Australian College of Applied Psychology (ACAP). It focuses on the early stages of this process, with an orientation towards the choices and decisions involved in setting up a systematic review to ensure the 'constructive alignment' of each course overall (Biggs 2003). Constructive alignment is achieved when all the teaching and learning components are successfully integrated. The types of considerations involved include, for example, but are not limited to: the extent to which the course meets national Graduate Attributes, and institutional degree and course level learning outcomes; the match of each course to the overall degree structure; coverage, overlap and/or gaps in the curriculum content regarding important concepts, theories and an 'applied' focus; and the relevance of the assessment types to each course and the degree progression as a whole. Where relevant, observations about this process from the practice of implementation will be offered. This presentation is innovative because it takes the perspective of a new social science scholar to ACAP, meaning that this was also a personal journey to learn about the School of Counselling, ACAP and its vision, goals and technical requirements (e.g. the Tertiary Education Quality Standards (TEQSA) framework) to deliver high quality teaching. Whilst the review is highly specific to social science courses, the transferability of this review process, meaning the actions, dilemmas, and issues emerging, will be of interest to scholars and professionals working in other disciplines, and to educators with an interest in the constructive alignment of the curriculum overall. As such, it is hope that this presentation will generate further audience discussion and the sharing of ideas about this topic.

Biggs, J. (2003). Aligning teaching for constructing learning. *Higher Education Academy*. Retrieved from <https://www.heacademy.ac.uk/aligning-teaching-constructing-learning>

ABSTRACT 3

Stay to the End! How understanding the student journey is improving student retention.

Catherine Tracey, Head of VET, NPI

Emma Coakes, Director Market Development & Department to Marketing, NPI

Every educator wants to see their students unlock their potential and succeed in their studies. For vocational students this is essential as many return to education as "second chance learners" who have yet to experience success in their studies. Yet for many vocational students they do not progress past their first units of study. The Course Completion Study was initiated to identify what was stopping a large number of vocational students from achieving success in their initial term of study. The success rate for the initial term of study for vocational students in the School of VET (ACAP) was 50% of all subject enrolments; and only one in three complete the course. This reflects sector averages.

The Course Completion Study employed Stanford University's Design Thinking Methodology to develop and map the student's journey. This revealed the points at which students experienced the challenges, pain points and highlights of their learning experience that affected their capacity to complete.

In response the School of VET is applying project based solutions to each of the pain points, particularly in the first phase of learning. Early results are showing up to 36% improved retention rate for first phase subjects. Students want to be successful and for many vocational students early intervention and support can be critical in them learning to be successful learners and achieving their study goals.

ABSTRACT 4

You wouldn't steal a car, so would you steal a degree? An evidence based approach into Academic Integrity

Beth Kennedy, Program Delivery Officer, School of Counselling, ACAP

Chloe Sibthorpe, Program Delivery Coordinator, School of Counselling, ACAP

Academic Integrity has become an increasing issue throughout educational institutions, particularly in Higher Education. As Academic Integrity can be closely linked to a student's ethical and moral principles, this paper will explore aspects which lead these students that engage in Academic Misconduct. As these particular qualities are desirable for Australian College of Applied Psychology ("ACAP") graduates, it is essential to understand key factors which influence our students into executing unethical behaviours, which may affect their character as counsellors. This paper reviews current trends based on ACAP case studies from 2012 until present across all campuses and modes of learning. This paper reviews current research and literature in the field, whilst also analysing data from our independent research with ACAP teachers and students. Specifically, this paper focuses on ACAP Undergraduate Counselling and Social Science students and their differentiating characteristics, which may provide a key insight into the leading causes of unethical behaviour whilst undertaking their course with ACAP.

Session I: Opportunities for Curriculum Development – ROOM

SYMPOSIUM

Innovation and Engagement in Learning and Teaching: Opportunities and Challenges for Curriculum Development

Chair:

Professor Lynne Harris, Professor and Head, School of Psychological Sciences, ACAP

Speakers:

*Professor Lynne Harris, Professor and Head, School of Psychological Sciences, ACAP and Associate Professor Kathryn Nicholson Perry, School of Psychological Sciences, ACAP - **Future Directions in Psychology Education in Australia***

*Professor Alperhan Babacan, Academic Director and Professor, NCPS- **The effective engagement of online students undertaking experiential learning in criminal justice programs***

*Ms Sharon Aris, School of VET, ACAP- **Square pegs into round holes***

*Associate Professor Sharon Moore, School of Social Work, ACAP - **NPI Innovation Collaborative Research Project Proposal***

Aims of the symposium: Dual sector Australian tertiary education providers such as the Navitas Professional Institute provide services to a broad range of students in a complex environment where curriculum design and teaching practices are influenced by government policy and funding, educational and professional regulators and employer requirements. This symposium presents some of the current challenges for disciplines in developing and implementing quality curriculum as well as identifying opportunities and solutions.

Relationship of the topic to the conference theme: The conference theme of innovation is central to the symposium. Harris and Nicholson Perry present the current challenges for psychology education and training as well as opportunities for higher education providers in this sector. Babacan applies a transformative learning pedagogy to developing educational opportunities that improve student understanding of real world practice in a criminal justice program. Aris applies a framework derived from Legitimation Code Theory to ensure that curriculum in the Diploma of Youth Work meets the needs of both industry and government. Moore discusses teaching models for social work curriculum to meet the needs of mature aged experienced practitioners and adult learners.

Relevance to the conference audience: Each of these papers is concerned with innovative practice in curriculum.

Expertise of the presenters: Professor Harris is Head, School of Psychological Science and Associate Professor Nicholson Perry is coordinator of the School of Psychological Science's professional psychology programs. Professor Babacan is Academic Director, NCPS and Ms Aris is Course Coordinator, ACAP School of VET. Associate Professor Sharon Moore is Deputy Head of the School of Social Work.

