

## Deakin case study: Psychology inclusive curriculum checklist

[Jaclyn Broadbent](#) and her colleagues in the School of Psychology developed the 'Psychology inclusive curriculum checklist' to ensure all students will have opportunities to see people like themselves reflected in the curriculum. This tool is to be used from 2021 onwards by unit teams initially in psychology units within the Bachelor and Honours degrees and Graduate Diploma.

|  | Example  | Contribute to knowledge and/or critical understanding of the issues regarding? <i>How?</i> | Is diversity <u>promoted</u> in the content? e.g. Yes (where?), No, Not sure. | PLAN FOR ACTION: In which aspect/s of your unit content do you think you could add this component? |
|--|--|--|---|--|
| Gender   | Female, Male, Trans/Gender Diverse, Non binary, Prefer to self-describe, Prefer not to specify   |  |   |  |
| Person(s) living with a disability               | Disability can be both physical and mental   |  |   |  |
| Culturally and Linguistically Diverse Background |  |  |   |  |
| Indigenous Australian content                    | To note: this is being covered in another review by the School of Psychology. See <a href="#">Fiona's</a> story  |  |   |  |
| Diversity in Socio-economic background           |  |  |   |  |
| Diversity in sexual orientation                  | Lesbian, Gay, Bisexual, Straight/heterosexual, Pansexual   |  |   |  |
| Diversity in Religion and beliefs                |  |  |   |  |
| Diversity in Age                                 |  |  |   |  |
| Diversity Relationship status                    | Married, partnered, de facto, divorced, separated, single, polyamorous   |  |   |  |
| Family diversity                                 | Nuclear, rainbow, blended families, no children, intergenerational, intercultural, families living with a disability. See <a href="#">Hannah's and Meghan's</a> story  |  |   |  |
| Family / childcare / household responsibilities  | Challenge gender stereotypes. Check this <a href="#">video</a> about men with caring responsibilities  |  |   |  |
| Career Choices                                   | Women in STEMM. See <a href="#">Amani's</a> story  |  |   |  |
| Use of Gender binary data                        | Where data is discussed as gender binary, provide feedback that recognises that data was collected before other genders were recognised  |  |   |  |
| Intersectionality                                | 'Intersectionality' refers to the ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation. See <a href="#">Kevin's</a> and <a href="#">Sherrie's</a> Stories |  |   |  |
| Diversity in names and titles                    | Consider using gender-neutral names and titles (e.g Mx) as well as names reflecting a range of cultures and backgrounds  |  |   |  |
| Inclusive Images                                 | Ensuring you have diversity of people in images. Select images that challenge stereotypes. Check <a href="#">Inclusive Images guide</a>  |  |   |  |
| Descriptions of appearance are diverse           | Describing the experience of being angry as being 'red in the face' or 'flushed pink' is not inclusive of all skin colour.   |  |   |  |
| Content available in different formats           | Audio, video, downloadable, accessible. Check: <a href="#">create accessible content toolkit</a>   |  |   |  |