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**Indonesian professional psychology education curricula: A mixed-methods study**

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Bachelor of Psychology

Post-graduate Professional Psychology

Master of Educational Management

A thesis submitted for the degree of Doctor of Philosophy in Psychology

College of Healthcare Sciences

James Cook University, May 2018

**Declaration of Intellectual Ownership**

I declare that this thesis is composed of my original work and has not been submitted in any form for another degree or diploma at any university or other tertiary institution. This thesis contains no material previously published or written by another person except where due reference has been made in the text. A list of references is included, acknowledging the published and unpublished work of others cited or referred in this thesis.

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**Declaration of Ethics**

The research presented and reported in this thesis was conducted in accordance with the National Health and Medical Research Council (NHMRC) National Statement on Ethical Conduct in Human Research (2007). The study received human research ethics approval from the James Cook University Human Research Ethics Committee, Approval Numbers being H6031 and H6562.

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### Statement of the Contribution of Others

The Research Advisory Panel provided significant contribution on the conduct of this study and the drafting of this thesis:

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#### Intellectual support

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Permission procedures, survey mailings and fieldwork arrangement	Administrators at universities/professional psychology programmes in Indonesia	Names of administrators and their institutions were concealed to ensure confidentiality

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Chapter No.	Details of publication(s) on which chapter is based	Nature and extent of the intellectual input of each author, including the candidate
3	Ningdyah, Helmes, Kidd, Thompson, and Greenwood. (2016). Training models in professional psychology education: A literature review. <i>Anima Indonesian Psychological Journal</i> , 31(4), 149-159.	The authors co-developed the research question. Ms. Ningdyah reviewed the literature and wrote the first draft of the paper which was revised with editorial input from Prof. Helmes, A/Prof. Kidd, A/Prof. Thompson, and Prof. Greenwood. Ms. Ningdyah developed the tables.
6	Ningdyah, Greenwood, Kidd. (2018). Examining the content validity and reliability coefficients of a training models scale in Indonesian professional psychology programs: Expert evaluation. <i>Makara Human Behavior Studies in Asia</i> , 22(1), 56-66. DOI: 10.7454/hubs.asia.2190318	The authors co-developed the research questions. Ms. Ningdyah collected the data and performed the data analyses with assistance from Prof. Greenwood and A/Prof. Kidd. Ms. Ningdyah wrote the first draft of the paper which was revised with editorial input from Prof. Greenwood and A/Prof. Kidd. Ms. Ningdyah developed the figure and tables.
2	Ningdyah, Helmes, Kidd, and Thompson. (2015). Graduate Professional Education in Psychology: Its Essential Characteristics.	The authors co-developed the research question. Ms. Ningdyah reviewed the literature and wrote the first draft of the paper which was revised with editorial input from Prof. Helmes, A/Prof. Kidd, and A/Prof. Thompson.

**Publications during candidature that inform this thesis** (continued)

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	In E. Suwarni (Ed.), <i>Proceedings of the 1<sup>st</sup> Social Science and Economics International Conference</i> (pp. 14-18). Indonesia: Bina Darma University Press.	
3	Ningdyah, Helmes, Kidd, and Thompson. (2016). Preparing For Mental Health Care Services: Professional Psychology Curricula In Indonesia. In S. Rahmawaty (Ed.) <i>Proceedings of the International Conference on Health and Well-being</i> (pp. 32-45). Surakarta, Indonesia: Universitas Muhammadiyah Surakarta. ISSN: 2503-5193	The authors co-developed the research question. Ms. Ningdyah reviewed the literature and wrote the first draft of the paper which was revised with editorial input from Prof. Helmes, A/Prof. Kidd, and A/Prof. Thompson. Ms. Ningdyah developed the tables.

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Parts of the above-mentioned manuscripts are incorporated into the stated thesis chapters.

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**List of Abbreviations**

AP2TPI	Association of Providers of Psychology Education in Indonesia ( <i>Asosiasi Penyelenggara Pendidikan Tinggi Psikologi Indonesia</i> )
APA	American Psychological Association
APAC	Australian Psychology Accreditation Council
APCS	Academy of Psychological Clinical Science
APT	Academic Potential Test
ARUPS	ASEAN Regional Union of Psychological Societies
ASEAN	Association of South-East Asian Nations
ASPPB	Association of State and Provincial Psychology Boards
BAN-PT	National Accreditation Body for Higher Education Institutions ( <i>Badan Akreditasi Nasional-Perguruan Tinggi</i> )
BEA	APA Board of Educational Affairs
BPS	British Psychological Society
CVR	Content Validity Ratio
DAL	Developmental Achievement Levels
EuroPsy	The European Certificate in Psychology
GPA	Grade Point Average
HCPC	Health and Care Professions Council
HEI	Higher Education Institutions
HIMPSI	Indonesian Psychological Association ( <i>Himpunan Psikologi Indonesia</i> )
HSPEC	Health Service Psychology Education Collaborative
IELTS	International English Language Testing System
IPCP	International Project on Competence in Psychology

IUPsyS	The International Union of Psychological Science
JCU	James Cook University
KKNI	Indonesian National Qualifications Framework ( <i>Kerangka Kualifikasi Nasional Indonesia</i> )
LO	Learning Outcomes
LPNK	Non-Ministerial Governmental Institutions ( <i>Lembaga Pemerintah Non-Kementerian</i> )
Menristekdikti	Ministry of Research, Technology and Higher Education ( <i>Kementerian Riset, Teknologi, dan Pendidikan Tinggi</i> )
MOU	Memorandum of Understanding
MPPP	Masters of Professional Psychology Programme
MRA	Mutual Recognition Agreement
MRPQ	Mutual Recognition of Professional Qualifications
NCSPP	National Council of Schools and Programs of Professional Psychology
PDQIP3	Programme Director's Questionnaire on Indonesian Professional Psychology Programme
PhD	Doctor of Philosophy
PSWAIT	Psychology Sectoral Work Group on Agreement on Internal Trade
PSYBA	Psychology Board of Australia
PsyD	Doctor of Psychology
Puskesmas	Primary care ( <i>Pusat Kesehatan Masyarakat</i> )
QUAL	Qualitative method(s)
QUAN	Quantitative method(s)

SD	Standard Deviation
SIPP	Licence to practice psychology ( <i>Surat Ijin Praktek Psikologi</i> )
SKS	Semester Credit Unit ( <i>Satuan Kredit Semester</i> )
SNPT	Indonesian National Standards for Higher Education ( <i>Standar Nasional Pendidikan Tinggi</i> )
TOEFL	Test of English as a Foreign Language
U.S.	United States
UK	United Kingdom
USA	United States of America

### **Typographic Conventions**

Although APA formatting has been used throughout this thesis, the following variations have been applied to enhance readability:

- Single line spacing was used for tables and figures instead of double line spacing.
- Font size used for tables and figures varied between 8pt to 12pt.

### Abstract

This study explored the characteristics of curricula in Indonesian professional psychology programmes. These curricula have become a great concern of professional psychology educators in Indonesia, yet research has been very limited. Besides the high public interest in higher education psychology in Indonesia (Nurrachman, 2013) and the increasing community need for psychology services (Sarwono, 2004), Indonesia's professional psychology programmes are going through challenging times. HIMPSI<sup>1</sup>, the only professional organisation of Indonesian psychologists, and the AP2TPI<sup>2</sup> have worked hard to provide additional regulations governing the management of professional psychology programmes. However, the programmes are still struggling to keep up with the rapid development of government regulation in higher education. The problems were escalated in 2002, when the professional psychology programmes were upgraded to the master's level.

There is only minimal government regulation of curricula, compared to other educational aspects such as financial and resources standards. Consequently, problems and confusion are more apparent in the organisation of the programme curricula; hence, the basis for the focus of this research on professional psychology education curricula.

Description and discussion of professional psychology programme management abounds in the Western literature (e.g., Hyslop & Cumming, 1998; Maher, 1999; Merlo, Collins, & Bernstein, 2008; Newstead & Makinen, 1997; O'Donovan, Bain, & Dyck, 2005; Pachana, O'Donovan, & Helmes, 2006; Taylor & Carless, 2006). Information on the management of professional psychology programmes in contexts other than the Western world, such as those in Asia (e.g., Qian, 2011; Shimoyama, 2011; Tanaka-Matsumi & Otsui, 2004; Y. Yang, 2004) and Africa (e.g., Gire, 2004; Koinange, 2004; Stead, 2004), have started to emerge. Unfortunately, discussions focusing on Indonesian professional

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<sup>1</sup> *Himpunan Psikologi Indonesia*/Indonesian Psychological Association

<sup>2</sup> *Asosiasi Penyelenggara Pendidikan Tinggi Psikologi Indonesia*/Association of Providers of Psychology Education in Indonesia

programmes are minimal, and entirely absent in the most current literature. In addressing this information gap, the intention is that the study will support understanding among fellow educators and providers, and contribute to scientific discussion on professional psychology education in the literature.

Given the lack of similar research and up-to-date information on the management of the Indonesian professional psychology programmes, this research firstly sought to provide an overview of the basic profiles of the programmes and further explored in-depth the characteristics of programmes curricula.

Mixed research methods were used in this study, which involved the concurrent implementation of quantitative and qualitative approaches. A cross-sectional survey method using questionnaires was applied in the quantitative study and a case study method using interviews and curriculum documents was utilised in the qualitative study.

Quantitative results show that the Indonesian professional psychology programmes are managed at a master's level which requires a minimum study period of two years. Clinical Psychology is offered by all programmes and Educational and Industrial Psychology by some. In all programmes, a set of academic and non-academic criteria are applied in student selection with approximately equal weighting given to each. However, admission rates tend to be varied in terms of degree of competitiveness. Lecturers in these programmes mostly hold a master's level degree as their highest educational qualification. The quantitative results also reveal some similarities between the curricula of the Indonesian programmes and the presence of characteristics of professional psychology education noted in the relevant literature.

Qualitative results generated a total of six overarching themes in describing characteristics of curricula in the Indonesian programmes and provide a more complete and in-depth picture of the curricula profiles, particularly in relation to the dynamics of

curriculum formation, the development of objectives and learning materials that emphasizes adherence to institutional standards and regulations, but lack attention to community needs, and the struggle to foster a scientific climate (despite the study results confirming the inclusion of a research/science component in the learning content of the programmes). The qualitative results also reveal the constraints and concerns surrounding programme management. Noteworthy among these are obstacles related to the number and characteristics of lecturers and classical debates related to generalist vs. specialist professional education.

Integration of quantitative and qualitative results shows a considerable degree of alignment in explaining curriculum characteristics. Data triangulation confirms the validity and enables more comprehensive description of the profiles of the Indonesian professional psychology programmes curricula, such as in explaining programme objectives that emphasize the objective of students developing the fundamental competencies of a psychologist. Integration of the two study results also highlights the fact that the curriculum development process is dominated by a scholarly academic ideology which pays only minimal attention to societal needs. The provision of a scientific foundation in the implementation of psychological practice is also a prominent integration result, including the use of teaching and learning methods that combine lecturer-centred and other active learning methods, and comprehensive evaluation mechanisms involving various assessment methods and multiple assessors in measuring a range of student learning achievement indicators. Interestingly, results related to training models tend to vary within and between quantitative and qualitative results, in which further analysis of integrated data shows a tendency towards an application of a practitioner-scholar model in the Indonesian programmes.

Results of this study indicate that in several aspects curriculum characteristics of the Indonesian professional psychology programmes – including specified concerns and obstacles – mirror those that feature in international professional psychology education. A



distinct anomaly of the Indonesian programmes is that efforts to incorporate information on the needs of the community into the curricula have not been optimal, despite the adoption of a practitioner-scholar model which essentially places emphasis on factoring societal needs into professional education content. The emphatic application of a content-based model in the Indonesian programmes has had the effect of delaying the development of the competency movement that has been happening worldwide- and which, in fact, the Indonesian government has started incorporating when formulating educational output.

Conclusions and further implications arising from these results are discussed, emphasizing the need to foster the development of a competency-based model in order to provide some balance to the current scholar-academic dominance in the curriculum formation, while continuing efforts to enhance the development of evidence-based practice in the education of Indonesian psychologists.

## **Chapter 1: Introduction: Indonesian Professional Psychology Education and Its Challenges**

Psychology, as a science and profession, is experiencing a period of rapid development in Indonesia. In 1952, a few years after Indonesia claimed its independence in 1945, psychology was introduced to the nation through the scientific speech of a psychiatrist, Prof. Dr. Slamet Iman Santoso, on the importance of psychology and the role of psychologists in the implementation of a selection process for the identification and placement of qualified workers in important positions in the government, military and health care system (Sarwono, 2004). A few years later, the first department of psychology was established under the Faculty of Medicine at the University of Indonesia. In 1960, the same university established an independent Faculty of Psychology, which is still operating today.

In the early days of the practice of psychology in Indonesia, the nation's psychologists were most recognized for their role in human resource development activities, especially related to the measurement of intelligence and personality for the benefit of recruitment and employment (Nurrachman, 2013). Since then, a large number of psychologists have worked in personnel/human resources departments in finance/banking, mining and other companies (Sarwono, 2004). Others have been employed by government in the health sectors (i.e., hospitals), military, law enforcement, rehabilitation institutions, and educational institutions. A number of other psychologists practise independently, providing psychological services as consultants or psychotherapists.

As it developed as a new discipline and profession in Indonesia, psychology came to be viewed as important. Today, psychology programmes are in a rapid growth phase, and are widely offered at various universities throughout the nation (Nurrachman, 2013). This is accompanied by an escalating need for psychologists in a range of roles in various areas

involving both individual and social contexts, not just in industrial sectors as was initially the case (Sarwono, 2004).

Professional education in psychology plays an important role in preparing psychologists for the demands of independent professional practice. There is an under-supply of psychologists nationally (indeed, many areas in Indonesia are serviced by few or none), and psychologists' roles in Indonesian society are expanding (Sarwono, 2004). In addressing this, it is crucial to ensure adequate and properly organised education of prospective psychologists. Management of professional programmes clearly has a direct impact on the quality of services provided by graduate professionals. The development of professional psychology programmes in Indonesia has gone through many instabilities, mainly due to the very general nature of governmental guidelines concerning the programme management.

Similar to other fields of science, such as medicine, nursing and law, where there are two main components that might broadly be termed academic/theoretical and practical, there are two paths in psychology education in Indonesia: science and practice. After finishing their undergraduate degree in general psychology, students have two postgraduate education options: a science/research programme that prepares them for a profession as a scientist in the field of psychology, or a professional programme that prepares them for independent professional practice as a psychologist. In the Indonesian higher education system, all undergraduate and postgraduate research programmes come under the direct control of the Ministry of Research and Higher Education. However, in the case of professional programmes, the Indonesian government has mandated management and control responsibility to each higher education institution running such a programme and its relevant professional organisation. There is minimal regulation at either ministerial level or at the lower levels of government. This is also the case in professional psychology education, where the government imposes only general rules regarding programme management and authorizes

professional organisations to determine most of the detailed rules (see Chapter 5 for a detailed description of this situation).

The minimal governmental guidance in professional psychological education poses some difficulties in the programme management due to the lack of detailed and complete regulations from professional organisations. This is attributable to the professional organisations being relatively newly developed and not yet established in their regulating roles, as well as those responsible for programmes holding disparate views on the ideal concepts of professional education for future psychologists.

In this unfortunate situation, the educational aspect that receives the least guidance from the government is curricula, most focus being directed at issues relating to finance and human resources. Government regulations on the curricula of professional psychology programmes are very general in nature (Menristekdikti, 2015b), to the point that the professional organisations must strive to fill in the gaps with additional rules and guidelines pertaining to their programme curricula. Programme providers have expressed concern over this, especially regarding the dubious fit of the curricula content with societal needs and the diverse standards applied in curriculum design. Adding to the complexity of the problematic issues, there have been frequent changes in the organisation of the professional programmes, largely informed by academic forum discussions on best practice in educating professionals at the time of curricula development. Among the most significant of such organisational adjustments were the classification of the professional programmes at the masters' level in 2002 (previously they were classified as advanced postgraduate education programmes, without a master's degree as the final qualification) and the agreement among professional programme providers to increase the minimum study duration for completing the courses to more than two years.

Minimum government regulation and the changes to professional programmes have resulted in some managerial uncertainties and confusion, and elevated concerns over quality among professional psychology education providers. Further, information on the nature of professional psychology programmes throughout Indonesia is limited. Systematic collection of data on the nature and organisation of the programmes has been inadequate thus far. Formal studies have never been undertaken to explicitly identify the characteristics of Indonesian professional psychology programmes. Exploratory research seeking to present an overall picture of the programmes is non-existent, and there has been little study of curricula, despite this being one of the major concerns for educators in the programmes. Professional psychology educators in Indonesia are hampered by a lack of national self-understanding of how such programmes operate, along with their curricula; yet such studies are abundant in developed nations (e.g., Hyslop & Cumming, 1998; Maher, 1999; Merlo et al., 2008; Newstead & Makinen, 1997; O'Donovan et al., 2005; Pachana et al., 2006; Taylor & Carless, 2006).

The present research explored the characteristics of professional psychology programmes in Indonesia. Due to the very limited research on this topic within the Indonesian context, the study initially investigated the basic features of the Indonesian professional psychology programmes, which include the following: the programmes' position within faculty or university structure, specialisations offered, profiles of students in terms of their number and selection criteria, profiles of academic staff in terms of their number and qualifications, graduates' profiles in terms of their number, completion time and employment characteristics, and facilities offered in the programmes. This study further investigated programme curricula, an aspect of programme management that has long been a major concern to providers of Indonesian professional psychology programmes and several members of the Indonesian Psychological Association (Andik Matulessy, personal

communication, 2015). The research focused on the following aspects of curricula mapped from the literature review (Chapter 4): the process of curriculum development; programme aims and objectives; learning content; patterns of teaching and learning; and evaluation within programmes (Beauchamp, 1982; Posner, 2004; Taba, 1962).

Scholars in the area of professional education have distinguished several characteristics of graduate professional programmes from those of traditional research programmes (Barnett, Becher, & Cork, 1987; Ball & Cohen, as cited in Gabriel, 2011; Bleiklie, as cited in Karseth & Solbrekke, 2006). Some of the main characteristics of professional programmes are their emphasis on preparing students to gain the necessary competence to serve the community and meet the demands of their profession, in addition to developing research skills (Shulman, 2005a, 2005b). A core characteristic of the content in professional education is the integration of theory and practice (Karseth & Solbrekke, 2006), although there is ongoing debate on the ideal proportions of each component deemed appropriate in professional education. In addition, given the scope of work of professionals directly in contact with the community, another important area of learning content is that related to the development of social responsibility and ethical behaviour (Karseth & Solbrekke, 2006; Shulman, 2005a). Research is also regarded as integral to professional education; in particular, research relating to the evaluation of the effectiveness of practice. Given the variety of content and target competencies professional education aims to develop in students, teaching methods considered most appropriate involve specific types of teaching that require high student involvement. The teaching methods are tailored to unique areas of each profession, such as the bedside teaching in medicine and legal case method in law education (Shulman, 2005a, 2005b). Chapter 2 provides a more detailed explanation on the nature and general characteristics of professional education that provided a foundation for the

construction of items (e.g., in relation to the aspects of teaching and learning) in the measuring instrument applied during this study.

The literature in the field of professional psychology education identifies basic features of professional education similar to those previously mentioned (Chapter 3). Professional psychology education emphasises both the mastery of knowledge of psychological theories and the ability to practice at a professional level (Helmes, 2011). Thus, the programmes are both science- and practice-oriented. Learning content consists of subjects covering psychological theories as a foundation for practice, practice skills, ethical responsibility, and research methods which include the conducting of independent research (Helmes, 2011; Iwakabe, 2011). A review of the literature affirms that the science component in the learning content of professional psychology programmes should comprise knowledge of psychological theories and research, enduring debate over the appropriate proportion of the two components notwithstanding (R. L. Peterson, Peterson, Abrams, & Stricker, 1997; Rodolfa, Kaslow, Stewart, Keilin, & Baker, 2005). Discussion on this, along with the nature of the theory that should be included in curricula, has led to the conception of training models - long a hot topic in discussions on professional psychology education. Existing training models utilised in the professional programmes are described in Chapter 3, including recent developments in the use of competency-based models. Almost all the literature emphasizes the importance of applying teaching methods that combine traditional techniques with those that ensure a high level of student involvement (Helmes, 2011; Iwakabe, 2011; Kaslow, 2004; R. L. Peterson et al., 1997). Internship has become one of the distinctive learning methods applied in professional psychology education, which reflects the “signature pedagogies” (Shulman, 2005b, p. 53) - which are specific types of teaching applied in educating future practitioners. Aligned with the aim of developing professionals equipped with both appropriate theoretical knowledge and practice skills, professional programmes

assess students on their mastery of knowledge and required skills, including personal attitudes (R. L. Peterson et al., 1997). Evaluation in several professional programmes incorporates the use of various assessment methods and involves multiple assessors (Helmes, 2011; Iwakabe, 2011; Kaslow, 2004).

The degree to which the above-mentioned distinct features of professional education are demonstrable in the Indonesian professional psychology programmes emerged as one of the key areas to be explored in this study.

### **Research Aims and Objectives**

The aim of this research was to provide an understanding of the basic features and characteristics of the curricula of the Indonesian professional psychology programmes. Several objectives were further developed to support achievement of the research aim. The first objective was to present an overview of the basic characteristics of the programmes, covering aspects such as programme positioning, specialisations, characteristics of students and lecturers, study duration, and graduate profiles. The second was to describe characteristics of curricula pertaining to the five prominent aspects derived from the relevant literature, starting from curriculum development and ending with evaluation. The third objective was to investigate the constraints faced by programme providers regarding curriculum, as well as expectations and suggestions for curriculum improvement in professional psychology education. The final objective was to provide a synthesis of all research results and, from there, to develop an integrated description of the Indonesian professional psychology education curricula. Four primary research questions were then generated to achieve the objectives of the study (Chapter 6 refers).

### **Significance of Research**

The significance of the research lies in the fact that, firstly, it provides insights into the basic features and characteristics of curricula in professional psychology programmes



throughout Indonesia. Analysis of the literature shows that almost all the discussion on the organisation of professional psychology programmes emanates from Western literature, most notably from the USA (e.g., Maher, 1999; Merlo et al., 2008; Rodolfa, Kaslow, et al., 2005), Australia (e.g., Hyslop & Cumming, 1998; Littlefield, 2016; O'Donovan et al., 2005; Pachana et al., 2006; Taylor & Carless, 2006) and Europe (Heszen-Niejodek, 2004; Newstead & Makinen, 1997; Plath & Eckensberger, 2004; Prieto & Garcia-Rodrigue, 2004). Information on the nature of Indonesian professional psychology programmes is very rare and, to the best of the researcher's knowledge, formal studies to explicitly identify the characteristics of such programmes have never been undertaken. Exploratory research giving an overall picture of the programmes, and in particular their curricula characteristics, was entirely absent. Indeed, there was a paucity of discussion on the characteristics of professional psychology education within the Asian context (a few examples can be found in Shimoyama, 2011; and Stevens & Wedding, 2004), with Indonesia rarely even mentioned in the literature reviewed. This study seeks to fill in this research gap, and to make a meaningful contribution to the knowledge of the characteristics of professional education in Indonesia.

Information on the status of professional psychology education and training in Indonesia is not only important in the Indonesian context; it also has ramifications in other contexts (such as in other Asian countries), particularly in relation to promoting a regional cooperation towards standardization of education and training in the service of pursuing quality education of psychologists within a specific region. Indeed, the world is pursuing the development of such standardization of psychology education and training to promote transferability and mobility of psychologists, both at a regional level—for example, the European Union with its EuroPsy project (Lunt, 2008, 2011), the Canadian Psychology Sectoral Work Group on Agreement on Internal Trade (PSWAIT) with its Mutual Recognition Agreement (MRA) on psychology (Hall & Lunt, 2005), and the mutual

recognition law between Australia and New Zealand under the Trans-Tasman Mutual Recognition (South Australia) Act (1999) (Hall & Lunt, 2005) – and globally, as already initiated by the IUPsyS (Cooper, 2014; Silbereisen & Ritchie, 2014). In all such cases, the first steps in the creation of a unified framework or mutual agreement on psychology education and training have always begun by acquiring information on and developing comprehensive understanding of the status of the currently-applied psychology education systems in the member countries. Thus, as well as encouraging a national self-understanding for Indonesian people, this research contributes to the development of global knowledge on how Indonesian professional psychology programmes are managed. This is valuable in contributing to a shared understanding of ways of maintaining an excellent standard of professional psychology education. Regionally, some of the results of this study might potentially contribute to the formulation of the implementation plan of standardization initiative fostered by the ASEAN Regional Union of Psychological Societies (ARUPS) – of which Indonesia is a member – particularly in relation to its newly developed Mutual Recognition of Professional Qualifications (MRPQ).

Secondly, the results are also expected to provide new knowledge about the implementation of training models (both content-based and competency-based) in the Indonesian context. The training model concept is an aspect of curriculum that has generated intense discussion in the professional psychology literature, and the new knowledge arising from this was deemed important against the very diverse backdrop of Indonesia. The research also attempted to determine whether trends noted in the literature regarding models of education in professional psychology are also present in Indonesia, and whether any unique new knowledge, insights or models may be developed from the study of Indonesian professional psychology education curricula. Given the variety of professional programmes in Indonesia, not only in terms of contrasting government and private institutional structural

elements, but also in the application of, for example, the principles of Islam in the philosophy of education, it was thought that the study should prove interesting in its unique considerations, as well as contributing to the field of professional psychology education.

Thirdly, significant in this research was the development of a measuring instrument, the Training Models Characteristics Scale, which was used to identify training model characteristics (Chapter 6). This was an attempt to overcome the shortcomings of using direct items questioning training model(s) and to help develop operational definitions of the training models, which are still very rare (Horn et al., 2007). Apart from weaknesses associated with a limited implementation in the Indonesian context and the relatively small number of study participants, the use of the Training Models Characteristics instrument in this study has provided a more detailed description of the existence and degree of application of training model characteristics in the Indonesian professional psychology programmes.

Fourthly, the research and its results may act as a catalyst prompting other research in the field of professional psychology education in Indonesia that addresses some management variables in need of further exploration. Chapter 9 provides recommendations regarding follow-up studies.

In addition to its aforementioned significance in the scholarly context, this research is based on the view that understanding the basic profiles of the Indonesian professional psychology programmes and their curricula characteristics will allow policy makers to develop the necessary steps to foster future course improvements. It is expected that the Directorate General of Higher Education (Ministry of Research, Technology and Higher Education), the National Accreditation Body for Higher Education Institutions (BAN-PT), the Indonesian Psychological Association (HIMPSI) and the Association of Providers of Psychology Education in Indonesia (AP2TPI) will be able to make use of the results of this study in formulating future required policies and/or actions.

### **Research Methods**

A mixed methods design was used in this research, which included the concurrent use of both quantitative and qualitative research methods. In this parallel convergent design, quantitative and qualitative methods were conducted at virtually the same time, equal priority was given to both methods, independent analyses were performed for both quantitative and qualitative procedures, and finally the results of each approach were combined at the interpretation stage.

In most of the studies conducted in the area of professional psychology education (e.g., Cherry, Messenger, & Jacoby, 2000; Hyslop & Cumming, 1998; Merlo et al., 2008; Pachana et al., 2006; Rodolfa, Kaslow, et al., 2005; Taylor & Carless, 2006), the methods used were surveys with questionnaires. The use of a mixed methods design in this study was driven by the nature of the research questions and the need to provide a more comprehensive description of the basic profiles and characteristics of curricula in Indonesian professional psychology programmes. The use of the mixed methods design in professional psychology education research needs to be expanded, mindful of the fact that the approach has been widely and successfully used in other areas (Davis & Higdon, 2008; Ivankova, Creswell, & Stick, 2006; Knodel & Saengtienchai, 2005; Wittink, Barg, & Gallo, 2006). This study might play a small part in encouraging other researchers in the area of psychology education to apply such a design.

Within the framework of a mixed methods design, the quantitative method was used to answer research questions that require a broad and extensive exploration of structural characteristics and programme curricula. A quantitative method emphasizing extensive information disclosure in questionnaires containing closed and open-ended questions was deemed appropriate. A cross-sectional survey method using questionnaires was applied with a new instrument - the Programme Director's Questionnaire on Indonesian Professional

Psychology Programme (PDQIP3) - specifically designed for this study. In this design, pre-testing of the new instrument was conducted, which involved the application of a formal study to test the validity and reliability of the instrument (Chapter 6). The results of the pre-testing study informed the psychometric properties of the instrument, in which validity and reliability issues were dealt with, thus enabling the use of the PDQIP3 in the survey.

In addition, a qualitative approach was utilised to explore in depth the characteristics of the curricula in the Indonesian professional psychology programmes. The qualitative design utilised a case study method using interviews and curriculum documents. The procedures also involved several steps (Chapter 8 refers), including data collection and pretesting of instruments, culminating in analysis and verification of results utilising triangulation methods, member checks and the involvement of an independent qualitative research auditor.

Integration of qualitative results was carried out after separate analysis of both interview and document data. The integration indicated several overlapping themes between the two results, the four overlapping themes being closely related to the four main components of curriculum – education objectives, learning content, teaching and learning methods, and evaluation. The interview results provided additional information on curricula development in the Indonesian programmes, related concerns and suggestions, and other complementary descriptions of the curricula and organisational aspects of the programmes. In combination, the results obtained provide a complete picture of the Indonesian professional psychology education curricula.

The purpose of using a mixed methods design in this study is twofold. Firstly, the two methods complement each other, thus providing a more comprehensive picture of the curricula of the programmes; scholars refer to the combination of methods as ‘complementarity’ (Greene, Caracelli, & Graham, 1989) or completeness (Bryman, 2006).

The second purpose behind the application of a mixed methods design in this study was to validate the results obtained from the use of a single method; this is referred to as 'triangulation' (Bryman, 2006; Greene et al., 1989). The data obtained using the quantitative and qualitative approaches were combined to triangulate the results to ascertain the extent to which the data are mutually compatible or contradictory.

### **Thesis Overview**

This thesis is organised into nine chapters and consists of five main content areas: Introduction; Literature Review and Theoretical Framework; Research Methods; Results; and Integration of Results, Discussion and Conclusion. In Chapter 1, the research background, aims and methodology are introduced, and the next three chapters detail a review of the relevant literature on professional education and theories of curriculum underpinning the conducting of this study. Chapter 2 summarises the features of professional education in general, and introduces the context of higher education research, especially in the area of professional education. Chapter 3 discusses the history of the development of professional education in psychology and reviews early and contemporary classifications of training models. Chapter 4 includes a review of curriculum theories, focusing on the discussion of curriculum components, existing ideologies in curriculum construction, and the curriculum analysis framework. The three chapters reviewing the relevant literature provided a foundation for the development of the theoretical framework guiding the conduct of this study, as presented at the end of Chapter 4.

The regulations governing the organisation of professional psychology education in Indonesia, including programme curricula, is an important topic that is presented in Chapter 5, providing background information on standards applied in Indonesian higher education in general, and on professional psychology education in particular. In Chapter 6, the research

methods used and all research procedures that were applied throughout the study are discussed.

The results of the study are presented in the last three chapters. Chapter 7 presents the results of the quantitative study, Chapter 8 provides those deriving from research adopting the qualitative method. Chapter 9 presents the integrated research results, the overall findings, contributions and limitations of this research, including recommendations for further research in the area of professional psychology education. The last chapter closes with concluding thoughts deriving from analysis of all research results.

**Chapter 2: Professional Education: Basic Principles and Curriculum Characteristics**

The broad topic of professional education is discussed in the following chapters. Chapter 2 provides a description of the characteristics of professional education existing in several different professions. Chapter 3 discusses professional education in the field of psychology. The emphasis in both discussions is on curriculum aspects of professional education. Basic principles and curriculum characteristics of professional education in several professional fields, including their training models, are discussed in this chapter. Chapter 3 describes characteristics of professional psychology education, which include the following topics: its historical development; its training models; and, accompanying characteristics of curriculum. At the end of both chapters, the author presents conclusions based on an analysis of the curriculum characteristics of professional education across different professions and also of professional education in psychology.

**Professional Education: Definition and Characteristics of Curriculum**

Professional education aims to prepare students to enter their chosen profession “equipped with the competences, the motivation, and the ethical understandings needed for successful practice” (McGlothlin, 1977, p. 140). Bleiklie (2005) and Bok (cited in Karseth & Solbrekke, 2006) assert that graduate professional degree programmes aim to train students for particular occupations and thus provide them with profession-related knowledge and competence.

Within higher education, these professional programmes can be situated in a university system or, alternatively, in a free-standing institution (Pawlik & Rosenzweig, 2000a). Within the university system, some professional schools become independent schools devoted mainly to the role of preparing professionals, while others are located within colleges (McGlothlin, 1977).



The level of professional education within the higher education system also varies across professions (Nowatzki, 2004) and across nations (Pawlik & Rosenzweig, 2000a). Several professions award a first professional degree at bachelor level, while in other cases professional programmes are at masters and doctoral level.