Future Directions in Psychology Education in Australia

The landscape for psychology education in Australia has changed markedly over the past decade. One important driver of these changes has come from changing national and international health priorities that have increasingly focused on prevention and early intervention targeted towards chronic disease and mental illness. Medicine, nursing and allied health have responded to these changes with increasingly flexible models of training.

In psychology, an important landmark was the move to national registration of psychologists in July 2010. This has brought with it important changes in the way the profession is regulated. Recently the Australian Psychology Accreditation Council has released proposed new standards for psychology education for consultation. In their current form, the proposed standards represent a significant departure from previous psychology training standards and are much more focused on preparing graduates with professionally-relevant skills. The proposed standards are much less prescriptive concerning the content of the three year sequence. At all levels there is a greater focus on outcomes in terms of student competencies rather than inputs.

This paper considers the challenges and opportunities for providers of psychology education in developing curriculum to prepare graduates for the workplace and for further study.

The effective engagement of online students undertaking experiential learning in criminal justice programs

Experiential learning has become a cornerstone in the provision of education in higher education. Various forms of experiential learning are encouraged in many criminal justice programs in order to expose students to work experience and to provide opportunities for students to link class room theory to real world applications. An essential practice associated with experiential learning involves the adoption of reflective processes which turn experience into learning.

Transformative learning is a useful pedagogic model to adopt in order to ensure that students learn from their work experience placements. Through the adoption of critical reflection and dialogue as central practices, transformative learning encourages students to not only reflect on the tasks undertaken during their placements, but to also examine their work place experiences in light of social issues and other broader impacts, to reconsider their assumptions and to look at their experiences and professions through alternative and multiple perspectives, thereby creating new knowledge and skills.

Although many academic staff desire to effectively promote reflective practices and dialogue to enhance student learning and critical thinking via the online medium, the meaningful adoption of these practices in the online medium can be challenging. Suggestions to effectively incorporate transformative learning for online students who have undertaken work experience placements is provided in the second part of the paper.

Square pegs into round holes

This paper presents a case study of how a curriculum for the Diploma of Youth Work was developed that had fidelity to the key practice capabilities of the youth work sector when they were absent from the government training package for youth work.

It specifically looks at how a considerable absence in the training package- the development and demonstration of dispositions to work successfully with young people- was able to be developed for the course. This misalignment reflects the tension between the singularity of the competency-based skills framework, as training in the vocational sector is produced, and the more tacit skills of the community service industries.

Using thinking tools from Legitimation Code Theory to provide a framework, the underlying knowledge and skills required by both the youth work sector and in the training package are mapped, with the 'code clash' between them modelled.

A second map then shows how the curriculum was developed to satisfy both industry and government requirements including adding a dimension of 'capability' as a bridge between them.

This process provides a snapshot of how twenty five years of vocational and industrial reform have left a legacy model of competencies and competency-based training that doesn't reflect the workplace realities and workforce complexities of the community service industries. It provides one model for thinking beyond immediate skills to the powerful knowledges underpinning them.

NPI Innovation Collaborative Research Project Proposal

Social Work Education constantly needs to be innovative and responsive to a rapidly changing global social policy environment. Traditional pedagogical processes are seen to be ill-equipped to respond to the needs of sophisticated skilled practitioners and learners. A current innovation requirement for the School of Social Work is to strengthen our highly interactive social work adult learning model as students numbers grow and avoid the worrying trend to teach for a rear vision view of social work knowledge and skills rather than an innovative future focused view.

Student numbers in the School have grown from 15 to more than 200 in 18 months. To date student evaluations are excellent and we continue to have a highly skilled and motivated group of culturally diverse post graduate social work learners attracted to our programs. However our small group learning approach is challenged by larger numbers and the conservative perception that assessment is the way to address the quality and standards issue. The current academic team is mindful of this and constantly research good adult learning practices with a view to rethinking our innovative assessment and learning approaches to strengthen our pedagogy.

The research to be presented in the paper will gather information on our Adult learning approach and its usefulness and relevance for social work education and practice. We will explore whether the ACAP School of Social Work Learning model is one of the chief attractors of our program for mature aged experienced practitioners and adult learners. As part of this study we will explore whether it accurately reflects current social work skill requirements including policy, research and advocacy work as well as our values and social change philosophy.

Session J: Mentoring and Wellbeing – ROOM

ABSTRACT 1

A little help from my friend: A novel peer delivered app to support memory and wellbeing

Dr Janine Cooper, Lecturer, School of Psychological Sciences, ACAP

Alissandra McIlroy, Murdoch Childrens Research Institute

Linda Gonzalez, Royal Children's Hospital Melbourne

Children and adolescents with chronic memory impairment may develop coping strategies that enable functioning, yet these often remain undetectable using traditional psychometric measures. Personalised intervention studies that promote the use of such strategies designed specifically for use by this young cohort are scarce. The aim of this single case AB experimental design study was to investigate the effect of a novel virtual reality peer delivered memory intervention on the everyday functioning and wellbeing of SE, a 17 year old female with a history of chronic memory impairment. Immediately prior to starting the intervention, SE had verbal memory issues, impaired autobiographical event recall and elevated mood symptoms. After the intervention, SE experienced increased wellbeing and reduced anxiety. Using nonoverlap of all pairs and qualitative feedback analysis, the results revealed that event recall significantly increased and SE reported positive changes to her level of everyday functioning, including her ability to relax, have knowledge of daily events, and to make future plans. We discuss these results in relation to the notion that supporting autobiographical event recall and prospective memory may lead to reduction in cognitive load. The VR peer was able to assimilate into SE's busy schedule in a way that was both pleasurable and beneficial to her overall wellbeing and everyday functioning.

