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## ACAP, HSA & NCPS Conference 30 October 2017 Sydney

Educating 21st Century Professionals:  
Learning, Teaching, and Scholarship

# ABSTRACT BOOKLET

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### KEYNOTE SPEAKER: Educating 21st Century Professionals: Learning, Teaching and Scholarship

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*Professor Stephen Billett, Professor of Adult and Vocational Education in the School of Education and Professional Studies, Griffith University.*

The task of preparing professionals for working life has perhaps never been more demanding and complex. The requirements for occupational practice are constantly changing, the circumstances of their enactment increasingly diverse, expectations by students, workplaces and governments are ever growing and lengthening working lives means that initial occupational preparation needs to equip graduates for ongoing development. The educational project faced by organisations such as ACAP is tough, demanding and perilous. So, the expectations of tertiary educational institutions is to secure a smooth transition to practice and graduates securing the capacities to develop further and sustain effective professional practice across working life. Here, it is proposed that these educational challenges prompt a careful consideration of what should guide and drive professional preparation programs, and also the kinds of educational practices that need to be employed to develop adaptable and responsive professionals for the 21st century.

Having made a case about the changing nature of occupational requirements, this presentation discusses how preparing graduates for this dynamic work environment might be best understood. It does this by distinguishing between the canonical knowledge of the occupation and the situated requirements of its enactment in particular circumstances of its practice, both of which are dynamic. It is proposed that experiences of and consideration of situational factors need to be accounted for alongside preparing students with the canonical knowledge of the occupation. That preparation, it is proposed, needs to include the provision of authentic practice-based experiences, and the adoption of pedagogic practices that can integrate and enrich educational experiences, through developing learner interdependence. Together, these educational provisions can be directed to promote the development of principled understandings and practices that are generative of adaptability in their enactment and the development of interdependence by students as nascent professionals. It is this combination of factors that may well position the provision of initial professional education as being best able to meet the contemporary challenges.

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### SESSION A: Preparation for Profession: Educator Training and Experience

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#### ABSTRACT 1

##### **21st Century online teachers community**

*Ishrat Siddique, Online Learning Lead, School of Counselling, ACAP*

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

Technology has become an integral part of our life and learning patterns in the 21st century. The internet, blogs and smart phones are some examples of tools that we use to grow in our knowledge and understanding. To keep up with the 21st century technology in the class room, teachers need to be trained, consulted and willing to accept and practice the changes.

Teacher communities can be empowering networks to share experiences, explore new ideas, and pause to socialise in an

otherwise non-stop profession. Research suggested that, if designed, implemented, and supported well, online communities of practice can help teachers strengthen their performance. Through these online social learning spaces, evidence shows that educators can effectively access, share, and create knowledge, as well as strengthen their commitment to the profession. (Booth, 2011 et al)

With the vision of the 21st century technology in the class room, in 2015 the Blended and Online Learning and Teaching team began creating an online teachers' lounge to unite all School of Counselling online and blended delivery teachers to an online community. This presentation explains the actions taken to achieve a self-sustaining online teachers' lounge. With a focus on online collaboration techniques used to create a sense of community, developing the online environment into a place where teachers learn, build professional relationships and share academic knowledge.

Qualitative and quantitative analysis of results received from a user feedback survey will be presented along with user engagement results from data collected over the life time of the online lounge.

To set up an online community the team looked at the below areas:

- Online Teacher Community focus
- Adapting technology
- Sustaining engagement

This report aims to share the knowledge gained and key learning hurdles discovered for creating an online community for academic professionals and compare theories from a literature review to the relevance of the schools target audience.

## **ABSTRACT 2**

### **The Power of Digital Peer Review**

*Fiona Perry, Student Learning Support Coordinator, ACAP*

*Rachel Maissan, Student Learning Support Coordinator, HAS*

The benefits and limitations of traditional peer review models have been well researched. These benefits include the development of new ideas and skills, improvement of and increased confidence in teaching practices, and heightened collegiality (Brookfield, 1995; Chester, 2012). However, many traditional models are limited in that they often include a power imbalance, risk to the person being reviewed and the need to be in the same room during the observation and feedback stages (Chester, 2012; McMahon et al., 2007).

Building on this research and current models from similar learning support teams (Berry et al., 2012; Kato, 2012; Stevenson & Kokkinn, 2009), the authors refined a process whereby peer review could meet the needs and challenges faced by a contemporary Navitas team. Individuals in the Student Learning Support [SLS] team, like many teams throughout ACAP, NCPS and HSA, are geographically dispersed, potentially becoming more casualised, and made up of people working from a variety of locations (Deloitte, 2017; Hanrahan, 2017; Hare, 2016). This revised peer review process includes four steps: pre-observation discussion, observation, post-observation discussion and self-reflection. All of these steps can be undertaken between individuals on the same campus or on separate campuses and even in different states using digital collaboration tools like Zoom, phone or email.

Digital peer review overcomes many of the traditional limitations as well as bringing to light several unanticipated benefits. The modern workplace has an increasing focus on accountability and performance outcomes, and one of the authors' goals was to maximize and protect the professional development of individuals while still including an element of reportable performance review. As a result, the development of the peer review program shows a strong commitment to transparency, fairness and ethical behaviour: key principles which are important to model for students entering the caring professions. In addition, while developing the observation checklists, the SLS team collaborated to refine and reiterate the role and vision of

SLS – “what we do” and “how we do it”. A further unanticipated outcome of the project was that through participation SLS educators developed a real understanding of students' challenges with technology as a learning tool and their potential feelings of vulnerability when seeking feedback.