Essential requirements of professional education have been identified by scholars. Ball and Cohen (1999) list three requirements: notions about practice and the necessities for qualified practice as foundation of education; a consideration of what is involved in learning to practice with regard to knowledge, skills and individual qualities; and, a conception about specific teaching methods which guides the process of inquiry. In discussing the nature of professional pharmacy, nursing and teaching programmes, Barnett et al. (1987) affirm three essential requirements of professional education: development of ability in students to continue to learn throughout their professional careers; a direct concern with the development of professional skills, which should be supported by both academics and practitioners in its teaching methods; and, a focus on a specific body of knowledge that is directly related to and supports professional practice.

In providing a more detailed analysis of the features of professional programmes presented in the following section, the curriculum concept was used as one point of departure. Presentation of professional education characteristics within the curriculum framework include the following themes: aims or objectives of education (and their implication for student selection mechanism); learning content or subject matter; learning and teaching methods; and, evaluation system.

### **Objectives of professional programmes and selection mechanism of students**

Professional and traditional research programmes differ in their roles. The first emphasise delivery of content required to develop a specific occupational skills, while the latter provide a more general content aimed to develop more general abilities useful to be

used in a range of different occupations (Bleiklie, 2005). Professional schools seek to develop the skills required to perform specific jobs according to the demands of a particular profession (Jaffe, 2004), while at the same time providing knowledge or theory related to the field. Professional education prepares students to attain competencies required to conduct skilled, theoretically grounded and ethical practice; an objective that goes beyond acquisition of knowledge and understanding of a particular field (Shulman, 2005a). Duncan (1984), in the context of his College of Law, comments that the aim of a professional programme is to educate to ensure professional capability. On the other hand, the primary purpose of research programmes is to educate students “towards general critical reflection in different disciplines with no clear connection to occupational life” (Karseth & Solbrekke, 2006, p. 151).

McGlothlin (1977) offers a more comprehensive explanation of the aims of professional programmes, which is still relevant in today’s context. He contends that professional education has two related aims: to deliver professional people in numbers sufficient to the need of society; and, to ensure the quality of professionals by assuring that they are capable of practising their professions to satisfy society’s need. In this definition, the aims of professional programmes were stated in terms of quantity and quality. Regarding the former, he states that, although indispensable, determining the number of professionals needed by a society is not easy; hence, professional educators face a challenge in accurately determining the number of graduates professions will need. Robiner (1991) and VandenBos, DeLeon, and Belar (1991) acknowledge these kinds of difficulties in the context of their writings on the clinical psychology field. Different points of view and frameworks yield different conclusions regarding equating sufficient numbers of professionals with societal demand. Regular labour force needs analyses are obviously important in maintaining updated information for provision to professional educators. The second aim - ensuring the quality of professionals generated by professional programmes - determines the choice of education-

related activities. This aim may be usefully discussed in terms of five characteristics that inform objectives of professional programmes, as well as reflecting expectations of professionals. These five attributes are as follows (McGlothlin, 1977): capability to practise his or her profession through utilising adequate knowledge and skills; understanding of social context in which his/her profession operates; personality traits that enable professionals to conduct effective practice; enthusiasm for continuous learning to develop required knowledge and skills; and, research capabilities including ability to conduct and/or interpret research in practice. While professional programmes differ in the emphasis placed on these five objectives, each of the five objectives applies to some degree in all fields (McGlothlin, 1977).

Differences in the role and purpose of professional education lead to differences in the selection process used to determine suitability criteria for students applying to enter professional programmes. Some professional schools have detailed specifications of the characteristics of their desired students; others apply more general specifications (McGlothlin, 1977). Statements of the required characteristics of students in professional schools are widely expressed in professional education articles from various professions (e.g. Graham & Kim, 2011; Hammer, 2000; King, Beehr, & King, 1986; Martincová & Andrysová, 2017; Stricker, 1981). In terms of personality characteristics, different professions seek certain personality types that are regarded as suitable and appropriate for their fields. For example, professional psychology programmes value life experiences and interpersonal skills (D. R. Peterson, 2003); law programmes require candidates to demonstrate word comprehension and ability in word expression, creativity in thinking, and critical understanding of institutions and values; and, in the field of social work, professional schools seek students who are intelligent, healthy and emotionally stable (McGlothlin, 1977).

The methods of selection applied in professional programmes also differ. Some professional schools (such as business and some architecture programmes, accounting, and

engineering) do not exercise a specific selection mechanism, and thus there are no entrance exams for admission (McGlothlin, 1977; Nowatzki, 2004). Instead, professional programmes in such fields rely on the general selection system used by the university. However, in other professions, such as law and medicine, a nationally administered test is an essential part of the selection mechanism within the United States context (McGlothlin, 1977). These professional programmes require candidates to pass a formal examination to be eligible for admission (Nowatzki, 2004). McGlothlin (1977) reported that all professional schools in his study utilised selection methods other than tests, with the students' scholastic record being weighted most heavily and most commonly used.

Interestingly, McGlothlin (1977) regarded the selection of teachers for professional programmes as equally important as the above-mentioned students' selection mechanism. His close examination of ten professions indicated that a teacher ideal existed for each. For example, most medical schools require teachers to have strong research capabilities. While the intellectual capacity of the teacher is considered important in engineering schools, there is also a great emphasis on creativity in teaching, research and professional activities generally. McGlothlin concluded that the ideal teacher should be "both a scholar and a former practitioner" (p. 121).

Evidence of competence to guide teacher selection for professional programmes include degrees, experience both in practice and teaching, and productivity in research (McGlothlin, 1977). Professional programmes vary in their requirements and weighting of those aspects. McGlothlin explains that defining the ideal characteristics and evidence of teacher competence does not guarantee successful recruitment of highly qualified faculty members. As a consequence of difficulty in recruiting highly qualified faculty members, a number of professional schools have proposed specific programmes to improve teaching

competence - for example, improving teaching abilities of the younger, relatively inexperienced faculty members where necessary.

### **Content**

The subject matter taught in professional programmes is directly related to the knowledge and skills required in professional practice. Professional programmes provide students with field-specific knowledge at an advanced level, and also develop the skills and values necessary for successful entry into their particular professional area of work (Sullivan, 2005; Weidman, Twale, & Stein, 2001). Barnett et al. (1987) reiterate that “the body of knowledge provided by professional courses should be directly related to and should underpin practice” (p. 61). On the other hand, as professional schools have developed, experience has shown that practical subject matter alone is insufficient to equip students to enter their professional roles. This is evident, for example, in the area of law education (Duncan, 1984) and nursing (Barnett et al., 1987). Conversely, a predominant emphasis on theoretical knowledge can also be detrimental to the development of practical skills needed to work effectively as demanded by the community (Shulman, 2005a). In Yields’s (2004) study in the area of medical imaging, it was found that a traditional approach emphasizing cognitive development may hinder the development of intra- and interpersonal relationships and professional practice aspects.

Many scientists argue over the importance of combining theoretical and practical content in professional education (Karseth & Solbrekke, 2006; Lunt & Gray, 1990; Lynton, 1991; Shulman, 2005a; Yields, 2004). The concept of integration is central for some academics (e.g., Karseth & Solbrekke, 2006; Lunt & Gray, 1990; Lynton, 1991). These scholars assert that integration of theory and practice is needed due to the complex roles of professionals and the increasing demands made on them in a work context (Lynton, 1991). For example, problems faced in the workplace are becoming more complex, increasing

emphasis is being placed on team work, and there is a broader variety of clients and colleagues to deal with (Lynton, 1991). If professionals are only equipped with a narrow set of skills, or prospective professionals merely acquire theoretical or field-specific knowledge, they may struggle with the increasing complexity of the professional workplace (Shulman, 2005a; Yelder, 2004). “Integrative framework” (W. B. Clark, 1994, p. 39) and “coherent curriculum” (Lynton, 1991, p. 13) are terms used to refer to an ideal model of professional education combining theory, practical skills and other significant subject matter that are important in enabling professionals to play effective roles in society.

Within professional programmes, scholars strongly recommend that the provision of knowledge and theory be combined with the delivery of practical skills in accordance with the demands of the profession. There are differences in the ways in which each profession attempts to integrate theory and practical subject matter. Some professional programmes, in the fields of law and medicine for example, provide theoretical content first, followed by the development of applied skills in the form of apprenticeships or internships (Lunt & Gray, 1990). In some other professional programmes, such as teaching, psychology and social work, theoretical and practical elements are combined in regular rotation between theoretical learning and field practice (Lunt & Gray, 1990).

In addition to the inclusion of theoretical knowledge and practical skills, several scientists propose that other subject matter needs to be included in professional education. Lynton (1991) asserts that programmes need to think about providing students with opportunities to gain personally enriching experience in order to produce a "broad-based expertise" (p. 13). This can be achieved by providing additional content related to an understanding of the context of the profession, for example. Thus, the content in the programme should allow students to obtain understanding of the context in which they will function as practitioners (Lynton, 1991). Previously, Duncan (1984) and McGlothlin (1977)

also highlighted the importance of social context understanding for students of professional programmes.

Lunt and Gray (1990) assert the importance of developing students' ability to reflect on their practice objectively from an appropriate viewpoint - a concept that has been extensively developed by Schon, who coined the term "reflective practitioner" (Schon, 1987, as cited in Lunt & Gray, 1990, p. 24). Similarly, subject matter through which students are taught how to learn and become self-reflective is considered important (Yielder, 2004).

Lastly, professional programmes should also emphasise the development of moral values such as personal integrity and taking responsibility, so that professionals gain awareness of the consequences of their actions (Karseth & Solbrekke, 2006; Shulman, 2005a). Thus, educational content related to ethical and legal issues is of significance in professional programmes (Lynton, 1991).

### **Teaching & learning methods**

Creative teaching and learning methods need to be used in professional education. If the dual aim of professional programmes (to impart necessary theoretical knowledge and prepare students to practice professionally) is to be fully realised, teaching and learning methods must go beyond the traditional lecturing mode. As Shulman (2005b) observes, "pedagogies that bridge theory and practice are never simple" (p. 56). The pedagogy within professional programmes is usually marked by a high level of student engagement of an interactive nature (Karseth & Solbrekke, 2006; Shulman, 2005a). Shulman (2005b) advocates the application of 'signature pedagogies' in professional programmes, which he refers to as "the unique forms of teaching that characterize each profession" (p. 53). Examples of this kind of pedagogy are bed-side teaching in medical schools and the case dialogue method in legal education (McGlothlin, 1977; Shulman, 2005a). Referring to the fields of architecture

and engineering, McGlothlin (1977) mentions the use of “demonstration and practice” (p. 71) as methods for teaching required skills.

Distinctive characteristics of signature pedagogies are important to note here, these being as follows (Shulman, 2005b). Teaching activities emphasise a high level of student participation, and are accompanied by a corresponding degree of student regulation (i.e. keeping of careful records of attendance and written work) (Karseth & Solbrekke, 2006). Additionally, teaching activities are interactive in nature. Students engage in shared activities, not only with the teacher, but also their colleagues. Arguments posed by their fellow students, or peer discussion, must be responded to in an appropriate manner to reflect understanding of the case.

Other methods of instruction available within professional programmes were stated by McGlothlin (1977) and include: the “problem method” (p. 74), as applied in the field of architecture; the “project method” (p. 74) in engineering; the case method in law education; research studies in clinical psychology; the “teaching clinic” (p. 84) in medicine and veterinary medicine; the clerkship in medicine; and, “internship”, “field experiences”, “practicum”, or “student teaching” in the fields of psychology, medicine, social work, architecture and teacher education (pp. 91-92).

### **Evaluation mechanisms**

Mechanisms for evaluation of student performance in professional programmes seem to incorporate a combination of several methods and target numerous aspects of student performance, other than just the cognitive aspect. For example, this is apparent in Nowatski's (2004) proposed civil engineering professional education model. Besides evaluating students' accomplishment related to technical skills incorporating theory and analysis of engineering fundamentals, it is suggested that the model should also assess non-technical skills, including



understanding of relevant ethical issues. The evaluation methods used are varied, combining written tests and interviews.

### **Professional expertise development in the education of professionals**

In addition to a comprehensive scholarly consideration of the curriculum structure of professional programmes, professional expertise development in professional education is also often emphasized as part of the curriculum characteristics (W. B. Clark, 1994; Lynton, 1991; Yelder, 2004).

Yelder (2004) asserts that professional education should acknowledge the importance of several elements of expertise and integrate those elements in order to provide required learning experiences needed to develop the expertise of professionals. Understanding of the nature of professional expertise, including its developmental stages from novice to experts, is an important starting point in the formulation of learning activities in educating professionals (Fenton-O'Creevy & Hutchinson, 2010). Learning experiences necessary to form an expert professional are, understandably, not entirely provided by formal professional education. However, professional education provides the basis for the development of expertise (Elvira, Imants, Dankbaar, & Segers, 2017); it has an important role in generating or hindering the preconditions for expertise (Tynjälä, Nuutinen, Eteläpelto, Kirjonen, & Remes, 1997). Professional education thus serves as a place wherein graduates reach a degree of expertise needed to independently practice in a defined profession. Becoming an expert is another story within the journey of a professional, in which its attainment is subject to further continuous learning at the workplace and extensive experiences in the field (Elvira et al., 2017).

In attempts to develop a comprehensive model of professional expertise, Yelder (2004) noted that the traditional approach has focused on either a practical or a cognitive element only, with little attention paid to integrating those two dimensions and other important elements of expertise within the expertise framework. He proposes an integrated

model of professional expertise, which consists of five elements: (a) knowledge foundation, (b) cognitive processes, (c) internal integrative processes, (d) interpersonal relationships, and (e) professional practice.

Firstly, the term knowledge foundation typically refers to broader and deeper domain-specific knowledge, relevant concepts and awareness, and knowledge deposited as ‘mental models’ in the form of representations or abstract schemata. Secondly, cognitive processes encompass developed abilities related to information acquisition, reasoning processes, problem solving and perceptual ability. The third element, internal integrative processes, refers to awareness of a personal limitation to one’s own knowledge, taking responsibility for one’s own practice, and other related characteristics leading to “self-knowledge, awareness, assurance, esteem and confidence” (Yielder, 2004, p. 72). The interpersonal relationship element refers to factors such as establishing effective levels of involvement with clients, communicating effectively, empathy and related capacities such as developing positive connection to situations, clients, families and co-workers, and ability to effectively deal with conflict. Lastly, the professional practice element refers to the application of high levels of skill and efficiency in structured and unstructured contexts, multi-tasking abilities, development of a depth and range of experience, and integration of the other four elements of expertise. Yielder (2004) presents all constituents of the five elements of expertise in a detailed list. Although all elements within this expertise model seem to be separated from each other, he maintains that they should be viewed as an integrated entity. Further, Yielder’s study shows that in the individual practitioner, dimensions of expertise operate together in an integrated and continuous way.

The above explanation on the elements of expertise development, especially description of its application in professional education as provided by Yielder (2004), serves as a starting point to acknowledge the importance of an understanding of this concept in

professional education. Conceptions regarding the development of professional expertise and its application into teaching and learning activities, across professions, are provided by some scholars such as Elvira et al. (2017); Ha (2015); and Tynjälä et al. (1997). To conclude, the structure of professional programme curricula should be informed by an awareness of the need to develop expertise in an integrated way in which all dimensions are afforded equal importance, as well as ways to achieve this.

### **Models of Professional Education**

Differences in the characteristics of curricula components in professional programmes, including differences of emphasis regarding educational content, and differences in methods of teaching and evaluation techniques, led to the emergence of different educational models. Lunt and Gray (1990) describe three general models of professional education: the apprenticeship; the academic; and, the integrated training models.

In the apprenticeship model, learning is done by observing someone who is considered competent, and students thereby develop their own professional skills. Internship models provide students with the opportunity to do an internship, with an appropriate level of theoretical knowledge as a pre-requisite. Students gain practical experiences by observing a competent professional practitioner and also through application of the principle of 'learning by doing'. Clearly, the successful application of this model – especially in the apprenticeship mode - is highly dependent on the availability of a competent professional to serve as a role model, and also on this role model having sufficient time to provide proper guidance for the observing students. Some concerns surrounding this model include, firstly, the potentially dubious quality of student experience provided by mentors or supervisors. The effectiveness of this type of programme is contingent upon the availability of a particular practitioner keen on, and capable of, being supervisor or mentor (Lunt & Gray, 1990). Lunt and Gray (1990) state that placements are varied on many levels, with insufficient external evaluation

mechanisms in place in most professional programmes. Thus, there is a risk of students receiving an unstandardized quality of internship experience from mentors. Secondly, time pressures work against students developing a quality supervisory relationship and limit opportunities to reflect upon and evaluate professional practice matters. Thirdly, the status of students in this model is somewhat ambiguous, locating them in a kind of no man's land between professional and trainee, in which they are largely protected from authentic job pressure. Lastly, intrinsic to the nature of the apprenticeship or internship models is professional segregation in that students are limited to an intense relationship with just one supervisor/mentor, often also lacking adequate peer support and the opportunity to share perspectives with other trainees (Lunt & Gray, 1990).

The academic model requires a full-time presence at a higher education institution and seeks to provide knowledge and develop skills through lectures, workshops and role play, and through the use of other experiential and active learning methods (Lunt & Gray, 1990). The major issue related to the application of this model relates to training content, especially regarding the practical aspects of being in a profession. Concern about the gap between theory and its applicability in the real world of professional practice is apparent in the literature. Lunt and Gray (1990) state that the practice taught in academic-style professional schools is open to condemnation as being "all right in theory but unworkable in the real world" (p. 26). Moreover, the professional practitioner competence of educators in higher education institutions can be questionable, since they may have been out of the world of practice for many years and more familiar with the perspectives and orientation of the higher education institution than matters of professional practice (Lunt & Gray, 1990). Another important issue relates to the generalizability of experiences gained from role plays, discussions and simulations to professional practice. How can one make sure that situations or problems, and responsive actions presented through role plays and simulations, genuinely

reflect effective problem-solving behaviour in the context of actual professional practice?

Lunt and Gray's (1990) follow-up studies of young teachers entering the profession indicate that an effect of socialization in the staffroom can be to refute many ideas developed through postgraduate professional education.

The integrated training model combines theoretical knowledge and practical content into a coherent whole of curriculum. The integrated model is perceived as an ideal model. For many professional educators the integrated model is an ideal towards which to strive. This model is commonly used in postgraduate professional programmes for teachers and educational psychologists (Lunt & Gray, 1990). There are several concerns related to the application of this model, including the possibility of disconnection in the relationship between educators in higher education institutions and trainers in the field of practice. Since the quality of students' learning experiences is heavily dependent on the effectiveness of both types of educators, the nature of the relationship between the two should be the focus of attention in attempting to optimise learning experiences. Regular communication and exchange, as well as mutual respect between the two types of educators and understanding of each other's perspectives, are the bases of several recommended actions (Lunt & Gray, 1990). Other issues are ensuring that students in professional programmes equally respect the contribution of theoretical learning and practical experience to their professional development, and the development of a professional practice framework which is robust and thorough, yet flexible enough to provide opportunities for students to develop their own professional identity.

### **Review of Professional Education Models across Professions**

As previously mentioned, McGlothlin (1977) has comprehensively explained the educational design of professional programmes across ten professions in the United States. Within his study, he covers several curricular aspects of professional programmes, ranging

from aims of the programmes, content and methods of instruction to the recruitment and selection mechanisms applied to students and teachers. His study showed that, although professional programmes in differing professions have different design features and emphases, they share the same foundational characteristics. All fields of professional education direct constant effort into refining educational activities to achieve aims and objectives. McGlothlin (1977) describes this situation as “divine discontent” (p. 247); that is, professional educators are never satisfied with how their programmes operate and continuously try to improve professional education programmes. In doing so, professional educators strive to provide breadth and depth of learning to ensure that professionals are capable of serving the needs of society. One of McGlothlin’s (1977) conclusions is of particular significance here. It was apparent to him, from studying the practices of the ten professional schools that were the subjects of his study, that the knowledge and skills needed for effective professional practice are too complex to be transferred through the apprenticeship model. This method of teaching, which is heavily dependent on learning from the mentor over a period of years, is deemed insufficient to prepare students for a professional world that is becoming generally more complex and more heavily based on the sciences. While McGlothlin’s study was conducted in 1960, this argument is even more relevant today due to rapid changes in the nature of work and the changing organisation of work as described by Lynton (1991) and Yelder (2004).

Other scientists have proposed models of professional education related to their specific areas of practice. In explaining these models, each author emphasizes different aspects of educational activities. For example, a “content model” proposed by C. L. Smith and Roseberry (2013, p. 255) in the field of ‘expert search’ focuses on subject matter or content deemed important for inclusion in their respective professional programmes. Barnett et al. (1987) extended the work of Graves on a “partnership model” (p. 61) of professional

education, which emphasizes the relationship between the practitioner as the main contributor towards the development of practical skills and the tutor as the main source of development of intellectual skills in professional education. Another unique model is proposed by Mostrom, Capehart, Epstein, Woods-Reynolds, and Triezenberg (1999) in the professional education of physical therapists. They recommended a “multitrack inquiry model” (Mostrom et al., 1999, p. 21) which emphasizes the availability of alternative inquiry options for students and proposes three forms of inquiries that can be chosen by students while undergoing professional education - an individual thesis track, a collaborative research project or a case report track. Further, the ‘needs-based model’ of professional education proposed by Duncan (1984) in law education focuses on the requirements of law professionals to respond to the needs of individual clients, the firm, the court, the profession itself and society, as well as the needs of the professional. This model suggests some attributes (in the form of sets of characteristics) that are considered important in fulfilling these multiple needs. Most relevant to this paper, Nowatzki (2004) suggested a comprehensive model of education to prepare civil engineering professionals, starting from defining admission requirements and a selection method to be applied to prospective students, and moving to the design of an internship programme and licensure system within the field.

Taking into account important concepts of professional education and learning from several models of professional education proposed by scholars within their area of expertise or interest, it is important to note here the work of W. B. Clark (1994), which provides an example of an educational model that seems to best meet the notions of how professional education should be arranged. Clark’s promising model of professional education is cited here, due to its comprehensiveness in tackling some elements of professional education already mentioned above.

W. B. Clark (1994) maintained that a major concern which underlies the development of this model was “what should influence a professional education programme” (p. 41), and thus proposed the inclusion of four elements of professional education: (a) professional progression, (b) professional knowledge foundation, (c) professional education, and (d) reflection.

The first component, professional progression, takes into account the continuous nature of professional growth, along the trajectory from novice to expert status. Building on the work of Dreyfus, Dreyfus, and Athanasiou (1986) on the five stages of skills acquisition, W. B. Clark (1994) identified five phases of transition to expert that should be considered in professional programmes: novice, advanced beginner, competent, proficient, and expert. The notion regarding professional progression includes a discussion of professional expertise development provided in the previous section.

Secondly, the professional knowledge foundation in a professional education model consists of both theoretical and practical knowledge related to each profession, as well as “declarative and procedural knowledge” (W. B. Clark, 1994, p. 40).

The third element is the professional education itself. This element is symbolized by a lens “through which exposure to the profession and its knowledge base is offered, if not controlled” (W. B. Clark, 1994, p. 41). This component seeks to offer suggestions for the structuring of professional education, which utilised an elaboration theory proposed by Reigeluth (1979) and Reigeluth and Darwazeh (1982), which is an alternative approach to the traditional organisation of content based merely on prerequisite relationship. Clark’s (1994) four principles of elaboration theory of educational content are as follows: content must be meaningful to be included within professional programmes; content should be presented at the level of application; systematic arrangement of content should ensure that the progression



moves from simple to complex; and, synthesis of knowledge should be facilitated, which aims to integrate all content received during the exposure into the professional programme.

Lastly, the fourth element is the double helix of reflection. Reflection in this context is regarded as an aid to teaching, a concept comprehensively studied by Schön (1987). It is a “self-contained approach to professional education” (W. B. Clark, 1994, p. 42). Professional programmes should provide students with opportunities to reflect structurally on personal experiences with the knowledge base of the profession. Clark argues that to be effective, professional programmes should also encourage students to observe the differences between their responses and those of more experienced professionals in comparable situations.

### **Conclusion**

Awareness of professional education models is important in identifying some basic common principles underlying each professional programme. Although the emphases of each model are different and determined by the author(s) main concerns, there is some common ground which provides a foundation for education programmes for future professionals: for example, the development of knowledge, professional skills and personal attributes (Ball & Cohen, 1999; Barnett et al., 1987), the curricular body of knowledge being directly related to practice (Barnett et al., 1987), the appreciation of the importance of developing students’ ability in reflective practice (Barnett et al., 1987; Mostrom et al., 1999), and the recognition of the importance of continuous learning to developing professional skills after the period of university teaching has been completed (Barnett et al., 1987; Stewart, 1979, as cited in Duncan, 1984).

Each of the models described in this chapter contributes to the understanding of the nature of professional education across professions. However, selecting only one model as an ideal is invalid since, as mentioned above, each proposed prototype differs in emphasis of educational components (be it, for example, on content, nature of the relationship between

educators, inquiry process, or client needs). Thus, a comprehensive model of professional education, which integrates foundational knowledge related to several principles of the professional education mentioned above, is believed to be more useful in structuring curricula that best match the nature of each profession.

### **Chapter 3: Curriculum Characteristics of Professional Psychology Education**

This chapter focuses on the nature of professional education in psychology, beginning with a consideration of the historical development of professional training within the field. Following on from this, some characteristics of the curriculum for professional education in psychology are detailed, and the professional programme within three classifications of training models is described. Finally, conclusions are drawn regarding the characteristics and models of professional psychology education.

#### **History of Professional Education in Psychology**

The emergence of professional training in psychology began in 1896 and is rooted in the establishment of a psychological clinic by American psychologist, Lightner Witmer, at the University of Pennsylvania (Cautin & Baker, 2014; Routh, 2000). Witmer instructed students of the graduate courses in eight subjects: Psychology 1 (Modern Psychology), Psychology 2 (Child Psychology), Psychology 3 (Genetic Psychology), Psychology 4 (Educational Psychology), Psychology 5 (Analytical Psychology), Psychology 6 (Physiological Psychology), Psychology 7 (Advanced Experimental Psychology), and Psychology 8 (The Psychological Clinic) (Routh, 2000, p. 237). Only the latter course served as a practical training in clinical psychology. The first training was conducted in the summer of 1897 and lasted for four weeks, comprising a range of activities programmed daily. Among the attendees at Witmer's summer school were students interested strictly in psychology, along with some school teachers and administrators. The clients of Witmer's psychological clinic were children suffering from eye and ear deficiencies, and inadequacies in motor ability, memory and attention (Witmer, 1907, as cited in Routh, 2000). Thus, the first so-called professional programme in psychology had its major orientation in the child and developmental psychology field.

Witmer made a significant contribution to the establishment of the pattern for doctoral training in the preparation of clinical psychologists, including the pre-requisite of a doctoral dissertation being standard in professional education. This standard was incorporated into the development of clinical training in the United States (Routh, 2000). The concept of professional psychology education being at doctoral level was also espoused by Hollingworth (1918), who further asserted the idea of a Doctor of Psychology qualification combining research and apprenticeship (her ideas were not accepted by the APA at the time).

In 1907, following widespread exposure of Witmer's concept of clinical psychology training, similar facilities were established in other locations within the United States. Following this development, the first, full-time, one-year psychology internship was established at the Vineland Training School, New Jersey in 1908 (Routh, 2000). Henry H. Goddard, the psychologist and director of research at the Vineland Training School, initiated the internship programme. The first interns comprised those who had studied in teacher training institutions and had some teaching experience in public schools, and others specifically interested in psychology (Doll, 1946, as cited in Routh, 2000). Later, the internship programme set as a minimum entry qualification for admission a bachelor's degree with a major in psychology. Routh (2000) lists several universities that significantly contributed to providing graduate training in clinical psychology prior to 1946, these being the University of Pennsylvania, Columbia University, Harvard University, University of Iowa, Stanford University, Clark University and the University of Minnesota. Routh notes that 26 clinical psychology internships were established between 1908 and 1943.

The development of professional education in psychology continued during World War I when psychologists contributed to the development of intelligence tests that were administered to over two million military recruits (Camfield, 1973). Since then, the utility of psychological testing was affirmed and psychology became a popular field. This development

advanced rapidly during and after World War II (Cautin & Baker, 2014). Many veterans needed mental health services to assist them in recovering from post-war trauma, which opened the eyes of the public and government to the role of psychology. Soon, demand for practicing psychologists and mental health services increased sharply, outstripping the limited supply of psychologists (Cautin & Baker, 2014). This prompted the US government to invest funds in developing professional education to produce more psychologists. Among the most important instances of progress in this era was the implementation of the Conference in Graduate Education in Clinical Psychology, first held in Boulder, Colorado, in 1949, and later resulting in significant contributions to professional psychology education, including the scientist-practitioner (Boulder) model (Cautin & Baker, 2014). A detailed discussion of this will follow under the heading Models of Professional Psychology Education.

Some of the features of the historical development of early professional education in psychology later became identified as the foundational characteristics of professional psychology programmes, particularly in the United States. These characteristics include professional training being at the postgraduate-doctoral level, the inclusion of a doctoral dissertation based on empirical research, and field-based training being of a minimum one-year duration.

### **Characteristics of Curriculum in Professional Psychology Education**

Much of the literature relating to professional education in psychology also emphasizes some distinct characteristics of the curriculum that distinguish professional programmes from traditional research programmes (e.g., Jaffe, 2004). These characteristics will be considered in light of the curriculum aspects provided by Taba (1962): aims and objectives, teaching and learning methods, content, and evaluation of students' performance. Student selection mechanisms will also be considered as this topic is frequently discussed in the literature.

Firstly, the primary aim of professional psychology programmes is to prepare students for work within a range of applied areas. While research programmes emphasize research components in several areas within the psychological field, professional programmes not only include the delivery of knowledge but also aim at equipping students with the necessary skills to practice as independent psychologists. Several authors also argue that it is important for a professional school to be engaged in preparing professionals to meet the increasingly diverse needs of a complex society for practitioners in several psychological fields (Jaffe, 2004; Kaslow, 2004; R. L. Peterson et al., 1997).

Secondly, differences in the aims of research and professional programmes have resulted in differences in student selection criteria. While research programmes generally prioritize intelligence, research competence, and a high level of academic performance in their prospective students, professional psychology programmes focus on criteria such as applicants' competence to practice, commitment to service, and professional work experience (Jaffe, 2004). A study conducted by McGlothlin (1977) found that professional programmes in psychology require prospective students to have – in addition to proven academic ability - an active interest in people and an ability to build human relations with both ordinary and abnormal persons, as well as personality characteristics such as flexibility, tolerance, stability, originality, resourcefulness, integrity, and a well-developed sense of personal responsibility.

Thirdly, there are several instances in the literature of authors affirming the importance of integrative teaching and learning methods in professional psychology programmes (e.g., Kaslow, 2004; R. L. Peterson et al., 1997) . These methods include a mixture of didactic, experiential and close mentoring relationships (Kaslow, 2004). A wide variety of practicum and internship models are also endorsed as a means of preparing students for multiple roles as psychologists (R. L. Peterson et al., 1997). The integrative

approach in the teaching and learning process is required in professional programmes, mainly due to the complex nature of competencies they aim to develop. Understandably, the demands placed upon psychologists necessitate the development of multiple new professional competences, and these should be built into programmes. The use of internships in the education of professional psychologists and the nature of the supervisory relationship – which is at the heart of the internship process – are extensively discussed and examined in the literature (e.g., R. A. Clark, Harden, & Johnson, 2000; Riva & Cornish, 1995).

Fourthly, professional psychology programme content combines practical and scientific knowledge with professional skills and attitudes in seeking to attain the stated objectives. Several scientists argue strongly in support of the research component in professional psychology education (Belar & Perry, 1992; R. L. Peterson et al., 1997). However, there is enduring debate over determining the extent to which research and practice should be emphasized in curricula, and the role of research in informing practice (R. L. Peterson et al., 1997; Rodolfa, Kaslow, et al., 2005). Programme content will largely depend on the underlying philosophy or model of training. As Rodolfa, Kaslow, et al. (2005) argue, the models that govern the nature of professional programmes vary in the extent to which they emphasize scientific and practical elements, the nature of practice, and the relationship between research and practice in professional psychology. These themes are important in the discussion of the models of professional psychology education and thus will be further explored in detail later.

The last differentiating characteristic of the professional programmes is the evaluation mechanisms applied. Evaluation of students is aimed at assessing “their mastery of psychological knowledge related to professional practice and its ongoing development as well as their understanding of the relationship between that knowledge and professional practice” (R. L. Peterson et al., 1997, p. 382). Furthermore, as Kaslow (2004) maintains, a

“multi-trait, multi-method, and multi-informant process” (p. 778) is important in ensuring an accurate evaluation. This notion is also referenced in an article by R. L. Peterson et al. (1997). Specifically, they maintain that the evaluation process in professional programmes should include, along with some form of academic assessment, an assessment of several traits that appear likely to predict future professional competence, such as personal attitudes, aptitudes and values. While in the case of research programmes a degree is awarded after the completion of a thesis, in professional programmes a combination of evaluation mechanisms is applied, which typically includes the satisfactory completion of a dissertation and internship. Levy (1983) reported that all of 13 clinical psychology programmes under investigation based student evaluation on both academic and clinical performance. Clinical competence includes relationship skills and several personality characters such as confidence, empathy, and degree of warmth and genuineness.