ABSTRACT 2

Does mentoring develop psychological wellbeing for elite amateur athletes?

Stacey Sandardos, Student, School of Psychological Sciences, ACAP

Dr Tim Chambers, Senior Lecturer-Program Manager Elite Athlete Mentoring, School of Psychological Sciences, ACAP

Elite athletes dedicate a significant proportion of their lives to achieving world class performance and encounter intense stresses and demands inherent to an athletic career (i.e. coach pressure; time-consuming commitment; injury; de-selection; retirement). In combination with dual careers (both sporting, and academic/occupational), psychosocial and psychological transitions, athlete wellbeing can be negatively affected. A social support mechanism that acts to facilitate the development of psychological wellbeing is mentoring. The aim of this qualitative investigation was to explore the role of mentoring in elite amateur sports and whether it facilitates the development of psychological wellbeing among elite athletes.

This study was guided by an interpretative phenomenological analysis (IPA). The researchers adopted Ryff's (1989) multi-dimensional and holistic model of psychological wellbeing to frame the investigation. This model comprises of six dimensions: self-acceptance, autonomy, environmental mastery, positive relations with others, purpose in life and personal growth. Through purposive and snowball sampling, ten participants (6 mentors and 4 athlete mentees) participated in the study. Semi-structured interviews explored the lived experience of mentoring; mentee approaches to developing wellbeing; and the wellbeing of the athletes. Inductive data analysis was performed and preliminary findings suggest that mentoring facilitates the development of PWB. Emergent themes included holistic approach; balance; relationship; trust; emotional intelligence; and future outlook. These findings provide a foundation of knowledge towards supporting the deliberate use of mentoring to promote elite athlete wellbeing.

ABSTRACT 3

Do player development managers facilitate the health and wellbeing of professional athletes?

Caroline Stansen, Student, School of Psychological Sciences, ACAP

Dr Tim Chambers, Senior Lecturer-Program Manager Elite Athlete Mentoring, School of Psychological Sciences, ACAP

Emerging evidence within the context of athlete talent development environment has pointed towards the benefits of creating holistic support programs that are underpinned by theoretical models such as the environmental success factors working model (Henriken et al., 2010). This study aimed to investigate the role of player development managers within the Australia professional sporting industry, and examined the club environment in which they work. A focus of the research was to examine the preconditions (e.g. individual), the process (e.g. training), the culture, and the athlete's development. Guided by an interpretative phenomenological analysis approach, this qualitative study explored the lived experiences of 11 player development managers and 2 professional athletes from the Australian Football League, Cricket Australia, and the Rugby Union Players' Association. Preliminary analysis revealed a number of emerging themes related

to the player development role including: building relationships, providing support, managing wellbeing, and organisational support. As the first study of its nature, the findings provide a platform for future investigations of the player development role in supporting professional athletes.

Session K: Facilitating Student Success – ROOM

ABSTRACT 1

Students' perceptions of different feedback methods

Jessica Lothian, Lecturer, NCPS

Michelle Cavaleri, English Language Proficiency Manager, NPI

It is often assumed that students will engage with assessment tasks and apply feedback received from educators in order to improve skills and grades. However, at times the opposite seems to be true as many students appear to disregard written feedback or fail to understand and apply it effectively. Hence, despite the investment of time and effort from educators, lack of student engagement with feedback remains a prime concern.

It has been suggested that the method of providing feedback might be part of the problem. Students may misconstrue written comments and be less responsive to large amounts of written information. However, there has been little empirical research conducted on how the method of feedback impacts upon student engagement.

In trimester two 2016, a study was conducted within Navitas College of Public Safety which investigated student experiences of different feedback methods. Students enrolled in a second year unit within a Bachelor of Criminology and Justice were required to complete three different assessment tasks with educators providing feedback via different methods for each assessment. Written feedback was provided for assessment one, interactive feedback for assessment two and video feedback for assessment three. Upon completion of the unit, students were invited to participate in the study by completing a survey which examined their preferences, opinions and experiences of the feedback methods. In addition, the cohort's assessment results were compared to previous cohort results to determine if there was any correlation between feedback method and grade.

The results of this study provide valuable insight into how students receive, use and engage with feedback and the usefulness of different methods of delivery. Therefore, these results may be of interest to educators wanting to reflect on feedback practices and may also contribute to improving student literacy skills and the educational experience for students and educators alike.

ABSTRACT 2

New to teaching: Engaging students in the construction of the curriculum

Ann Wilson, Senior Academic Developer, Learning and Teaching Technology, Navitas

Justin Denes, Lecturer, School of Social Work, ACAP

This presentation is predicated on a two-tier concept of student engagement; the engagement of students in the classroom, evidenced by active learning, and the more profound and possibly more important engagement at the meta-level, in the content area itself.

There is an apocryphal story that the Dean of Harvard Medical School, once said to graduating students, *Half of What We Taught You Is Wrong: The Problem Is We Don't Know Which Half*. With the rate of flux and change in knowledge and technology, this statement may no longer just apply to medicine, but to every area of learning and work. Complexity and uncertainty are the hallmarks of working life, and in our vocational and professional courses this must be present there too.

Casual teachers are recruited because they bring to our curricula a recent and broad experience of professional working life. This benefits our students, and brings to life the course content by foregrounding professional experience. However, they have had little exposure to the activity of teaching.

This presentation reports on a series of educational conversations, between a new teacher and an educator, which sought to identify how to create learning environments and structures that engaged the learners in the classroom, and with the content. These conversations covered philosophies of learning and teaching, teaching strategies and the questions, how we can.

