

PostAc[®] Psychology Lesson Plan (Final Year Unit)

Reflecting on job roles and skills for psychology graduates: Discussion-based workshop

Suggested session time: 90 minutes (session can be adapted)

Session Modality: Face-to-face or live online

Purpose

Students will reflect upon the skills and attributes acquired during a 3-year accredited Australian psychology degree and how these can translate to the identification of specific potential job titles.

Learning Objectives

At the end of this session, it is expected that students will be able to:

1. Identify the core skills and attributes they have acquired from their 3-year psychology degree; and
2. Apply this knowledge to the identification of specific job roles.

Assumed Knowledge

This lesson plan is designed to accompany a final year unit in an accredited 3-year course of psychology (the lesson could be adapted for second year and/or for inclusion in a capstone psychology unit). In the preceding class, ask students to reflect upon the core skills and attributes from a 3-year degree of psychology (*these may already be documented, such as through use of an online Portfolio*) including with respect to their course outcomes and competencies established by the accompanying accreditation body.

Lesson Structure

LESSON SEQUENCE

Suggested Timing	Lesson Content	Learning Experiences	Materials
INTRODUCTION			
10 minutes	What skills and attributes are unique to psychology graduates?	<ul style="list-style-type: none"> Ask students to discuss with a peer those skills and attributes they identified that are unique to a psychology graduate (e.g., communication skills are acquired by a psychology degree, but also acquired by other degrees, so communication skills would not be considered 'unique'. However, research methods and ethics are arguably more unique to psychology). Brief discussion (f2f or in break out rooms online). We suggest giving them a moment to consider responses before commencing discussion with a peer. When the whole class reconvenes, call for example responses. Identify any responses on board which relate to unique skills/attributes (i.e., research methods and analysis) and psychology-specific knowledge. 	<p>Whiteboard/pens (or electronic shared space [e.g., Blackboard Collaborate, Padlet]).</p> <p>The provided PowerPoint slides to accompany the lesson plan.</p>

DEVELOPMENT			
20 minutes	Identification of specific job roles for 3-year psychology graduates	<p>Now that students have reflected upon the skills and attributes they have acquired, especially those unique to psychology, it is time to consider how they can/will identify appropriate employment opportunities.</p> <p>Ask students what type of keywords would be relevant/useful to use for identifying jobs as a 3-year psychology graduate. Demonstrate, using an available job search engine, what happens when you type 'psychology' into a search engine. Are they able to apply for the resulting jobs?</p> <p>Present the 'problem' of identifying relevant job roles for psychology graduates (see accompanying slides).</p> <p><i>While some students will be aiming to progress to postgraduate study in psychology, it is useful for them to identify specific job roles that their skills and attributes align with. This could also assist them with obtaining relevant employment during their postgraduate studies.</i></p>	Access to job search engines.

<p>15 minutes</p>	<p>PostAc® Psychology findings and reflection</p>	<p>Using the provided slides as a guide, highlight the method and findings from the PostAc® Psychology report (Busby Grant et al., 2024). The job examples provided in class represent findings from the analysis of over 5 million job advertisements using an algorithm designed to identify jobs applicable for psychology graduates.</p> <p>Demonstrate example jobs from the report that the authors deemed as highly relevant/directly relevant for psychology graduates based on the findings from the machine learning / natural language processing algorithm.</p>	<p>PostAc® Psychology report and associated PowerPoint slides.</p>
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<p>35 minutes</p>	<p>Analysis of job advertisements (which are/are not suitable for you as an upcoming psychology graduate, and why?)</p>	<p>Using the PostAc® Psychology report (Busby Grant et al., 2024) as a guide, in addition to the associated slides provided, present each job advertisement (<i>in f2f settings you may like to have these presented around the room for students to move to or you could assign each job to a group to identify the relevant skills/attributes in the advertisement and ask them to report back to the class</i>).</p> <p>Which of the jobs do the students think would be relevant for them to pursue? Why/why not? Ask groups to rank the jobs from highly suitable to unsuitable (<i>they could also consider their own potential interest in each position</i>).</p> <p>Reveal that the PostAc® Psychology findings suggested that all the job advertisements included on the slides were relevant for psychology graduates. Demonstrate findings from the algorithm (see attached PowerPoint slides).</p>	<p>PostAc® Psychology report and associated PowerPoint slides.</p>
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5-10 minutes	Reflect and connect	What is a key learning from today? <i>Connect to next class: You may like to ask students to use a search engine ahead of the next class to see if they can identify job advertisements for some of the jobs identified by the PostAc® Psychology Report. Encourage them to come to the next class with consideration of why the job is relevant, and if any additional training/upskilling will be needed.</i>	
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Suggested citation:

George, A. M., & Busby Grant, J. (2024). Reflecting on job roles and skills for psychology graduates. Retrieved from <https://www.canberra.edu.au/about-uc/faculties/health/research/demand-for-australias-psychology-graduates>