With those characteristics in mind, this study is an exploration of how such qualities feature in Indonesian professional psychology programmes. Understanding the unique characteristics of professional psychology education as identified in the literature has provided the basis for developing the instruments to be used in this study, which take into account items reflective of the specific teaching methods used in developing professional expertise (for example, methods of experiential learning such as practicums, internships and supervisory relationships or mentoring). In addition, the complex nature of student assessment criteria, including not only cognitive aspects, but also attitude and appropriate professional behaviour, must also be factored into the instrument development process. Hence, a wide range of assessment technique options is incorporated in the instruments and respondents are invited to describe alternative techniques they may use in their professional programmes, upon which assessment measures may then be based.



### **Models of Professional Psychology Education**

Distinctive models in professional psychology programmes can be grouped into three clusters: 1) content-based models; 2) competency-based models; and, 3) structural-based models. Each emphasis will create different models of education and these are explored hereunder.

#### **Content-based models of Professional Psychology Education**

In this cluster, professional education models are determined by the required learning content or subject matter to be included in the education of future psychologists. Thus, content-based models are based on discussion of what should be taught in the professional psychology programmes. Within content-based standards of education, three different models appear in the relevant literature: 1) the scientist-practitioner model; 2) the practitioner model and its derivatives; and, 3) the clinical-science model. The following section outlines the characteristics of each.

**Scientist-practitioner model.** The scientist-practitioner model has its roots at the Boulder Conference on Graduate Education in Clinical Psychology of 1949, held in Boulder, Colorado (Raimy, 1950, as cited in Baker & Benjamin, 2000; Cautin & Baker, 2014). This conference was prompted by some psychological scientists being adamant that professional education and training of psychologists should be standardized, and the enormous efforts of psychologists, government agencies and institutions of higher education to meet the needs of the community on mental health services (Baker & Benjamin, 2000; Cautin & Baker, 2014). Prior to 1949, there was no consensus on how to educate practising psychologists throughout the US (Cautin & Baker, 2014). A key outcome of the Boulder Conference was that the psychology community united in determining that clinical psychology training should be at the doctoral level (Benjamin & Baker, 2000).

In discussing the Boulder Conference, many scholars such as Cautin and Baker (2014) and Bell and Hausman (2014) have reported on the valuable contribution of David Shakow, whose influential reports of 1941, 1945 and 1947 laid the foundation for the emergence of the scientist-practitioner model and were essential references at the Boulder conference. The conference resulted in a large number of resolutions (Raimy, 1950, as cited in Benjamin & Baker, 2000; Cautin & Baker, 2014), some of which formed the basis of professional psychology education - for example, the inclusion of both research and applied training, teaching of ethics, a broad foundational knowledge in psychology, and consideration of student qualifications (Bell & Hausman, 2014). As a result, the scientist-practitioner model, also called the Boulder model, came into being.

This model describes the application of the integrated model in professional psychology education and places equal emphasis on science and practice. It upholds the tenet that psychologists should be capable of functioning as both researchers and practitioners (Belar & Perry, 1992). The scientist-practitioner model requires that professional programmes include practicum training during a one year internship period, as well as some form of research training culminating in a research dissertation (Cautin & Baker, 2014). Hyslop and Cumming (1998) add that this type of programme demands that psychological practice be evidence-based.

An understanding of some principles and components of the scientist-practitioner model is important for the present research, especially regarding the formulation of dimensions for measurement purposes and also the availability of tools to analyse research data. This notion serves as a foundation for the following presentation of principles related to curriculum components of the scientist-practitioner model.

Articles from Belar and Perry (1992) and Bell and Hausman (2014) provide some basic curriculum characteristics of the Boulder model, which include descriptions of required

learning content, the nature of teaching and learning, evaluation procedures, and some necessary organisational characteristics.

The scientist-practitioner model requires the provision of both science and practice components within its learning content, in the preparation of scientist-practitioner psychologists. Components of the scientific core and essential professional practice element were comprehensively stated in Gainville's Conference Policy Statement provided by Belar and Perry (1992). The document further classified the science and practice elements into two delivery methods: didactic/teaching and experiential methods. This arrangement generated four clusters of learning content, which are: didactic scientific, didactic practice, scientific experiential, and practice experiential components of the learning content. Thus, in the following paragraphs, learning content and the nature of teaching/learning are described subsequently.

First, the didactic scientific component includes foundational psychological theories such as knowledge on normal and abnormal behaviour, human life span development and individual differences, as well as foundations for research consisting of subjects related to research designs and methodology, statistics, and psychological measurement. Mastery of knowledge on individual behaviour and its underlying bases is also required, which includes biological bases, cognitive-affective bases, and social bases of behaviour. Another required scientific core area includes two distinctive topics within the psychological field: psychological assessment and intervention. Related to these two scientific cores, application of a scientist-practitioner model requires provision of learning content which equips students to master knowledge of theories and scientific bases of psychological assessment (tests and measurements) and intervention; and, to develop competence in designing evaluation research on the applicability and limitations of existing measurements and interventions,

including their reliability, validity, and efficacy. Further, students should also master abilities to develop new measures and interventions.

Second, the didactic professional practice component consists of the following subjects, as an example: communication skills; interviewing techniques; consultations skills; case conceptualisation based on valid assessment procedures and scientific literature; scientific-based interventions; analysis of benefits and risks of assessment and intervention; ethical, legal, and professional standards related to the choice of assessments and interventions; socialization into the professional practice of psychology; implications of cultural and ethnic factors; and, supervision and other forms of instruction. The Conference Policy Statement (Belar & Perry, 1992) explains that the teaching of the practice component should commence at the beginning of the graduate programme, to provide a foundation for the later practice activities. It is also necessary that teaching staff be involved in professional practice activities at all stages of the student's education. Professional programmes also have a responsibility to provide settings for practice in which students are engaged in the active integration of science and practice.

The third and the fourth learning content areas include subjects delivered using an experiential method involving the use of learning by doing and students' participation in the learning process. The scientific experiential element includes provision of formal, systematic, and documented research experiences to students. A dissertation must be included in the scientist-practitioner professional programme. Diversity in research methods and research topics is encouraged. Lastly, the professional practice experiential element covers learning content aiming to provide opportunities for students to systematically apply knowledge from scientific domains to practice with individuals, groups, and organisations. The scientific process consisting of critical thinking, hypothesis testing and other scientific methods should be integrated into all practice activities. The experiential component of practice includes all

practice experiences provided to students, in the form of practicum (early experiential training conducted on campus under the guidance of academic staff) and intensive supervised field practice experience which is usually called internship. The Conference Policy Statement (Belar & Perry, 1992) provided some guidance on the nature of the practice experiential core. Firstly, practice experiences should be broad and general, rather than narrow and specific; this does not preclude some emphasis on the preparation for areas of concentration. The experiential component should include several different levels of experience across a broad variety of settings and populations. The experiential component focuses on the areas of case/problem formulation, assessment, intervention, evaluation, and consultation. Secondly, issues of ethical, social, and legal responsibility should be an integral part of the experiential component throughout the training process. Thirdly, the experiential component should direct specific action to issues related to individual differences including cross-cultural and multi-ethnic factors. These issues also should be integral parts of the experiential component throughout the training process.

Of necessity, in the scientist-practitioner model there is integration between the four components already mentioned: that is, between didactic scientific and didactic practice components, and scientific and professional practice experiential components. The education goal in this model is to set up this integration as on-going throughout the professional career of the scientist-practitioner. Components of the scientist-practitioner model described above clearly reaffirm the existence of its basic principles: didactic and experiential training in both research and practice, and most importantly, the integration of science and practice. The inclusion of science and practice without integration is not acceptable and is not regarded as the optimal reflection of the scientist-practitioner model (Bell & Hausman, 2014). It is essential that providers of professional psychology programmes utilizing the scientist-

practitioner model take care to ensure that science and practice components are integrated within their programmes.

Evaluation procedures stated in the Conference Policy Statement (Belar & Perry, 1992) refer to two types of evaluation: evaluation of students and programme evaluation. In relation to the former, it is stipulated that regular monitoring be applied to each student to guarantee that each individual's learning plan is relevant and adequate as compared to the programme's objective. The evaluation mechanism also aims to ensure integration of the various training components. The scientist-practitioner programme should also involve evaluation to monitor its effectiveness in implementing the scientist-practitioner model.

Several organisational characteristics deemed necessary for the implementation of a scientist-practitioner model are related to the university setting and characteristics of academic staff. The scientist-practitioner model favours "a comprehensive, multipurpose, regionally accredited university" (Belar & Perry, 1992, p. 75) as the ideal location for its applicability. Further, the policy document also states that institutions operating under this model should have additional characteristics: "... full-time scientist-practitioner faculty; opportunities for scientific inquiry and practice either with or monitored by these faculty; climates of social and economic support for student education; and extended opportunities for breadth of learning" (p. 75). The model suggests that the faculty comprise full-time psychologists working at the university. Further, it is also important that the scientist-practitioner orientation is reflected in the daily activities of these members of the faculty. Their number should be sufficient proportional to the number of students to ensure adequate role modelling. Integration of the science and practice of psychology should be managed by the faculty and should be reflected in teaching and all other professional activities. These activities should be established as integral parts of the job responsibilities of the faculty members.

**Practitioner model and its derivatives.** The practitioner model - with its variations that include the scholar-practitioner, practitioner-scholar, and local-clinical-scientist models - was the first challenge to the Boulder model. This model developed due to growing concern among some groups of psychologists about the inadequacy and inappropriateness of the scientist-practitioner model in preparing professional psychologists to competently conduct clinical work (Cautin & Baker, 2014; Korman, 1974). This especially relates to the perceptions of many professional psychologists that the existing professional psychology doctoral programmes had a low responsiveness to social issues and only perfunctory adherence to the traditional scientist-practitioner model (Korman, 1974). The practitioner model - confirmed at the Vail Training Conference in Vail, Colorado in 1973 - was introduced along with the notion of a new structure of professional training: the Doctor of Psychology or PsyD (Korman, 1974). In 1970, the first freestanding professional school was founded in California, and such schools flourished in the years following the Vail conference (Cautin & Baker, 2014).

This type of professional programme underscores “clinical practice, service delivery, and the conduct of idiographic treatments” (Rodolfa, Kaslow, et al., 2005, p. 26). Learning by doing is encouraged, alongside the development of supervisory relationships. Emphasis on practice is one of the essential features of the practitioner model, and is reflected in the fact that comprehensive clinical experiences are provided to students at the beginning of their graduate education (Bell & Hausman, 2014). However, in doing so, the importance of science and empirical investigation as the distinct feature of psychology is not neglected. As (Korman, 1974) put it: “It did so *without* abandoning comprehensive psychological science as the substantive and methodological root of any educational or training enterprise in the field of psychology and *without* depreciating the value of scientist or scientist-professional training programmes for certain specific objectives. It is important to view the Conference’s entire

work in the light of a continuing ideological commitment to the tradition of empiricism and as a clear affirmation of the fundamental importance of the scientific endeavour” (p. 442).

Korman (1974) stated that the new model of professional programme can be viewed as a supplementary approach to the traditional (scientist-practitioner) model. He added that a professional programme’s choice of training model is determined by the types of skills needed by its graduates to be able to perform their roles effectively. Other important features of the practitioner model were also provided by Korman (1974) and is described in the following paragraphs.

Appraisal of consumer needs is a basic characteristic of this model. Professional programme curricula should be determined according to the needs of the society served by its graduates (Korman, 1974). Demands for psychologists in relevant areas of practice, both current and future, must be accommodated by the programmes. Thus, periodic monitoring of the programme objectives in relation to meeting societal needs is endorsed, along with making appropriate changes in curricula where indicated.

Consideration of societal needs in professional education of psychologists determines several admission criteria. Advocates of the practitioner model argue that creating a group of psychologists who are socially responsive, and culturally and professionally sensitive, requires an evaluation of prospective students that is more comprehensive than some traditional selection criteria largely based on test scores (Korman, 1974). These selection criteria identified by Korman include greater consideration of elements such as the applicant’s relevant experiences and goals in social areas, interpersonal skills, and a set of attitudinal and motivational factors.

The Vail conference, as described by Korman (1974), did not specify a detailed training model or encourage specific commitment to a particular training philosophy. Rather, “each program should capitalize on the resources available to it, seeking to become the finest



possible example of the specific training and service philosophy it espoused” (p. 444).

However, some guiding conceptions were listed. First, there is an emphasis on the provision of field training in various contexts, along with intensive efforts to integrate field experiences with skills and knowledge learned in the classroom. As mentioned earlier, importance was placed on considering societal needs when setting programme objectives. Thus, it was suggested that field experiences be consistent with the programme’s objectives and the distinctive needs of society. Second, the settings of professional training as a whole must be compatible with the needs of a range of clients in the community, including those from culturally diverse backgrounds. Broad and undiscriminating psychological services are the goals that should be achieved by professional programmes, and this requires well-prepared and appropriately directed planning. Third, faculty and students are encouraged to increase their involvement with underserved groups in the community by providing needed psychological services as part of the training programmes. Fourth, evaluation of the services psychologists do and do not provide is important in determining the opportunities professional programmes should seek to provide for their students.

The Conference specified some programme content that needed to be provided for doctoral level professional education students (Korman, 1974): evaluation of service programmes and new procedures; design of new service delivery systems; development of new conceptual models; integration of practice and theory; programme development and administration; and, supervision and training (p. 446).

Professional education of psychologists within the practitioner model is positioned as a PsyD degree, which includes a component of dissertation. The dissertation arrangement provides students with appropriate substitution for the traditional dissertation as applied in PhD programmes. Korman notes the recommendation that more flexible criteria be applied in

defining appropriate elements of dissertations to ensure that students' projects are related to their future professional role.

In the explanation on the nature of teaching and learning, Korman (1974) asserted that faculty members should act as role models by engaging in professional work and thereby demonstrating "a clear commitment to and expertise in the work of the applied psychologist" (p. 445). Further, the Conference suggested regular exchanges between faculty and field supervisors to ensure that some form of continuing professional development activities were made available for both groups. Further, professional programmes should place equal weight on outstanding performance in professional activities and distinguished empirical and theoretical achievements. On the students' side, it is important that professional programmes provide facilities to maximize their chances of completing the degree. Basic resources should be provided (such as availability of counselling services and non-discriminatory treatment), as well as additional resources, (such as reliable access to appropriate role models and skills development opportunities).

In terms of evaluation mechanisms within professional programmes, a recommendation that came out of the Vail Conference was that programmes conduct regular self-evaluation as well as product evaluation, focusing on competencies of multilevel graduates and their ultimate impact on society (Korman, 1974).

Other important themes also emerged during the Vail Conference, including the importance of on-going professional development, professional training for minority groups, women's admission to professional programmes, and organisation of psychological services delivery (Korman, 1974).

Regarding the structure of professional programmes, while conference delegates were mindful that professional psychology programmes are predominantly provided at the doctoral level, they believed that there is a place for master's-level training and advocated "the

development of strong professional master's programmes (of which there are few currently), differentiated by specialization title (e.g., master's in industrial psychology), with explicitly stated objectives and with carefully integrated didactic and field training" (p. 446).

Agreement was reached that individuals with appropriate master's degree training as described above should qualify as psychologists.

Within the practitioner model, variations exist for several training models: practitioner-scholar, scholar-practitioner, and local-clinical-scientist. While these models possess several fundamental features, especially with regard to the emphasis on practice, Bell and Hausman (2014) observe that they differ in implementation emphasis. The following paragraphs briefly elaborate on that difference.

The practitioner-scholar and scholar-practitioner models are basically the same model of professional education; the two terms are used interchangeably (Bell & Hausman, 2014). These models are the basis for preparation of students for psychological practice and thus they emphasise a range of clinical experiences (Peterson, 1976, as cited in Bell & Hausman, 2014). In addition, they emphasise scholarly activities that enable students to apply psychological knowledge and theory in practice. Cherry et al. (2000) described practitioner-scholar faculty members as being involved both in scholarly works and professional practice, as well as performing roles as educators or supervisors. This reflects the ideal conception of faculty in the practitioner model as espoused by delegates of the Vail conference (Korman, 1974).

The local-clinical-scientist training model is endorsed by the National Council of Schools and Programs of Professional Psychology (NCSP) (R. L. Peterson, Peterson, Abrams, Stricker, & Ducheny, 2010). This model also shares some of the conceptions deriving from the Vail Conference - for example, the simultaneous focus on training practitioners and rigorous scientific training, the consideration of client's needs in delivering

psychological services, and increased awareness of social issues and social responsibility

(Korman, 1974; R. L. Peterson et al., 2010). R. L. Peterson et al. (2010, p. 15) summarized the requirements of the model as follows:

...practitioners bring the best available theoretical conceptions, the most useful available research, and their individual and collective professional experience to bear in studying and improving the functional condition of the client.

Professional activity is not the application of knowledge derived from a separate scientific research process; it is a form of science and, indeed, a form of research in and of itself. (p. 15)

In this model, the professional psychologist has the role of the “local clinical scientist” (Stricker & Trierweiler, 1995, as cited in R. L. Peterson et al., 2010, p. 15), whose work has been described as “disciplined inquiry” ( R. L. Peterson et al., 2010, p. 14). In this role, professional psychologists are regarded as “critical investigators of local (as opposed to universal) realities ...” (p. 17). Disciplined inquiry is defined as a critical thinking process to be applied in both clinical and scientific works, in which exist the consideration of local contextual factors in case conceptualization (Bell & Hausman, 2014; R. L. Peterson et al., 2010). This may include, for example, the personal and family history of the client, local influences in the client’s surroundings, and the client’s concerns and symptoms (R. L. Peterson et al., 2010). Further, as stated by R. L. Peterson et al. (2010), important in the role of the local clinical scientist is “the careful weighing of evidence from various sources and the considerations inherent in applying the general to the unique” (p. 18).

Some foundational conceptions of the local-clinical-scientist model impact on the professional psychologists’ education. For example, while traditional professional programmes require students to be involved in dissertation research leading to general scientific knowledge, this model applies a greater variety of approaches to research, in which

situations and issues encountered by professional psychologists in their practice are explored as examples of implementation of disciplined inquiry. As described by Peterson et al. (2010) the types of scholarly products in this model of education are quite diverse, ranging from relatively small, clinically oriented doctoral tasks, to dissertations of doctoral quality and level. However, the dissertations usually emphasize the applied field. Peterson et al. (2010) further explain that types of dissertations may include: “a) theoretical analysis; b) surveys; c) analysis of archival data; d) outcome research, including program development and evaluation; e) systematic qualitative investigations; f) public policy and legislative analysis; g) case studies; and, h) group-based nomothetic investigations” (p. 17).

The second implication of local-clinical-scientist conceptions is that multiple ways of knowing are endorsed (R. L. Peterson et al., 2010). This includes the process of integration of materials ranging from a psychology knowledge base and relevant individual information of the client(s) to knowledge of local ethnic cultural and economic circumstances.

The model provides us with “a pedagogy of integrated experiences” (R. L. Peterson et al., 2010, p. 22) to train students as local clinical scientists, with the following seven elements: “academic-scientific materials, both research and theory, including general, relevant information; real examples and real experiences; the development of each individual student as a professional psychologist, his or her professional self, in a reflective process; explicit discussion of relevant social issues, marginalization, power, and authority; the local, unique elements relevant to a particular client or professional situation; faculty and supervisory role models; appropriate attitudes, including explicit ways of thinking like a psychologist” (pp. 22-23).

**Clinical science model.** The clinical science model was introduced in the mid-1990s, along with the formation of the Academy of Psychological Clinical Science (APCS). It arose out of dissatisfaction with the scientist-practitioner model that had been long accepted, and an

assumption that the Boulder models produced in 1947 were no longer appropriate to the current state of the psychological field (McFall, 2006). Disappointment with the scientist-practitioner model is mainly attributable to perceptions of several clinical psychologists with strong research backgrounds that it placed insufficient emphasis on many aspects of research and the role of psychological science, as well as changes in market conditions supporting the efficiency of service delivery leading to the emergence of master's level professional psychologists (Bell & Hausman, 2014).

The clinical science model emphasizes the use of scientific evidence and empirically-supported treatment approaches in almost every aspect of psychologists' activities. Although the scientist-practitioner model also highlights the importance of science and research components as well as integration of science and practice, McFall states that the clinical-science model highlighted the importance of research (McFall, 1991). The clinical science model has become the most science-oriented model in professional psychology education (Rodolfa, Kaslow, et al., 2005), with characteristics resembling those of the aforementioned academic professional programme model provided by Lunt and Gray (1990), as described in Chapter 2.

Basic principles applying to the clinical science model can be recognized in McFall's conceptions as reflected in some of his writings (for example, McFall, 2006). The model emphasizes the importance of science and this has become the first fundamental characteristic of the model. Another central characteristic is that the objective and main emphasis of the model in the professional programme is to train research scientists. Although the programme prepares graduates for a variety of careers, such as in research, applied or administrative areas, the focus of its training is to develop clinical scientists able to contribute to the development of scientific knowledge and methods (McFall, 1991, 2006). Thus, the model

prepares students for careers as clinical scientists, more so than as clinical practitioners as per the Boulder and Vail models.

McFall (2006) provides a blueprint of the clinical science training model, which is reflected in the training *modus operandi* espoused by the Academy of Psychological Clinical Science (APCS), an organisation of United States and Canadian doctoral training programmes in clinical and health psychology. Not surprisingly, the primary emphasis of this model is on research training. McFall argues that students need an integrative training in order to understand and solve clinical problems, and to enable them to develop theories and methods most appropriate in the psychological field and other relevant sciences in the service of their efforts to solve specialized problems. McFall argues that this integrative nature of training is hard to achieve through use of a single training model or merely through reference to a set of competency lists based on opinion rather than supporting empirical evidence. Thus, the APCS proposed training model is integrative, individualized and flexible (Bell & Hausman, 2014). The model does not come with a prescribed content or framework, since McFall maintained that standardization of doctoral training would not be expected. Rather, the programme curriculum should be designed such that it best meets its clinical-scientists' training goals and makes the most of its resources related to expertise and opportunities owned by its students and faculty. The stated goals of the clinical science training model fall into five areas, as follows (Academy of Psychological Clinical Science, 2005):

- (a) Training: To foster the training of students for careers in clinical science research, who skilfully will produce and apply scientific knowledge;
- (b) Research and Theory: To advance the full range of clinical science research and theory and their integration with other relevant sciences;
- (c) Resources and Opportunities: To foster the development of, and access to, resources and opportunities for training, research, funding, and careers in clinical science;
- (d) Application: To foster the broad

application of clinical science to human problems in responsible and innovative ways; and (e) Dissemination: To foster the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers. (Mission section, para. 2)

**Evaluation of content-based models of professional education in psychology.**

Among the three models mentioned above, the scientist-practitioner model is the most often used by professional graduate programmes of psychology, and not restricted to the clinical psychology field as first formulated at the Boulder conference (Baker & Benjamin, 2000; Belar & Perry, 1992; Bell & Hausman, 2014; Horn et al., 2007). Moreover, the importance and acceptance of the scientist-practitioner model was re-affirmed by the community in psychology education, training and work settings in attendance at the Gainesville conference in 1990 (Belar & Perry, 1992). Components of the scientist-practitioner model previously described here derived from the Gainesville conference. Interestingly however, statements about particular models applied in professional programmes do not always reflect their actual application in programme educational activities, as found by Rodolfa, Kaslow, et al. (2005) in their study involving 248 internship programmes in the US and Canada. This affirms the importance of conducting empirical research into the practice of professional psychology programmes to ascertain their basic features and the models of education they use. Claims about the validity and success of the scientist-practitioner model and its use by professional programmes can only be properly assessed through objective study. Indeed, the dominant scientist-practitioner model is not without its critics, its many advocates notwithstanding.

One criticism put forward, for example, arises from the belief that training students in both science and practice is not as straightforward as assumed (Bell & Hausman, 2014). Further, questions have arisen as to whether a single educational model can simultaneously produce both researchers and practitioners, leading to perceptions that the model is not



feasible in practice (Horn et al., 2007). Bell and Hausman (2014) argue that application of the scientist-practitioner model is not as simple as providing education in both research and practice - continuous integration of the two elements is required. Horn et al. (2007) support this, observing that most practitioners expressed difficulty in truly integrating science and practice, and adding that many groups of practitioners had begun to question how empirically validated treatments might be implemented in everyday practice. Shapiro (as cited in Bell & Hausman, 2014) states that, although the scientist-practitioner model emphasized research and practice equally, the two areas are tackled separately. Furthermore, Gelso (as cited in Horn et al., 2007, p. 810) doubted whether it is realistic to educate students to be general scientists and researchers when many students enrol in professional programmes with the aim of becoming a practitioner, not a researcher. This view is supported by projecting the results of a study that shows only a low percentage of graduates from programmes based on the scientist-practitioner model are doing research and publishing their findings, leading to a conclusion that there are doubts as to the effectiveness of this model (Frank, 1984, as cited in Bell & Hausman, 2014).

Proponents of the scientist-practitioner model counter these critics with the claim that integration of science and practice can be achieved in several ways. The Gainesville conference (Belar & Perry, 1992) detailed “multiple ways in which integration could and should be accomplished in didactic and practice activities” (Bell & Hausman, 2014, p. 36). As described in the previous section under “The scientist-practitioner model” heading, these multiple ways might include, for example, designing research to evaluate the applicability, reliability and validity of existing assessment tools and to develop new instruments. Furthermore, advocates of the scientist-practitioner model point out that traditional scientific publication is only one of several dissemination methods. Other dissemination modes offered by the model could include, for example, “developing evidence-based and practically

applicable treatment manuals, disseminating easily digestible scientific information to the lay public, or consulting with other health care professionals about how to apply psychological science knowledge to patient care” (Bell & Hausman, 2014, p. 36). Countering the criticisms concerning the low number of graduates who publish after graduation from scientist-practitioner-model programmes, Belar (1990) points out the possibility that employment setting is a more significant determinant of research publication achievement than the training model itself, and reiterates the importance of providing both the science and practice elements in the education of future psychologists.

Another limitation of the scientist-practitioner model relevant here relates to the conceptualization of the prototype. Horn et al. (2007) questioned whether the definition of the scientist-practitioner model has been operationalized such that it could support analysis of the specific educational model or its various derivations. The authors’ contention was that there is not yet significant consensus on a precise operational definition of the scientist-practitioner model, and that efforts need to be made to achieve this.

Application of the practitioner model and its variations in professional psychology education have not yet been studied intensively, especially related to differentiation of the three models (practitioner, scholar-practitioner, and local-clinical-scientist) in producing certain graduates’ characteristics. Most article discussing training models (e.g., Bell & Hausman, 2014) confirm a relative emphasis on practice in each training model within the practitioner cluster.

Lastly, the position in the field of professional psychology education of the newest variation of the Boulder model, the clinical-scientist model, needs further clarification (Bell & Hausman, 2014). Several concerns relate to the applicability of the prototype outside the clinical psychology field. Moreover, restraints concerning accreditation standards, licencing laws and decrees applied in the US might hinder some professional programme providers

from utilizing the clinical-scientist model due to accreditation standards still requiring specific content and breadth of training to be included in the programmes' curricula. In many States, curriculum requirements concerning specific coursework or credit hours leading to licensure are strictly applied (Bell & Hausman, 2014). This circumstance seems to occur in professional psychology programmes in several other countries (including some Asian countries), where applied subjects and coursework (including internship) with a specified minimum duration is still one of the main criteria for obtaining an independent practice license (Pinquart & Bernardo, 2014).

### **Competency-based models of professional psychology education**

There is a move in professional psychology education towards a model that focuses on students' attainment of specific competencies regarded as essential to effective professional practice. This new viewpoint is different from those previously held by many professional schools who focused on completion of a set of subjects or a number of hours of supervised practice (Fouad & Grus, 2014; Rodolfa et al, 2014). This move has mirrored changes within the higher education field generally, as described, for example, by McEvoy et al. (2005) and Jones, Voorhees, and Paulson (2002). The educators have begun "to focus more broadly on the definition and development of competencies essential for successful performance in a professional role" (McEvoy et al., 2005, p. 383), rather than merely emphasizing the traditional role of distributing knowledge to students. McEvoy et al. make the point that accompanying this shift in focus is the important assumption that knowledge is merely one of several components that build professional competence, such as traits, motives and skilled behaviour, which are not properly tackled in traditional approaches to education. As described by Jones' et al. (2002) regarding a case study of several higher education institutions that had to some extent adopted a competency-based approach, higher education institutions have had diverse reactions in response to the shift toward performance-based

learning: several colleges and universities decided on major transformations in alignment with the competency-based movement, while others maintained their traditional curricula.

Jones et al. (2002) stated that competency-based education models aim to ensure that students develop and achieve particular skills, knowledge and abilities deemed essential to their field of study. Jones et al. (2002) lists three inter-related components applicable in the competency-based approach: 1) a description of the competency; 2) a means of measuring or assessing the competency; and, 3) a standard by which someone is judged to be competent (p. 9).

In professional psychology education, the shift towards a competency-based education started in 1986, when the US National Council of Schools and Programs of Professional Psychology (NCSPP) first espoused its professional psychology competency model. Several initiatives followed this first step and formed what has been called a “culture of competence” (Rodolfa et al., 2014, p. 122) in the field of professional psychology education, which emphasizes the acquisition of necessary knowledge and skills as target outcomes. An informed consideration of competency-based education is needed to guide further analysis on the degree of implementation of the concept within professional psychology programmes in the Indonesian context, which becomes one objective of this study. Thus, the following paragraphs provide descriptions of some significant features on the application of competency-based models in professional psychology education.

**The US National Council of Schools and Programs of Professional Psychology competencies (NCSPP).** The NCSPP is an organisation of professional schools and programmes in psychology that was founded in 1976. It is dedicated to developing psychology as a science that is aware of its social responsibility and that has a central role in improving society (National Council of Schools and Programs of Professional Psychology, 2014b). Within the area of professional education, the NCSPP’s fundamental mission is the

“progressive improvement, enhancement, and enrichment of professional psychology education and training” (R. L. Peterson et al., 2010, p. 14). A series of annual conferences held by the Council has provided opportunities for the professional psychology community to reflectively and systematically examine its standards for the education and training of future psychologists. Rodolfa et al. (2014) describe the national level conference held at 1986 by the NCSPP as the first important initiative in the discussion of competencies in psychology. Publications after the conference also served as initiatives in the movement, including a statement paper on education and training in professional psychology written by R. L. Peterson et al. (1997) and an integrated resolutions paper contributed by Peterson (R. L. Peterson, 2014). The paragraph that follows elaborates upon the previously mentioned educational model provided by the NCSPP.

The NCSPP addresses five central components of its educational model (National Council of Schools and Programs of Professional Psychology, 2014b):

- a) a broadened view of psychology, with a flexible epistemology, multiple ways of knowing, and a delineation of how practitioners *doing practice* remain *local clinical scientists* doing *disciplined inquiry*; b) a description of the pedagogy of integrative experiences; c) the professional core competencies and the requirements of a competency-based core curriculum in which practical and scientific knowledge, skills, and attitudes (KSAs) are integrated; d) elements of practice - including multiple roles, the self of the professional psychologist and reflective practice, practicum and internship training, and systematic evaluation; and e) the social nature of professional psychology and the public responsibility of the profession to serve the larger society, with special consideration of issues related to diversity in all its manifestations . (p. 14)

It is apparent that the first and second components are related to the Council's conception of the local-clinical-scientist model as described under the sub-heading: 'Practitioner model and its derivatives', within this chapter. Thus, the significant contribution of the NCSPP to professional psychology education is twofold, relating firstly to the conception of the local-clinical-scientist model, and secondly to the competency-based model of education. The following paragraph focuses on the competency-based model as it relates to professional psychology education.

The NCSPP's competency-based model consists of six core competencies that should be developed in students (Rodolfa et al., 2014):

"1) relationship, the ability to develop and maintain professional relationships of integrity with others; 2) assessment, using multiple sources to gain an understanding of clients; 3) intervention, activities designed to support clients' positive functioning and a sense of well-being; 4) research and evaluation, conducting and critically evaluating research; 5) consultation and education, effective collaboration and learning; and 6) management and supervision, the organisation and oversight of services offered to the public". (p. 123)

In 2002, the seventh competency was added, namely 'diversity', defined as "understanding and appreciating human differences and issues of power, privilege, and oppression" (Rodolfa et al., 2014, p. 123).

According to the NCSPP model, the curricula of graduate programmes should be competency-based, with each proposed competency comprising practical and science-based knowledge, skills and attitudes in keeping with the actual demands of the role of practising psychologists.

The NCSPP demonstrated its commitment to developing the competency-based model by refining those competencies in several subsequent publications (R. L. Peterson et

al., 2010). In 2007, the competency Developmental Achievement Levels (DALs) were approved by the members, and described in detail as the knowledge, skills and attitudes within each competency across three stages of training marked by the beginning of practicum, beginning of internship, and completion of degree (National Council of Schools and Programs of Professional Psychology, 2014a).