- support learner engagement in the classroom
- develop student engagement in meta-learning in the subject
- support teacher engagement,

The presentation outlines the elements that were explored in the conversations and identifies what was really useful for the new to teaching teacher, and draws some conclusions about what to include in the toolkit for the new casual teacher, and what support strategies would be most valued.

ABSTRACT 3

Factors influential in the healthy psychosocial development of work-ready graduates

Professor Denis O'Hara, Head of School of Counselling, ACAP
John Meteyard, Senior Lecturer, School of Counselling, ACAP
Fiona O'Hara, University of the Sunshine Coast

Australian higher education is going through a period of significant change especially with the expansion of online and blended learning delivery, the increasing focus on the student experience and the implications this has for the growth in students' personal qualities and work readiness, and the increasing focus on learning analytics and feedback. More and more higher education providers are expected to cater for the health and wellbeing of students and to focus on their preparation for life. While there are many personal factors which collectively influence the development and readiness of students for participation in society, self and other awareness, and a sense of hope and expectancy about the future are central factors. This presentation reports on a study conducted with student participants from four higher education institutions studying counselling. The study used a quantitative cross-sectional design employing five questionnaires with the aim of examining the relationship between five different factors. The results of three of these questionnaires will be reported including, the Differentiation of Self Inventory, Multifactorial Self-Assessment Survey, and the Dispositional Hope Scale. The results demonstrated a strong positive relationship between hope and healthy self-other awareness. A rationale for the results of the study will be proposed and discussed.

ABSTRACT 4

Ensuring a Strong Foundation for Undergraduate Student Success

Ellen Cooper, Head of Student Learning Support, NPI
David Baxter, Academic Consultant, ACAP

Within NPI higher education schools and undergraduate degrees, a variety of approaches to providing instruction in core academic knowledge and skills has been implemented. ACAP SoC and NCPS use adjunct units, where the academic skills content is separate from the discipline content while ACAP SoSW and ACAP SoPS use embedded / integrated units where academic skills and discipline content are taught together.

Recent research literature tends to favour the teaching of academic skills in the context of the study of the discipline that the student has chosen to study (embedded/integrated approach) rather than in a decontextualised stand-alone unit focused purely on academic skills (adjunct approach). Current views of best practice maintain that optimal results in academic skill development are achieved when discipline content and academic skills are combined.

However, the practice of an embedded approach can be logistically challenging and resource intensive. Achieving a consistent approach, which also acknowledges the individual nature of the discipline, and the unique student cohorts of each school, is a challenge. Issues arise in terms of teacher confidence and experience in working with language and skill acquisition, achieving a balance between content delivery and skill development, and managing the approach in schools with a high proportion of non-permanent staff. NPI also faces greater challenges in providing the same opportunity to actively learn skills, practise writing and receive feedback for students studying academic skills development units online.

This presentation will outline key recommendations for building academic skill development within discipline units that is inclusive and relevant to all students, and which will build strong foundations for success in their discipline. It will explore some of the complexities and challenges faced by NPI in ensuring best practice approaches in these specialized units.

Session L: Virtual Reality – ROOM

ABSTRACT 1

Therapist in your pocket: Development of Cyber Clinic an innovative virtual web-conferencing App to address mental health issues.

Dr Qusai Hussain, Lecturer, NCPS

With advances in technology and the emerging use of Tele-health in the health profession there are many positive implications for mental health professionals. This topic will provide some basic knowledge on the changing landscape of Mobile and Tele-health and in combination with the popularisation of smartphones how this can be used to provide treatments for hard to reach populations (i.e. rural and remote areas) and engagement with early adopters such as young people. It will discuss the development of a purpose built software platform 'Cyber Clinic' that is designed to revolutionise access to mental health services.

'Cyber Clinic' is an innovative app designed to conveniently and cost-effectively connect individuals with mental health professionals through a virtual video-conferencing system. The secure software platform will integrate into most common management systems, meaning appointment scheduling, payment and Medicare rebates will be made easy for both clients and clinicians. The implications for practice will be discussed.

ABSTRACT 2

Artificial Intelligence and the Oncoming Crisis for the Helping Professions

Professor J Michael Innes, Professor, School of Psychological Sciences, ACAP

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

Automation and more recent developments in robotics and artificial intelligence have for many years been seen as potential threats to the employment of large numbers of people in the developed world. These threats have, however, been seen to affect hard skilled and labouring positions; the professions have been regarded as safe from such takeover. Artificial intelligence and machine learning are now being seen to have a likely and profound influence upon a broad spectrum of jobs at a professional level, affecting accounting, the law and medicine. Estimates as high as 45% of jobs being automated within 10 years have been proposed. Psychology, however, has continued to be seen as a safe haven for employment, with Frey and Osborne (2013), for example, reassuringly estimating the probability of replacement of psychologists as low as .004%. In this paper we challenge the assumptions underlying this optimistic estimate. Analyses of the job of psychologist as necessarily involving the skills of negotiation, persuasiveness and empathy do not take account of developments in the profession which automate assessment procedures and report writing, downgrade the requirements thought necessary for the establishment of relationships in therapy and emphasise the manualisation of therapeutic processes. This paper predicts the loss of positions in professional psychology in the medium term future. While there will almost certainly be a future for skilled and experienced specialised psychologists, large amounts of the mundane practice of psychology will be automated as is happening in erstwhile noble professions of the law and accountancy. Whether the face-to-face practice of psychology will be the sole province of the professional psychologist may also be seriously undermined. These developments have implications for the education and training of psychologists and, by association, professionals in all of the caring professions.