These benefits and core values are readily transferable to other Navitas institutions and various teams of educators. Moreover, this critical reflection through digital peer review is a way to ensure educators are catering for the evolving needs of a diverse student population. The authors are confident that their four-stage process could be implemented with groups of educators as a highly personalized professional development program. Moreover, the principles and process lend themselves to other applications such as staff training, assessment or lesson moderation, and team building and goal setting.

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### ABSTRACT 3

#### Embedding Employability Skills or : From Lecturer to Facilitator! Or: The Future of Training

*Leanne Marilyn Courtney, Curriculum and Learning Manager, Navitas Careers and Internships*

Navitas Careers and Internships delivers the BSB40215 in the Professional Year Program (PYP). The PYP is a professional development program combining formal learning and an Australian internship placement.

The program gives international graduates the skills to gain employment and excel in their chosen field. Successful completion provides eligibility for migration points towards permanent residency.

In 2017, the curriculum was updated to introduce Workplace Simulation, Rolling Enrolments and increased use of educational technology in the classroom. This involved the training team to develop workplace related activities after consultation with industry. These activities were created to embed skill gaps identified in graduate employability skills.

The objective of the project was to optimise student outcomes and experience in the PY classroom. The curriculum enhancements required the training team to embrace change, to quickly learn new technologies and the outcome has seen our trainers self-perception shift from that of a trainer to a curriculum coach and facilitator. How did we do it?

#### Topics Covered

Introduction to Change and Trainer PD

- Development of the Simulated Workplace Activities
- Importance of Employability Skills focus
- Introduction of educational technology
- Digital Portfolios
- Workplace Simulation Sessions
- Psychometric Evaluation to develop Professional Development Plans
- What's next in the ongoing development of the curriculum – Leadership Model, Entrepreneurship?

### ABSTRACT 4

#### Creating Interactive Web/Mobile Based Language Lessons

*Amarsh Anand, Founder, BiliTutor*

Study materials for Language learning have the following distinct requirements:

1. Listening and Speaking is a must for acquiring and practicing a language
2. Dictionary and Flashcards should be readily available for vocabulary acquisition
3. Teaching pedagogy should be centred around Interactivity and Gamification, with minimal passive learning involved

All of the above have been accomplished by Apps like DuoLingo and Babbel, and hence such Apps have seen great success amongst self-taught language learners. However, since these Apps come with fixed content, teachers cannot include such Apps in their existing teaching curriculum.

Despite of recent advancements in the Mobile-App and Web-App world, MS-Word and PDFs remain as the most common formats for preparing digital study material. This is because typing a Word document is a lot easier than creating a Mobile or Web App.

BiliTutor is an online Editor, designed specifically for creating Language Study material. The content author types in their content, records their voice, creates exercises - much like the way they would create a Word document. BiliTutor then adds Speech Recognition, Speech Narration, Grammar Correction, Language Translation, Quiz Creation, Automatic Assessment, Online dictionaries, Gamification algorithms, Spaced repetition, Text and Video chat and other modern technologies to convert the document into a Web / Mobile App. In summary, BiliTutor empowers every language content author to create their own Web or Mobile App.

Similar services are available in form of Quizlet, Kahoot, etc, but such tools are available as external supplements to the actual language lessons. BiliTutor provides a unified platform for creating the contents and quizzes in a single document. Once the document is created, it becomes available as a Web/Mobile App, PDF, eBook, Presentation slides and Smart TV App.

BiliTutor is currently under trial at Navitas English under supervision of Jonathan Hvaal and Karen Haire. Content has been created for Pronunciation and Intonation lessons, and for English language tests like Pearson and IELTS. BiliTutor is also being used at JNU, India's National University for linguistics, as a tool for the revival of Endangered Indian languages.

## **ABSTRACT 5**

### **Teaching the Professional in the Present Century: Learning to “play” or “playing” to learn?**

*Professor J Michael Innes, ACAP*

The preparation of professionals requires an understanding of the demands that will be made of them well into the middle of the century. This in turn requires far more precision about what the future will hold than is possible. Current educational processes, mandating strict adherence to rules, compliance with narrow policies and adoption of information technological restrictions are predicated upon the anticipation that we know what will be required; a form of bureaucratisation of the education process. Future problem solving in the realm of the professions will be more likely to require adoption of open-ended questioning and exploration of novelty, a form of play, than can be acquired through the use of such techniques. This paper considers the issues from the points of view of psychology and sociology and explores alternate approaches to education and training.

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## **SESSION B: Research Based Learning: Studies of Decision Making**

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## **ABSTRACT 1**

### **Adaptive Cognition: Expertise and Executive Function in High Attentional Load**

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

*Joel Goulter, Honours Student, School of Psychological Sciences, ACAP*

The constructs of expertise, attentional load (AL) and executive functions (EFs) have been extensively studied. Such research has revealed that experts who use EFs regularly display enhanced set-shifting and inhibition; cognitive load (CL) inhibits EF ability; and individuals who excel at cue-utilisation (an aspect of expertise) perform more efficiently in simulated tasks. However, these findings have been found in isolation, with little understanding regarding how these constructs interact, the effect they exert on expert performance, and the relationship that anxiety may play. Current research suggests that anxiety and EFs compete for processing-capacity whereby lower trait anxiety should result in higher EF test scores. Together, these findings imply that certain experts learn implicit cue-based strategies that aid the use of their EFs thereby leaving more processing-capacity to manage the impact of CL. Due to the limited investigation of potential interactions between the aforementioned constructs, the current study aimed to provide evidence to support this notion. Primarily it was hypothesised that experts from a domain which requires EF ability (i.e. air traffic controllers (ATCs)) would perform significantly better than controls on measures of EF, and that this difference would be accentuated in high AL conditions. Hence, a two-way interaction between expertise and load was predicted. Secondarily, it was hypothesised that experts would display lower trait anxiety than controls, contributing to their improved EF abilities. A 2 (Group ATCs or controls) x 2 (high or low AL) between subjects design was used. The high AL was manipulated by a prospective memory task and audio and visual distractions. Participants were 36 ATC experts and 36 control participants who were randomly assigned to either the high or low AL condition. Participants were asked to perform tasks measuring working memory, switching, inhibition and planning. Participants also completed an anxiety inventory. The results of this study may provide much needed insight into the cognitive underpinnings that facilitate expertise.