**The 2002 Competencies Conference and the Competency Cube Model.** Another significant initiative in the development of competency-based education in professional psychology was the Competencies Conference on Future Directions in Education and Credentialing in Professional Psychology held in Arizona (Kaslow et al., 2004). The major aim of this conference was described as “gaining greater agreement about domains and levels of competence by bringing together representatives from diverse education, training, practice, public-interest, research, credentialing, and regulatory constituency groups” (p. 701). Kaslow et al. (2004) include among the conference’s specific objectives identifying core competencies, creating developmental and integrated models of competencies, and developing evaluation methods of those competencies for the education of future psychologists. The conference was organized into several workgroups based on the eight core competencies, with two additional groups working on the themes of assessment of competencies and the achievement of competence in specialty areas. One significant outcome of the conference was the conceptualization of competencies as a cube model – that is, a three-dimensional competency model comprising foundational and functional competency domains. The model also takes into account the developmental aspect of professional training, by representing the five stages of professional development (Rodolfa, Bent, et al., 2005).

The foundational competency area is regarded as “the building blocks” of psychologists’ activities and consists of the following six aspects:

“(a) reflective practice–self-assessment; (b) scientific knowledge–methods; (c) relationships; (d) ethical–legal standards–policy; (e) individual–cultural diversity; and, (f) interdisciplinary systems” (Rodolfa, Bent, et al., 2005, p. 350).

The functional competency domains, otherwise referred to as professional functioning domains, comprise the knowledge, skills and values essential to psychologists performing their roles effectively. The elements of these domains include “(a) assessment–diagnosis–case conceptualization; (b) intervention; (c) consultation; (d) research-evaluation; (e) supervision-teaching; and, (f) management–administration” (Rodolfa, Bent, et al., 2005, p. 351).

Further, Rodolfa, Bent, et al. (2005) state that the stages of professional development consist of five steps reflecting the progression of a psychologist’s competence throughout his or her career: graduate education, internship/residency, post-doctoral, residency/fellowship, and continuing competency. The model also provides definitions for each domain of competency.

The next developments of the Competency Cube Model include the creation of a framework that defines the competencies into two general titles, foundational and functional competencies, that consist of 15 skills and knowledge areas deemed essential for practising psychologists (Fouad et al., 2009). This framework, known as the Competency Benchmarks, was developed by the Competency Benchmarks Workgroup during the 2002 Competencies Conference (Rodolfa et al., 2014). The contribution of this Workgroup was significant, including the formation of operational definitions for each competency, the breakdown of each competency into its essential components, and the development of behavioural anchors for each competency component across three developmental levels - readiness for practicum, readiness for internship, and readiness for entry to practice (Fouad et al., 2009; Rodolfa et al., 2014). Subsequent discussions on the draft of the Competency Benchmarks document (Fouad



et al., 2009) has resulted in a refinement in which three competencies were added: “professionalism (to address issues of behavior and comportsment), teaching (which had been included under supervision), and advocacy (which had been included in ethics and legal standards and policy)” (p. S8).

The creators of the Benchmarks document asserted that while the Cube model can be applied to general professional psychology, the Benchmarks model emphasises the preparation of psychologists in the area of health service practice (Fouad et al., 2009). Further, it is also stated that, while some of the elements mentioned in the Benchmarks document might provide input to other fields of psychology, not all elements are necessarily relevant to the training model being used.

The attempt to develop the competency model continued on with the effort of a workgroup that generated a set of assessment methods to evaluate the performance of students in relation to the competencies considered essential in professional practice. The Competency Assessment Toolkit developed by this workgroup (Kaslow et al., 2009) describes methods to assess the competencies deriving from the Competency Benchmarks workgroup.

The Competency Cube model, along with its subsequent supporting documents, the Benchmarks and Toolkit documents, are obviously a significant contribution in the era of the competency movement within professional psychology education. On the other hand, the model has been limited in its application due to its complexity rendering it difficult to use (Rodolfa et al., 2014).

Acknowledging the weakness of the Benchmarks model and its evaluation system being overly complicated for practical use by educators, the Benchmarks Competency Workgroup developed a Competency Benchmarks Rating Form (Hatcher, Fouad, et al., 2013) which summarizes the Benchmarks’ original idea into a new cluster of 6 competency

categories, which are then divided into 16 sub-categories. The rating form was then developed for each component of competencies using a Likert-scale rating (Rodolfa et al., 2014).

**Competency-based models developed by professional organizations, accreditation and licensure/regulatory bodies.** The aim of this sub-section is to describe the application of competency-based models in several professional organisations and accreditation or licensure bodies within the psychological field, following which each is compared and reviewed so that conclusions can be made regarding similarities and differences.

*The American Psychological Association Committee on Accreditation and the Association of State and Provincial Psychology Boards.* Being responsive to the movement towards outcome-based and competency models in the education of professional psychologists, in 1996 the APA changed its accreditation philosophies, resulting in an outcome-based model that encouraged programme creators to develop their own principles of training (Canadian Psychological Association, 2011). Previously, the accreditation had focused on defining minimum criteria and prerequisites for a programme's operation and was prescriptive in nature. The current Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P) were approved by the Committee on Accreditation and APA in 1995, and have been implemented since January 1, 1996 (American Psychological Association, 2006).

The Guidelines require programmes to specify objectives of their education and training in terms of competencies expected of its graduates. It is then stipulated that the programme for which accreditation is being sought should provide the means by which all students can acquire and demonstrate substantial understanding of and competence in the areas that includes: (a) the breadth of scientific psychology, including its history of thought

and development, its research methods, and its applications; (b) the scientific, methodological, and theoretical foundations of practice in the fundamental area(s) of professional psychology; (c) diagnosing or defining problems through psychological assessment and measurement and formulating and implementing empirically supported intervention strategies; (d) issues of cultural and individual diversity that are relevant to professional psychology; and, (e) attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of a developing scientific and professional knowledge.

Following the 2002 Competencies Conference previously mentioned, in 2004 the APA Board of Educational Affairs (BEA) created a task force to review the literature on the assessment of competencies in professional education, training, and credentialing (Rodolfa et al., 2014). The task force was also requested to give recommendations related to such assessment in psychology. The task force produced a report that includes an overview of numerous models of assessment pertaining to the field of psychology and other professions. Various principles of competency assessment are proposed, and the need for reliable, valid and practical assessment methods is emphasised.

In 2009, the Association of State and Provincial Psychology Boards (ASPPB), a regulatory body responsible for the licensure and certification of psychologists throughout the United States and Canada (Association of State and Provincial Psychology Boards, 2015), began to investigate the competencies needed by licensed psychologists. An ASPPB workgroup (the Practice Analysis Committee) was set up, with one of its purposes being to develop and explore a competency framework for practicing psychologists (Rodolfa et al., 2014). After examining previous work in the area of competency development, the workgroup established six competency domains, 37 competency statements and 276

behavioural standards that are considered to be the most appropriate descriptions of the competencies essentials for practicing psychologists (Rodolfa et al., 2014).

The six competency groups as listed by Rodolfa et al. (2014) are as follows: “1) scientific knowledge; 2) evidence-based decision making/critical reasoning; 3) cultural and interpersonal competence; 4) professionalism/ethics; 5) assessment; 6) intervention/supervision/consultation” (p. 129). These competency clusters are then organized into a developmental sequence, and several behavioural exemplars determined for competency attainment at four developmental points: “practicum, internship, entry to independent practice, and 3 years of independent practice” (p. 129). A specific study was conducted following the development of these behaviour standards in order to seek feedback from practising psychologists. The findings revealed support for the proposed competency model (Rodolfa et al., 2014). The ASPPB Committee went on to define competency assessment methods using items from the Competency Assessment Toolkit and adding several items not previously included. Again, the assessment proposal regarding techniques to evaluate competency gained broad support from practising psychologists (Rodolfa et al., 2014).

The ASPPB then created the Competency Assessment Task Force to help determine how licensing regulators could best utilise a competency model (Rodolfa et al., 2014, p. 129). Once the task force had designated the required competencies of a licensed psychologist, the proposed competency models developed by the Practice Analysis Workgroup and an associated model were reviewed (Schaffer, Rodolfa, Hatcher, and Fouad, 2013, as cited in Rodolfa, et al., 2014). The refined competency model submitted by the Competency Assessment Task Force to the ASPPB Board of Directors consists of six competency clusters: (a) scientific orientation, (b) professional practice, (c) relational competence, (d) professionalism, (e) ethical practice, and (f) systems thinking (p. 130). Rodolfa et al. (2014)

add that the Task Force also subsequently refined the behavioural exemplars provided by the Practice Analysis Workgroup, leading to the development of 99 new behaviour exemplars of the 22 competencies. In order to acquire input from regulators, the task force sent a survey to 70 regulators from 42 US jurisdictions and 6 Canadian jurisdictions. While these regulators supported most aspects of the model, they rejected the supervision, teaching and training competencies elements due to differing opinions on the appropriate time over which these competencies should be attained. Thus, these three competencies were eliminated from the ASPPB's new model of competencies required for independent practice. The task force is continuing its effort and, as Rodolfa et al. note, has recently concentrated on developing methods to assess those competencies. Efforts are undergoing at the time of writing.

***The Canadian Psychological Association and the Provincial and Territorial Regulatory Bodies.*** Standards of accreditation for professional programmes in Canada combine prescriptive elements (e.g., the type and content of courses, the number of practicum hours) and outcome-based components according to the criteria of competencies used by the regulatory bodies in Canada to assess a candidate's competence to practise as a psychologist (Canadian Psychological Association, 2011).

In 2001, psychology regulators from the Canadian provinces and territories signed the Mutual Recognition Agreement, in order to ascertain the mobility of qualified psychologists for employment opportunities nationwide (Canadian Psychological Association, 2001; Rodolfa et al., 2014). The list of competency areas covered by the Mutual Recognition Agreement include the following: (a) interpersonal relationships, (b) assessment and evaluation, (c) intervention and consultation, (d) research, (e) ethics and standards, and (f) supervision (Canadian Psychological Association, 2001, 2011). These competencies are utilized by the Canadian Psychological Association in setting accreditation standards for doctoral and internship programmes in professional psychology (2011).

***British Psychological Society (BPS) and the Health and Care Professions Council (HCPC)***. The doctoral professional programme accreditation process in the UK incorporates competency standards demanded by the licensing organisation, which is the HCPC. The British Psychological Society (2015) maintains that the process of accreditation is designed to work beyond the quality threshold set by the licensing body. While the role of the HCPC is to assure graduates meet the Standards of Proficiency (in order to ascertain safety in public service for professional practice), the accreditation process conducted by the BPS is aimed at promoting quality enhancement.

The nine core competencies defined by the British Psychological Society (2015) are as follows: (a) generalisable meta-competencies, (b) psychological assessment, (c) psychological formulation, (d) psychological intervention, (e) evaluation, (f) research, (g) personal and professional skills and values, (h) communication and teaching, and (i) organisational and systemic influence and leadership.

Each core competency consists of 5 to 10 sub-competencies which provide detailed explanation of the behaviour targets of graduates. The Standards document (British Psychological Society, 2015) further elaborates on the indicative content for programme curricula.

***Australian Psychology Accreditation Council (APAC) and Psychology Board of Australia (PsyBA)***. The APAC is responsible for accrediting professional programmes in Australia, at both Masters and Doctorate levels. The accreditation documents (Australian Psychological Accreditation Council, 2010a, 2010b) specify six competency areas to be covered in the process of accreditation. These competency domains are as follows (pp. 34-38): a) knowledge of the discipline; b) ethical, legal and professional matters; c) psychological assessment and measurement; d) intervention strategies; e) research and evaluation; f) communication and interpersonal relationships.

Those listed competency domains are applied both for Masters and Doctoral programmes. The accreditation documents do not differentiate the scope of competencies according to education level. Consequently, detailed explanation for each competency area - which describes targeted demonstrated capabilities - is applied uniformly for both levels of professional education (Australian Psychological Accreditation Council, 2010a, 2010b). By contrast, the licensing organisation for independent practise in Australia - the Psychology Board of Australia - applies 8 core capabilities and attributes that must be achieved by applicants in different levels of credentialing: provisional registration, general practice registration and area-of-practice-endorsement registration. The required core capabilities and attribute areas when applying for provisional registration as a psychologist are as follows (Psychology Board of Australia, 2012): (a) knowledge of the discipline; (b) ethical, legal and professional matters; (c) psychological assessment and measurement; (d) intervention strategies; (e) research and evaluation; (f) communication and interpersonal relationships; (g) working within a cross-cultural context; and, (h) practice across the lifespan (p. 2). These required core competencies are still applied in the newest update of the PsyBA standard for provisional registration (Psychology Board of Australia, 2017).

The core competencies required when applying for endorsements in the area of practice are as follows (Psychology Board of Australia, 2010): (a) psychological knowledge, including psychological theories and models, the empirical evidence for the theories and models, and the major methods of inquiry; (b) ethical, legal and professional matters, including detailed knowledge and understanding of ethical, legal and professional issues relevant to the area of practice; (c) psychological assessment and measurement relevant to the area of practice; (d) intervention strategies relevant to the area of practice; (e) research and evaluation, including the systematic identification, critical evaluation and application of relevant research evidence; (f) communication and interpersonal relationships; (g) working

within a cross-cultural context; and (h) practice across the lifespan which includes working with clients in childhood, adolescence, adulthood and late adulthood as relevant to the area of practice.

Thus, the licensing body of Australian psychologists requires competencies additional to those set by the accreditation body – (g) and (h) above refer.

**Competency-based models developed by particular fields in psychology.** In addition to some competency models that have been described above, several psychology organizations are also working towards creating an appropriate competency model applicable in their specialty area(s). The development of these competency models seems to be based on the notion that specific models need to be applied to accommodate particular requirements in the specialized fields of psychology. Two examples of these models are presented hereunder.

***Curriculum of counselling psychology.*** In 1997, following the changes in the APA's Guidelines and Principles for Accreditation of Programs in Professional Psychology, the Council of Counselling Psychology Training Programs and the Society of Counselling Psychology created a new model for training in counselling psychology, which drew on the competency-based concept (Rodolfa et al., 2014). The new model emphasised the importance of students developing targeted competence specific to counselling psychologist roles, as opposed to the previous focus on problems treated or clientele served (Rodolfa et al., 2014).

The structure of the new model consists of two components in counselling psychology: the general psychology core and the professional core. The model training statement includes the assertion that “content in both the core areas of psychology and professional concepts and skills are essential to the practice of counselling psychology” (Council of Counseling Psychology Training Programs, 2005, Curriculum section, para. 1). The general psychology core includes biological, cognitive/affective, and social bases of



behaviour; life span development; individual differences; history and systems of psychology; research methods and design, data analytic techniques, and psychometrics.

As stated in the Council of Counseling Psychology Training Programs (2005), the professional core consists of the following components: professional issues in counselling psychology; theories and techniques of counselling psychology; legal and ethical issues; individual and cultural diversity; practicum and internship training; psychological assessment, diagnosis, and appraisal; career development and counselling; consultation; programme evaluation; and, supervision and training.

***The Health Service Psychology Education Collaborative.*** The Health Service Psychology Education Collaborative (HSPEC) is an inter-organisational effort which consists of the APA, the Council of Chairs of Training Council, and the Council of Graduate Departments of Psychology (Health Service Psychology Education Collaborative, 2013). It examines the role of psychology in the health care system and focuses on preparing psychologists for the delivery of health care services. Rodolfa et al. (2014) listed the six competencies used in the HSPEC model, thus: (a) science, (b) professionalism, (c) relational, (d) applications, (e) education, and (f) systems.

**Review of the competency-based models of professional psychology education.** It is clear from the review of relevant literature that several models of professional competency in psychology share some similar competency domains; there is considerable overlap between the models, as can be seen in Table 3.1.

The NCSPP model, as the first proposed competency-based model in professional psychology education, is highly relevant. This is demonstrated by the fact that all seven competencies proposed by the NCSPP appear in the Cube, the Benchmarks and its refined models, despite some additional competency areas being applied in each model. Some other

models use at least three (American Psychological Association, 2006) to six (British Psychological Society, 2015) competency components proposed by the NCSPP.

Competency models developed after the NCSPP's prototype offer some remarkably promising contributions to the effort of developing competency-based education for future psychologists. The Competency Cube, the Benchmarks (Fouad et al., 2009) and its subsequent developments (Hatcher, Fouad, et al., 2013), and the Competency Assessment Toolkit (Kaslow et al., 2009) are unquestionably very comprehensive models in describing required professional competencies and – more importantly - in explaining methods to assess those competencies, which represent a huge effort to foster a culture of competence in the field of psychology (Roberts, Borden, Christiansen, & Lopez, 2005). As observed by DeMers (2009), the major contribution of the Benchmarks model is, firstly, the modification of the developmental levels first proposed in the Cube model (Rodolfa, Bent, et al., 2005) into a more well-defined separation by using the term *readiness for practicum*, *readiness for internship*, and *readiness for entry to practise*. Secondly, the Benchmarks provide a detailed explanation of behaviour anchors applied for each competency domain: that is, foundational and functional competencies.

The Assessment Toolkit further provides “a solid grounding of this exploration of assessment strategies in the work of the assessment of competencies task forces and groups that have been investigating, theorizing, and writing about the focus on competency assessment in psychology” (DeMers, 2009, p. S68). Other scholars also hold in high regard the contribution of the Cube, the Benchmarks and the Assessment Toolkit, for example, Hanson and Kerkhoff (2011). Several psychological fields have been trying to apply the Cube model and its subsequent developments in their specific area -such as in the case of rehabilitation psychology training (Hanson & Kerkhoff, 2011).

On the other hand, scholars have noted significant challenges presented by these competency-based models, which need to be tackled carefully, especially those related to their application in the education of professional psychologists and credentialing systems. One major challenge is the fact that the Benchmarks and the Toolkit have not yet been empirically validated and thus need to be field-tested (DeMers, 2009; Hanson & Kerkhoff, 2011). Hanson and Kerkhoff add that efforts should be made to formulate specific instruments that are empirically valid, reliable measures of the stated competencies. Another challenge relates to the relative importance of competencies – that is, whether all defined competencies must be afforded equal weight across different settings of practice (McCutcheon, 2009), and focused upon accordingly in the education of psychology students. This concern seems to be related to acceptance and consensus issues regarding the relevancy and application of the models in such diverse fields within psychology, as discussed by scholars such as Hanson and Kerkhoff (2011). Measures need to be taken immediately to ameliorate the intrinsically overly complex nature of competency models, and related difficulties in applying them in practical use, even since the first formulation of the Cube model with its 12 core competencies (Bieschke et al., 2009).

The literature review also reveals that in the area of professional education, the set of required competencies for a psychologist is becoming increasingly complex. In addition to several traditional competencies in conducting psychological assessment, intervention and consultation, additional ones have emerged, such as those related to ethical and legal standards and policy, reflective practice or self-assessment, and interdisciplinary system competencies which include “knowledge of key issues and concepts in related disciplines” and capacity to “identify and interact with professionals in multiple disciplines” (Fouad et al., 2009, p. S15). These new competencies are included in almost all the models proposed after the NCSPP model, specifically in the Benchmarks (Fouad et al., 2009) and the refined new

## Comparing the Competency-Based Models in Professional Psychology Education

[illegible]

Benchmarks models (Hatcher, Fouad, et al., 2013), the ASPPB (Rodolfa et al., 2014), and BPS competency models (British Psychological Society, 2015). Further, besides some new emerging competency domains, some unique competencies are proposed by each institution: for example, ‘advocacy’ in the Benchmarks model (Fouad et al., 2009), ‘psychological formulation’ in the BPS model (British Psychological Society, 2015), and ‘practice across the lifespan’ as listed in the PsyBA competency requirements (Psychology Board of Australia, 2011, 2012). These model-specific competencies are ready to be explored further regarding their relevance to the practice of psychology in a more general context.

Again, the importance of scientific knowledge in the education of professional psychologists is reinforced in the competency model developments; this competency domain appears in almost all the proposed models, from the Competency Cube model developed in 2002 (Rodolfa, Bent, et al., 2005) to the newest formulation of the BPS competency requirements of professional psychologists in 2014 (British Psychological Society, 2015). Furthermore, notions related to the application of diverse standards of competencies for each different stage of education and the career life of psychologists also appear in some proposed competency models, for example, the Cube model (Rodolfa, Bent, et al., 2005), the Competency Benchmarks (Fouad et al., 2009), and competency requirements set by the ASPPB (Rodolfa et al., 2014). These models apply three to five developmental stages in defining their models of competencies required for professional psychologists.

Lastly, as Rodolfa et al. (2014) argue, there is a congruency between the set of competencies aimed at by educators and those required by professional psychologist regulators, which should assist the profession in designing a continuous sequence of education and training leading to licensure. However, as shown in Table 3.1, a slight deviation appears between the APAC competency model (in accrediting professional programmes in Australia), which targeted six competencies, and its regulating body, the

PsyBA, which demanded 8 competencies for psychologists seeking registration, be it for a provisional, general, or area-of-practice-endorsements registration. The two additional competencies imposed by the PsyBA are ‘Working within the cross-cultural context’ and ‘Practice across the lifespan’ (Psychology Board of Australia, 2011, 2012). While it might reasonably be assumed that the first could be included under the ‘ethical, legal, and professional matters’ domain of the APAC competency model, an explicit definition is not available to confirm the validity of this assumption. This is one of the areas that needs to be discussed further, since there appears to be something of an anomaly here: usually it is the education providers and their accreditation system who set more ambitious objectives related to preparation of its graduates, while the licencing bodies are often more concerned with the minimal requirements for safety practice to protect public rights, as in the case of the BPS and its regulatory body, the HCPC. The latter aims to ensure minimum standards of competence are met by psychologists entering professional practice, while the former goes beyond the minimal standard by equipping students with a deeper acquisition of competencies to pursue excellence, as evidenced in this statement by the BPS: “The HCPC’s role is to assure threshold levels of quality, by ensuring that graduates of approved programmes meet the Standards of Proficiency. The Society’s accreditation process is designed to work beyond those quality thresholds by promoting quality enhancement” (British Psychological Society, 2015, p. 15).

To conclude, it is apparent that in the movement towards a competency-based approach in the education of professional psychologists, clear statements have been articulated regarding some targeted competencies that have been deemed essential to be achieved through professional education. Behavioural language is being used that is concrete and measurable, as is evident in the Benchmarks formulation (Fouad et al., 2009) and its subsequent initiatives (Hatcher, Fouad, et al., 2013; Kaslow et al., 2009). Attempts to reach

consensus regarding those stated competencies and their behaviour anchors are underway in psychology. Parallel with the emergence of competency-based models, the field has witnessed several significant efforts (e.g., Hatcher, Fouad, et al., 2013; Kaslow et al., 2009), in designing comprehensive, valid and reliable assessment methods to measure students' performance in those required competencies. The work continues on at the time of the writing; indeed, it is noteworthy that some professional programmes claim to have adopted this new approach within their curricula (e.g., some professional psychology programmes in Australian universities, James Cook University being one example). As Bieschke et al. (2009) put it: "It is through this use, or beta-testing, that the debate about its ultimate utility will be resolved...". (p.S3)

### **Structural-based models of professional psychology education**

The third cluster in the discussion of training models in the area of professional psychology education is the structural-based model. By contrast with the two models previously discussed, this model does not result in any model typologies. Rather, it is concerned with structural aspects of professional psychology programmes within the higher education institution system, such as their positioning (university-based vs free-standing school), internship structure, and the proportion of full-time lecturers to students.

Along with the other two training models previously discussed, the structural-based standards will be included in the measuring instrument to be used in this research. Structural aspects must be included as part of a comprehensive description of Indonesian professional psychology programmes.

### **Conclusion**

Professional education in the field of psychology has some basic characteristics in common with other professional education courses, as previously described in Chapter 2. The fundamental characteristics of curriculum in psychology and other professional education

programmes include the development of skills and attitudes required in the professional workplace, in addition to the delivery of fundamental knowledge and theories; teaching materials combining scientific material and a practice component, along with the provision of content related to the development of professional skills, attitudes and values; the use of integrative teaching and learning methods which combine didactic method and other forms of teaching that affords greater opportunities for student involvement; and, comprehensive evaluation techniques integrating several assessment methods and targeting various aspects of skills and attitudes, in addition to taking into account cognitive abilities and the acquisition of knowledge and theories.

The types of training models used in professional psychology education also follow the general typologies of professional education training models proposed by Lunt and Gray (1990) and presented in Chapter 2: the internship model, referred to as the practitioner model in professional psychology education; the academic-oriented model, otherwise known as the clinical science model; and, the scientist-practitioner model, which emphasizes the integration of practice and academic components. There has been a massive paradigm shift towards the competency-based model in professional psychology education. This is in line with similar movements in other professional education areas, including medical education (Frank et al., 2010), nursing (Bleich & Jones-Schenk, 2016), teaching (Kaiser et al., 2017), public accounting (Flores, 2014), and engineering (Lunev, Petrova, & Zaripova, 2013).

Several structural aspects deemed important in educating professionals are incorporated in professional psychology education models - for example, the structural position of the professional programme within higher education, the internship structure, and the proportion of educators. Basic requirements for each structural aspect have been intensively discussed by scholars.



A comprehensive understanding of basic and curriculum characteristics of professional education, especially as applied in the professional psychology field, formed the basis for the implementation of this research, particularly in relation to the preparation of measuring instruments based on the characteristics of each training model. Knowledge related to curriculum characteristics of these professional programmes served as a foundation for the process of data analysis obtained from the Indonesian professional psychology programmes that are the focus of this study.

### **Chapter 4: Curriculum Theory Framework As An Analytical Tool**

This chapter describes some aspects of curriculum fundamental to the process of analysing the characteristics of Indonesian professional psychology curricula. The topics covered in this section include: definition of curriculum, the main components of curriculum, curriculum ideologies and their implications for the determination of educational objectives, the creation of learning and teaching methods, and the determination of evaluation techniques. A framework to be used in the analysis of the curricula in Indonesian professional psychology programmes is presented as the chapter conclusion.

#### **Curriculum Definitions**

There is currently no universal agreement on a complete definition of curriculum. Experts define curriculum by way of a variety of terms, based on each scholar's view and personal focus. Several definitions address the concept of curriculum as a series of learning materials provided to learners and the determination of behavioural indicators that reflect mastery of learning content (e.g., Tyler, 1949). Other experts, such as Harden (2001), define curriculum as a blend of teaching strategies, teaching materials, learning objectives, educational experiences and assessments, along with the educational environment and learning styles applied in an educational programme.

Posner (2004) discussed some common conceptions of curriculum (Table 4.1) and further suggested that definitions used by curriculum makers have consequences in terms of accountability. For example, when the curriculum maker defines curriculum as a set of standards, the emphasis is on how education can meet those standards, the priority usually being on learning outcomes rather than teaching strategies or learning processes.

Table 4.1

*Common Conceptions of Curriculum based on Posner (2004)*

Conception	Description of conception
Statement about scope and sequence	A sequence of achievements or desired learning outcomes, organized into levels of education from beginning to end
Syllabus	A plan for an educational programme, which contains programme objectives, topics covered, resources used, and techniques of assessment or evaluation
Content outline	A list of learning materials
Standards	A statement about students' learning outcomes in terms of the skills and behaviours they should be able to apply and enact, and also includes the processes used to achieve the learning objectives
Textbooks	A collection of textbooks used in the learning process. Traditional texts provide learning content in the absence of additional guidance related to, for example, how to teach the content. Modern textbooks include a system of teaching, which sometimes provides guidelines for teachers, guides for students, work-sheets and other teaching support materials.
Course of study	A series of courses that must be undertaken by students. This concept embodies a philosophy which states that education is a journey with specific purposes, and the curriculum is a series of courses that students must pass throughout that journey.
Plan of experiences	The whole experience of learners, planned by educators in an educational programme

Furthermore, Posner (2004) advised that curriculum is not a single entity. In practice, curriculum can have several meanings:

- The official curriculum is detailed in a document, which generally contains statements about the scope and sequence of learning, syllabus, and guidelines for teachers in the teaching process, and a standard or list of goals to be achieved. The purpose of this curriculum is to provide guidance for teachers in planning the teaching process and

evaluating students. The official curriculum also serves as a basis for management to supervise teachers;

- The operational curriculum is that which is followed by teachers in their teaching of students. This concept incorporates two underlying meanings, namely: 1) instructional material delivered and emphasis provided by teachers in the classroom; and, 2) standards by which student learning is evaluated. The operational curriculum can be very different from the official curriculum, a fact that has often been observed by curriculum scholars (e.g. Çil & Çepni, 2014; Hafferty, 1998).
- The hidden curriculum includes content not included in the official curriculum and not overtly taught by teachers, yet has significant application in the everyday learning process. The hidden curriculum may be a specific viewpoint on an issue or content deemed important or emphasized by educators (regardless of whether the content is included in the curriculum). The hidden curriculum can exert a significant influence on students;
- The null curriculum consists of learning content that is not taught. Discussion of this curriculum tends to focus on understanding why specific content (which is considered essential) is not included in the curriculum; and,
- The extra curriculum refers to overall planned student experiences outside specified content. This curriculum is voluntary and usually tailored to the interests of students.

Some other experts use different terms to describe the kinds of curriculum outlined above. For example: 'fictional curriculum' or 'declared curriculum' equates with the official curriculum mentioned above; the 'taught curriculum' is synonymous with operational curriculum; and 'learned' curriculum refers to “aspects of the actual curriculum studied by students” (Bruinsma & Jansen, 2007, p. 26). Hoebe (1994, as cited in Bruinsma and Jansen,

2007) also applies the term “experienced curriculum” to the curriculum as experienced by students (p. 26).

An understanding of the various types of curriculum as presented above should be taken into account in the process of curriculum analysis, along with an awareness that the official curriculum may differ from the operational curriculum. Moreover, although not directly stated in curriculum documentation, the hidden curriculum may have a dominant influence on the learning process and study results, and thus must be factored into curriculum analysis.

### **Components of Curriculum**

Taba (1962) identified the following four components as common to many different curricula: (a) objectives or aims, (b) learning content and its organisation, (c) teaching and learning methods, and (d) evaluation strategies.

In practice, curricula differ in terms of the emphasis placed on these four components, the formulation of relationships between them and how decisions regarding each component are made. These four components have been widely accepted by scholars, and thus it is essential that they be considered in any comprehensive study of curricula as a concept. Furthermore, these four curriculum components provided a foundation for the development of a measuring tool to be used in this study.

Other experts, such as Beauchamp (1982), also refer to four aspects of curricula virtually identical with Taba’s (1962): (a) the intended use of curriculum documents for the purpose of designing instructional activities, (b) a statement of purpose of the educational institution where the curriculum will be used, (c) content or educational materials used to achieve stated objectives, and (d) an evaluation scheme to determine the effectiveness of the curriculum in achieving its stated purpose.

In the current study, the concept of curriculum was considered in terms of the four main components: the purpose or objectives of education, content or subject matter, teaching and learning strategies, and an evaluation mechanism comprising both assessment of students and the educational programme itself.

### **Curriculum Ideologies**

This section presents several curriculum-related perspectives or ideologies as a foundation for the analysis of curricula in Indonesian professional psychology programmes. The analysis determines the ideology(ies) reflected in the development of the curricula in these programmes, and whether the respective curricula reflect a particular dominant ideology, or simultaneously incorporate several ideologies. An understanding of perspectives and underlying beliefs within each ideology assisted in arriving at these determinations.

In the history of curriculum, each ideology has its own era during which it became a dominant perspective in curriculum development. The author believes that almost all of these ideologies are still evident and used in the process of curriculum making today. Each ideology presented in this chapter differs in its underpinning beliefs regarding the purpose of education (and the intended use of the curriculum), the concept of learners, the role of educators, the teaching methods deemed appropriate, the learning process considered ideal, the functions of evaluation and evaluation methods (Posner, 2004; Schiro, 2013).

This section is presented along the following structural lines. The basic principles of the respective curriculum-related ideologies are presented one by one, along with the relevance of each to the previously-mentioned curriculum components which are the focus of this research: that is, the purpose of education, the programme content; the learning and teaching processes; and the evaluation strategies.

The presentation of curriculum ideologies and the terms used to label each draw on comprehensive discussion of curriculum ideologies that cut across educational levels by

Schiro (2013), which is considered relevant to the higher education contexts that are a focus of study in this research. Other scholars (e.g., Posner, 2004), use slightly different terms when they review principles of, or common perspectives on, curriculum. The five ideologies of curriculum are as follows.

### **Scholar Academic ideology**

Education, according to adherents of Scholar Academic ideology, helps students learn the basic collection of knowledge that is important in a culture, as covered in the area of academic disciplines (Hirsch, Kett, & Trefil, 1987). Understanding of the academic disciplines includes learning academic materials, conceptual frameworks, and ways of thinking according to members in each academic discipline. Thus, according to this perspective, education is a process of acculturation of students into a social group, based on a specific academic discipline. The main priority of education according to this ideology is the development of intellectual abilities of students as embodied in the academic disciplines. According to this perspective, the only concerns that should affect an educational programme are those that support intellectual development of students. According to this way of thinking, education is not designed to meet job-related or professional needs, or market demands.