ABSTRACT 3

Wellbeing at Work Through Virtual Reality Interventions

Matthew Naylor, Student, School of Psychological Sciences, ACAP

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

This experiment tested two Virtual Reality (VR) relaxation interventions to determine if they had a significant effect on measures of physiological arousal and affect, compared to a control. Participants' views on the place of technology like VR in the future of wellbeing maintenance interventions were also examined. Forty-nine participants were randomly assigned to one of the three conditions. Participants wore a heart rate (HR) monitor while completing their respective condition, and completed pre and post-test surveys including the Positive And Negative Affect Schedule (PANAS), and both Likert-type and short-answer qualitative feedback questions. Mixed repeated measures ANOVAs revealed significant reductions in HR and affect over time across all conditions, with a significant interaction effect identified for negative affect. Participants' responses indicated that the majority expected and supported the introduction of VR interventions in workplace and clinical settings. These results demonstrate the potential of VR augmented relaxation interventions, and recommendations for further study are provided.

ABSTRACT 4

An Examination of the Efficacy of Virtual Reality Technology in Educating for Mental Health

Nicholas Formosa, Student, School of Psychological Sciences, ACAP

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

Traditional methods of training used to teach the diverse range of knowledge and skills required to work as a mental health professional have long been criticised. Evidence suggests that such methods have failed to empower learners' self-efficacy and critical thinking abilities, while inadequately transcending the theory to practice bridge. Subsequently, educators have shifted pedagogical approach and adopted innovative constructionist techniques to training that are grounded in constructivist theory, which purports that learners respond to their sensory experiences by building, in their minds, new cognitive structures that constitutes meaning within their world. Most recently, this has been achieved through the development of virtual environments replicating the experience of mental health illnesses to provide students the opportunity to learn through experiential training, which would otherwise be impractical or to risky to implement, whilst training novices core competencies and fundamental attributes such as empathetic understanding. The current study examined the efficacy of a VR training system simulating the experience of the positive symptomology associated with schizophrenic spectrum and other psychotic disorders. The sample consisted of 50 participants from the general public and various psychology undergraduate programs. Participants were provided with pre-post test measures exploring knowledge of diagnosis, attitudes, and empathetic understanding. A measure exploring user experience was also provided. It was hypothesised that after the engagement in the VR session, participants' post-test scores across all measures would be significantly higher when compared to pre-test. The study also explored the relationship between sub-factors of the user experience scale and change scores. Supporting the hypothesis, participants' scores were significantly higher at post-test across each outcome measure, with significant correlations found between a number of the gain and user experience scores. The findings have significant implications for clinical education and VR research exploring best practice when training fundamental competencies required to work as a mental health professional.

Posters

POSTER 1

Addressing stress with Navitas Library Students: outreach activities and programs for students

Lea Dawson, Information Literacy, Librarian, NPI

Libraries have traditionally run 'outreach' programs to engage with their client groups. The 'outreach' strategies used by academic libraries differ to those of public libraries – defined by our differing client groups. Literature in the area suggests that given the issues students face: loneliness, stress, financial burdens and anxiety creative approaches to relieve stress are becoming increasingly important. There has been an increase in tertiary education libraries (here and overseas) running activities to help ease the burden on students with their aim of improving their health.

University libraries in New Zealand, the US and locally have conducted 'stress relief' activities with the aim of reducing student anxiety levels and improve health. On a recent visit to the University of Sydney Library they had an array of activities available during their 'Healthy Study' week (held in Stu-Vac). These activities were supported by evidence-based research and were carefully researched. Activities were conducted in 'exam chill out zones' and included: colouring, origami, Sodoku, crosswords, post-it note pixel art, brochures on the benefits of staying health while studying as well as a visit of a puppy and kittens from the Sydney Dogs and Cats home.

Benefits of these outreach activities included: students being comforted by animals; interaction amongst students across disciplines; engagement with the library and library staff; new homes being found for the animals; providing students a relaxing environment where they did not have to compete and educating students on the importance of staying healthy during periods of stress. In the Navitas Library we are looking to implement some of these activities so that our students can experience such benefits and engage with the library beyond 'seeking information.'

POSTER 2

The Cambridge Personal Styles Questionnaire (CPSQ) mapped to graduate capabilities to ensure work readiness in Nursing.

Megan Young, Curriculum Development Project Officer, HSA

The approach to student retention and provision of learning support to students has not previously considered assisting students in understanding their own personal style of behaving in alignment with core competency behavioural traits necessary to succeed in Nursing. It is acknowledged in the literature today that the discipline of reflective practice as well as mindfulness is aligned with building resilience in the health care professions and aids in retention in the profession as well as preventing burnout and minimisation of treatment errors. (Healey & McGown, 2011 and Hassad, 2007) Worldwide there is acknowledgment amongst nursing education leaders that in order to respond to the dramatic changes in society, technology and the broader health care environment, graduates need to be prepared with capabilities that will ensure their success for the work and careers they will perform. (Heller, Oros & Durney-Crowley, 2000)

Health Skills Australia (HSA) embarked on a trial with a division of the University of Cambridge to implement the CPSQ as a tool for focused self-reflection against the seven established Cambridge health care competencies Cambridge have developed for the

healthcare professions. Independently as part of curriculum renewal HSA had developed their own graduate capabilities based on staff, stakeholder and industry advice and assigned them to all units of study. The serendipity of a close alignment with HSA's graduate capabilities mapped with the health care core competencies developed by Cambridge is an innovative opportunity for HSA-Navitas to lead in this approach to student-nurse retention. The CPSQ is a proven, reliable, validated tool that conforms to the Five-Factor Model of Personality and we recommend this be used as focused, insightful reflection for diploma of nursing students.