## **ABSTRACT 2**

### **The Effect of Perceived Competence and Competitive Climate of Team Decision-Making in the Hidden-Profile Paradigm**

*Vanessa Dayeh, Honours Student, School of Psychological Sciences, ACAP*

*Ben Morrison, Senior Lecturer, School of Psychological Sciences, ACAP*

It is often said that two heads are better than one. With this belief in mind, complex decision-making in organisations is frequently assigned to teams. The rationale for this assumption that teams may make better decisions than individuals is that the

combination of team members' knowledge and viewpoints provides the team with a larger pool of information to draw from than any individual member. However, research using the Hidden-Profile Paradigm has consistently shown that team members regularly fail to exploit their unique and diverse information to produce better decisions. This limited effectiveness of collective information sharing undermines the value of teams in organisations. To realise the benefits of utilising teams as decision-making units, organisations require an understanding of the factors that impact information sharing. The question is: which two heads are better than one? For example, a team of highly competent, knowledgeable individuals may have little motivation to exchange information with one another, consequently producing poorer decisions. Whereas a team of less competent individuals, each motivated to increase his/her knowledge, may exchange more information, and consequently produce better decisions. Another important question is: under what circumstances are two heads better than one? Depending on organisational incentive structures, individuals within a team may, in attending to personal goals, deliberately choose to withhold information, thereby sharing less information and producing poorer team decisions.

My research aims to investigate whether individuals' perception of competence relative to other team members influences information sharing and decision accuracy in the Hidden-Profile Paradigm. The study extends upon previous findings by directly investigating the role of perceived relative competence on information sharing and decision accuracy in competitive versus cooperative environments. I also explore whether individual factors, such as strategic withholding and evaluation apprehension, provide further insight into information sharing in teams.

### **ABSTRACT 3**

#### **Using Reduced Processing Strategies to Improve the Decision-Making Efficiency of Perfectionists**

*Rebecca Liu, Honours Student, School of Psychological Sciences, ACAP*

*Ben Morrison, Senior Lecturer, School of Psychological Sciences, ACAP*

Work and studies are the life domains most commonly affected by perfectionism and studies have shown that perfectionism results in lower productivity, reduced efficiency and burnout. Typical behaviours such as excessive checking, repeating and correcting, focusing on irrelevant or too much information, and difficulty in making decisions lead perfectionists to spend an unnecessarily greater amount of energy and time on individual tasks. The use of reduced-processing strategies, such as 'Elimination by Aspects' (EBA) and 'Satisficing' which help decrease the amount of information acquired and processed, is a potential solution to reduce the perfectionistic behaviours that result in longer decision times and poorer decision accuracies. Within specific domains such as firefighting, research has shown that by using reduced-processing strategies focused on more relevant features, novices can be trained to improve their decision accuracy in simulated decision-making tasks.

The present study investigates whether perfectionists can be trained to use reduced-processing strategies to be more efficient in decision-making. It is hypothesised that such training will result in decreased decision latency, increased accuracy, decreased mental effort, and a reduced number of feature recursions and feature displays accessed at post-training test scenarios and that these improvements will be greater for participants with higher levels of perfectionism compared to those with lower levels of perfectionism.

60 participants aged 18+ will be recruited to perform a series of computer-based simulated decision-making tasks in the firefighting and forensic domains. Findings and their implications on how to help perfectionists at work will be discussed.

### **ABSTRACT 4**

#### **The Factors Impacting Blame Attribution in Child Sexual Assault Cases**

*Stephen Kelly, Honours Student, School of Psychological Sciences, ACAP*

Child Sexual assault (CSA) is a current, prominent and worldwide issue with long lasting effects for the victim including both physical and psychological trauma. In cases of CSA, the blame attributed is typically moderated by a range of factors associated with the victim and/or offender (e.g. age, disability, race, sexual orientation and gender). The majority of previous research looking at blame attribution in cases of CSA focuses on factors associated with the victim, and less literature focussing on the perpetrator characteristics. Indeed, a common thread in many of these findings looking at the issue of CSA is the offender/victim's capacity to make judgements for themselves (i.e. agency), which is considered to be a pre-requisite for a person's moral agency. Moral agency refers to an individual's capacity of choosing to behave in a way that does not harm others. Despite this apparent link, no studies to date have explored the relationship between moral agency and blame attribution in CSA. Further, there is a suggestion that one's individual ability to self-regulate, which involves the interplay of multiple processes that manage an individual's goal directed behaviour, may moderate any relationship between moral agency and blame attribution. The study aims to explore whether the perceived agency of the offender, manipulated by intellectual disability, will impact individuals' levels of blame attribution towards the offender in cases of CSA, and whether this effect may be moderated by raters' self-reported moral agency and self-regulation. Participants will read one of two hypothetical CSA scenarios and respond to a range of questionnaires regarding their self reported levels of moral agency and self regulation as well as blame attribution questions in relation to the CSA scenario. The study follows a quantitative methodology and will be a (2) perpetrator perceived agency (disabled vs. not disabled) x (2) self-regulation of participants (high vs. low) x (2) moral agency of the participant (high vs. low) between subjects factorial design. Discussions and future implications of the research are discussed.