According to Scholar Academic ideology, the purpose of education is to develop academic discipline (which arises from intellect and the world of knowledge) by availing students of core knowledge. In addition to knowledge, education must also develop ways of thinking and communicating as employed by members of an academic discipline (Bruner, 1977). Adherents of this ideology design curricula that reflect the essence of academic disciplines and focus attention on developing students' intellects through knowledge dissemination (Schiro, 2013).

According to this ideological view, learning is a function of teaching (Schiro, 2013). The learning process occurs via the teaching processes of teachers. Thus, teaching is regarded

as an activity of knowledge dissemination. Since the sources of knowledge exist outside the learners, a learning process is needed to facilitate knowledge acquisition in students, the content of which is determined through the use of curriculum (Schiro, 2013). The learning principles used are bonded to the customs applied in each academic discipline, so there are no common learning principle guidelines. Proponents of this ideology also tend not to utilize findings from human learning process research, because they consider that many learning theories can be applied in each academic discipline, rather than one general learning theory (Schwab, 1962, cited in Schiro, 2013).

Scholar Academic ideology sees the teacher as the main disseminator of knowledge and a mediator that bridges the gap between the curriculum and the students. Teachers obviously have an important role here, so it is deemed crucial that they master the academic discipline in which they specialise. This explains the emphasis on the teacher's qualification in the delivery of the curriculum. The student is seen as a new, immature individual, whose inclusion in the academic discipline is a consequence of his or her learning activities (Rolfe, 1967; Schiro, 2013). This approach does not pay much attention to the role of students in the learning process. The student is regarded as a passive recipient of knowledge via the learning process set by the teacher as disseminator. As Schiro (2013) observes, "... students are on the receiving end of the learning ↔ teaching relationship" (Schiro, 2013, p. 46).

As far as curriculum content is concerned, according to the Scholar Academic perspective, teaching material consists of academic discipline-related knowledge content and other material that teaches students how to think, feel and communicate in an academic discipline (Bruner, 1977). In formulating learning materials to be included in such curricula, a preliminary analysis of the characteristics of knowledge within the relevant academic discipline is considered crucial to ensuring that course content is truly representative of that which has already been accepted by authorities within an academic discipline (Whitefield,



1971, as cited in Schiro, 2013). Thus, it is apparent that, in the process of curriculum design, the primary focus of this ideology is on subject matter that should be taught in accordance with content accepted within a specific academic discipline. Aspects such as community needs, characteristics of students, and learning processes are not a priority and are secondary to the determination of content (Beauchamp & Beauchamp, 1967, as cited in Schiro, 2013). This begs the question as to the nature of the academic disciplines and the knowledge content within them. Schiro (2013) and King and Brownell (as cited in Rolfe, 1967) define an academic discipline as follows: (a) a defined area of study; (b) a set of facts, writings, and other scholarly works incorporated in a well-defined area of study; and (c) the existence of a community comprising individuals who derive meaning and/or purpose from the discipline. It thus becomes clear that, in courses informed by Scholar Academic ideology, the content included in a curriculum consists of learning materials that are well recognized and accepted by a particular discipline (Schiro, 2013).

Teaching techniques considered appropriate by proponents of the Scholar Academic perspective include didactic courses, supervised practice and Socratic discussion (Schiro, 2013). A didactic course can be in the form of formal or informal verbal instruction and interaction, and can also incorporate the use of written language such as textbooks or instructional methods. Supervised practice aims to help students acquire intellectual skills associated with a particular academic discipline under direct guidance from the teacher (Adler, 1982, as cited in Schiro, 2013). The emphasis on intellectual skills results in exclusion of professional or practical skills, or indeed any skills not considered “intellectual” in nature. Lastly, the basis of teaching through Socratic discussion is to ask questions, lead discussions and otherwise seek to develop the intellectual abilities of students in the cause of their acquiring knowledge of academic discipline-related content. These three teaching strategies complement each other. Alternative teaching methods may also be used, as long as

the goal remains to facilitate student acquisition of knowledge pertaining to the relevant academic discipline.

In line with the view that knowledge is a matter of objective realities (as opposed to subjective interpretation), this ideology emphasizes the use of objective evaluation, both in determining relevant knowledge to be measured and students, teachers, programmes and curriculum evaluated (Schiro, 2013). Evaluation methods recommended by Scholar-Academic advocates include the use of objective tests (Finn, 1991, as cited in Schiro, 2013). This involves the collection of test result data, which is then used to make comparisons and utilise evaluation strategies to rank students, teachers, and/or educational programmes. A general evaluation in terms of whether a student passed or failed in terms of the previously-stated objectives is not endorsed. Rather, the evaluation process provides information on each student's acquisition of relevant academic knowledge compared with peers (Schiro, 2013). Student ranking is based on norm-referenced tests. Furthermore, the evaluation process covers both formative and summative evaluation (Schiro, 2013). Summative evaluation is conducted after a curriculum has been implemented and aims to provide information about its effectiveness. Formative evaluation takes place when the curriculum is being developed or in use, the goal being to attain information that might be used in making changes or improvements.

### **Social Efficiency ideology**

Adherents of the Social Efficiency perspective view the purpose of education as preparing learners to be able to meet the demands of society, and, by training, to acquire relevant skills needed to function effectively in professional life (Schiro, 2013). Several key points of this statement need further elaboration. Firstly, the needs or demands of society (or, more narrowly, clients and users) should be analysed and then identified as “terminal objectives” of education (Schiro, 2013, p. 5). Secondly, the role of educators is to determine

educational experiences and systematic sequencing of those experiences in order to achieve the stated terminal objectives. Within the process of achieving final objectives, a series of progressive objectives are determined. Successful accumulation of progressive objectives results in the development of a set of skills in keeping with the terminal objectives (Bobbitt, 1918, as cited in Schiro, 2013). Thirdly, a series of educational experiences should be organized in such a way so as to create an educational process that is effective and efficient in achieving the ultimate goal. Finally, the evaluation process assists in determining the extent to which the educational process achieves the specified ultimate goal. Supporters of Social Efficiency ideology regard evaluation as equating to a form of accountability to clients/users, and/or the public.

Formulation of objectives in educational activities is regarded as fundamental, with one vital function being to assist in directing further efforts of the curriculum maker (Tyler, 1949). Even at the early stages of curriculum development, much effort is devoted to the development and formulation of objectives. According to the Social Efficiency perspective, these must be expressed in behavioural terms (i.e., as observable skills or action, or ability to do something, such as competently perform a relevant task) (Schiro, 2013).

From a Social Efficiency perspective, learning is reflected by a change in learner behaviour (Gagné, 1970). Such changes in behaviour result from exercises in which learners engage in the course of their education. The thinking is that learners master complex skills gradually by building on simpler behavioural skills (Schiro, 2013). Educational experiences are regarded as important aspects of learning that act as a medium providing opportunities for learners to practise a set of behaviours in accordance with specified learning objectives (Tyler, 1949). Educational experience is defined as interaction between the learner and his/her external environments (Tyler, 1949).

According to this ideology, learning implies a change in behaviour, which is the main goal of education. Learning is seen as an active process in which skills or behavioural changes are acquired through appropriate exercises (Anderson, Reder, & Simon, 1996, as cited in Schiro, 2013). This ideology embraces the theory of behavioural psychology (Schiro, 2013). In line with the behavioural principles, learning activities are perceived as atomistic: that is, learning can be broken down into smaller behavioural parts. Further, learning is strongly influenced by immediate feedback imparted to learners at each stage of learning (Anderson et al., 1996, as cited in Schiro, 2013).

The Social Efficiency perspective is that of teaching as a process of shaping the behaviour of learners through the use of rewards and reinforcements (Schiro, 2013). One of the roles of educators is to ensure that learners gain educational experiences (through the implementation of the curriculum) and that learners achieve the expected terminal objectives. One of the roles of teachers is to provide an environment conducive to student learning. However, according to this perspective, teachers have no role in determining the final objectives. Further, a process of quality assurance is required to ensure that variations in teachers' professional skills do not affect the quality of education.

Clearly, the terminal objectives guide the determination of learning experiences during learning. The curriculum created under this ideology is often referred to as a programmed curriculum. This kind of curriculum is organized according to the principles of behavioural engineering, as follows (Holland, 1960, as cited in Schiro, 2013). Firstly, educational purposes are determined with reference to the desired learner behavioural characteristics to be acquired by the end of the educational programme. Secondly, specific behavioural objectives are determined, along with their sequential order of acquisition. Thirdly, educational experiences to be provided to students during the educational programme are identified as well as their proposed mode of creation. Fourthly, those

experiences are organised in the manner considered most efficient. Lastly, measurement strategies are designed to evaluate each aspect of the educational experience.

Proponents of Social Efficiency ideology regard evaluation as a process of determining how behavioural changes occur as a result of the learning process. Evaluation also helps to determine the extent to which the terminal objective has been achieved (Tyler, 1949). Evaluation is limited to overt behaviour displayed by learners, according to the previously stated terminal objectives (Gagné, 1970; Schiro, 2013). Social Efficiency supporters believe that evaluation needs to be applied to students' achievement, teachers and the curriculum itself. Accountability and accomplishment of standards are important elements in the Social Efficiency concept of evaluation. Thus, evaluation functions as a form of accountability of educators to clients or users, and is conducted by comparing performances of students, faculty and curriculum against predetermined standards (Gagné, 1970). The use of criterion-referenced tests is common. The results of evaluation are posed in the form of a conclusion as to whether the performance of learners, teachers and curriculum meets the predetermined standards. In contrast to the Scholar Academic ideology, evaluation does not involve the ranking of achievement.

### **Learner Centred ideology**

As the name suggests, the Learner Centred ideology focuses on the needs of students and that which they consider important (Schiro, 2013). With the concept of growth or development of the individual as a major theme of this ideology, the aim of education is the development of learners. Education is seen as facilitating the development of individuals through actualizing inherent abilities previously undeveloped (Schiro, 2013). Further, in assisting students to realise their potential, the education process should also facilitate the realisation of the potential of teachers and other involved parties. According to adherents of

this ideology, educational objectives are formulated in terms of the experiences provided to learners.

Learning is considered to be a unique and direct interaction between the individual and the environment (Weber, 1971, as cited in Schiro, 2013). Learning comprises all that happens to people when they create meaning about their interaction with social and physical environments. Adherents of this ideology view the process of learning as based on a constructivist viewpoint – that is, occurring when individuals interact with their surroundings and give meaning to the interaction (Schiro, 2013). Three aspects are important to the learning process: the learners, the environment, and learner involvement through interacting directly with the environment and providing meaning to those interactions. This concept clearly casts the learner as an active party; it is the learner who determines whether or not learning occurs (Schiro, 2013). Learner Centred educators hold the belief that, while individuals have potential and can grow naturally, they can be encouraged to develop themselves through their interaction with physical, intellectual, social and emotional environments. Education aims to provide resources for these interactions. In the view of Learner Centred scholars, learners are the sources for curriculum development; they navigate educational activities in accordance with their needs and interests (Schiro, 2013).

In line with the above conceptions about education, the role of educators is to create a context, environment, or unit that can stimulate a learner's growth, while also striving to create meaningful interactions throughout the educational process. Educators are experience givers, not providers of knowledge. Teachers are held responsible for designing a wide range of experiences to support the growth of learners (Edwards, 2002) . Their responsibilities also include determining activities, as part of educational experiences, which will be included in an educational process. Such activities are based on teacher observations of the needs and interests of learners (Rathbone, 1971, as cited in Schiro, 2013). Furthermore, educators are

also expected to facilitate growth in learners by mediating between them and their environment during the learning process. Given these role demands, teachers should be able to respond spontaneously to learners (Schiro, 2013). They must also be generalists, with a broad knowledge of educational material. The generalist teacher might have one or two areas of expertise, but Learner Centred scholars consider breadth of knowledge the most important teacher characteristic in facilitating the diverse interests or needs of learners (Barth, 1972, as cited in Schiro, 2013).

The needs and interests of learners play a very important role in learning, and thus become major benchmarks in developing educational programme content (Rugg & Shumaker, 1928, as cited in Schiro, 2013). The curriculum is seen as a context, or environment, wherein learners construct meaning by interacting with other learners, teachers, bouncing ideas, comparing their thinking and engaging in all aspects of the educational process. The curriculum is constructed on the basis of individuals' needs and intentions towards learning, instead of teachers' preconceived pedagogical content. It is also organized according to individual learning styles (not the preferred teaching styles of educators). Johnson (1974, as cited in Schiro, 2013) emphasizes that in designing and deploying a curriculum, the curriculum maker and teachers need to consider the growth of learners, which include such considerations as what types of learning activities are of value and what types of growth are desirable from the learner's perspective.

Educators who embrace the Learner Centred ideology make use of developmental learning theories in their programmes. A goal of the curriculum is thus to enrich the individual within his/her developmental phase. Another important Learner Centred concept is that teachers and students are equally responsible for the learning process (Schiro, 2013).

According to this ideology, evaluation is an important agenda. Teachers need to regularly measure learning progress and the types and level of interest of learners by

observing, recording and documenting their progress (Cruz-Acosta, 2006, as cited in Schiro, 2013). For their part, students need to regularly monitor their interaction with the environment so that they can assimilate and accommodate new experiences. Curriculum makers need to regularly assess the curriculum in order to meet the developmental needs, characteristics and interests of learners. An important aspect of evaluation is that it should be conducted for the benefit of learners, facilitating their personal development and learning process (Schiro, 2013). Hence, unlike for some of the other above-outlined ideologies, the evaluation process is not intended to provide information to anyone other than the learners themselves. Evaluation techniques that are commonly used by supporters of a Learner Centred approach include authentic forms of assessment that qualitatively describe the performance of students during educational activities (Schiro, 2013). This type of assessment includes portfolio assessment (collection of works created by students throughout the programme), teachers' notes on their direct observation of learners, behaviour lists, learning logs and journals, self-assessment by learners, and peer assessments. Novick (1996) describes several types of portfolio assessment: students' papers, audio recordings related to students' abilities, and reflective comments from the learners. The results of the evaluation are generally set forth in a written narrative that describes the development of learners (Edwards, 2002). Evaluative connotations such as good, bad, wrong, or right are completely eliminated. This ideology respects failure to be as important as success; both are experiences that can occur throughout learning. Proponents of this ideology use a gestalt approach, in which the assessment must consider the whole context of the educational process (Hein, 2005, cited in Schiro, 2013). Assessment of students is an integral part of the teaching and learning process. Summative evaluation, which is conducted at the end of the programme, tends to be regarded as less important than formative evaluation. If a final evaluation of the curriculum is carried out, the emphasis is on aspects such as students' involvement (e.g., the enthusiasm, or



otherwise, with which students participated in the programme) (Schiro, 2013). In contrast to summative evaluation, formative evaluation is conducted while the programme is underway and is subjective in nature, focusing on each student as a unique individual. Proponents of this approach have more personal interaction with the students, and therefore tend to be highly motivated and personally involved when carrying out formative evaluations. The aim of formative assessment in this context is to determine the extent to which students are involved in the learning process. The evaluation is conducted through observation by teachers and the preparation of reports assessing indicators such as the correlation of the curriculum with the interests and needs of learners (Schiro, 2013).

### **Social Reconstruction ideology**

According to Social Reconstruction educators, the purpose of education is to facilitate the establishment of a new, more just society in order to maximise the satisfaction of its members (Schiro, 2013). Education is regarded as a social process through which society can be reshaped in positive ways. Social Reconstruction scholars are mindful of the 'unfair' aspects of contemporary society (as seen in cases where there are huge differences in the economic and social status of society members, and perhaps unfair attitudes and actions directed towards a particular group), and believe action needs to be undertaken to reconstruct current societal life for the better. Education, according to this ideology, is a means of effecting that reconstruction (Schiro, 2013). Through the medium of curriculum implementation, education is perceived as having the capacity to teach students to be responsive to their social life and surrounding community, such that they develop a vision of a better society and are motivated to take action towards realising that vision. Three important aspects of curriculum informed by this ideology are (a) consideration and analysis of current societal conditions, (b) the establishment of a vision of a better future society, and (c) the determination of actions needed to move the current state of society towards that

vision. During the educational process, wherein students' social environment is often in a state of flux, new issues and social crises may emerge, and learners, as members of their community, are expected to become more and more empowered; the likelihood that they will be able to continue reshaping themselves and the society is thus increased. Knowledge and/or teaching materials included in the curriculum come from subjective interpretation of the state of society pertaining to the past, present and future. Teaching materials are derived from the personal analysis of the educator of the world and surrounding society. Teaching material is incorporated into the curriculum for the purpose of converting students as participants in working towards the new vision of a better society.

School is regarded as a social institution that prepares individuals with the capacity to change their wider society through leadership and initiating appropriate reconstructive action (Schiro, 2013). This ideology views the curriculum through the lens of a social perspective, with the main focus being on educating groups of people. Thus, educational institutions must function as providers of knowledge and must play a significant role in shaping character and moral vision that will contribute to a harmonious, inclusive and just community. As an ideology strongly orientated towards social values, Social Reconstruction pays great attention to the forces that shape individuals' experiences, be they economic, political, social or educational. Individuals are not the main focus of attention. In the following paragraphs regarding learners, roles of education, teachers and teaching strategies, and evaluation, the social orientation of the Social Reconstruction ideology is obvious, and manifests, for example, in the use of learning techniques that emphasize group dynamics over individuals.

According to the Social Reconstruction perspective, individuals are products of society and social actors. While moulded and influenced by the conditions prevailing in one's surrounding communities, an individual can also contribute to the ongoing development of one's society. Individuals as learners play an important role because it is through educated,

empowered individuals that a new and better society can be reconstructed. Individuals need to reconstruct themselves before they can reconstruct society (Schiro, 2013), and Social Reconstruction proponents see education as playing a crucial role in this regard.

Education, according to adherents of this ideology, can take place in a variety of locations and contexts, including the family, community and social institutions like schools. Social constructivism (Schiro, 2013) sees learning as an active process of integrating new experiences into a meaningful structure. The learning process is directed towards socially-oriented actions, instead of individually-oriented ones. Learning occurs both in the classroom and community (Brameld, 1950, as cited in Schiro, 2013). Learning requires direct involvement with social groups. The learning process requires interaction between learners and the outside environment. Thus, in formulating a setting for studying, two places exist: inside and outside the 'school'. Furthermore, the process of learning within the frame of this ideology utilizes language, communication and group-based activities (McLareen & Giroux, 1997, as cited in Schiro, 2013). A meaningful learning process, according to this ideology, not only requires thinking, but also an emotional response on the part of learners' seeking understanding of the social situation surrounding them (Schiro, 2013). Thus, a clear commitment of the individual to social issues and actions directed at reconstructing society is considered integral to the learning process.

Social Reconstruction educators also advocate teachers expanding their roles beyond those commonly expected. That is, they should be individuals who can unequivocally declare their will to support the creation of a better future society (Counts, 1932). Educators have a responsibility to act beyond merely meeting standard societal expectations. This responsibility extends to taking real actions towards the accomplishment of a better community. In this cause, the teacher acts as a counsellor and discussion leader who provides opportunities for learners to share, discuss and articulate their interpretations of surrounding

social circumstances, leading to construction of meaning about experiences during the educational process. Since the purpose of teaching according to the Social Reconstruction view is to prepare students for the task of rebuilding the community (Schiro, 2013), it also aims to stimulate learners to initially reconstruct themselves. Teachers and learners might be thought of as allies in the fight to address shortcomings and injustices in the wider community. Teachers are viewed as colleagues or friends with whom learners can interact and engage in discussion. The traditional, old-fashioned view of teachers as all-knowing authorities is not appropriate here; teachers and students are individuals with experiences to be shared when learning takes place. Both are seen as active contributors in the formation of meaning during learning.

To facilitate their concept of learning, Social Reconstruction educators use learning strategies that focus on group activities (Hersh & Peterson, 2005, as cited in Schiro, 2013). In line with the principle of social constructivism, educational experiences are provided in the form of group experiences, using interactions among individuals as the main media. The focus of learning is the formation of a group mind, as opposed to the individual mind. Needless to say, scholars espousing this ideology believe that individual learning can be accomplished through group-based activities. The main teaching techniques thus involve the use of discussions and experiences (Schiro, 2013). Examples of discussion techniques include values clarification and critical analysis (Giroux, 2006; Schiro, 2013). By way of these techniques, students participate in preliminary discussion, where issues and values are put forward, including the identification of areas of concern. Intensive discussions are conducted afterwards to clarify values and build consensus. Another teaching technique commonly used is experience exposure, in which learners are put in an environment where they directly encounter social crises (Schiro, 2013), such as participating in a protest or public demonstration, cleaning up a city park, visiting a nursing home, or helping in centres for the

poor. Other forms of direct experience include field trips, simulations, exchange of experiences, role-plays, and the use of media other than written, such as sociodramas (Schiro, 2013).

Social Reconstruction adherents generally do not use formal objective evaluation when assessing learners and the curriculum. Subjective evaluation is more widely used, using the gestalt theory approach that prioritizes the concept of wholeness (Schiro, 2013). Thus, curriculum evaluation is conducted *within* the social context of the learners, rather than outside it. For example, assessment of curriculum effectiveness would be based on observations that begin after students graduate and return to their community (Adams & Horton, 1975, as cited in Schiro, 2013) and correlated with performance assessment of learners in their professional and other relevant engagements outside the school environment. More specifically, such assessment would focus on learners' efforts in furthering the reconstruction of self and society, in line with the objectives of the curriculum to realise the vision of a better future society.

### **Comparison of Curriculum Ideologies**

The curriculum ideologies as outlined above are not necessarily applied exclusively in practice. A curriculum can be eclectic, reflecting one or two dominant philosophies, and also incorporating several philosophies in its components (Posner, 2004). Furthermore, Posner reminds us of the possibility that analysis of the characteristics of a curriculum may not result in a perfect match with these four curriculum ideologies.

Curriculum perspectives proposed by other experts are similar to the ideological concepts outlined above. Table 4.2 provides a comparative summary of terms used by curriculum scholars in describing curriculum ideologies, and clearly demonstrates that the four main ideologies identified by Schiro (2013) are fundamental, encompassing almost all other related perspectives and ideologies, such as presented by Posner (2004), Toohey

(1999), and Barnett and Coate (2004). These alternative conceptions regarding curriculum are presented briefly in the following paragraphs.

Table 4.2

*Comparison of Terms Regarding Curriculum Ideologies*

Schiro (2013)	Posner (2004)	Toohey (1999)	Barnett and Coate (2004)
Scholar Academic	Structure of the disciplines Traditional	A traditional discipline-based approach	Special curriculum  Curriculum-as-culture approach
Social Efficiency	Behavioural	A performance or systems-based approach	Outcome-based approach Market-oriented/employment-related curriculum
Learner-Centered	Constructivist Experiential	An experiential or personal relevance approach	Liberal curriculum
Social Reconstruction	-	A socially critical approach	Transformative curriculum
-	-	A cognitive approach	Social reproduction curriculum

Posner (2004) identifies five theoretical perspectives on curriculum: traditional, experiential, structure of the disciplines, behavioural, and constructivist. The last three perspectives equate to the Scholar Academic, Social Efficiency, and Learner Centred ideologies presented by Schiro (2013), respectively. The traditional perspective, as with the structure of the disciplines, also emphasizes the importance of including core content in the learning process. While the disciplines perspective and Scholar Academic ideology hold that this core content should be linked to the structure of the disciplines as they exist in the university, according to the traditional perspective learning should include specific information to be passed from generation to generation - that is, basic literacy and computational skills, a knowledge of basic facts and terminology deemed integral to any

higher education, and a set of common values that constitute good citizenship (Posner, 2004). Lastly, the experiential perspective, the basic concepts of which are part of the Learner Centred perspective (Schiro, 2013), focuses on the use of students' ordinary life experiences as the medium of learning.

Looking at other curriculum ideologies, Toohey (1999) considers five influential perspectives in the discussion of higher education curricula. These are (a) a traditional discipline-based approach, (b) a performance or systems-based approach, (c) a cognitive approach, (d) an experiential or personal relevance approach, and (e) a socially critical approach. The traditional or discipline-based approach is identical to the scholar-academic ideology that has been explained above. The performance or systems-based approach proposed by Toohey (1999) is basically similar to the explanation of social efficiency ideology provided by Schiro (2013). The cognitive approach emphasizes the development of intellectual aspects of learners, albeit with slightly different emphasis from the discipline-based approach. The purpose of education according to this approach is to develop the thinking process so that learners can perform high-level thinking activities, which manifests itself in their ability to perform comprehensive analysis, which is the ability to identify and resolve problems. Thus, 'thinking' becomes the goal of education and, at the same time, the content in the educational process. The learning objectives are often expressed in the following statement: "students will learn to think critically, become lifelong learners, solve problems" (Toohey, 1999, p. 57). With that philosophy, this ideology recommends the use of learning strategies that enable students to engage in activities that facilitate the questioning of concepts, processing of ideas and practicing the skills of thinking. Group activities in the classroom involving interactive relationship between students and teachers, as well as the availability of adequate library resources, are among learning facilities needed. Evaluation of the learning process, according to this ideology, emphasizes the use of assessment methods

that provide opportunities to students to demonstrate a complex understanding of concepts being taught and also the increased intellectual abilities derived throughout the learning process. Assessment methods generally involve posing complex questions to students. Given the complexity of the evaluation process in this context, a form of self-assessment or peer-assessment is often utilised. Lastly, the experiential or personal relevance approach and social approach as appeared in Toohey (1999) is identical to the Learner Centred and Social Reconstruction ideologies explained by Schiro (2013), respectively.

Barnett and Coate (2004) discuss concepts of higher education curricula, as follows:

- Curriculum as results (outcomes approach). The curriculum is seen as a collection of learning processes that should be measured based on a certain set of specified standards. Emphasis is on the end result and also on an analysis of whether it aligns with predetermined standards. Standards are usually formulated on the basis of subject matter and several indicators of mastery of those subjects.
- Curriculum as special domain of academics. The curriculum is viewed as a collection of teaching materials determined predominantly by academics. In this context, academics may be defined as appropriately qualified personnel with expertise and specialist knowledge within a particular academic field, who are granted a special freedom to determine curriculum content. Teaching materials are drawn from their respective academic disciplines.
- Curriculum as culture. The contention here is that curriculum at a higher education level arises from a variety of different cultures within a higher education institution. These cultures are shaped by values of the discipline, accepted norms, and also forms of communication that apply in each discipline. Every field of science in higher education institutions forms its own territory with its own culture. An example of culture embedded in curriculum is the classification of higher education academic



disciplines into several categories, such as 'pure' or 'applied' disciplines and 'hard' or 'soft' science (Barnett & Coate, 2004, p. 32). According to this view, the curriculum can be seen as an area within the predetermined categories exist in higher education culture. The approach to curriculum as culture is formed by communities within higher education disciplines.

- Curriculum as social reproduction. The curriculum is seen as triggering social classification through a hidden curriculum that functions within. Although not clearly identified in the official curriculum documentation, the hidden curriculum can deliver a message to students about implicit rules or applicable values, which in turn impact upon their success in the education arena. The hidden curriculum, according to proponents of this perspective, provides benefits to specific groups of learners only, while ignoring others. Barnett and Coate (2004) contend that implicit rules and restrictions, especially those traceable to traditions in each academic discipline, are very influential within higher education curricula
- Curriculum as transformation. According to this perspective, the concept of curriculum relates to the role of higher education to empower and transform the lives of learners. As with the previously outlined view, the assumption here is that higher education tends to favour certain groups and ignore others. This perspective believes that discrimination and power competition in the context of higher education, which reflects the culture of inequality, must be resisted (Barnett & Coate, 2004). Education is therefore regarded as an empowering process, which occurs through direct interaction between educators and learners.
- Curriculum as consumption (a market-oriented, employment-related curricula). In this view, the curriculum is a product that must consider and meet the needs of the market. Competition for students and the demands of stakeholders outside the college has

encouraged higher education institutions to create 'marketable' educational packages, especially related to the relevance of education to the work field. Thus, the influence of consumers of education is more powerful than that of academics who seek to maintain the structure of their discipline. Barnett and Coate (2004) observe that several higher education curriculum designers seem to have identified and acted on this market-related demand and tailored educational products that can be sold accordingly.

- **Liberal Curriculum.** Proponents of this individual-orientated perspective see the curriculum as an effort to meet individual needs related to personal values, family and community life, in addition to meeting the demands for the acquisition of work-related knowledge or competencies. 'Liberal' refers to an open and personal involvement in the educational process. According to this concept, education requires commitment and responsibility from learners, who are regarded as active individuals with the right to demand an active role in conducting critical analysis of their personal performance in the context of the educational process in which they engage.

Adherents of this perspective generally advocate learning methods that apply the principle of developmental goals. Curriculum content should facilitate the development of social interaction, citizenship, and global perspectives (Wagner, 2009).

Barnett and Coate (2004) offer an idea of curriculum compatible with the concept of the learner-centred approach in their assertion that "the student is a key actor within the curriculum" (p. 55), and that curriculum requires a form of engagement as the main component in the activity of knowing, acting, and being. In their discussion of the role of the curriculum, it is clear that they emphasize the active role of learners in learning, and that the individual should not be regarded as a passive learner who simply receives presented

material. Thus, the process of creating the curriculum must be based on an understanding of how student engagement can be optimized through activities designed to support knowing, acting and being. These three aspects of curriculum – knowing, acting and being - are dynamic and their role in each curriculum may vary according to the educative purpose. For example, in educational programmes that emphasise the acquisition of knowledge, the knowing aspect might be more dominant, while the acting component might dominate in professional education programmes.

After reviewing and comparing curriculum ideologies, it is clear that the paradigm underlying the formation of curriculum - whether centred on teaching materials, meeting the needs of society or the needs and interests of learners, or on the society in the future - will affect the ways in which the curriculum is organized. The author believes that an understanding of the various ideologies informing curriculum creation will assist in the process of analysing various curricula.

### **Curriculum Analysis: A Framework**

Curriculum analysis is a systematic activity consisting of dissecting a curriculum into its parts, analysing each part (including, for example, identifying underlying beliefs in curriculum development) and understanding the relationship between components of the curriculum (Posner, 2004). A framework is required to conduct an analysis of the curriculum, and especially to provide guidance on category grouping of the curriculum components and organisation.

Tyler (1949) provides such a framework, which has been called the Tyler Rationale. This framework remains dominant today, almost seven decades since Tyler first introduced it. He lists four questions that he claims should direct curriculum development efforts, and also help in the process of curriculum analysis. These are as follows (Tyler, 1949):

1. What are the purposes of education?

2. What educational experiences can be provided to achieve those objectives?
3. How can these experiences be effectively organized?
4. How do we conclude that the purposes are being achieved?

The first question reflects several aspects of educational goals. The second is related to experiences or educational activities designed to achieve the stated educational goals. The third is targeted at ways of organizing experiences in learning. The last question relates to evaluation techniques to determine the achievement of educational goals.

Taba (1962) presents a similar framework for the process of curriculum analysis. She states that in the process of constructing a curriculum, several steps are involved: (a) diagnosis of the needs underlying the curriculum development, (b) formulation of curriculum objectives, (c) selection of teaching materials, (d) organisation of teaching materials, (e) selection of educational experiences, (f) organisation of educational experiences, (g) determination of curriculum evaluation methods.

Posner (2004) provides a comprehensive framework for analysing curriculum, touching on aspects related to the process of curriculum formation, determination of teaching materials and their organisation, curriculum implementation, and the provision of curriculum critique which aims to provide an analysis on the strengths and weaknesses of the curriculum. Guiding questions are provided to assist in the process of curriculum analysis. Posner's framework functions as a detailed explanation of the previous curriculum frameworks. This framework will be incorporated in this research, along with curriculum conceptions provided by Tyler (1949), Taba (1962), and Schiro (2013). The new curriculum analysis framework developed for the current study also acknowledges and incorporates previous information on the curriculum characteristics of professional psychology education, including its training models (Chapter 3), as a reflection of the struggle between various curriculum ideologies in

the education of future psychologists. Figure 4.1 summarizes the framework developed by the author, which was used in analysing Indonesian professional psychology curricula.