Session M: Radical Transformation – ROOM

ABSTRACT 1

The Effective engagement of students undertaking experiential learning

Professor Alperhan Babacan, Academic Director and Professor, NCPS

The last two decades have witnessed significant changes in the provision of education in the post-secondary education sector. Higher education has embraced various innovative practices designed to engage students and to ensure that student retention levels are improved. Major innovations directed at student engagement broadly cover pedagogic practices relating to teaching and assessment, the development of skills, innovations in online and blended delivery modes and the provision of experiential learning to 'ensure' that graduates are 'work ready'.

This paper discusses the adoption of experiential learning in higher education. After introducing the concept and aims of experiential learning, a broad overview of contemporary practices relating to experiential learning is provided. Various shortcomings of current practices relating to experiential learning are outlined. It is argued that whilst reflective activities are widely used to assess and evaluate experiential learning, such activities are generally limited to the reorganisation of knowledge with the aim of gaining further insights about the subject matter. Although reflection on tasks undertaken during placement is important for students' learning, it is advanced that current reflective practices associated with experiential learning do not go far enough to ensure that students challenge their own assumptions and biases and the structural factors which impact upon their disciplines and workplace norms and practices.

Critical reflection on the other hand, especially if strengthened by dialogue, can enable students to see the world, their discipline and the workplace through alternative and multiple lenses. It is argued that critical reflection and dialogue need to be positioned as a central aspect of the experiential learning as critical reflection and dialogue provide students with opportunities to reflect upon the activities undertaken during their placement and can encourage the questioning and contestation of assumptions and biases and factors which impact upon their discipline and workplaces. Appropriate teaching and learning strategies incorporating critical reflection and dialogue are suggested so that experiential learning can encourage this dual process.

ABSTRACT 2

Adventures through Wonderland: the dilemma of disorientation in counsellor education

Jenny Coburn, Lecturer, School of Counselling, ACAP

When Alice chased the white rabbit in Lewis Carol's classic book *Alice in Wonderland*, she didn't only fall into Wonderland. She fell into a 'disorientating dilemma' that disrupted her view of the world as being stable and logical. As Alice ventures through Wonderland, her experiences lead to multiple changes of perspective and transformations of self. Like Alice's adventures through Wonderland, training to be a counsellor can lead to multiple instances of perspective change, and self-transformation (Folkes-Skinner, Elliot, Wheeler 2010). Whilst counsellor training programs differ in structure and underlying philosophy, a signature pedagogical approach in counsellor education is that of transformative learning. Unlike instrumental learning environments, transformative learning challenges students to reflect critically on *what they do* and *how they do it*, and also on *how their actions relate to their value system*, and *how their value system affects others* (Mezirow, 1981). Hence the work of learning becomes personal and emotional, as well as cognitive and behavioural. This deep learning departs from the way knowledge has traditionally been constructed in academe, yet its potential rewards are many. Students who successfully work through the 'disorientating dilemmas' provided in a transformative learning environment may emerge with greater resilience, a more nuanced understanding of one's own worldview, and the flexibility to understand the worldview of others. Such resilience, flexibility, vision and empathic abilities are sought after graduate attributes in today's rapidly changing world (Dawkins, 2014). But, for all of the potential wonder that transformational teaching and learning promises, there is also the potential for deep learning approaches to result in increased vulnerability rather than resilience; confusion rather than clarity. This is the difficult balancing act that teachers, students and institutions grapple with daily. Using Alice's adventures as a metaphor, this paper provides thoughts on maximising safety in counsellor education when working with 'deep learning' approaches.

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ABSTRACT 3

Critical and clinical: reflective practice, teaching and innovation.

Dr Kate Briggs, Lecturer, School of Counselling, ACAP

Innovation and engagement go hand in hand as necessary aspects of successful practice in counselling, psychotherapy and education. How might innovation be encouraged so as to foster student and educator engagement, retention and success?

This paper revisits strengths based training and assessment, considering the role of critical reflection as foundational both in acquiring academic skills and in counselling and therapy practice. Principles of practice shared across models of critical thinking, practice, and reflection in the different realms of education, training and contemporary clinical work are identified to facilitate inclusion within our curriculum and pedagogy.

Session N: Psychology and Experience – ROOM

ABSTRACT 1

Accelerated long term forgetting in children with epilepsy: Is temporal lobe pathology necessary?

Michael Gascoigne, Lecturer, School of Psychological Sciences

This study examined long-term memory formation in 20 children with idiopathic generalised epilepsy (IGE), 23 children with temporal lobe epilepsy (TLE) and 58 control children. Participants completed two learning tasks (verbal list and spatial-location) which both involved learning to a criterion before recalling information following short (2-min and 30-min) and long (7-day) delays. A two-way ANCOVA revealed an interaction ($p < .05$) on the verbal list, but not on the spatial-location task. Compared to controls, children with IGE and those with TLE showed a reduction in word recall at a 7-day delay, relative to 30-min delay ($p < .01$) but not from a 2-min to 30-min delay. Our study shows accelerated long term forgetting for verbal material in children with epilepsy, irrespective of epilepsy focus. This suggests that temporal lobe pathology or seizure focus may not be necessary for this type of memory deficit.