## ABSTRACT 5

### **Stereotype Threat, Cognitive Depletion and Intergroup Anxiety Experiences Amongst Middle-Eastern Muslims and Anglo-Australians in Airport Security Interrogation Settings**

*Emann Al-zahab, Honours Student, School of Psychological Sciences, ACAP*

*Dr Nicholas Harris, Lecturer, School of Psychological Sciences, ACAP*

Depictions of Middle-Eastern peoples as terrorists has significant parallels with ingrained criminal stereotypes that Black and Hispanic males are subject to (Simon, 2007). Including these groups being targets of threat-related stereotypes (Welch, 2015). Events such as 9/11, and the Bali bombings, has influenced terrorist related stereotyping among Middle-eastern Muslims within Australia (Poynting & Mason, 2007). Furthermore, the majority's perception that Muslims are the threatening other (Hussain, 2000), and the minority's perception of Whites as racist (Goff et al., 2008), influences perceptions of intergroup relations (Howarth, 2006). This indicates that investigation regarding the manner these stereotypes influence Muslim and Non-Muslim White experiences in criminal justice systems is required. Whilst research has examined the influence of adverse Muslim stereotyping on out-group perceptions, limited research has examined intergroup interactions (i.e., in-group/outgroup) in criminal justice; with only Najdowski, Bottoms & Goff (2015) examining American Black/White relations in the context of stereotype threat during police encounters. Stereotype threat is the fear of negative stereotype confirmation characteristic of one's affiliated group (Steele, Spencer, & Aronson, 2002). This study extends research by examining stereotype threat's underpinning mechanisms, including intergroup anxiety and cognitive depletion, by comparing Australian Muslim Middle-Easterners with non-Muslim Anglo-Australians in an airport security interrogation. The research aimed to investigate the interaction between interrogator (White/Middle-Eastern) and participant race (non-Muslim White/Middle-Eastern Muslim). It was predicted that Middle-Eastern Muslim participants (MEMP), compared to White Participants (WP) would experience greater stereotype threat, higher levels of intergroup anxiety, and greater cognitive depletion with a White interrogator (WI), versus a Middle-Eastern interrogator (MEI). Contrastingly, it was hypothesised that WP, compared to MEMP, will experience higher levels of cognitive depletion and intergroup anxiety, but lower levels of stereotype-threat with a MEI, compared to a WI. Participants read an airport security interrogation vignette involving a MEI or WI to simulate imagined contact. Cognitive depletion was assessed utilizing the Stroop task which involved maintaining colour naming whilst suppressing word-semantic identification (Richeson & Trawalter, 2005; MacLeod, 1991). Stereotype-threat was measured utilizing an adaptation of the stereotype threats scale from Shapiro (2011); and intergroup anxiety via Stephan & Stephan's (1985) intergroup anxiety scale. Results were discussed in light of stereotype threat and intergroup anxiety theory.

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### ABSTRACT 1

#### **Making sense of edtech: Translating the trends to everyday practice**

*Lucy Blakemore, Head, L&T Communities and Networks*

Automation, AI, digital badging, AR/VR, digital courseware, social learning platforms... ask anyone involved in edtech to name the trends and you're likely to hear these and many, many more. It's a challenge keeping up (just ask the Navitas Ventures team!), and even harder trying to work out which trends apply in your teaching context now and in the near future.

This introductory session aims to share some of the broad, global trends in educational technology, but more importantly to demonstrate some of the very practical, tangible and inspiring ways these trends are already impacting the work we do in the classroom. Done well, edtech is giving us the opportunity to re-think every aspect of how we teach and learn, not only in terms of the tools we work with as teachers, but also delving into fundamentals such as curriculum and learning design, teaching practice and every aspect of the student experience.

The session concludes with some practical suggestions on how to get a little closer to the world of edtech, by sharing your own work and connecting with your own teacher community to learn together.

### ABSTRACT 2

#### **Online Refresh—what do students really want?**

*Kristen Clarke, Head of Curriculum and Assessment, School of VET*

Learner success is dependent on an interconnected set of influences, from enrolment, through the learning journey and transitioning out. Achieving improved student engagement in the online space only touches the surface of transforming the online experience. Understanding what the learner really wants takes an in-depth look at the lived experience of the learner cohort.

This presentation showcases a highly successful project at an Australian private vocational education provider where Moodle is being used as the platform to transform the student experience. The project included gathering qualitative and quantitative data from a range of internal and external sources about the demographic profile of learners, how they learn, and where they are most likely to succeed and fail.

The Moodle environment afforded a scalable approach in fostering student engagement and success using a wide variety of active learning strategies. The results of the project include an improvement in module completion rates of 6% in targeted courses.

The strategies described will be applicable to a wide range of educational contexts.

### ABSTRACT 3

#### **Ramp up student engagement using interactive yet simple technology**

*Roxanie Hibbins, Lecturer, School of VET, ACAP*

Bringing on campus and online class spaces into a new era of interaction, embracing technology that not only equals face to face instruction, but also adds value and enhances ease of learning. The days of passive distance education have been eclipsed. Discover simple applications that make teaching easier, more enjoyable and stimulate right-brained learning.

Bring Moodle content to life using Visme, Canva, Edpuzzle, Paddlet, Youtube Channels, Flipgrid, Animations and yourself.

Students no-longer have to suffer death by powerpoint.

I believe as educators, we're facing a new wave of learners, ones who are used to resourcing what they need, when they need it and they want to grab it fast. Learning for learning sake is a bygone era. To keep up, we need to deliver content in the same way, bite-sized, super-relevant, targeted and deeply engaging. When we add social connection into the mix and deliver content that networks student cohorts we also help address the issue of isolation, which is now an endemic social issue. Education not only makes students competent, it transforms people and communities. We have a dual responsibility to meet both these needs.