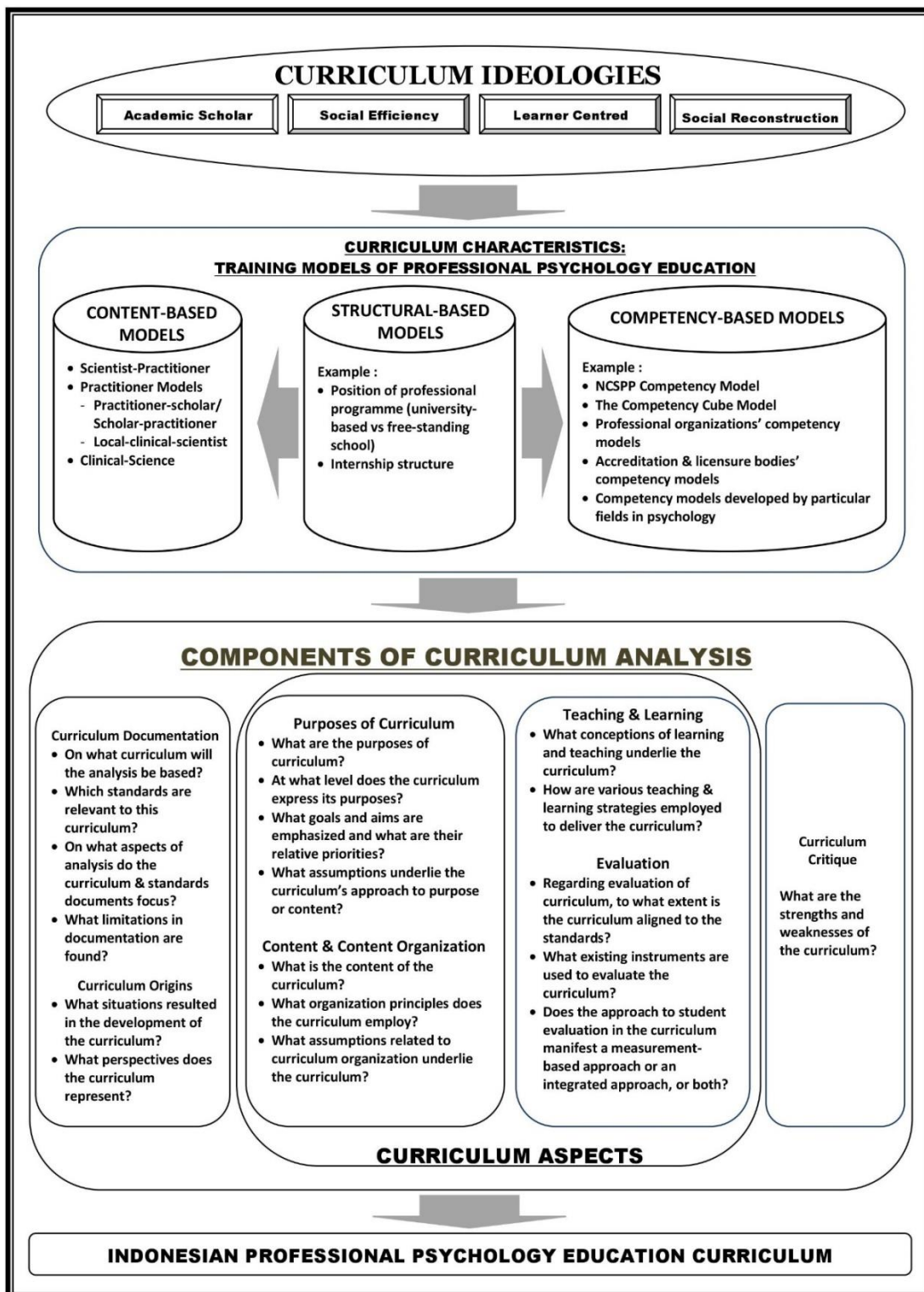


Figure 4.1. A framework for analysing curricula in Indonesian professional psychology programmes.

### **Conclusion**

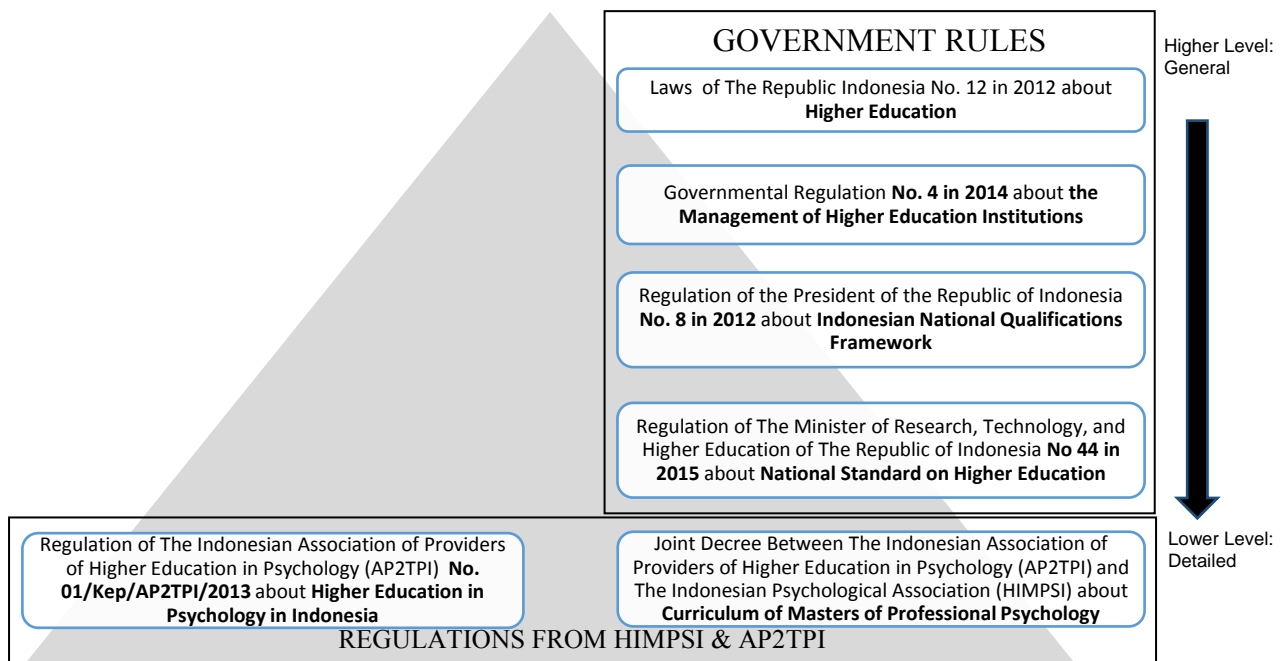
This chapter has provided descriptions related to the definition of curriculum, the components of curriculum and several viewpoints or ideologies underlying the concept of curriculum. The definition of curriculum used in this study is eclectic in nature, with competing and/or complementary views of the curriculum as a collection of statements about purposes of education, learning content, teaching and learning strategies, and evaluation in the educational process. Furthermore, four dominant ideologies underlying the establishment of curriculum were also identified, namely the Scholar Academic, the Social Efficiency, the Learner Centred, and the Social Reconstruction ideologies. Although, in practice, a curriculum may be an amalgamation of one or more of these ideologies, presentation of ideologies in discrete points is expected to provide a more detailed explanation of basic assumptions owned by each curriculum ideology. A framework to guide the process of curriculum analysis is presented (Figure 4.1), which combines an understanding of the components of curriculum, curriculum ideologies and guiding questions relevant to examine each of the curriculum components.

## **Chapter 5: Policies Regulating Curricula of Indonesian Professional Psychology Programmes**

This chapter presents several regulations relating to the organisation of Indonesian professional psychology programmes, with a primary focus on the rules governing aspects of curricula in these programmes, such as the purpose of education, learning content, and teaching and evaluation methods.

Management of professional psychology programmes in Indonesia is regulated by government rules and regulations imposed by professional organizations responsible for the quality of professionals' services, as mandated by the government. Such regulations are hierarchical in nature. The regulations uppermost in the hierarchy contain guidelines that are more general than those that are lower-ranked, which usually contain more detailed explanations. The Indonesian government emphasises that legislation pertaining to lower-ranked regulations must not conflict with related higher-ranked regulations. Figure 5.1 portrays regulations governing the management of professional psychology programmes in Indonesia (including both governmental regulations and guidelines developed by professional organisations/associations), arranged in hierarchical order from highest to lowest (top and bottom of the pyramid respectively). All regulations presented in this chapter were current when this thesis was written.

Elaboration on legislation related to the organisation of Indonesian professional psychology programmes will be presented through several major themes: structural position of professional education in Indonesian higher education; professional education and the Indonesian National Qualifications Framework; and regulations about the curricula of Indonesian professional psychology programmes.



*Figure 5.1.* The hierarchy of governmental and professional organisational regulations in relation to the management of Indonesian professional psychology programmes (valid at the time of writing).

### **Structural Position of Professional Education in Indonesian Higher Education**

In Indonesia, higher education comprises programmes offered by higher education institutions, such as diplomas, undergraduate degree courses, masters and doctoral programmes, and professional and specialist programmes (Republik Indonesia, 2012). Several implications arise from this definition. Firstly, the Indonesian government clearly distinguishes between professional education that aims to "prepare students able to perform jobs that require specific skills" (Republik Indonesia, 2012, p. 15) and academic education which is "aimed at the acquisition and development of science and technology" (Republik Indonesia, 2012, p. 14). Secondly, Act No. 12 (Republik Indonesia, 2012) also specifies that all types of higher education programmes, whether academic, professional, or vocational education, must be hosted by government-approved higher education institutions (HEI). These HEIs may be public institutions established by the Indonesian government, or private



HEIs established by the community as non-profit organizations operated under the relevant Ministry. Several forms of HEIs recognized by the Indonesian government include universities, institutes, polytechnic institutions, academies, and community academies. Indonesia does not recognize other independent organizations set up to provide higher education.

In the field of professional education, the Indonesian government states that a professional programme is one that is at an advanced level and that can be held separately or independently from its relevant undergraduate programme (Menristekdikti, 2015b). The professional programme is defined as "special skills education available for graduates of bachelor or equivalent programmes to develop necessary skills and abilities to obtain a set of competencies required in the workplace" (Republik Indonesia, 2012, p. 20). That is, professional programmes aims to prepare professionals in the area of their respective professions. Further, professional programmes are "organized by higher education institutions in collaboration with the Ministry [of Research, Technology and Higher Education], other relevant Ministries, Non-Ministerial Governmental Institutions [or LPNK, in Indonesian acronym], and/or professional organisation(s) that are responsible for the quality of professional services" (Republik Indonesia, 2012, p. 20, with additional information in parantheses). It is clear from this quotation that the Indonesian government recognizes the role of professional organizations in the implementation of professional education. The two other types of recognised educational programmes, academic and vocational programmes, are operated through the coordination of the Ministry of Research, Technology and Higher Education or the ministry responsible for the programme.

Involvement of professional organisation(s) in professional education has brought several consequences. First, the determination of the curricula of these professional programmes needs to be formulated jointly by the Ministry (in this case, the Ministry of

Research, Technology and Higher Education), other relevant Ministries, the LPNK, and/or professional organisation(s), with reference to the National Standards of Higher Education (Republik Indonesia, 2012). Second, the relevant professional organisation awards professional degrees and certificates to students upon successful completion of their course, and in so doing may liaise with the HEIs responsible for providing professional education, the Ministry of Research, Technology and Higher Education, other relevant Ministries, or the LPNK (Republik Indonesia, 2012). Third, professional organizations also participate in the accreditation process of these professional programmes, in cooperation with the Indonesian National Accreditation Body of Higher Education as the sole official governmental accrediting agency for higher education institutions.

The structural position of the professional psychology programme has undergone some changes since the field of psychology was first established in Indonesia in 1952. This has also affected organisation of curriculum in the education of professional psychology. A comprehensive explanation on the structural changes of the Indonesian programmes and the development of professional education curricula was provided by Sarwono (2004), in which some of the information presented were still relevant for the current context.

There are at least three milestones worth noting in explaining structural changes for the education and training of psychologists in Indonesia. At its inception, the professional psychology programme was included within an undergraduate psychology programme, with a 6 year minimum study period. Graduates of the undergraduate psychology programme were able to practise as psychologists. This arrangement was maintained until the beginning of the 1993 academic year, when the professional and undergraduate programmes were separated. In its revised form, the professional programme took place over two years or four semesters. In both the original and revised forms of professional education, students were given broad experiences of practice within the four disciplines of psychology: clinical (usually divided

into adult and child components), educational, industrial and organisational, and social. Graduates of these professional programmes were regarded as generalists; they did not have any areas of specialization in their practice of psychology. Starting in 2002, the Indonesian professional psychology education was changed again, this time to a master's level programme, with the new title of Master of Professional Psychology Programme. When this programme was first launched, the duration of the study was set at two years or four semesters. Research and thesis writing components were added to the teaching materials. This master's degree professional psychology education also requires students to choose areas of specialization, generally in clinical psychology, educational psychology, or industrial and organisational psychology.

It is important to note that high level governmental regulations, namely Law No. 12 of 2012 (Republik Indonesia, 2012) and regulation from the Minister of Research, Technology and Higher Education (Menristekdikti, 2015b) position professional psychology programmes as advanced education at post-graduate level within the cluster of Professional Education, as previously described. However, there is no reference in either set of regulations to locate the professional programmes at a master degree education. Statements on the placement of professional psychology education at master level was found in two regulatory documents issued by the Indonesian Psychological Association (HIMPSI is the Indonesian acronym), namely the Joint Decree (AP2TPI & HIMPSI, 2013) and the accreditation guidelines proposed jointly with the National Accreditation Body (BAN-PT, 2013b).

These differences in the positioning of professional psychology programmes are problematic. On the one hand, the Government classifies the programmes as professional education (as distinct from master programmes, which are categorised under academic programmes). On the other, as noted above, HIMPSI's regulations position professional psychology courses as masters-level qualifications. In reality, although the National

Accreditation Body for Higher Education (Indonesian acronym, BAN-PT) in its accreditation guidelines classifies professional psychology programmes at masters level (BAN-PT, 2013b), the official page announcing accreditation results of these programmes (BAN-PT, 2016) still classifies them as 'Professional Strata', and differentiates them from the Strata-2 (masters) academic programmes. Clearly, then, there are inconsistencies in the positioning of professional programmes within the higher education structure, at least from the standpoint of governmental regulations.

There are consequences of these inconsistencies in the determination of standards related to study period and study loads. Government regulations (Menristekdikti, 2015b; Presiden Republik Indonesia, 2012) classifying professional programmes within the structure of professional education, specify the maximum period of study as 3 years, and study load as 24 credit units. However, regulations involving professional organizations (AP2TPI & HIMPSI, 2013; BAN-PT, 2013b) that set professional programmes at masters level specify a 2 year minimum study period (BAN-PT, 2013b), or 2.5 years (AP2TPI & HIMPSI, 2013), and a maximum of 5 years (AP2TPI & HIMPSI, 2013; BAN-PT, 2013b). Required study loads stipulated by these two regulations far exceed those set by the government: there is a minimum of 44 credit units (BAN-PT, 2013b) or 45 (AP2TPI & HIMPSI, 2013), with a maximum of 50 (AP2TPI & HIMPSI, 2013; BAN-PT, 2013b). Given these confusing differences, it is important to know exactly how each professional psychology programme specifies the study period and study loads.

### **Professional Education and the Indonesian National Qualifications Framework**

The Indonesian government has determined that the National Qualifications Framework (henceforth KKNl, the Indonesian acronym for this framework) should be the main reference in determining the competence of graduates of higher education, whether for academic, professional or vocational education (Republik Indonesia, 2012). The Ministry of

Research, Technology and Higher Education is responsible for determining a set of competencies for higher education graduates.

By way of elaboration, Presidential Regulation No. 8 of 2012 (Presiden Republik Indonesia, 2012) states that the competency level of professional education graduates is equivalent to the level of 7 or 8 within the structure of the KKNI. Specialist education after the professional programme has been positioned at level 8 or 9 in the KKNI. By comparison, in the field of academic education, the competency of masters' graduates equates to level 8, and graduates of doctoral programmes are expected to have a competency level of 9 within the KKNI. Table 5.1 provides a summary of competencies expected to levels 7 and 8 on the KKNI.

General Descriptions are fundamental values that should be included in relation to every level of qualification specified in the Indonesian Qualification Framework (Presiden Republik Indonesia, 2012). Further, each level of qualification within the KKNI is considered to be the accumulation of learning acquired through formal education, work/job-related training or relevant work experiences.

The Indonesian government's decree concerning the KKNI as one of the main references in determining the competence of graduates of higher education in Indonesia, including professional education, highlights the need to understand the required competencies for each level of qualification targeted by an educational programme.

### **Governmental Regulations on the Nature of Curricula of Indonesian Higher Education**

The Indonesian government provides some general guidance on higher education curriculum. Law No. 12 of 2012 (Republik Indonesia, 2012) defines higher education curricula as "a set of plans and arrangements regarding educational objectives, content, teaching materials and methods used to guide the implementation of learning activities to achieve the goals of higher education" (p. 28 ).

Table 5.1

*Description of Qualifications of Levels 7 and 8 in the Indonesian National Qualifications**Framework*

LEVEL OF QUALIFICATIONS	DESCRIPTIONS
General Descriptions	<ul style="list-style-type: none"> <li>a. Devoted to God Almighty.</li> <li>b. Possess a moral, ethical and good personality in completing his/her role.</li> <li>c. Having an active role as citizens who take pride in and love his/her country and support world peace.</li> <li>d. Able to work with others, and possess social sensitivity and concern towards society and the environment.</li> <li>e. Appreciate diversity of cultures, views, beliefs, religion and opinion or other original findings.</li> <li>f. Uphold the rule of law and act in the true spirit of furthering the interests of the nation and wider community.</li> </ul>
7	<ul style="list-style-type: none"> <li>- Able to plan and manage resources under his/her responsibility, and comprehensively evaluate his/her work in the use of science, technology, and/or art to produce strategic developmental actions of the organisation.</li> <li>- Able to solve problems of science, technology, and/or art in their respective scientific field through the use of a monodisciplinary approach.</li> <li>- Able to do research and make strategic decisions with full accountability and responsibility within their field of expertise.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Capable of developing knowledge, technology, and/or art in his/her field of expertise or professional practice through the use of research, in order to produce innovative and proven work.</li> <li>- Able to solve problems of science, technology, and/or art in their respective scientific field through the use of an interdisciplinary and/or multidisciplinary approach.</li> <li>- Able to manage research and development results that benefit both society and science, and able to receive national and international recognition.</li> </ul>

In general, the purposes of Indonesian higher education are as follows:

- a. To develop students' potentials to be people of faith in the service of God Almighty and to be noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured for the sake of the nation;

- b. To produce graduates who master branches of science and/or technology to meet the national interests and improve national competitiveness;
- c. To produce science and technology through research that observes and applies the values of humanity for the benefit of the nation's progress, and the progress of civilization and welfare of mankind; and
- d. To produce graduates who will undertake community service based on reasoning and research works that are beneficial in promoting the general welfare and educating the nation (Republik Indonesia, 2012, p. 7).

The higher education curriculum is then developed by each HEI with reference to the Indonesian National Standards for Higher Education (SNPT, in the Indonesian acronym) and should include the development of intelligence, character, and skills. More specifically, Act No. 12 in 2012 (Republik Indonesia, 2012) mentions that curriculum of professional education is formulated jointly with the Ministry (in this case, the Ministry of Research, Technology and Higher Education), other ministries, non-ministerial governmental organizations (LPNK), and/or professional organizations responsible for the service quality of the profession, while still referring to the Indonesian National Standards for Higher Education.

The Indonesian National Standards of Higher Education (Menristekdikti, 2015b) provide further guidance on the characteristics of a curriculum expected of a higher education institution in Indonesia. Professional programmes are also bound by curriculum rules set by the government. These regulations cover the following aspects: learning objectives, learning content, learning processes, and evaluation.

### **Learning objectives**

In keeping with government demands, learning objectives in Indonesian higher education are expressed in terms of graduates' competency standards (Menristekdikti,

2015b). Competency standards are "the minimum criteria concerning qualifications of graduates' capabilities that include attitudes, knowledge, and skills" (p. 7). Graduate learning outcomes (LO) are formulated in accordance with these competency standards. Each HEI is required to utilize the description of graduate learning outcomes as stated in the Indonesian National Qualifications Framework, with specific focus on the relevant qualification level targeted by an educational programme (Menristekdikti, 2015b). Further, the Indonesian government determines standards regarding necessary attitudes to be achieved by all higher education graduates, and the formulation of general skills for each type and level of higher education (Menristekdikti, 2015a). These guidelines on relevant attitudes and general skills must be implemented by all Indonesian HEIs, and may be enhanced if required. Furthermore, each study programme or other relevant forum should formulate specific knowledge and skills that should be acquired by its graduates as part of the learning outcomes. Statements related to competency standards embodied in the formulation of the graduate learning outcomes will then serve as the main guideline in determining other aspects of the curriculum, such as the learning content, learning processes and evaluation.

### **Learning content**

The Indonesian government determines standards of learning content for higher education as stated in the National Standards of Higher Education (Menristekdikti, 2015b), which includes a somewhat general guide addressing the minimal depth and breadth of learning materials to be delivered. These minimum standards are determined through reference to the learning outcomes of graduates formulated by each education programme. The guideline does not include any specific requirements regarding learning content, except that in formulating learning materials both academic and professional programmes must utilize results from relevant research and community service activities. Furthermore, graduates of professional programmes are required to master applied theories of science and



specific skills relevant to the profession. Learning material is then expressed in the form of course content.

### **Learning processes**

Through the establishment of the National Standards for Higher Education (Menristekdikti, 2015b) the Indonesian government defines minimum standards for learning processes, instructional planning and implementation of learning, as well as educational load for students, which specifically addresses each type and level of higher education.

The government formulates nine characteristics of the learning process for higher education, namely interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centred. Definitions of each characteristic are also provided (Menristekdikti, 2015b) to guide HEIs in formulating the learning process.

There is also a government requirement that each HEI formulates a learning plan for each course, which is presented in a Semester Lesson Plan. Information to be included in the plan should cover the following: graduates' learning outcomes targeted by the respective course; final student ability objectives for each learning stage; study materials related to the targeted abilities; learning methods and time allocated to reaching the stated abilities in each stage of the learning process; students' learning experiences; evaluation criteria, evaluation indicators; and, weight rating in the evaluation process (Menristekdikti, 2015b).

The Indonesian government requires that learning processes in the context of higher education be effected in systematic and structured ways, and that effective learning methods are applied that are aligned to the characteristics of courses and intended learning outcomes (Menristekdikti, 2015b). Some recommended learning methods to be used in the context of Indonesian higher education include group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning and problem-based learning (Menristekdikti, 2015b, p. 14). The government also accommodates other learning

methods that can effectively facilitate the fulfilment of graduate learning outcomes. Thus, each course may use one method of learning or a combination of several. The Government also sanctions the following forms of teaching as suitable for utilization in higher education: lectures, tutorials, seminars, practicum, and field practice (Menristekdikti, 2015b).

Specifically, the Government requires that learning methods applied in four-year diploma, undergraduate, professional, masters and doctoral programmes should include research, design or development activities. These additional forms of learning are applied under the guidance of faculty, and are aimed at developing appropriate attitudes, knowledge and skills, to provide authentic experiences for the students, and to improve the welfare of society and the nation's competitiveness. Furthermore, learning forms which utilize some community service activities should also be applied as a strategy in the above mentioned programmes. The government believes that this form of learning makes use of science and technology to promote the welfare of society and educate the nation (Menristekdikti, 2015b).

The government provides a detailed explanation on the measure of the study load per unit, which is commonly expressed as Semester Credit Unit (or SKS, in the Indonesian acronym). One Semester Credit Unit is defined differently according to the type of teaching used, and is appropriate to be presented here to provide background information for the later explanation of the study results. For lecturing or tutorial teaching methods, one unit consists of face-to-face activity with students for 50 minutes, structured assignment activities for 60 minutes, and independent student activities for 60 minutes per week per semester. For seminars or other equivalent learning activities, one unit consists of face-to-face activity with students for 100 minutes, and independent student activities for 70 minutes per week per semester. For practicum, field practice and its derivatives, one unit consists of 170 minutes per week per semester. Hence, forms of learning other than lecturing are allocated more time per week in each semester.

**Evaluation**

The government-specified standard of evaluation of learning in higher education includes a description of the evaluation principles, assessment techniques and instruments, mechanisms and procedures for evaluation, implementation of evaluation, evaluation reporting, and graduation.

The principles of evaluation in Indonesian higher education must include some of the following characteristics (Menristekdikti, 2015b): (a) reflecting a process that motivates students to improve planning and ways of learning, and ensures that students are able to achieve the required learning outcomes; (b) integrating assessment into a continuous learning process and learning outcomes should reflect the true ability of students; ((c) grounding on standards agreed between lecturers and students, and free from subjective influence on the part of assessors or students; (d) conducted in accordance with clear procedures and criteria, agreed upon at the beginning of the learning process, and understood by students; and (e) assessment procedures and results of the evaluation should be accessible to all stakeholders.

Evaluation techniques in higher education include observation, participation, student performance, written tests, oral tests, and questionnaires (Menristekdikti, 2015b). Evaluation can occur during or after the learning process. Evaluation of learning process can be accomplished by the use of rubrics, and in the case of learning outcomes using portfolios or designs. The government recommends the use of observation to evaluate student attitudes. Further, assessment related to mastery of knowledge and necessary skills may utilize a combination of evaluation techniques and instruments mentioned above, or just one. Final evaluation results regarding learning and educational processes integrate the various techniques and instruments used (Menristekdikti, 2015b).

The Indonesian government also determines the evaluators in the evaluation process, as follows: “lecturers or team of lecturers only; lecturers or team of lecturers plus student

involvement; and/or lecturers or team of lecturers with the involvement of relevant stakeholder(s)” (Menristekdikti, 2015b, pp. 22-23). This guidance reflects the use of multiple assessors in the evaluation of students.

The Indonesian Minister of Research, Technology and Higher Education also stipulates assessment procedures, starting from the planning phase (which includes preparation and agreement on evaluation techniques), and including evaluation instruments, evaluation criteria, evaluation indicators and assessment weighting of evaluation, the implementation and feedback phases, and the final evaluation phase, consisting of documentation of evaluation results in accountable and transparent ways (Menristekdikti, 2015b).

The final result of the evaluation process should be outlined in an assessment report that lists a student’s qualification level in a course. In Indonesia, the end result is stated in the form of letters, ranging from A (excellent) to E (poor), and/or a corresponding scale of numerical value ranging from 4 to 0. HEIs are also given opportunities to apply an interval range from 4-0 or A-E in the grading system (e.g. A- or B+). Assessment results of each course are then combined to produce a grade point average (GPA). The government has determined a technical way of calculating semester and final GPAs (Menristekdikti, 2015b, p. 24). Based on the final result, which is expressed in terms of total course GPA, the government establishes a passing grade. Students of professional programmes are regarded as having successfully completed their course if they complete all predetermined learning courses and achieve a GPA greater than or equal to 3.00.

Besides some curriculum standards mentioned above, the government also sets standards for human resources in higher education, such as the number and minimum qualification of lecturers and other educational supporting personnel for each type and level of higher education, standards of facilities and infrastructures for optimum learning, as well

as the National Standards of Research and the National Standards of Community Services (Menristekdikti, 2015b). These standards also serve as guidelines in the management of higher education programmes, including professional psychology programmes.

### **Indonesian National Accreditation Body for Higher Education: Curriculum Standards of Professional Psychology Programmes**

Curriculum standards as established by the national accreditation agency are relevant, given the role of accrediting agencies in determining how a study programme should be managed. Clearly, guidelines and standards set by the accreditation body reflect government regulations at an operational level, which in turn impacts the management of a study programme.

The National Accreditation Body for Higher Education (BAN-PT) is the official agency authorized to accredit all higher education institutions in Indonesia, including professional psychology programmes. BAN-PT oversees the process of determining and implementing accreditation procedures in these programmes in cooperation with the Indonesian Psychological Association (HIMPSI) and the Association of Providers of Psychology Education in Indonesia (AP2TPI). This inter-agency cooperation has successfully produced accreditation instruments for the Indonesian Masters of Professional Psychology Programmes, summarized in nine guidebooks of accreditation implementation, coupled with a handbook containing the Ethical Code of Accreditation (BAN-PT, 2013b). These accreditation instruments were approved for use by the Chairman of the BAN-PT in May 2013, approximately one month after HIMPSI and the AP2TPI issued a Joint Decree document, 'Curriculum of Professional Psychology Programme' (AP2TPI & HIMPSI, 2013). Although guidelines for the accreditation of professional psychology programmes were completed in 2013, implementation of accreditation for professional programmes commenced in 2015, approximately one year after this current study began. The first accreditation results

for all Indonesian professional psychology programmes were announced by BAN-PT in 2016 (BAN-PT, 2016), although Masters professional programmes were established nationally in 2002.

In the formulation of procedures and standards of accreditation for the Masters of Professional Psychology Programmes, the BAN-PT refers to the Indonesian laws and regulations governing higher education, including the following: Law No. 20 Year 2003 on National Education System; Law No. 14 Year 2005 on Teachers and Lecturers; Government Regulation No. 19 Year 2005 on National Education Standards; and, National Education Minister Regulation No. 28 Year 2005 concerning the National Accreditation Body of Higher Education (BAN-PT, 2013). Reviewing all of those governmental regulations, and in cooperation with HIMPSI and the AP2TPI, the BAN-PT (2013b) set seven aspects of accreditation for Indonesian professional psychology programmes, summarized in Table 5.2.

This section discusses standards set by the BAN-PT (2013b) in relation to structural characteristics of Masters-level professional psychology programmes and their curriculum aspects, which include: objectives of programmes, content or subject matter, teaching and learning methods, and student and programme evaluation. The BAN-PT (2013b) suggests that each Indonesian professional psychology programme can establish its own curriculum and guidelines for curriculum implementation covering structure of curriculum, order of content delivery, depth and breadth of subject matter and inclusion of certain components in the curriculum, with reference to the rules specified in the accreditation procedure and other governmental guidelines which do not contradict each other. The following presentation describes curriculum standards set by the BAN-PT (2013b).

Table 5.2

*The Seven Accreditation Standards for Indonesian Professional Psychology Programmes*

Accreditation Standards	Area of Evaluation
Standard 1	Vision, mission, goals, objectives and strategies for achieving the stated objectives
Standard 2	Governance, leadership, management systems and quality assurance
Standard 3	Students and graduates
Standard 4	Human resources
Standard 5	Curriculum, learning and academic atmosphere
Standard 6	Financing, infrastructure, and information systems
Standard 7	Research, service/community service, and cooperation

**Nature of programme and educational objectives**

As previously mentioned, the BAN-PT (2013b) classifies professional psychology programmes as Master's degree level residing within the structure of graduate psychology education, with a thesis as a partial fulfilment requirement leading to graduation. The BAN-PT elaborates that the professional programme is “advanced, concentrated, and scholarly-based education” (p. 5).

Thus, the education of professional psychologists commences after completion of an undergraduate psychology degree course, and aims to have students' master areas of psychological science in more breadth and depth. Hence, students of the professional programme are expected to have a strong knowledge of basic psychological theories and concepts, gained during their undergraduate education. Furthermore, teachers involved in the professional programme must be suitably qualified to teach content at the advanced education level (this is discussed in the following subsection entitled “Teaching Methods and Qualifications of Lecturers”).

Another required characteristic of Indonesian masters professional psychology programmes is that it is a concentrated education, which includes two meanings: it focuses on the delivery of a discrete body of knowledge; and, the development of students' distinctive

skills to enable them to apply knowledge of psychological theories and practice into services to individuals, groups, communities, and organizations.

Lastly, the scholarly nature of the Indonesian professional psychology programmes as demanded by the accreditation body requires that professional programmes have real involvement in the process of scientific discovery, and that all educational activities within the programmes be scientifically-based. According to the BAN-PT (2013b), knowledge discovery through research activities is the main characteristic of education at Masters' level, including the Masters of Professional Psychology. The BAN-PT (2013b) requires that integrative scholarly activities be included in the education of future psychologists. Such activities include the following: implementation of psychological practice in accordance with the expertise, responsibility and ethical conduct appropriate in professional psychology; presentation of research-based innovative work; comprehensive examination in each education milestones; and the completion of a master's thesis.

Among the objectives of professional psychology programmes, the BAN-PT (2013b) states that graduates of these programmes should be directed to work in professional or practice fields, rather than in the field of research.

### **Study loads, targeted competencies, and required content**

Professional psychology education at the master's level must consist of a minimum of 12 credit units of masters research courses (six of are derived from a thesis component) and 30 credit units of professional courses that emphasize the mastery of psychological theories and skills at advanced levels (BAN-PT, 2013b). The professional programme study load should comprise content allotted at least 44 to a maximum of 50 credit units, scheduled over four semesters and a maximum of ten semesters and including thesis writing (BAN-PT, 2013b).



BAN-PT (2013b) also emphasizes that the education of professional psychologists be based on the perspective of a scientist-practitioner model; that is, providing “mastery of professional skills in the field of psychology, based on advanced, focused, and scholarly concepts and theories. Completion of this professional programme requires submission of a thesis related to problems in the area of professional psychology” (p. 6).

The research and thesis components of professional programmes are considered important, and are intensively regulated in detailed accreditation guidelines: for example, there are regulations concerning good practices in the process of directing and guiding student research and determination of standards related to planning, management and implementation of research programmes (BAN-PT, 2013b). The BAN-PT also suggests that Master of Professional Psychology programmes facilitate and carry out activities related to dissemination of research results in the form of, among others, organisation of scientific forums or seminars, scientific presentations by students and teachers in national and international forums, and publications in accredited national or international journals. Thesis writing research aims to “... prepare students to be able to immediately enter professional careers as intended. Types of research conducted in general are applied research within a particular professional field” (BAN-PT, 2013a, p. 9).

Competencies expected of graduates from a Master of Professional Psychology programme include the capacity to:

... act and behave professionally. Students should master knowledge of psychological science and basic knowledge related to master’s subject matter. They should also be able to conduct psychological assessment and integrate findings from those assessments, and design psychological interventions based on assessment results, psychological theories, empirical evidence, and the professional ethical code of conduct. In addition, students are trained in psychological practice management.