ABSTRACT 2

Profiling Posttraumatic Stress Disorder using the MMPI-2-RF to improve diagnostic integrity

Natalie Morrison, Lecturer, School of Psychological Sciences, ACAP

David Mutton, University of Western Sydney

Dr Ben Morrison, Lecturer, School of Psychological Sciences, ACAP

A diagnosis of posttraumatic stress disorder (PTSD) can be associated with significant levels of stigma in the community, particularly for returned servicemen and women. Veterans are reportedly faced with not only the stigma generally assigned to mental illness in the community, but also stigma associated with service discharge, compensation proceedings and ongoing pension receipt as they fight to prove the existence of their trauma and symptoms. For this reason establishing gold standard measures for assessing PTSD is essential to maintaining the integrity of the diagnosis and the identities of those experiencing it. In this study the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) was used to ascertain a comprehensive profile of genuine PTSD to aid in the detection of feigning. 104 individuals (72 males, 34 females), 22 with genuine PTSD associated with military service, and, 82 with no-PTSD history who were divided into four groups; PTSD feigning (i) with or (ii) without control, (iii) general mental illness feigning, and (iv) no feigning. The Validity Scales of the MMPI-2-RF were highly accurate in differentiating genuine and feigning responders. While feigners generally over-reported on all Clinical Scales, PTSD responders appeared to have relatively less symptomology because they endorsed highly a limited set of symptoms within a symptom-cluster while feigners endorsed a moderate-high level all symptoms within the cluster. It was concluded that the MMPI-2-RF is a robust instrument for identifying feigning in PTSD presentations. The value of the instrument over other instruments is that it allows a precise profile of factors relating to both response style and physical and/or mental health symptomology.

ABSTRACT 3

The Effects of Religiosity and Nonverbal Communication Style on Perceived Trustworthiness

Simon Wegman, Student, School of Psychological Sciences, ACAP

Professor Mike Innes, Professor, School of Psychological Sciences, ACAP

Despite overwhelming evidence that religiosity is not a prerequisite for morality (Flack & De Waal, 2000; Hamlin, Wynn & Bloom, 2007; Zuckerman, 2009), it remains a commonly held belief that without divine directives and supernatural surveillance, individuals cannot be relied upon to behave morally (Cook, Cottrell & Webster, 2015). Although recent poll data suggest atheism is on the increase (Newport, 2015), atheists remain among the least liked groups in the world, with research from the US finding they are considered the least fit people to be voted into presidential office, and are rated as being similar to rapists in terms of their general trustworthiness (Gervais, Shariff & Norenzayan, 2011). This sentiment is not limited to the USA; in a study that has been replicated in eleven countries including Great Britain and Australia, it has

been found that atheists are considered likely candidates for serial murderers, while Christians, Muslims, Hindus, Buddhists and Jews are not (Gervais, 2015). However, anti-atheist prejudice research has thus far been limited to vignette studies, and consequently, data has invariably come from participants who are imagining an atheist rather than observing one. The proposed study aims to go beyond the vignette paradigm, and explore how nonverbal communication style affects individuals' perceptions of atheists using video footage of a simulated job interview scenario. Participants will view one of twelve videos, with the variables being the applicant's religiosity (atheist/believer/not mentioned), interaction style (affable/reserved) and sex (female/male). It is hypothesised that reserved atheist applicants will be rated less highly than reserved believers and controls, while affable atheist applicants will be rated similarly to affable believers and controls; indicating that an affable interaction style may be a protective factor against anti-atheist prejudice.

Session 0: Supporting Diversity – ROOM

ABSTRACT 1

Supporting culturally and linguistically diverse students in the Master of Social Work (Qualifying)

Sharon Moore, Associate Professor of School of Social Work, ACAP

Michelle Cavaleri, English Language Proficiency Manager, NPI

Masters students often find it challenging to meet the expected high standards of postgraduate study. This challenge is further compounded for a large number of students in the Masters of Social Work (Qualifying) (MSWQ) who come from culturally and linguistically diverse backgrounds. These students present with a range of language and literacy issues that stem from differing cultural understandings of academic discourse as well as English language proficiency issues. Previously, MSWQ students were supported by three research and writing workshops embedded in a core unit and consultations with SLS Advisors. However, a more strategic and efficient approach was needed to support the growing cohort. After analysing the writing demands of the course, we developed and ran a weekly writing class in Term 2, 2016. All new MSWQ students completed a short writing task in week 1 and those identified as 'at-risk' were recommended to attend the class. In addition, continuing MSWQ students needing writing support were also invited to attend. The aim is to develop writing skills to enhance achievement and promote quality research and writing. We also aim to create a learning community among MSWQ students and connect students with SLS advisors. The activities and resources are highly contextualised and provide scaffolding and practical guidance for completing assessment tasks, explicit information about the structure and language of discipline genres, and models of what acceptable student writing looks like. The effectiveness of the classes was evaluated by a survey administered to students at the end of the term and a second survey administered during the subsequent term. The surveys gained insight into students' perceptions of the class and the extent to which they transferred the skills. This presentation will outline how we developed the class based on student needs, describe our pedagogical approach, and present the results of the evaluation.

ABSTRACT 2

Gender Policing in All-Boys Catholic Schools: Experiences of Same Sex Attracted Students

Kathy Plumridge, Student, School of Psychological Sciences, ACAP

Fiona Ann Papps, Lecturer, School of Psychological Sciences, ACAP

Australian high schools are often hostile environments for same sex attracted students (SSAS) who routinely report them to be homophobic sites of verbal and physical harassment, victimisation, and social isolation. Although the research consistently positions SSAS as a population 'at risk', scholars now challenge the overarching 'bullying' paradigm to suggest it is not exclusively SSAS who are 'at risk', but the pervasive heteronormativity of the school environment that is 'risky' for SSAS. This study explored the experiences of SSAS within school cultures broadly delimited by their status as 'All-Boys Catholic Schools' (ABCS) as they offer a particularly rich intersection of multiple heteronormative systems. We aimed to identify how the lived experiences of SSAS in these environments fashioned their self-understandings, and further, to examine what it meant to be a SSA male in an environment where the gender climate is distinctively contextualized by the (re)production of hegemonic masculinities and institutionalised homophobia enacted through Catholic Doctrine. Participants ($N=6$) were young men who identify as same sex attracted and had attended an ABCS in New South Wales within the past five years. Semi structured interviews were conducted and verbatim transcripts analysed using thematic analysis. Findings indicate that the demotion of non-normative sexualities in ABCS is tied to the negotiation and contestation of aligning oneself with the archetypal masculine ideal. Further, in line with recent critiques of anti-bullying discourses that pathologise individual 'bullies', participants reported that gender performance was not only rigorously regulated by peers, but that teachers and authority figures were complicit in marginalising behaviours. The formal position of the Catholic Church as a structural barrier negating overt acceptance and/or validation of sexually diverse identities was also a marked feature of the accounts. Implications for pre-service teachers and educators are discussed.