### ABSTRACT 4

#### **Serious Games and Virtual Reality: Exploring the Future of Education through Emerging Technologies**

*Nick Formosa, Academic Tutor, ACAP*

"Emerging technologies such as Virtual Reality simulations has provided students the opportunity to learn via constructivist approaches to education whilst acquiring experiential and competency-based skills, which would otherwise be impractical or too risky to implement. The current study examined the efficacy of a Serious Game that simulates the experience of the positive symptomology associated with schizophrenic spectrum and other psychotic disorders. Participants from the general public and various psychology undergraduate programs were immersed in a story-driven VR simulation of a psychotic episode and completed pre-post measures examining user's knowledge of DSM-5 diagnostic criteria, attitudes, and empathetic understanding. Results demonstrated that participant scores were significantly enhanced at post-test across each outcome measure.

### ABSTRACT 1

#### **Effective Teaching and learning in the eyes of our first year students: A framework for 21st century first year learning experience**

*Michaela Munoz, Academic Research Coordinator, School of Counselling, ACAP*

*Vicki Hutton, Lecturer, School of Counselling, ACAP*

Student retention remains a key focus amongst higher education providers, with a growing body of evidence suggesting the first-year experience can be crucial to student retention as well as student wellbeing and successful completion of their studies. The current study explores the first-year learning experience from the first-year students' perspective by analysing qualitative data from the Unit and Teaching Evaluation Surveys (UTES) within the Discipline of Counselling between 2013 and 2017. This analysis will draw on aspects of Jobe, Spencer, Hinkle, and Kaplan's (2016) First Year Student Progress (FYSP) systematic methodology, comprising Identification, Development, Execution, Assessment, and Decision. The findings from this study will support recommendations in regards to a first-year student orientation program and academic teacher's professional development training.

### ABSTRACT 2

#### **Educational Choices: Understanding the expectations of what is necessary to achieve success**

*Sharon Aris, Course Coordinator (Youth Work), ACAP*

This paper explores how the expectations different families bring to what can be achieved from education dictates the educational choices they make, foreshadowing significantly different approaches to education and likely educational outcomes. These outcomes relate to the achievement of credentials and base level disciplinary knowledge, the development of social dispositions and social knowledges.

Using data from a doctoral study on parents' high school choice strategies in a single school market in Sydney, four key groups of parents are described: Doers, Consolidator, Credentialists and All Rounders. These groupings were constituted according to the capitals they pursued from education and the strategies they used to realise these in their choice of high school. The data collected included semi-structured interviews with 28 parents whose SES and ethnic profiles were illustrative of the area, two key informant interviews with primary school principals and a discourse analysis of key policy documents. Bourdieu's concepts of field, capital and habitus and the specialisation codes from Legitimation Code Theory have been used to analyse this data.

This study reveals families have differing capacities to recognise and realise the range of capitals available from education including academic capital, the dominant capital of the field. Parents' own experience of schooling and the labour market significantly influences their expectations as to what is desirable and likely to be realised from education. This in turn means some parents are effectively blind as to how to realise different social goods from education, whilst others are blind to social capitals of value in the workplace. Finally, this paper asks what might these parental expectations and capacities might mean for attitudes to post-school education and different individuals ability to realise their goals here?

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### ABSTRACT 3

#### **Launching Graduates into a (more) Secure-functioning Early Professional Life**

*Carmen Nicotra, Psychotherapist, Supervisor, Educator and Founder of The Professional Development People*

As new graduates venture into professional practice, be it as staff in an organization or in private practice, they are faced with separation from their intense community of learning. Professional practice brings with it the challenge to continue learning and developing without the assuring structures and parameters of student life.

In my work as an educator and supervisor, I've long held a sense of how influential the issue of leaving behind the comparative safety and support of student life can be. This concern and curiosity led to my research project at UTS, the findings of which revealed the degree to which the issue of community (and loss of) can profoundly impact a professional trajectory despite high initial levels of enthusiasm and commitment. Isolation in its varying and subtle forms, is very common in early career and its effects can ultimately be career-defeating.

Though my research looked quite broadly at the support needs of recent early-career professionals working in a self-regulated environment (of which I am one), the prominent issue of 'community' revealed itself as a broad and recurring theme. Identifying this theme left me with a desire to explore ways in which the problems(s) could be addressed and in 2012, I founded The Professional Development People (PDP) as platform for change.

I will share my experience, observations and concerns and propose how we might find a balance between the cost-effectiveness and convenience of on-line learning whilst holding on to the value we know is implicit in face-to-face interactions. I will also suggest strategies that may serve to create a well-supported transition into professional life and help to secure the future of our new generation of professionals.

#### **ABSTRACT 4**

##### **An Investigation of gender, and masculinity/femininity in non-traditional careers on attrition rates, career progression, and discrimination**

*Lynita Clark, Honours Student, School of Psychological Sciences, ACAP*

*Dr Nicholas Harris, Lecturer, School of Psychological Sciences, ACAP*

From the 1970's there was an increase in women and men working in careers traditionally dominated in numbers by the opposite sex (non-traditional careers). In the last 20 years this increase has "flat lined". Attrition rates are higher for both men and women working in non-traditional occupations, compared with traditional careers. In addition, fewer men than women choose to work in non-traditional careers. Social Role Theory explains that gender behaviour is influenced by cultural and social expectations, often culminating in gender stereotypes. For example, management and dominant masculine-type roles are often associated with men, while service and empathetic feminine-type roles are often associated with women. Minimising the gender gap creates a culturally diverse working environment, which has been linked to increases in job satisfaction and work productivity. Therefore, Social Role Theory may be tested by examining the role of masculinity and femininity within non-traditional careers. Research thus far has focused on discrimination of women in the workplace and therefore it is of interest to examine discrimination of both women and men in non-traditional occupations. A quantitative design will be used to investigate the influence of gender, and masculinity/femininity in non-traditional careers on attrition rates, career progression, and discrimination. Participants have been recruited through social media. The participants include male primary school teachers, male nurses, female engineers, and female surgeons. Results will be discussed.

