students in business were taught by using models or regular psychology teaching. Comparison of test results at the end of the course showed the superiority of teaching medicine students by case study and business students by models, as compared with regular teaching. The importance of applying in each discipline the teaching and cognitive styles characteristic for the discipline is emphasised.

Structuring the capstone experience in psychology
Richard Miller
University of Nebraska at Kearney
United States of America
In academia, a capstone usually refers to a course or project that synthesises the knowledge learned during a student’s academic career. The goals of nearly all capstone experiences are to help students develop the skills that go beyond the ability to simply summarise and evaluate the information they have learned. In this talk, I briefly outline the learning objectives that are generally associated with the capstone experience including (a) critical thinking, (b) scientific writing, (c) information literacy, (d) data analysis skills, (e) personal skills and an appreciation of diversity, (f) frameworks for knowledge, (g) history as a context, and (h) ethics and values (Dunn & McCarthy, 2010). Next, I describe a number of different approaches to the capstone experience in psychology including (a) history and systems courses, (b) honors or independent studies/thesis requirements, (c) service learning: internships / practicum / fieldwork, (d) senior seminars or integrative experiences, (e) courses that extend the core, (f) issues-oriented capstone courses, (f) psychology as part of the discipline, and (h) use research skills (Murphy, 2008).

Perceptions of psychologists regarding the use of religion and spirituality in therapy
Samantha Naicker
Nelson Mandela Metropolitan University, South Africa; Ottilia Brown
Nelson Mandela Metropolitan University, South Africa; Diane Elkington
In the past the use of religion and spirituality were research topics because of the belief there is evidence of an integration between psychology and religion and spirituality. Recently, studies have proved the success of using religion and spirituality to cope with psychological disorders, prevent unhealthy behaviours and promote resilience. Despite this, little research has tapped psychologists’ perceptions of this matter. This study aimed to explore the perceptions of psychologists in the Nelson Mandela Metropolitan Municipality regarding the use of religion and spirituality in therapy. Purposive sampling was employed to obtain a sample, and focus groups were used to collect data. The sample consisted of 15 registered psychologists. The data was analysed using Tesch’s model of qualitative content analysis. Thirty two themes and forty four subthemes emerged from this process. The participants emphasised that religion and spirituality are coping mechanisms for both clients and psychologists. Most of the participants indicated that they were willing to discuss religion and spirituality with their clients if they brought it up. The participants highlighted that being able to engage with their clients on religious and spiritual levels, and factors that made it difficult for them to do so. An important factor was the lack of training for psychologists on religious and spiritual issues in psychology. Based on the results, this study may influence professional training in psychology.

Psychology students’ satisfaction by the level of education worldwide
Anna Sagana
Maastricht University, Greece
Heckman Sun
Shenyang Normal University, China
This research was a part of a large national project on teacher effectiveness and quality in mainland China. The whole project started in 2007 and lasted until 2011. To assess teacher’s effectiveness and quality, evaluation systems with scientific indicators were needed. It was necessity to have a close look at what is the price to be paid? The aim of the symposium is to summarise the latest advances over psychologists’ education worldwide and assess their impact on students. The discussion will be facilitated by a follow-up study, to the one presented during the 27th International Congress of Applied Psychology (Potocnik, 2010), on students’ perceptions of their怎么样? Do they feel that they get all that is required to enter the professional world? If not, what is the price to be paid? The aim of this paper is to explore the positive aspects, while taking into consideration the wants of students and with it the need for a high standard of professional practice.

A comparison between the indicators for evaluating teachers in China and Japan

Do we need clinical psychology in medicine?
Considerations for a Singapore
Nenna Ndukwe
James Cook University, Singapore
It is well recognized that chronic medical conditions can have a significant impact on an individual’s emotional wellbeing. In particular, medical conditions can generate psychological issues such as anxiety and depression, which in turn could precipitate poor coping, poor adjustment and non adherence to treatment. In addition, concerns around prognosis and diagnosis are often central to the psychological problems associated with chronic illness. Interest in the services of clinical psychologists within medical settings globally. However, few studies have explored the value of clinical psychology in Asian medical settings. This presentation reviews the existing literature and discusses the value of clinical psychology in medical settings in Singapore, where the profession is still being established. The objective was to illustrate how psychological input can improve symptom management, quality of life, and adherence to treatment in medical settings in Singapore. It was concluded that there is a valuable role for clinical psychologists in Singaporean medical settings. Psychological management can improve symptom management, quality of life, adherence to treatment and self efficacy.