

For integrating 'Best Practice' models with pedagogy and scholarship to improve the student experience

- x This was an excellent subject and delivery. One of, if not my favourite subjects so far. I really enjoyed video clips on each disorder and the way you explained each disorder in an organised fashion to make it easier for us to conceptualise it.
- x This is an interesting subject that is extremely relevant to the psychology degree.
- x I appreciated the teaching methods used in lectures & tutorials (videos, case studies etc) as these made the lectures more involved & interesting. Great subject.
- x Marie ...is passionate about her subjects and I look forward to her classes
- x Relates well to real world settings, have learnt great skills to take with me into the work place

Students have given me amongst the highest ratings possible (5 = Outstanding). SFS ratings in relation to nominated criterion and the development of the graduate attribute of problem-solving skills appear in Table 1.

Table 1: 2009 SFS ratings in relation to PY3103 inspiring motivation, interest value and development of graduate attribute of problem-solving

The teaching staff of this subject motivated me to do my best work	4.3
The teaching staff worked hard to make this subject interesting	4.6
This subject developed my problem-solving skills	4.0
As a result of this subject, I feel more confident about tackling unfamiliar problems	4.1

SFS ratings in the subject over time demonstrated student interest: rating of 4 (2005), 3.9 (2007) and 4.3

- x The Lecturer knew this subject really well
- x Marie Caltabiano's knowledge and passion makes this an excellent elective, and a valuable contribution to my degree

As further evidence, in response to the SFT question 'The teacher's understanding of the subject (PY210) was...' in 2008, 93.3% of students gave ratings between (4) More than acceptable and (5) Outstanding.

Graduate destinations further substantiate the relevance of their training in health psychology to their current employment practice. Most of the Psychology graduates undertaken the Health Psychology modules have secured positions in Health departments such as Dept. Health and Ageing (Canberra), Alcohol & Drug Services, Adult Mental Health, Community Mental Health (Cairns), Tropical Public Health (Townsville). A consistent comment I have heard from these graduates over time has been that the training in Health Psychology particularly in relation to program management is one of the most relevant things they learnt in the degree course as it is used by them daily in their job.

This employment advantage to students undertaking PY210/PY311 is reflected in Evaluative comment from the Peer Review. We know of no other undergraduate Psychology course which teaches PM+. This would have been a first.

Criterion 5: Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

Pedagogical contribution to the discipline of Psychology

Between 1999 and 2008 I have demonstrated a commitment to the enhancement of student learning and teaching at a national level, and made a pedagogical contribution to the discipline of Psychology through my authorship of a major textbook in Health Psychology published by Wiley Australia - Caltabiano, M. Sarafino Byrne, D. (2002, 2008) Health psychology: Biopsychosocial approaches. An Australasian perspective. This book is now in its 2nd edition and has been adopted by 11 universities, 2 of which are outside Australia. The impetus for this book grew out of years of teaching where the only textbooks available to students were American ones where the health statistics, health initiatives and health care were not relevant to the learning experience of students in Australia. Taking up the challenge to contextualise teaching and learning resources for Australian students, close to a thousand new references were added resulting in a textbook of 688 pages. The 2nd edition is even longer, 758 pages of which about half of the book is new material. In order to enhance the learning of students, both international and Australian research has been included in the book. Pedagogical aids to learning include a Hgbd-4(g)1.7c ofn Iseus, vcu o s arn-6.7(ech, As)-4(ass y)-4.nur alf, Caen scntn s no

edition as the textbook resource for the subject. As opposed to the majority of university subjects that use American textbooks containing information not directly relevant to the Australian context, Dr Caltabiano's book specifically focuses on Australia and neighbouring New Zealand, and cites contemporary health studies, statistics, surveys, research and health promotion undertaken in these two countries thereby significantly enhancing subject relevance, content, delivery, continuity of teaching and student learning opportunities.