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### **SESSION E: Research Based Learning: Studies of Decision Making (continued)**

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#### **ABSTRACT 1**

##### **Effectiveness of feedback and paired musical training on mandarin tones discrimination**

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*Ran Shi, Lecturer, School of Psychological Sciences, ACAP*

Second language acquisition (SLA) is a topic in the field of psycholinguistics that has traditionally received great interest across disciplines, including psychology, anthropology and neurolinguistics. When aimed at improving education, research in SLA is mainly focused in cognitive processes surrounding learning methods. The aim of the proposed study is to compare the effectiveness of different learning conditions on discrimination tasks involving Chinese Mandarin tones. Mandarin tones, which are differentiated by pitch modulations, provide lexical information, allowing listeners to differentiate semantic meaning between phonologically similar words. Naïve listeners, including those from other tonal language backgrounds, struggle to differentiate among Mandarin tones (Gottfried & Suiter, 1997; So & Best, 2010). However, people with musical expertise are as good as Mandarin second language students in tone discrimination tasks and significantly better than other naïve listeners, an effect attributed to expertise in pitch discrimination (Delogu, Lampis, & Belardinelli, 2010; Lee & Hung, 2008). This experimental behavioural study will compare accuracy and response time of the following learning conditions: explicit training, with or without feedback, implicit training and auditory discrimination training, while considering musical expertise as a moderating variable. Music notes will be introduced in the discrimination task (Krauss et al., 1995), as it is valuable to understand whether non-musicians can use this resource to improve in their tone discrimination accuracy. As pitch changes map relatively consistently onto different syllables for different tones, explicit training is hypothesized to be more effective than implicit learning. However, if naïve listeners are unable to distinguish tones at all on a perceptual level, or if tonal rules are too abstract, the opposite result might be found. In line with research (Lee & Lyster, 2016; Wang, Spence, Jongman, & Sereno, 1999), it is hypothesized that feedback explicit training will yield better discriminatory accuracy across tone pairs than explicit training without feedback and implicit training. Findings will be discussed.

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## SESSION F: Research Based Learning: Studies of Relationships

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### ABSTRACT 1

#### **The Effect of Exercise of Women's Internalisation of the Thin-Ideal, Embodiment Experiences and Positive Body Image**

*Sophie Covell, Honours Student, School of Psychological Sciences, ACAP*

*Dr Fiona Ann Papps, Senior Lecturer, School of Psychological Sciences, ACAP*

*Dr Jemma Harris, Lecturer, School of Psychological Sciences, ACAP*

Western society's thin-ideal still pervades contemporary media platforms, encouraging vulnerable women to internalise this ideal. This internalisation may result in body image and eating disturbances, potentially lowering psychological and physical well-being. Recent research devoted to exploring factors that might protect women from internalisation of the thin-ideal has shown that positive embodiment experiences (that is, an integrated healthy connection between the mind and body) decreases self-objectification and increases positive body image. Two forms of exercise that are currently receiving attention on social media platforms for increasing women's embodiment experiences are recreational pole dancing (RPD) and asana based yoga (ABY). The present research is an exploratory investigation into how women's engagement in RPD, ABY and other exercise might promote embodiment experiences that decrease internalisation of the thin-ideal and objectification, facilitating positive body image. One hundred and twenty women, aged 16 to 62 years ( $M = 29.31$ ,  $SD = 8.79$ ) completed an online survey assessing exercise practices, thin-ideal internalisation, objectification, embodiment experiences and positive body image. After controlling for Age and BMI, compared with no exercise, only ABY significantly predicted positive body image, and that this relationship was mediated by internalisation, objectification and embodiment. However, this effect was not observed for RPD or other forms of exercise. Noteworthy was that women who engaged in ABY were significantly older and that age and objectification were negatively correlated. Results suggest that ABY protects women from internalisation of the thin-ideal, in turn promoting more positive embodiment experiences, less objectification and a more positive body image.

### ABSTRACT 2

#### **Consensual Non-Monogamy: The Roles of Novelty Seeking, Sexual Boredom, Sex and Sexuality**

*James MacGibbon, Honours Student, School of Psychological Sciences, ACAP*

*Dr Fiona Ann Papps, Senior Lecturer, School of Psychological Sciences, ACAP*

Consensually non-monogamous relationship structures which challenge traditional views on relationships are becoming increasingly visible within popular discourse. Meanwhile, evidence suggests that traditional relationship structures may be failing to meet individuals' sexual needs, with decreased sexual desire for the partner being described as one of the main challenges to a long-term relationship. Perel, drawing on Bowen's pioneering Family Systems Theory, has suggested that interpersonal fusion may contribute to decreased sexual desire for the partner, and this may consequently motivate extra-dyadic sex. However, Perel's argument has been challenged by findings that suggest comparable relationship satisfaction in samples of non-monogamous gay men. Sexual boredom and novelty seeking have instead been proposed through qualitative research as potential predictors of extra-dyadic sex. Analysis of 392 responses (76% male) to an online survey (65% response rate) suggested that having a consensually non-monogamous relationship agreement was positively associated with being male, being gay, sexual boredom and novelty seeking. However, binary logistic regression analysis suggests that only sexuality and novelty seeking directly predict consensual non-monogamy, while the effects of sex and sexual boredom are mediated by novelty seeking. Contrary to Perel's arguments, fusion was unrelated to consensual non-monogamy. The implications of these results for clinicians engaged in couple or sex therapy are discussed.