Based on their empirical and scientific studies, it is expected that students transfer their knowledge to a wider community in their practise of psychology. At the end of the programme, students conduct applied research (knowledge application), based on theoretical studies. The research is conducted empirically, according to the chosen major field. (p. 8)

The BAN-PT (2013b) stipulates that professional programmes should strive to produce qualified graduates possessing academic competencies that include the mastery of both hard and soft skills, as stated in targeted quality objectives. These competencies must be verified by evaluating graduates' performance in their relevant community, in accordance with their professional roles and expertise.

### **Teaching methods and qualifications of lecturers**

Teaching methods as suggested by the BAN-PT (2013b) involve a combination of direct teaching and learning strategies that emphasize student participation, accompanied by the creation of learning conditions that encourage independent or group learning. Teaching methods used may be in the form of a lecture, laboratory work, and field practices within an area of professional psychology.

In the context of lecturer qualifications, the BAN-PT (2013b) requires that parties involved in the education of Indonesian professional psychologists consist of lecturer, practice advisor, and field supervisor. Requirements demanded by the accrediting body are explained in the following paragraphs.

Lecturer is regarded as the main human resource involved in the professional programme teaching process. Qualifications demanded by the accrediting body are as follows:

... hold an advanced degree (in psychology); exhibit expertise in the field of science; be active in their fields and be engaged in scientific activities, or serve as peer

review contributors in the field. As far as possible, lecturers are expected to oversee continuous short and long-term research programmes, which are conducted steadily and gradually, involving students in accordance with the difficulty level of the problems examined. Lecturers involved in the teaching of professional practice content must hold a psychologist certificate and license to conduct psychological practice, with a minimum five consecutive years practice experience. (p. 6).

In another section, the BAN-PT (2013b) reaffirms the qualifications of lecturers in terms of their "... having advanced academic qualifications and teaching experience and being engaged in continuing research activities, as well as being acknowledged as a contributor in the field of science or their profession" (p. 7).

In both statements, the required advanced degree of lecturers is not clearly specified, however, a general assumption within the Indonesian context is that it is beyond an undergraduate certificate.

Practice Advisor is an internal mentor within a professional psychology programme. A practice advisor should meet all institutional requirements and be given the responsibility to guide students in their practices during the educational programme. Field supervisor is defined as a practitioner who has appropriate expertise relevant to the practise of psychology.

## **Evaluation**

The BAN-PT (2013b) requires that evaluation of learning outcomes of students in a master's professional psychology programme must: "cover all aspects of learning and be carried out in an objective, transparent, and accountable manner by using valid and reliable instruments, and a form of criterion-referenced evaluation" (p. 18).

In addition to the evaluation of students, the BAN-PT (2013b) emphasizes the importance of programme evaluation through the use of an institution's quality assurance mechanism conducted consistently and reflecting a spirit of continuous quality improvement.

All accreditation requirements regarding curriculum and structural aspects of Indonesian Masters of Professional Psychology programmes, including detailed descriptions and evaluation ratings, are specified in the Guidebook Number 2, titled Standards and Procedures (BAN-PT, 2013c).

### **Indonesian Psychological Association Regulations on Structural Position and Curricula of Indonesian Professional Psychology Programmes**

Regulations specific to Indonesian professional psychology programmes will be presented in this section. The government has mandated that some parts of the management of professional programmes be undertaken by a relevant professional organisation responsible for ensuring appropriate quality of professional standards (Republik Indonesia, 2012). In the field of psychology, the relevant professional organisation is the Indonesian Psychological Association (henceforth HIMPSI, the Indonesian acronym). HIMPSI is the only professional organisation of Indonesian psychologists authorized to provide licenses to practice psychology and psychologist certificates for graduates of professional programmes. In exercising its functions related to the operation of professional psychology programmes, HIMPSI cooperates with the Indonesian Association of Providers of Psychology Education in Indonesia (or AP2TPI). The AP2TPI is an organisation that includes as members all of the HEIs providing psychology education in Indonesia, both at undergraduate and graduate levels, including the professional programmes.

The only regulation operating at the organisational level that governs the curricula of Indonesian professional psychology programmes is the Joint Decree Between the AP2TPI and HIMPSI on the Masters of Professional Psychology Study Programme curriculum (AP2TPI & HIMPSI, 2013). This Joint Decree applies to the organisation of Indonesian professional programmes in the following areas: selection criteria for prospective students, the purposes of professional education, targeted competencies and curriculum. Curriculum

according to the Joint Decree is "a set of plans and arrangements regarding learning content and study materials or lessons, as well as teaching methods and educational assessment to serve as a guide for the implementation of teaching and learning in higher education providing masters of professional psychology programmes" (AP2TPI & HIMPSI, 2013, p. 3). The description below includes a summary of regulations authorized by the Indonesian professional psychology organisation pertaining to curriculum in its broader definition, which includes the purpose of professional psychology education and students selection criteria, intended learning outcomes and core competencies of Indonesian psychologists, compulsory content and students' study loads, teaching and learning methods, and evaluation methods, as stated in the Joint Decree.

### **Educational purposes and students selection criteria**

The purpose of professional psychology education in Indonesia is stated as follows (AP2TPI & HIMPSI, 2013):

... to produce professional psychologists who are capable of making use of knowledge and techniques that are based on theory and research, so that they are able to:

- a. Solve psychological problems and contribute to the development of individuals, groups, organizations and the community through the use of intervention strategies based on clinical psychology principles and non-clinical approaches.

Intervention(s) are guided by psychological theory and approaches, and make use of (psycho)diagnostic methods.

- b. Manage diagnostic work, consultation, research, teaching and training in the field of psychology independently, with full respect for human dignity, with integrity and fairness, and with appropriate scientific and professional attitudes in keeping with the Indonesian Code of Ethics in Psychology. (p.5)

Graduates of the bachelor's degree in psychology, currently a four-year full-time course with a thesis component at the end of the programme, are eligible for admission to the master's programme on passing a student selection exam. This exam assesses basic knowledge of psychology and the personality profiles of candidates. The Joint Decree stipulates that professional programmes should not include as part of the selection criteria a candidate's (psycho)diagnostics-related skills, such as skills to administer psychological testing tools, since this comes under the domain of the professional programme. The Joint Decree does not specify the use of a weighting system with the selection criteria, nor the recommended measuring methods for each selection aspect. Thus, it can be assumed that each professional programme determines its own evaluation techniques and the weighting systems to be applied in selecting prospective students.

The AP2TPI and HIMPSI (2013) state that the Master of Professional Psychology Programme (MPPP) may offer one or more areas of specialization within the psychological field, with the options being Clinical Psychology (as previously mentioned, comprising either Child or Adult Clinical Psychology); Industrial and Organisational Psychology; Educational Psychology; and another psychological field of interest agreed upon by the AP2TPI and HIMPSI.

### **Core competencies and compulsory content**

The Joint Decree further details core competencies for psychologists graduating from professional programmes and also learning outcomes expected at the completion of the programme, with reference to the Indonesian National Qualifications Framework (Presiden Republik Indonesia, 2012). The qualification targeted by the Masters professional psychology programme is level eight (AP2TPI & HIMPSI, 2013). The Joint Decree also provides more specific derivative descriptions of learning outcomes as stated in the Indonesian National Qualifications Framework, along with the formulation of key competencies associated with

each learning outcome. Table 5.3 provides a complete description of such learning outcomes, qualifications and core competencies of Indonesian psychologists.

The AP2TPI and HIMPSI (2013) also assign specific graduate competencies to each area of interest within the psychological field, such as Child and Adult Clinical Psychology, Industrial and Organisational Psychology, and Educational Psychology.

Descriptions of specific competencies for each of these disciplines are grouped into four areas, namely: Personal Management, Mastery of Psychological Sciences, Professionalism in the Practice of Psychology, and Applied Psychology Research. Competence descriptions are similar in each field of specialization, the only difference being in the determination of basic psychological knowledge considered important in each field, and in the type of competencies related to applied psychological research that can be done by students. Table 5.4 presents one example of targeted competencies for graduates majoring in Clinical Psychology (AP2TPI & HIMPSI, 2013).

The Joint Decree also specifies minimum learning content to be provided in professional psychology programmes. This is formulated for a series of courses with the following classifications: Masters content (including Thesis), Foundations of Psychological Practice, and Professional Psychology Practice. Table 5.5 provides a description of the teaching material and minimum credits required for each course, as stated in the Joint Decree (AP2TPI & HIMPSI, 2013).

Table 5.3

*Description of Learning Outcomes, Qualifications and Core Competencies of Indonesian**Psychologists*

Learning Outcomes- Level 8 (Presiden Republik Indonesia, 2012)	Qualifications (AP2TPI & HIMPSI, 2013)	Core Competencies of Indonesian Psychologists (AP2TPI & HIMPSI, 2013)
Capable of developing knowledge, technology, and/or art in his/her field of expertise or professional practice through the use of research, in order to produce innovative and proven work.	<ol style="list-style-type: none"> <li>1. Able to develop knowledge, psychological assessment methods and research-based psychological intervention.</li> <li>2. Able to perform scientific research with an interdisciplinary and/or multidisciplinary approach.</li> </ol>	<ul style="list-style-type: none"> <li>• Be able to critically assess the various concepts and approaches related to the field of applied psychology.</li> <li>• Be innovative and sensitive to the development of science and psychological issues in his/her society.</li> <li>• Develop methods and techniques of assessment and interventions related to psychology as a profession, and appropriate to the culture of Indonesia.</li> <li>• Skilled in utilizing psychological theories in conducting research.</li> <li>• Understand the fundamentals of qualitative and quantitative research and master research designs.</li> <li>• Able to use necessary software to develop science.</li> <li>• Ability to perform research oriented towards increasing the professionalism of psychologists.</li> </ul>
Able to solve problems of science, technology, and/or art in their respective scientific field through the use of an interdisciplinary or multidisciplinary approach.	<ol style="list-style-type: none"> <li>3. Master assessment theories and methods; and psychological intervention to solve psychological problems.</li> <li>4. Being able to apply various assessment methods, (psycho)diagnostic principles, psychotherapy and other psychological interventions through the use of interdisciplinary and/or multi-disciplinary approaches to address psychological problems of individuals, groups, communities and/or organisations based on the Code of Ethics for Indonesian psychologists.</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledgeable of the development of psychological theories relevant to the practice of psychology.</li> <li>• Mastering psychological assessment and intervention methods to solve psychological problems.</li> <li>• Knowledgeable of (psycho)diagnostic principles.</li> <li>• Skilful use of psychological assessment instruments to conduct psychological examination.</li> <li>• Skilful in presenting psychological examination results in accordance with client's condition.</li> <li>• Skilful use of psychological intervention techniques.</li> <li>• Skilful in conveying changes in client's psychological state that occur during the process of psychological interventions.</li> </ul>

(Continued)



Table 5.3 (Continued)

Learning Outcomes- Level 8 (Presiden Republik Indonesia, 2012)	Qualifications (AP2TPI & HIMPSI, 2013)	Core Competencies of Indonesian Psychologists (AP2TPI & HIMPSI, 2013)
Able to manage research and development results that benefit both the society and the science, and able to receive national and international recognition.	<p>5. Being able to manage research results that can be applied in addressing psychological problems of individuals, groups, the community, and/or organizations, and that are eligible to be published nationally or internationally.</p> <p>6. Being able to manage psychological services based on the Code of Conduct for Indonesian psychologists.</p>	<ul style="list-style-type: none"> <li>• Displaying appropriate scientific attitudes in research and practice.</li> <li>• Able to carry out applied research.</li> <li>• Ability to prepare and publish research reports on a national or international level with necessary compliance to the rules of scientific writing and scientific honesty.</li> <li>• Having a caring attitude toward human welfare in his/her surroundings, including factoring in social and cultural conditions of the community.</li> <li>• Adhere to the Ethical Code for Indonesian psychologists and serve clients in accordance with the code.</li> <li>• Mastering the governance of psychological practices as performed in clinics or non-clinical institutions; being professional in the practice of psychology.</li> </ul>

Table 5.4

*Specific Competencies of Graduates Majoring in Clinical Psychology*

Self Management	Mastery of Psychological Knowledge	Professionalism in the Practice of Psychology	Applied Research in Psychology
Able to manage self, both as a person and a clinical psychologist.	Being able to seek out and apply basic psychological knowledge, including that related to clinical assessment and updated knowledge on clinical psychological interventions, so that clinical psychologists are able to provide optimum clinical psychological services and are also able to transfer psychological knowledge to educational activities and to society in accordance with the Code of Ethics for Indonesian psychologists.	Being able to manage the practice of clinical psychology by displaying professional behaviour; conduct clinical assessment and interventions; and establish a relationship with fellow psychologists and other professions in order to provide public services in accordance with the code of conduct.	Ability to design and conduct clinical applied research to improve psychological services in accordance with relevant procedures and research ethics.

In relation to student study load per unit, the Joint Decree defines learning unit and credit hours as follows (AP2TPI & HIMPSI, 2013):

Semester credit unit ... is a collection of learning experiences gained during one semester through scheduled learning activities per week, as much as 1 hour lecturing or 2 hours practicum, or 4 hours of field work, each of which is accompanied by about 1-2 hours of structured activities and about 1-2 hours of independent activities. (p. 3)

As is evident from the above, the magnitude of students' study load is determined by the selected method of teaching. One unit per semester (or SKS, in Indonesian acronym) means one hour per week if the method used is lecturing; two hours per week when the method is practicum; or, four hours per week when the chosen method is field work. Each one SKS (regardless of the teaching method chosen) is accompanied by one to two hours of structured learning activities and one to two hours of student independent activities. In keeping with that definition, the AP2TPI and HIMPSI (2013) has determined that the compulsory internship period for students of professional psychology programmes be a minimum of 560 hours and a maximum of 640 hours, which is equivalent to 10 credit units as listed in Table 5.5.

Internship is one of the learning methods considered important by HIMPSI. Thus, a detailed regulation regarding its application in the professional programme is determined by HIMPSI and set out in the Joint Decree. The Decree's internship rules cover the following: the purpose of internship, specific activities within the period of internship for each field of specialization in psychology, determination of types of cases that can be handled and the minimum number of cases in one period of internship, internship site selection criteria, requirements for selecting internship supervisors (both for external and internal supervisors), minimum standards of internship reports, mechanism of examination of internship, and final

assessment procedures of internship conducted both by each HEI and HIMPSI representative assessor.

Table 5.5

*Compulsory Subject Matters and Students' Study Load in Indonesian Professional Psychology Programmes*

Subject Clusters	Content*	Weight (Units)
Masters Content	Science Philosophy	2
	Advanced Statistics	2
	Quantitative Research Methods	2
	Qualitative Research Methods	2
	Constructing Psychological Measurement	2
	Thesis	6
	Sub Total	16
Foundations of Psychological Practice	Psychological Assessment	5
	Psychological Intervention	4
	Psychology Code of Ethics	2
	Sub Total	11
Professional Psychology Practice	Advanced Specialization in the Field of Psychology*	4
	Field Practice of Professional Psychology*	10
	Optional Content*	4-9
	Sub Total	18-23
TOTAL UNITS		45-50

\*Note: Names of courses covering this content can be decided by each professional programme.

Within this internship regulation, it is demanded that an internal supervisor should be an academic holding a minimum of a master's degree in psychology and be in the role of practising psychologist with a minimum of five consecutive years of practice. However, interestingly, the requirement regarding external supervisors is stated in a general manner, declaring that the supervisor for a student's internship should possess a minimum of an undergraduate qualification (of any field of study) and a ten-year working experience in his/her field.

The Joint Decree (AP2TPI & HIMPSI, 2013) does not provide any further information regarding procedures of final evaluation at the end of a study period, neither in

guiding student assessment nor programme evaluation. Evaluation mechanisms discussed are the internship evaluation mechanisms as mentioned above.

### **Conclusion**

Of the various regulations governing the management of professional education, the Indonesian government provides a somewhat general guide for professional programme curricula. These general governmental rules include regulations concerning the purposes of professional education, along with a determination of attitudes and general skills that graduates of professional programmes should possess. Furthermore, governmental regulation determines minimum learning content, characteristics of the learning process, evaluation techniques and characteristics of the evaluation process recommended for the professional programmes. As stipulated by the government, professional programme management (including determination of the curriculum used) should also be done in collaboration with a professional organisation that regulates the quality of professional services. Specific regulations concerning the curricula of professional psychology programmes in Indonesia are also determined by these professional organizations.

The Indonesian government's latest regulations regarding the management of professional education were authorized in 2015 - the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Standards of Higher Education refers (Menristekdikti, 2015a). However, the professional organisation regulations that are currently applicable, set by the Joint Decree between the Indonesian Psychological Association (HIMPSI) and the Association of Providers of Psychology Education in Indonesia (AP2TPI) in relation to the curriculum of the Masters professional psychology programme, were published in 2013 (AP2TPI & HIMPSI, 2013). At the time of writing, HIMPSI and the AP2TPI have not yet made any updates to accommodate the 2015 Ministerial regulation. This means that the current regulation of

professional psychology education at the level of professional organizations is obsolete, which may lead to several consequences. An obvious instance is that the 2015 government formulation of required attitudes and general skills of graduates of professional programmes are beyond those formulated in the older curriculum regulations issued by the Joint Decree. Table 5.6 summarizes information on expected competencies set by government bodies (including the National Accreditation Body) and those formulated by HIMPSI. Please also note that governmental regulation from the National Accreditation Body is set jointly with the HIMPSI, and thus this regulation reflects both voices: the voice of the Indonesian government and of the HIMPSI as the sole professional psychology organisation in Indonesia.

Table 5.6 shows that a number of required graduate competencies as determined by the Indonesian government (BAN-PT, 2013b; Menristekdikti, 2015a) are not yet covered in the formulation of core competencies by the HIMPSI (AP2TPI & HIMPSI, 2013). For example: Evaluation, Advocacy (policy development), Education, and Leadership (all missing competencies are bolded in Table 5.6). This gap will likely lead to formulation of learning content, learning processes, and evaluation strategies that are not aligned with the current regulatory requirements of the government, although at the same time the author notes some alignment between all of those regulations with regard to several aspects of learning content and learning methods. There is common emphasis, for example, on the mastery of both theoretical knowledge/science and practice skills in the education of professional psychologists; the use of scholarly approaches in practice; the use of interactive, collaborative and integrative teaching methods, which combine traditional lectures with more student-centred learning methods; and the conduct of research. In the case of research in the education of professional psychologists, in fact, the sole accrediting body, the BAN-PT (2013b), requires that the scientist-practitioner model should be the reference for determining

learning content and educational activities. This requirement is further emphasized by directing professional programmes to apply scholarly approaches in the practice of psychology and to actively conduct research dissemination. The BAN-PT (2013c) also applies specific ratings describing levels of compliance of each professional programme in relation to the required standards.

Further, the author speculates that the lag in complying with the government's National Standards of Higher Education launched in 2015 (Menristekdikti, 2015b) will make accreditation problematic, since the National Accreditation Body must apply the newest governmental regulations. HEIs currently offering professional psychology programmes are given 2 years to adjust their activities in accordance with the 2015 government guidelines.

Another regulatory concern is the structural ambiguity that arises from the establishment of the professional programme at master's level, along with its early specializations in the area of clinical psychology (including child and adult clinical), educational psychology, and industrial/organisational psychology. The Indonesian government explicitly distinguishes between academic and professional education (Republik Indonesia, 2012), as previously stated (page 114 of this chapter refers). In the structure of Indonesian higher education, a Masters course is considered an academic programme, yet it is meant to be a professional programme with a main objective of producing professional psychologists able to engage in competent psychological practice (AP2TPI & HIMPSI, 2013), as shown in the programme definition set forth in the Joint Decree (page 135 of this chapter refers). This structural ambiguity and the fact that distinct rules apply to academic and professional programmes raises further questions as to which regulations must be followed by professional psychology programmes. Currently, this ambiguity is evident, for example, in the differences in regulatory requirements of study periods and study loads for students in professional psychology programmes (page 118 of this chapter refers). The

ambiguity is further compounded by the differences of opinion among psychology academics in Indonesia, some of whom do not support the inclusion of the professional programme in a Masters level programme classified as academic education (Matulessy, personal communication, 2017). Given the current anomalies, then, it is important to investigate the current curricular structure of these Indonesian professional psychology programmes, and exactly how the institutions develop the curriculums of their respective programmes in accordance with the sometimes clashing regulations that apply.

Table 5.6

*Comparison of Required Competencies of Professional Programme Graduates*

Governmental Regulations			Professional Organisation's Regulation: Joint Decree (AP2TPI and HIMPSI, 2013)	
National Standards of Higher Education (Menristekdikti, 2015a)	National Accreditation Body (BAN-PT, 2013)	Learning Outcomes of KKNI- Level 8 (Presiden Republik Indonesia, 2012)	Qualifications	Core competencies
<b>ATTITUDES</b> <b>Personal Values:</b> <b>Religiousness</b> Personal Values: Humanity Intervention: Contributing to increasing of life quality <b>Personal Values: Good citizenship</b> <b>Diversity</b> Relationship: Cooperative Collaboration and social awareness Ethical Conduct: Law obedience and discipline Ethical Conduct: Internalize academic values and ethics Professional attitudes: Responsible Professional attitudes: Independency and entrepreneurship	Professional Attitudes: Professional behaviour Knowledge: Psychological knowledge Assessment: Psychological assessment and integration Interventions Management: Practice management <b>Education</b> Research	Research: Developing practice through the use of research	Knowledge: Assessment and Intervention	Knowledge: Applied psychological knowledge Professional Values: Sensitivity to science development Professional Development: Development of assessment and intervention techniques

(Continued)

Table 5.6 continued

Governmental Regulations			Professional Organisation's Regulation: Joint Decree (AP2TPI and HIMPSI, 2013)	
National Standards of Higher Education	National Accreditation Body (BAN-PT, 2013)	Learning Outcomes of KKNI- Level 8	Qualifications	Core competencies
<b>GENERAL SKILLS</b> Professional skills Professional Attitudes: Independent decision making Communication and Dissemination <b>Evaluation</b> Professional Development: Skills development <b>Education: Human resource development</b> <b>Leadership</b> Relationship: Cooperation/Team work Relationship: Networking Ethical Conduct Professional Attitudes: Independent <u>learning</u> <b>Advocacy: Development of policies</b> <b>Personal Development: Documentation of data related to personal performance development</b>			Research: Interdisciplinary/ Multidisciplinary	Research: Skilful use of psychological theories in research Research: Knowledge of research designs Research: Software mastery Professional Development: Research skills relevant to professional development.
Problem Solving			Knowledge: Theories of Assessment & Intervention	Knowledge: Psychological Theories Professional Skills: Mastery of psychological assessment and intervention methods

(Continued)



Table 5.6 continued

Governmental Regulations			Professional Organisation's Regulation: Joint Decree (AP2TPI and HIMPSI, 2013)	
National Standards of Higher Education	National Accreditation Body (BAN-PT, 2013)	Learning Outcomes of KKNI- Level 8 (Presiden Republik Indonesia, 2012)	Qualifications	Core competencies
		Problem Solving (continued)	Professional Skills: Application of assessment and intervention methods	Knowledge: Assessment/principles of (psycho)diagnostics Professional Skills: Mastery of assessment tools Communication: Examination results Intervention Personal Skills: Sensitivity to client's condition during treatment
		Research: Research management and development	Research: Managing research results	Professional Attitudes: Scientific attitudes in research and practice Research: Applied research Research: Publication of research
			Management: Managing psychological services	Personal Values: Caring for others Ethical Conduct Management of practice

## **Chapter 6: Investigating Curricula in Indonesian Professional Psychology Education: A Mixed Methods Study**

This chapter describes the manner in which research into the characteristics of the curriculum of Indonesian professional psychology programmes was conducted. The chapter begins by presenting research objectives and research questions. Following this is a consideration of the research paradigm, which provides a basis for the determination of the methods employed to answer the research questions. Further, the research procedures used in this mixed methods study are discussed, covering both the quantitative and qualitative components, which include the research designs used in each research component, data collection instruments, respondents and data analysis methods.

### **Research Objectives and Research Questions**

As discussed in Chapter 5, the professional psychology curricula in Indonesia is one of the educational aspects that is regulated at a very minimal level by the government, as compared to other areas such as human resources and infrastructure. Moreover, the curricula of professional education in Indonesia, including professional psychology, are jointly regulated by the government (represented in this case by the Ministry of Research, Technology and Higher Education) and the relevant professional organisations. In situations where government regulation tends to be minimal, coupled with a newly developed and immature professional organisation, management undergoes frequent changes. This is the case within psychology education in Indonesia at present. Some changes in education-related regulation that are inconsistent with other governmental regulations have been implemented abruptly, as described in Chapter 5. The changes were applied in terms of both programme nomenclature and curricula. This research was conducted in the midst of this problematic situation, with the primary aim being to provide an understanding of the structural characteristics and the features of curricula of professional psychology programmes

throughout Indonesia. A secondary aim was to explore the curriculum development process, the constraints faced by programme providers regarding curriculum development and implementation, and expectations and suggestions for curriculum improvement in professional psychology education in Indonesia. The understandings gained from the research are expected to afford insights into how the process of developing and improving the curriculum of Indonesian professional psychology programmes can be performed in the future.

Based on these research objectives, the main questions this research seeks to address in relation to Indonesian professional psychology programmes are as follows:

1. What is the profile of the programmes in terms of structural characteristics?
2. What are the characteristics of programme curricula?
3. What are the main current concerns, obstacles, hopes and suggestions in relation to the curricula?
4. In what ways do findings from the survey and case study align with one another regarding the characteristics of programme curricula?

### **Pragmatism as a Paradigm in Mixed Methods Research**

The research paradigm used in any research draws on philosophical assumptions that direct the efforts of searching for answers to research questions (Guba & Lincoln, 2005), often referred to as a worldview (Creswell & Plano Clark, 2011). Different paradigms will result in unique ways of answering research questions. Thus, awareness and disclosure of the paradigm used in this research is important in clarifying the researcher's point of view and how that was reflected in the process of seeking answers to the questions asked.

Pragmatism is the philosophical driver of this research. Pragmatism prioritises research questions as the most important aspect for determining the research method(s) to be used. It provides the opportunity to use a range of research methods, depending on the

research questions (Creswell & Plano Clark, 2011). In the early stages of constructing this study design, some inner conflict was experienced by the researcher due to initially using a particular research method and formulating research questions based on the common language used for a particular approach. This resulted in frequent changes in research questions, and the uncomfortable sense on the part of the researcher that the process actually took her away from the essential questions this research seeks to answer. Further discussion and guidance from advisors has led to the researcher coming to understand pragmatism as a research paradigm. This new understanding has proven liberating, directing her to approach research design based on the questions that need to be answered. Table 6.1 summarizes this process, presenting all the questions and sub-questions in accordance with the curriculum theory framework discussed in Chapter 4, complemented with ideas on research methods and data collection techniques most likely to answer every research question and sub-question.

Table 6.1 shows that the use of a single method approach - be it quantitative or qualitative - is insufficient to answer all research questions. The application of the pragmatism paradigm, with the orientation of "what works" (Creswell & Plano Clark, 2011, p. 41) and "diverse approaches" (p. 43) opens up the widest possible use of available research methods (Tashakkori & Teddlie, 2003), which then allows for the use of both quantitative and qualitative approaches. Thus, the pragmatism paradigm became the basis for the use of mixed methods research in this study.

Following the determination of the research paradigm or worldview as the philosophical basis for the manner of implementation of the research, theoretical foundations needed to direct the implementation of research stages were formulated. This study uses the curriculum theory framework (Chapter 4) and conceptions of professional education (Chapters 2 and 3), which are outlined in a research framework as described in Figure 4.1 (Chapter 4). Equipped with the pragmatism paradigm, curriculum theories and professional

Table 6.1

*Research Questions and Data Collection Methods for a Mixed Methods Approach*

RESEARCH QUESTIONS	QUAN	QUAL	
	Ques	Int	DocD
<b>1. What is the profile of Indonesian professional psychology programmes in terms of structural characteristics?</b>			
1.1 Where is the programme located within the university structure?	√		
1.2 What are the specializations offered in the programme?	√		
1.3 What are the characteristics of students?			
1.3.1 How many students apply in every academic year? (From 2013 to 2015)	√		
1.3.2 Of these, how many of them are admitted?	√		
1.3.3 What are the entry requirements?	√		
1.3.4 What are the mechanisms that determine student selection?	√		
1.4 What is the profile of academic staff in terms of their number and qualifications?	√		
1.5 What are the facilities the programme can make available?	√		
1.6 What is the profile of graduates in terms of number, completion time and employment characteristics? (From 2013 to 2015)	√		
<b>2. What are the characteristics of curricula in Indonesian professional psychology programmes?</b>			
2.1 How are curricula developed in Indonesian professional psychology programmes?			√
2.1.1 Are there any systematic efforts to incorporate societal needs in the curriculum making?			√
2.1.2 Is there any process designed to gather information on societal needs?			√
2.1.3 What policies, guidelines or regulations are utilized in curriculum development?			√
2.1.4 What are the policies, guidelines or regulations that most influence the curriculum development? How do they influence curriculum development?			√

(Continued)

Table 6.1 (Continued)

RESEARCH QUESTIONS		QUAN	QUAL	
		Ques	Int	DocD
2.2	What are the characteristics of aims and objectives of Indonesian professional psychology programmes?	√	√	√
2.2.1	What are the aims and objectives of the programmes?	√		√
2.2.2	How were the aims and objectives of Indonesian professional programmes developed?		√	
	Is there any specific guide that has been used in developing those aims and objectives? If yes, what is/are the guide(s)?	√		
	What are the guides that most influence the development of aims and objectives of your programme? How has that guide contributed to the formulation of the aims and objectives?		√	
	Was there ever any change to the stated aims and objectives of your programme? If yes, when did it happen? What were the reasons for the change?		√	
	In your opinion, is there any possibility that the current aims and objectives will be modified or changed in the future? Why?		√	
2.2.3	What are the roles of psychologists?		√	
	What are the roles of psychologists as perceived by the programme directors?		√	
	What are the roles of psychologists as expected by the society where the programmes exist?		√	
	To what extent do programme's aims and objectives reflect the roles of psychologists as stated above?		√	
2.3	What are the characteristics of <i>training models</i> used in the programme?	√	√	
2.3.1	What is the model of training?	√	√	
	Why do the programme directors think so?		√	
	What are the underlying philosophies that determine the selection?		√	
2.3.2	How do the programmes rate on each training model?	√		
2.4	What are the characteristics of contents applied in the programme?	√	√	√
2.4.1	What are the guidelines for developing subject matter?	√		
	What are the guidelines that most influence the development of subject matter?		√	
2.4.2	What content is being taught?	√		√

(Continued)

Table 6.1 (Continued)

RESEARCH QUESTIONS		QUAN	QUAL	
		Ques	Int	DocD
2.4.3	How is the sequence of content organised?	√		√
2.4.4	What proportion of the curriculum comprises research/science elements compared to practice?	√	√	√
2.4.5	Is there any unique content included in the programme, which is different from any other Indonesian professional programmes?		√	√
	Why did the programmes develop this unique subject(s)?		√	
	How did the programmes develop the unique content?		√	
2.4.6	Are there any specific courses deemed important but not already covered in Indonesian professional programmes?		√	
	What are these important courses to be included?		√	
	Why do programme directors think it important that these courses be included in future Indonesian professional programmes?		√	
2.4.7	Is there any specific content or subject matter that is deemed important but is not already covered in the programmes' curriculum or the curriculum guidelines from the Indonesian Psychological Association/HIMPSI and AP2TPI?		√	
	What are these important courses to be included?		√	
	Why do programme directors think these courses should be included in the guidelines?		√	
2.5	What are the characteristics of teaching and learning methods?	√	√	
2.5.1	What teaching methods are used to instil subject matter?	√		
	Which method is most widely used? Why?		√	
2.5.2	Are there any other opportunities provided by your programme, which aim to maximize students' knowledge and mastery of required skills?	√	√	
2.6	What are the characteristics of evaluation?	√	√	√
2.6.1	Who are the targets of the evaluation process?	√		√

(Continued)

Table 6.1 (Continued)

RESEARCH QUESTIONS		QUAN	QUAL	
		Ques	Int	DocD
2.6.2	Regarding student evaluation: What aspects are assessed?	√		√
	What are the methods used to assess those aspects?	√		√
	What is the main focus of assessment and why do Indonesian professional programmes place more emphasis on that/those aspect(s)?		√	
	What are the main principles applied in evaluating students?		√	
	Who are the assessors in the evaluation of students?	√		√
2.6.3	Besides student evaluation, is there any mechanism for evaluating the professional programmes as an educational provider (in addition to the accreditation process conducted by the National Accreditation Body/BAN-PT)?	√	√	√
	If yes, what are the aims of programme evaluation?	√	√	√
	What is emphasized in the programme evaluation?		√	
	What aspects are covered in institutional evaluation?	√		√
	How is the evaluation conducted? What forms/methods are used in conducting the institutional evaluation?	√		√
	How often do Indonesian professional programmes conduct programme evaluation?	√		√
	What happens after the evaluation process has been completed?		√	
<b>3. What are the main current concerns, obstacles, hopes and suggestions regarding the curricula of Indonesian professional psychology programmes?</b>				
3.1	What are the major concerns?		√	
	What are the underlying causes of those concerns?		√	
3.2	What are the major obstacles in curriculum development and implementation?		√	
	What are the causes of those obstacles?		√	
3.3	What are the hopes regarding curriculum in Indonesian professional psychology programmes?		√	
3.4	What are the suggestions for improving curricula in Indonesian professional psychology programmes?		√	

(Continued)



Table 6.1 (Continued)

RESEARCH QUESTIONS	QUAN	QUAL	
	Ques	Int	DocD
4. In what ways do findings from the survey and case study align with one another regarding the characteristics of curricula in Indonesian professional psychology programmes?			
Do the quantitative results and the qualitative findings converge in relation to the characteristics of curricula in Indonesian professional psychology programmes?			
Notes: QUAN = quantitative, QUAL = qualitative; Ques = questionnaire, Int = interview, DocD = documentary data			

education principles, the research stages of this mixed methods research were determined, as described in the following sections.