ABSTRACT 3

Which mix of methods adequately captures the voice of people living with intellectual disabilities: Engaging people with intellectual disabilities in the co-design of support services

Dr Goetz Ottmann, Lecturer, School of Social Work, ACAP

Social care professionals tend to regard the direct involvement of people living with disability in the service design process as a key element of person-centred care. However, how best to conduct 'stakeholder consultations' particularly when involving people with intellectual disabilities has remained unclear and researchers have commented on the fact that there is no research evidence available as to what kind of methodological mix works best when involving people living with intellectual disabilities in 'stakeholder consultations'. This paper summarises the findings of a research project that sought to examine a suite of qualitative methodologies to obtain service design input from people with mild to moderate intellectual and learning disabilities and their families and carers to determine which mix of methodologies generates a good representation of their views. The methodologies examined included surveys and questionnaires, semi-structured interviews, focus groups, 'case in point' ethnographic observations, and photographic interventions. Family members were also asked to provide proxy responses to answer for the person for whom they care. The project involved 11 participants living with mild and moderate intellectual disabilities. Participants were asked to engage in each of the methodologies in a serial fashion starting with the methodologies likely to yield the most limited results. Contact with participants was spaced over the course of 18 months allowing for sufficient time for participants to forget the responses provided during the previous methods round. Results were analysed in terms of the number of themes each method was able to generate. The paper provides a summary of the results highlighting key issues that social care professionals should bear in mind when engaging people living with intellectual disabilities in the co-design of support services.

Session P: Work Experience and Placement – ROOM

ABSTRACT 1

Making Practicum an authentic experience

*Ed Irons, Lecturer and Student Support & Placements Coordinator, NCPS
Christine Jessup*

Most students find their taste of the world of work through a practicum experience enlightening, if not enjoyable. Yet how does it grow from amusement or general interest to be valuable learning. This presentation draws on theories of authentic learning to evaluate tasks set in a higher education practicum unit.

Authentic learning experiences have authentic context, authentic activity, expert performances, multiple perspectives, collaboration, reflection, articulation, coaching and scaffolding, and authentic assessment (Herrington 2016).

Authentic learning will be outlined, then the three assessment tasks in this unit (a report, a portfolio and a mock interview) will be evaluated in terms of the theory highlighting elements in all assessment tasks that support the theory.

ABSTRACT 2

Work integrated learning / professional practice in creative arts programs: four years on - reflecting on SAE's current Internship and Work Placement Program.

Bill Wade, SAE Institute

This article reports on a project which aimed to re-think, re-leverage and re-imagine the power of industry/education/sector partnerships in the creative arts in Australia. A selection of case studies were collected and analysed to examine the role industry and community engagement plays in creative learning and professional practice pedagogy. As one of three key projects exploring pedagogical approaches in the creative arts under the createED umbrella undertaken in 2011, this project also focussed on exploring tertiary-level work integrated learning (WIL) and professional practice in light of the new national creative and performing arts discipline standards. The result was a national benchmarking of best practice; an exploration of the role of the national discipline standards in evaluating the contribution of WIL, and a set of recommendations articulating how to successfully develop effective professional practice and industry partnership within a creative arts curriculum. Our findings were generally consistent with those of the Australian Learning and Teaching Council National Scoping Study: The Work Integrated Learning / WIL Report (Patrick et al. 2008) and extended upon that significant study through our primary focus upon the creative arts. In addition, a presentation: *Four Years On - Reflecting on SAE's Internship and Work Placement Program* will offer an update on the state of work integrated learning / professional practice through the lens of SAE's internship and work placement program.

ABSTRACT 3

Reframing the Discussion

Rod Dungan, Thriving Youth Australia

Much of the discussion around learning and wellbeing has been to reduce the conversation to the practice of mindfulness. In this oral presentation will provide a framework (REACH) to build strengths in learning and provide outcomes in Wellbeing

Search Institute developed the REACH Framework in response to growing interest among education practitioners and leaders in understanding the role of motivation and related social-emotional factors in academic motivation and persistence. This resource builds on diverse bodies of research by many scholars to create a multi-dimensional model of student motivation and perseverance.

Drawing on these streams of research in educational and developmental psychology and our research and applied work in positive youth development, Search Institute developed the REACH Framework that articulates specific, actionable dimensions of student motivation and perseverance. This approach recognises that motivation and perseverance are not just matters of individual drive and tenacity, but are also shaped in social contexts and relationships. Thus the model identifies *both internal* (attitudes, self-perceptions, skills) *and external facets* (relationships and opportunities) that are at work.

The REACH Framework integrates bodies of research into a five-part framework (and 20 accompanying everyday actions) designed to be actionable in learning.

Relationships Student motivation is grounded in positive and developmentally rich relationships with teachers.

Effort Students are more likely to put in the needed effort to learn, and learn from failures, when they have “growth mindsets,” believing that they have the ability to get smarter with effort.

Aspirations Students are more motivated when they have a positive view of their future possible selves and connect that vision to their current actions.

Cognition focuses on the degree to which students maintain self-control and mental toughness, and defer gratification in the present to achieve goals and complete tasks in the future.

Heart Students are more motivated when they identify and better understand what they love to do, and when they are asked to think about what they value most deeply.