*Keywords:* consensual non-monogamy, sexual desire, relationship agreement

### ABSTRACT 3

#### **“It kind of sort of crept up” Australian lesbians talk intimate partner violence in a thematic analysis**

Carey Little, *Master of Psychological Sciences Graduate, School of Psychological Sciences, ACAP*

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

**Objective:** Intimate partner violence (IPV) is generally viewed as a heterosexual problem meaning lesbian relationship IPV has been minimally investigated. The study aimed to explore how women who engage in intimate same-sex relationships understand IPV, how IPV began and was recognised in the relationship and the personal impact of the association between IPV and mental health issues. The aim being to hear the voice of women engaging in same-sex relationships, and in turn offer clinical practitioners learning and appropriate perspectives when engaging with clients from this minority group.

**Methods:** Semi-structured interviews as part of a qualitative methodology, explored experiences of IPV for six Australian women recruited through social media. Interviews were conducted face-to-face and by Skype. Thematic analysis inductively applied to the member checked transcripts identified themes and sub-themes. **Results:** Themes indicate IPV is not readily recognised during the relationship, as the abuse is a coercive, psychological and emotional manipulation, often covertly applied, that intensifies over time. A re-framing, of events and behaviour, as IPV was only negotiable after the relationship ended. Individuals who were the targets of IPV often struggled to blame partners, citing factors such as their participation in the relationship and viewed their own mental health issues as provoking IPV. Jealousy, controlled finances and isolation were repeated thematic patterns.

**Findings:** Lesbians may find it difficult to speak up or seek help because they do not recognise IPV as coercive and psychological and emerging insidiously into the relationship. Practitioners should be aware of covert, non-physical IPV as a precipitant to lesbian mental health issues. Therapeutic discourses featuring jealousy and isolating behaviour should be noted as possible IPV indicators.

Minority sexual groups and domestic violence are still areas of limited understanding in the clinical psychology environment and much is to be learned about how we might approach this topic in the education of psychologists and the updating of current clinicians.

### ABSTRACT 4

#### **Mobile Dating App Usage and Romantic Relationship Development**

Tess Moffatt Sosa, *Honours Student, School of Psychological Sciences, ACAP*

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

Online dating services are internet based personal introductory programs that can be accessed through personal computers or mobile phones (Whitty, 2006). These services are an increasingly popular method for locating and contacting potential partners, with over 4.6 million Australians using these services in 2014 (Australian Competition and Consumer Commission, 2015; Freier, 2015). Emerging adulthood is a critical period for the development of sexual identity which is characterised by a transition from seeking short term partners to developing long term intimate relationships with appropriate peers (Christie & Viner, 2005). With 78% of Tinder users falling within the 16-34 age range, it is important to investigate the impact that dating app usage has on sexual identity and relationship schemas among people who use this method of introduction (McGrath, 2015; Keniston, 1971; Levinson, 1978). This study used an online survey to collect information about use of dating apps, sexual identity development, romantic relationship schemas, relationship satisfaction and commitment from a sample 18 to 30 years of age. The relationship between dating app use and behaviour, romantic relationship schema, satisfaction, commitment, sexual identity and relationship duration were examined using correlation and regression analyses. It was hypothesised that dating app use would be related to behaviour, satisfaction and commitment in romantic relationships, but would not be related to measures of sexual development or romantic relationship schemas. The findings add to our understanding of modern relationships and are considered in terms of models of sexual identity development .

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### ABSTRACT 1

#### **Practitioner Case Study: “I can’t recall, No really I honestly can’t recall”: The use of Cognitive Interviewing with technology to address the questions of fitness that instead became a conviction of murder**

*Gary Banks, Principal Clinical Psychologist and Managing Director, Sydney Counselling Centre*

*Pei Kong, Clinical Psychologist, Sydney Counselling Centre*

Research indicates that as many as 20 to 30% of individuals who commit violent crimes report amnesia for their offences. Multiple explanations have been postulated ranging from organic amnesia attributable to hypoglycaemic events, intoxication with substances, and brain injuries. Dissociative amnesia suggests that emotional arousal at the time of offence limits retrieval of memories. A third option is failure of meta-memory where offenders believe they are amnesic. And finally there is malingered amnesia where offenders seek to minimise culpability for the offence.

In a matter where the defendant evidenced prolonged manic behaviour with psychotic features, claimed amnesic upon arrest, and considered unfit to be interviewed, was referred for a fitness evaluation including memory assessment.

Neuropsychological measures including cognitive function, memory, and validity testing were administered. Cognitive Interview was utilised, focusing on varied recollection and reverse order retrieval. The use of technology including video, audio, and photos also provided significant evidence to the Court.

Using reverse retrieval and ignoring claims of amnesia, the offender produced a cohesive narrative of the offence, which not only confirmed fitness for trial, but produced an admission. This paper reviews the assessment and interview process, including steps to bypass resistance. Recommendations are made regarding the combination of neuropsychological measures and the use of technology with the cognitive interview to more effectively evaluate claims of amnesia in violent offences.

### ABSTRACT 2

#### **Consumer perspectives on the therapeutic alliance**

*Shifra Waks, Honours Student, School of Psychological Sciences, ACAP*

*Dr Peter Saunders, Lecturer, School of Psychological Sciences, ACAP*

Consumer is the term used to describe someone with a lived experience of mental illness and has accessed mental health services (Department of Health and Ageing, 2013). While mental health policy and services have adopted recovery-oriented practice and guidelines that assert value on consumers’ lived experiences and expertise in their own recovery journeys, consumer perspectives and understandings are still underrepresented in mental health research, education, training and mental health service delivery (Happell, 2010). In preparing the next generation of professionals, we need to expand and evolve our understanding of how the therapeutic alliance,, influences recovery of these individuals. As many tertiary institutions are developing new curricula engaging consumers (Department of Health and Ageing, 2013; Happell, 2010), educational settings, including ACAP, should aim to develop the capacity of students to transition and work effectively in professional practice, predominately in clinical settings. It is therefore crucial that we acknowledge consumer perspectives, their voices across clinical settings so that we are understanding and delivering best-practice across the field. Working with consumers is not only key and often required when applying for mental health research, policy and service delivery grants, but should be acknowledged in research as valuable and valid in developing suitable curricula in training the next generation to be working with consumers in Australia in the 21st century (Callard & Rose, 2012). We will share the aims and main findings of this research detailing consumer voices and perspectives regarding their own lived experiences of the therapeutic alliance and recovery. As the requirements for training in psychological science shift, this research aims to contribute and strengthen important consumer voices and perspectives on a topic long considered relevant and important to consumers’ recovery and path to wellbeing.

This research aims to contribute to the shift in valuing consumers’ lived experiences while examining a topic that has predominantly been researched from the clinician’s or therapist’s perspective. Our research has engaged a mixed-methods research approach, consisting of a questionnaire measuring the quality or strength of the therapeutic alliance and a person’s personal recovery and semi-structured interviews to explore the topics and individuals’ lived experiences in more depth. Over one hundred participants responded to the questionnaire and interviews were conducted with five individuals. Correlational statistics will be used to analyse the quantitative data and interpretative phenomenological analysis (IPA) will be used to analyse the qualitative data from the interviews. The main aims and contributions of this research, recommendations and future directions will be explored with a consumer perspective focus.

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### **ABSTRACT 3**

#### **Uncertainty intolerance and sensory sensitivity as predictors of anxiety in mothers of children with Autism Spectrum Disorder and Other Chronic Illnesses**

*Michelle Backley, Honours Student, School of Psychological Sciences, ACAP*

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

Uncertainty intolerance and sensory sensitivity as predictors of anxiety in mothers of children with Autism Spectrum Disorder and Other Chronic Illnesses Michelle Backley and Professor Lynne Harris Australian College of Applied Psychology Abstract Parents of children who have developmental disabilities are well known to experience chronic stress, low parental self-efficacy and high rates of anxiety. Recently, parents of children with autism spectrum disorder (ASD) have been reported to have elevated sensory sensitivity (SS) that was related to anxiety (Uljarevi, Prior, & Leekam, 2014; Uljarevic, Carrington, & Leekam, 2016). Uljarevic et al. (2016) argued that SS in mothers of children with ASD reflected an underlying biological characteristic shared by their children (Bakker & Moulding, 2012). This study sought to replicate and extend the findings of Uljarevic et al. (2016) by comparing the responses of mothers of children with ASD (ASD group) to those of mothers of children with other chronic illnesses (CI group) or who have typical patterns of development (TD group). An online questionnaire comprising the Hospital Anxiety and Depression Scale-Anxiety Sub-scale (Zigmond and Snaith, 1983), Intolerance of Uncertainty Scale - Short Form (Carleton, Norton, & Asmundson, 2007), Highly Sensitive Person Scale (Aron and Aron, 1997) and the Parenting Sense of Competence Scale (Johnston & Mash, 1989) was completed by mothers in each of these groups. It was predicted that, if high levels of SS are specific to family members of children with ASD as suggested by Uljarevic et al. (2016), then the ASD group would have higher scores on a measure of SS than both other groups. The implications of the findings for understanding the experience of mothers caring for children with high needs are considered.

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### **ABSTRACT 4**

#### **Self-directed community services for older Australians in regional, rural and cultural minority communities: A cluster-randomised stepped-wedge study**

*Goetz Ottmann, Senior Lecturer and Undergraduate Course Coordinator, School of Social Work, ACAP*

Consumer-Directed aged Care (CDC) is increasingly becoming the norm in OECD countries. However, while CDC has turned out to be attractive to policy makers and bureaucrats, the evidence base regarding the programmatic and contextual factors that affect the outcome of individualised service options for people in regional/rural areas and among cultural minorities is scarce. This article reports on the outcomes of a self-directed care intervention for older Australians with complex care needs in regional/rural, Greek, and Indigenous communities. A multi-methods approach involving a variant of a cluster-randomised stepped wedge design and 52 semi-structured interviews was employed. Participation rate was 20%. A total of 198 older people and carers were recruited at baseline. Ten months later, 136 participants completed the repeat measure. Attrition rates were around 31.3%. Data collection occurred between September 2013 and March 2015. The intervention was truncated resulting in a model of care that featured strengthened decisional and advocacy support in combination with some self-direction features. In part, this reflected participant preferences. The results suggest that, strengthened decisional and advocacy services result in increased client satisfaction with the assistance provided by their agency, that their opinions and choices were being respected, that they were treated with dignity and respect, with the information they received regarding their care, with their financial support arrangements, that the services changed their view on what could be achieved in life, and that they were being kept informed about changes in their care arrangements. Furthermore, the study highlights important community-specific barriers that need to be overcome if clients are to have access to more choice and control. Finally, the study outlines a number of contextual factors that negatively affected available resources and client choice. The article argues that decisional and advocacy support represent crucial stepping stones on the way to increased choice and control.