### **The Use of Mixed Methods Research in the Study of Indonesian Professional Education Curricula**

The use of mixed methods research, which combines at least one quantitative and one qualitative method, began to develop in the late 1980s, although its origins can be traced to 1959 (Creswell & Plano Clark, 2011). Beginning in the late 1980s, experts from various disciplines emerged to discuss this new approach through articles and books, for example Greene et al. (1989). This discussion continues to evolve, and has led to the formulation of ways to combine quantitative and qualitative methods and their underlying reasons (Bryman, 2006), the formulation of designs in mixed methods research (Creswell & Plano Clark, 2007), and notation systems for each type of research design in a mixed methods study (Morse, 1991).

The use of mixed methods evolves with the increasing complexity of research problems, which demand more than can be provided by the numbers in a quantitative approach, or the type of word-based discourse typical in qualitative research (Creswell & Plano Clark, 2011). The use of mixed methods involves both types of data and is considered powerful because it can present a complete analysis of the research problem. Obviously, not all research questions are appropriately answered by mixed methods. Research problems most appropriately addressed by a mixed method approach are those in which one data source is insufficient to answer the research question; the results of the research require further explanation; exploratory discoveries need to be generalized; the second method is needed to improve on or complement the first method; the theoretical point of view needs to be applied; and/or, where overall research objectives are best addressed through the use of multi-phase or even multi-project research (Creswell & Plano Clark, 2011). The main reason for using a

mixed method in this study is the fact that the use of one data source alone was not sufficient to answer all research questions, as illustrated in Table 6.1. Specifically, the curriculum characteristics of the Indonesian programmes cannot be comprehensively described using solely a quantitative or qualitative approach. Furthermore, the results obtained from the use of quantitative and qualitative methods may be contradictory, which cannot be revealed through only a single data approach.

Creswell and Plano Clark (2011) state that since the early conception of mixed method research by Campbell and Fiske (1959), the approach has undergone several stages of development, namely the forming stage, paradigm debate stage, development of procedures stage, advocacy and expansion, and the reflective phase that began in about 2004 and is still in development today. This last stage is marked by themes relating to the evaluation of the use of mixed methods and constructive criticisms that challenge the use of these methods, such as problems and controversies that need to be considered further. The current trend of the use of mixed methods research has spread across many fields of science, and has also been adapted to fit a unique approach in research methodology supplementary to the previously developed research methods (Creswell, 2003, 2010; Tashakkori & Teddlie, 2008).

The use of mixed methods study is not limited to merely combining quantitative and qualitative approaches in a single study. The use of these two approaches in a study does not automatically equate to mixed methods research. A mixed methods approach can be said to have been employed when a researcher consciously incorporates a research question component requiring the use of quantitative and qualitative data, and there is evidence of the use of these mixed methods, in addition to a presentation of research statements on the reasons for doing so (Creswell, 2010). In their comprehensive definition of mixed methods research, Creswell and Plano Clark (2011) state that mixed methods researchers perform some of the activities that are the main characteristics of this design, namely: collecting and

analysing qualitative and quantitative data equally well, based on research questions; mixing, integrating or connecting two forms of data, either simultaneously by combining them or sequentially by building the results of a particular stage of analysis based on another stage, or by embedding one analysis result in another; equally weighting both forms of data; using mixed methods procedures in a single study as well as incorporating diverse phases in a study; providing a framework for research procedures within a context of a philosophy or point of view from a particular theoretical standpoint; and, combining the procedures into specific research designs that direct the research implementation plan.

The above provides a clear picture on the use of mixed methods design: it is applicable when research questions or objectives truly require integration or mixing between quantitative and qualitative approaches (Creswell, 2010). In this research, question number four in Table 6.1 is a case in point. Not only has the two research approaches are conducted simultaneously, but a mixed methods study should also indicate the extent to which results from quantitative and qualitative approaches align with or diverge from each other.

Authors in the field of mixed methods research have formulated several objectives for the use of this approach, as suggested by Bryman (2006) and Greene et al. (1989). Initially, the formulation of objectives consisted of five major classifications of goals: triangulation, complementarity, development, initiation and expansion (Greene et al., 1989). Later, a more detailed classification was developed consisting of 16 objectives for the use of mixed methods research (Bryman, 2006). Creswell and Plano Clark (2011) point out that it may be possible that a mixed methods study has several of these objectives, although at the start of research method design in this case, two objectives were prioritised over others: completeness and triangulation.

The aim of using mixed methods in this study was to obtain a comprehensive overview of the curriculum characteristics of professional psychology education in Indonesia.

As shown in Table 6.1, a quantitative approach using questionnaires as a survey method is used to answer research questions on the curriculum characteristics of the professional programmes. Breadth exploration on the structural characteristics of these professional programmes was also investigated using a quantitative approach; for example, the programmes' position in Indonesia's higher education structure, the programmes' status in terms of private or public universities, the specializations offered, and the characteristics of students, lecturers and graduates. A quantitative method emphasizing extensive information disclosure in questionnaires containing closed-ended questions was deemed appropriate. At the same time, however, the characteristics of the curricula of these programmes were explored in a more detailed way, involving investigation of the curriculum development process, reasons underlying curriculum-related decisions, and other important dynamics from the perspectives of the programme directors directly involved in the curriculum management programme. A qualitative approach, with its strength in guiding an in-depth exploration, was best suited for this purpose. Through the direct input of the programme directors, details on the characteristics of their curricula from development to implementation were sought, as well as their main concerns, constraints, hopes and suggestions related to curriculum improvement. In view of these two objectives (breadth and depth of information), in the context of this study, the aim of using a mixed methods approach was, firstly, 'complementarity' (Greene et al., 1989) or 'completeness' (Bryman, 2006). The use of mixed methods was intended to enable the two methods to complement each other in order to provide a more comprehensive picture of a phenomenon (that is, the curricula of Indonesian professional psychology programmes). Secondly, by using mixed methods in this study, results obtained from the use of a single method were validated, an objective referred to as 'triangulation' (Bryman, 2006; Greene, Caracelli, & Graham, 1989). As shown in Table 6.1, some curriculum-related questions were answered with the use of quantitative and qualitative

methods simultaneously, such as questions about training models and the composition of science content as compared to practice subject matter. The data obtained using quantitative and qualitative approaches were combined to triangulate the results to ascertain the extent to which the data are mutually compatible or contradictory.

### **Constructing Mixed Methods Design and Research Procedures**

Each mixed method design has its own research procedures (Creswell & Plano Clark, 2011). Based on the research questions to be answered through conducting a study, a researcher can choose the mixed methods design that is considered most appropriate. The choice of design is generally based on consideration of several factors such as degree of interaction between quantitative and qualitative methods, the research approach that is being prioritized, the timing of implementation of each method, and the procedure (when and how) of conducting method mixing. A combination of these factors has resulted in six major mixed methods research designs (Creswell & Plano Clark, 2011): the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design (p. 69).

Referring to the previously stated research objectives and research questions, and combined with an understanding of the six types of designs used in the mixed research approach, the decision was made to use a parallel convergent design (often called convergent design) in this study (Creswell & Plano Clark, 2011), represented in the following equation, which was developed by incorporating Morse's (1991) notation system and its modifications (Creswell, 2003; Creswell, Plano Clark, Gutmann, & Hanson, 2003; Leech & Onwuegbuzie, 2009), along with the notion of objectives in conducting mixed methods research (Bryman, 2006; Greene et al., 1989):  $QUAN + QUAL = \text{complete understanding}$ . Applying this design, this study used quantitative and qualitative methods at virtually the same time, equally prioritized both methods, performed independent analyses of quantitative and qualitative

procedures, and then combined the results of each approach at the interpretation stage.

Research procedures for the implementation of parallel convergent designs in this study are described in Figure 6.1, which is based on the diagramming recommendations proposed by Ivankova et al. (2006) and Creswell and Plano Clark (2011).

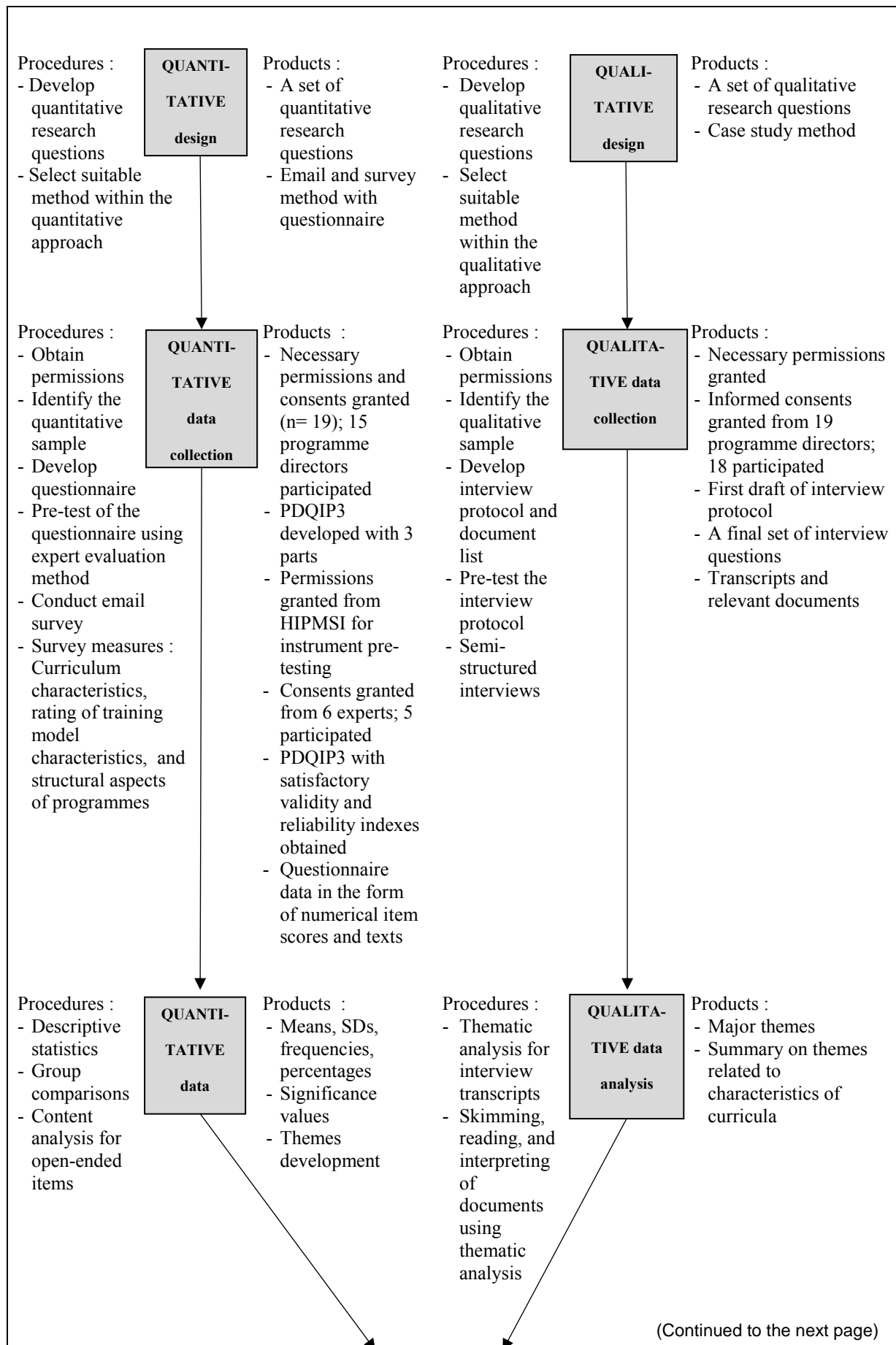
In accordance with the procedural diagram, the convergent design includes collection and analysis of quantitative and qualitative data in a single phase of the study, integration of results from both approaches, and examination of any uniformity, difference, contradiction or relationship between the two data.

In the section below, detailed research procedures used in quantitative and qualitative components of the study are described. A presentation of the results integration procedure from both research components were also provided.

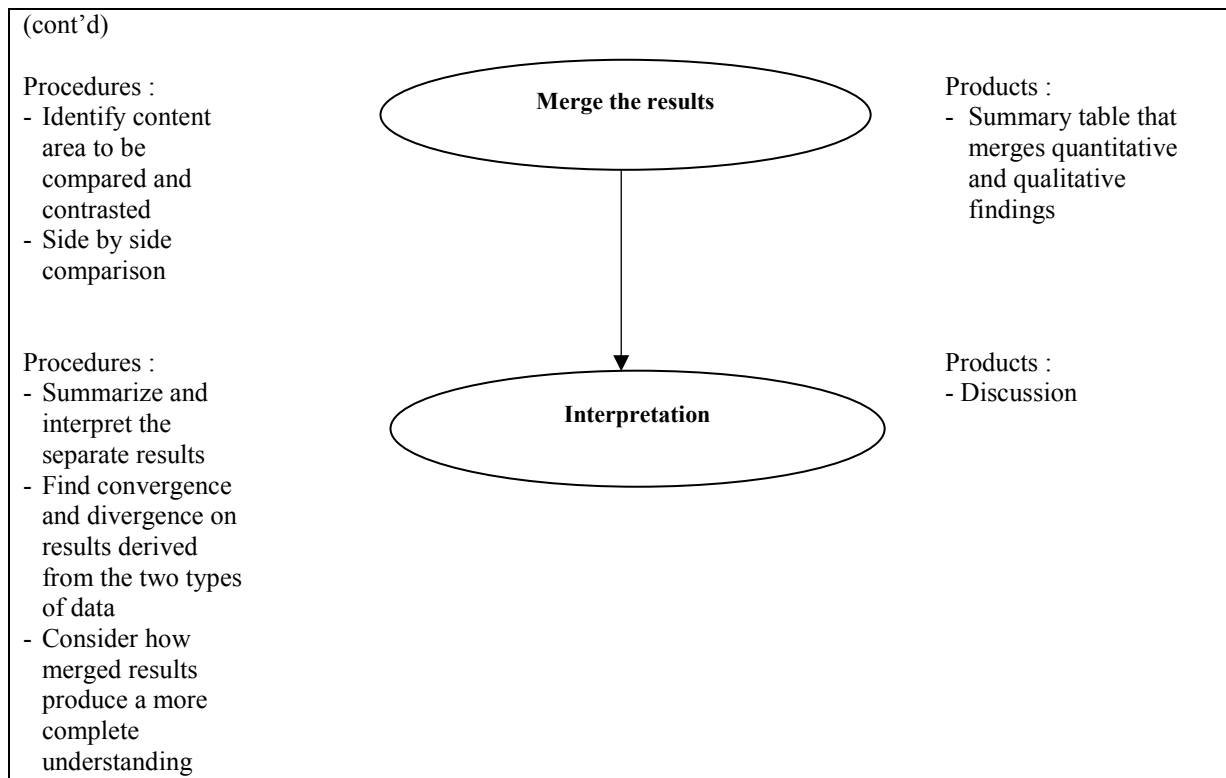
### **Quantitative Procedures**

#### **Design**

The quantitative method was used – specifically, a cross-sectional survey method using questionnaires – to answer quantitative questions related to structural characteristics and some characteristics of programme curricula. Questionnaires were sent to respondents via e-mail. The e-mail survey method was chosen primarily because of the comfort and flexibility it afforded respondents in determining when to respond (Bordens & Abbott, 2002). This choice was appropriate, since the respondents tend to have limited time due to their role in the workplace as programme directors. Another advantage was cost efficiency as compared to traditional mailing methods. Further, as a medium that tends to be more accessible than postal mail delivery and return, the e-mail survey method was utilized to reduce the risk of a low response rate and nonresponse bias, both of which are weaknesses of traditional mailing surveys (Bordens & Abbott, 2002; Cozby, 2003). The email-survey medium also allows researchers to attempt to improve response rates by sending instantly







*Figure 6.1.* Procedural diagram of the implementation of convergent parallel design in the study of Indonesian professional psychology curricula. A diagram based on Creswell and Plano Clark (2011, p. 118) regarding convergent design.

delivered follow-up reminder letters to respondents. In a digital communication context, Ilieva, Baron, and Healey (2002) observe that, compared to web-based survey methods, e-mail surveys reduce the risk of multiple entries coming from the same respondents (Ilieva, Baron, & Healey, 2002). However, the potential weaknesses of e-mail surveys in terms of maintaining the anonymity and confidentiality of personal information (Christensen, Johnson, & Turner, 2014) must be acknowledged, particularly regarding the use of personal email addresses in the process of sending and collecting questionnaires. This was addressed by making initial contact with respondents regarding questionnaire delivery, which was done after gaining the respondents' approval to participate in the study. In this initial contact, the respondent's willingness to provide email address information for email survey purposes was ascertained. As an additional privacy safeguard, respondents were given the option to divert

sending and collecting questionnaires to another appointed e-mail address, such as his/her administrative assistant's e-mail. The emailed questionnaire survey method was used in the quantitative component of this research, for both the research and the measuring instrument evaluation by an expert panel, as detailed below.

### **Research instruments**

A questionnaire entitled Programme Director's Questionnaire on Indonesian Professional Psychology Programme (PDQIP3) was designed specifically as a research instrument to obtain the required data. Previous results of similar studies using questionnaire instruments, such as Rodolfa, Kaslow, et al. (2005), were considered. A new questionnaire to suit the research questions and the context of this study was then developed. The steps of preparing the PDQIP3 were as follows:

1. All research questions to be answered were identified, which were then customised and organised to create the questionnaire.
2. The questions were compiled into questionnaire items by considering the best practices in instrument development as recommended by, for example, Christensen, Johnson, and Turner (2011) and Shaughnessy, Zechmeister, and Zechmeister (2006). With these recommendations in mind, it was determined that the PDQIP3 should consist of three parts. Part 1 comprises items that explore the characteristics of programme curricula and were structured according to the curriculum components as identified in Chapter 4. Part 2 consists of items that detect training models, and Part 3 consists of items related to the programme's structural characteristics (e.g., programme's position and status in the university structure, student and lecturer profiles, and graduate characteristics), and the respondent's demographic information.
3. For each part of the questionnaire, all items were based on the list of research questions and the literature review on aspects of professional psychology education curriculum

(especially applied to Part 1 and Part 3 of the PDQIP3). For Part 2, which is a measuring tool for detecting training models used in the professional programme, principles of educational characteristics of each training model were referred, which were also derived from the literature review process. Detailed characteristics attached to each professional psychology education training model, as presented in Chapter 3, were operationalized by translating the main ideas into relevant items, following the approach of Leong and Zachar (1991). This process has resulted in five item clusters of training model components, namely: (a) Science, (b) Practice, (c) Integration of Science and Practice, (d) Local-clinical Scientist, and (e) Competency-based characteristic. The review of the professional psychology education literature (see Chapter 3) showed that a combination of science and practice components in an equal amount, along with the presence of integration of science and practice marks a scientist-practitioner training model. A dominant application of educational content comprising a science component marks a clinical-scientist model. An emphasis on the practice component in programme content indicates the use of a practitioner model. As a derivative of the practitioner model, the local-clinical scientist model applies the practice component predominantly and at the same time possesses additional characteristics which are clustered under the Local-clinical Scientist items. Lastly, competency-based components consist of items that serve as indicators for the use of a competency-based model in the education of professional psychology.

4. In addition to the creation of the three parts of the PDQIP3, the process of questionnaire development also resulted in the use of two types of response format: Parts 1 and 3 contained items comprising closed-ended and open-ended questions, and mixed-question formats including checklists (Christensen et al., 2011), while Part 2 contained items using a Likert-type scale.

The following is an example of items in Part 1 of the PDQIP3:

Example 1

*Please describe main aims and objectives of your professional programme.*

Example 2

*In your opinion, what proportion of the content comprises research/science elements compared to practice as applied in your programme? Please tick the statement(s) that apply in your programme:*

- ☐ *The content emphasizes science/research components*
- ☐ *The content emphasizes practice components*
- ☐ *The content places more or less equal emphasis on both aspects*

Example 3

*What is the model of training applied in your professional programme? (Please tick where appropriate)*

- ☐ Clinical scientist
- ☐ Scientist-practitioner
- ☐ Practitioner
- ☐ Competency-based
- ☐ Other (please specify): \_\_\_\_\_

Below is one example of an item from Part 2 of the PDQIP3:

	<i>Not at All</i>	<i>Small degree</i>	<i>Moderate degree</i>	<i>High degree</i>	<i>Very high degree</i>
<i>This programme teaches evidence-based assessment procedures.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A sample item from Part 3 of the PDQIP3 is presented below.

*Please identify the position of your professional programme within the organisational structure of the university by marking the relevant check box:*

- ☐ *Under faculty of psychology*
- ☐ *Under postgraduate department at faculty level*
- ☐ *Under postgraduate department at university level*
- ☐ *Other (please specify): \_\_\_\_\_*

5. All items were checked against the selection of words and layouts, to ensure item clarity.

The PDQIP3 was given to the respondents in Bahasa Indonesia, the official language of Indonesia.

6. To ensure the validity and reliability of the PDQIP3 before its use in the data collection process, a formal process of instrument testing in the form of a pre-test was conducted. To check the validity and reliability of the PDQIP3 in identifying characteristics of curricula in Indonesian professional psychology programmes, a series of procedures and instruments were prepared, as presented below.

Procedures applied in testing the validity and reliability of the PDQIP3 comprised the following steps:

1. The types of validity and reliability tests most appropriate to the instrument were determined, a process that was based on a review of research methodology literature, such as Rosnow and Rosenthal (2002), Azwar (2012), and Jackson (2003). In the context of this study, content validity was assessed, to ascertain how well the measuring instrument represents the relevant content areas (Haynes, Richard, & Kubany, 1995; Rosnow & Rosenthal, 2002) and to ensure material irrelevant to measurement purposes was not included (Azwar, 2012). To ascertain that the PDQIP3 had content validity – that is, measures what it is intended to measure – the expert evaluation method was employed. Experts were invited to formally evaluate the extent to which items were accurate and relevant in measuring the content area (Rosnow & Rosenthal, 2002). The degree of agreement among experts on the validity assessment of items could then be estimated and quantified. This procedure further produces statistical calculations that can be used as an indicator of content validity of each item and of the measuring tool as a whole (Azwar, 2012). Such validity checks are highly relevant in testing the validity of the measuring instrument used in this study, and were employed specifically for Part 2 of the PDQIP3, which is a newly developed measuring tool for identifying training models applied in Indonesian professional psychology programmes. This section of the PDQIP3 was created based on operationalization of conceptions of the characteristics of each training model that appear in the literature. Validity checking by experts in the field was necessary to ensure that the relevant content area is well covered by the items.
2. Two popular procedures for calculating validity values that accommodate the above objective were identified, namely the content validity ratio proposed by Lawshe (1975) and the content validity coefficient proposed by Aiken (1980, 1985). Both arrive at

formulae to quantify the results of experts' assessment of a measuring instrument in terms of a certain validity coefficient. Both approaches can be viewed as an answer to existing problems surrounding the validity of examination results conducted by experts, where previously the use of expert judgment has relied heavily on qualitative judgments. Lawshe (1975) proposed a formula he called the content validity ratio (CVR) that reflects the validity level of the items based on empirical data obtained from the assessment by the panel experts. Implementation of this procedure begins with the assessment of a measuring instrument by a panel of experts who are required to state whether items are "essential", "useful but not essential" or "not necessary" for the purpose of measurement (p. 567). After obtaining the results, further computation can be done with the calculation of Lawshe's CVR (p.567). The CVR moves between -1.00 to +1.00. The CVR value  $> 0.00$  indicates that more than 50% of experts consider the item essential. The more the CVR value deviates from zero, the higher the content validity of an item.

In practice, Azwar (2012) argues that the use of this formula tends to be less practical because, for example, to be expressed as satisfactory at only a 5% significance level, an item must reach a CVR of 0.37 if assessed by 25 experts. The fewer the appraisers, the greater the CVR required. As another example, referring to the significance table proposed by Lawshe (1975, p. 568), if there are only seven assessors, a CVR = 0.99 is required. The biggest problem here is that accessing a sufficiently large number of experts to make the demanded critical value not too high is unrealistic (Azwar, 2012). Azwar then offers the possibility that CVR interpretation be done relatively, based on the range from -1.00 to +1.00. All items with a negative CVR clearly show a very low content validity and thus those items need to be eliminated, while items with a positive CVR can be interpreted as having some degree of content validity. However, this way of

interpretation is prone to yielding subjective results and thus lowering the consistency of interpretation standards (Yu, 1993, as cited in W.-C. Yang, 2011).

Another alternative in quantifying results from expert judgments to determine content validity of an item and measuring instrument was proposed (Aiken, 1980). Aiken suggests a similar procedure as Lawshe's (1975), asking the experts to assess the relevance of an item to measure the construct within a rating category range, which is symbolized by  $c$ . The results of this assessment are then calculated with the formula of Aiken's  $V$  (Aiken, 1980, 1985) to calculate the content of validity coefficient, otherwise termed the validity index, which reflects the extent to which items are relevant in measuring the concept being tested. For a judgment of an item performed by  $n$  appraisers, the  $V$  coefficient for that item can be calculated by the formula:  $V = S/[n(c-1)]$  (Aiken, 1985, p. 133).  $V$  value ranges between 0 and 1; the greater the  $V$  number, the higher the content validity of the item. Aiken (1985) provides a significance table for determining the limit value of  $V$  that can be considered significant at a level of confidence closest to 5% and 1%, for a number of rating category ( $c$ ) and a number of assessors ( $n$ ).

Further, Aiken (1980) also points out the importance of ensuring that the experts' decision regarding item relevance is reliable. Reliable in this context refers to the consistency of ratings given by experts on items, over time. This concept underlies the calculation of the consistency reliability coefficient, which is based on the concept of internal-consistency reliability (Aiken, 1985). For the purpose of understanding the extent to which experts agree, Aiken (1985) offers a statistical formula called the homogeneity reliability coefficient ( $H$ ). The  $H$  coefficient aims to quantify the degree of consistency of the experts' judgments in evaluating item(s). The  $H$  coefficient formula for assessing the degree of agreement among  $n$  assessors of an item (p. 40) is:  $H = 1 -$



$4S/[(c-1)(n-2-j)]$ , where  $S$  represents the sum of the absolute values of the difference in each rating given by the appraiser;  $j = 0$  if  $n$  is an even number and  $j = 1$  when  $n$  is an odd number. The value of the  $H$  coefficient ranges from 0 to 1. As with the value of  $V$ , Aiken (1985) provides a table of statistical significance to determine the critical value of the  $H$  coefficient that is considered significant for each rating category ( $c$ ) and  $n$  experts, at a level of significance closest to 5% and 1%. Aiken's formulae (1985) consisting of  $V$  and  $H$  indexes were used to examine the validity and reliability of Part 2 of the PDQIP3. In addition, face validity testing was also applied to all parts of the PDQIP3 to ascertain item clarity and determine a layout most conducive to increasing respondents' motivation to complete the questionnaire.

3. After determining methods of validity and reliability testing for the PDQIP3 as described above, a questionnaire was developed for the purpose of validity and reliability testing, entitled The Expert Evaluation Form for the Programme Director's Questionnaire on Indonesian Professional Psychology Programme. In line with the 3-part PDQIP3, the evaluation questionnaire was also developed in 3 parts (see Appendix C). Evaluation of Parts 1 and 3 of the PDQIP3 (which consists of a mixture of open-ended, closed-ended and mixed-format questions) was conducted by inviting respondents to directly assess each item in terms of clarity, appropriateness of words and sentences used, and appropriateness of alternative choices provided by the researcher. A brief explanation regarding each training model and educational terms deemed unfamiliar to the Indonesian context was provided to respondents to facilitate interpretation of questionnaire items. At the end of Parts 1 and 3, a column was provided for respondents to make additional comments on each item or the items as a whole. The focus of validity testing for these two parts is to ascertain that items are well constructed to elicit responses from respondents, which is the main conception of face validity (Rosnow &

Rosenthal, 2002). Particularly for evaluation of Part 2 of the PDQIP3, alternative answers were provided in the form of a Likert scale, which asked respondents to determine the degree of relevance of each item in measuring training models in professional psychology education. This procedure was necessary in applying the Aiken's V and H formulae previously mentioned.

4. In addition to this content validity and internal reliability testing, face validity checking was also applied for Part 2 of the PDQIP3. Expert respondents were invited to provide comments on the clarity of each item and/or the entire section, appropriateness of word selection, or other relevant comments.

### **Research participants**

Two categories of respondents were sought for the quantitative component of this study: (a) experts in the field of professional psychology education to evaluate the measuring instrument and (b) Indonesian professional psychology programme directors for the survey.

In the case of validity and reliability testing of the instrument, expert respondents were selected on the basis of three criteria, as follows: (a) members of the Indonesian Psychological Association (HIMPSI) who have been involved in the preparation of accreditation instruments for professional psychology programmes; or, (b) members of HIMPSI who have been involved in the accreditation of professional programmes with the national accreditation body; or, (c) academics with current or past involvement in the management of professional psychology programmes, but not serving as programme directors at the time of data collection.

Respondents for the survey were directors of Indonesian professional psychology programmes. There are 19 such professional programmes across Indonesia, and all 19 programme directors were invited to participate in this study.

**Data collection**

There were two modes of data collection in the quantitative component of this research: firstly, testing validity and reliability of the questionnaire, and secondly, data collection for the survey. The specific procedures for the two kinds of data collection are described below.

**Data collection for the expert evaluation of the measuring instrument.** In parallel with the preparation of the expert evaluation instrument as described earlier, permission was sought from the university's ethics committee to collect data. Stages in data collection of this phase were as follows:

1. Soon after necessary support and approval from HIMPSI and the university ethics committee were granted, the Chairman of HIMPSI was contacted to request a recommendation on the experts considered most suitable as participants in the questionnaire testing, in accordance with the criteria as determined and described above. Eight experts were recommended and HIMPSI provided email contact information for each.
2. Invitation letters to the eight recommended experts were sent using e-mail, inviting them to participate in the evaluation of the PDQIP3, along with the research information sheet and informed consent form (Appendix A). At this stage, six experts expressed willingness to participate. The evaluation questionnaire was subsequently e-mailed to these experts.
3. The respondents were given four weeks to complete the questionnaire. A reminder email was sent two weeks after questionnaire delivery and another a week before the deadline. By the expiry of the deadline, five experts had returned their completed questionnaires by e-mail.

**Data collection for the survey.** For this purpose, data collection procedures involved the following:

1. Upon receiving approval to proceed from the JCU Ethics Committee, letters seeking permission to conduct research were sent to each university in Indonesia hosting a professional psychology programme. The letter included an outline of research procedures for the two research components (quantitative and qualitative): that is, in the case of the former, a questionnaire, and in the latter, interview and document collection. The permission letters were sent to 19 deans of psychology faculties or directors of postgraduate programmes hosting the professional psychology programmes. A copy of the permission letter was also forwarded by post to each professional programme director, in conjunction with a Research Information Sheet (Appendix B). Permissions from all 19 target institutions to conduct research in relation to their professional psychology programmes were subsequently received.
2. Contacting the respondents.  
After a proper introduction to the respondents, a permission to submit an informed consent form was sought, which was accompanied by a Research Information Sheet. Permission was granted, and the documents were e-mailed to the 19 programme directors. Informed Consent includes ascertaining respondents' willingness to complete questionnaires and participate in a recorded interview. All ( $n = 19$ ) of the Indonesian professional psychology programme directors gave their consent.
3. The questionnaires were emailed to all respondents who had given their consent. The data collection period at this stage of research was set for four months. Reminder e-mails were sent to respondents 30 working days after the questionnaire delivery (31 August 2016) and were then repeated every two weeks. A final reminder e-mail was delivered two days before the quantitative data collection period ended (31 December 2016). At

the end of the data collection, 15 programme directors had returned the questionnaire (response rate = 78.95%).

### **Data analysis**

There were two types of data analysis conducted in this quantitative part of the study: (a) analysis of data deriving from the expert evaluation procedure for validity and reliability testing of the measuring instrument; and, (b) analysis of data obtained from the survey data collection via the PDQIP3.

**Analysis of data from the expert evaluation study.** Analysis of the data was conducted by two means: (a) For Sections 1 and 3, qualitative analysis was conducted by recapitulating all comments from the experts regarding item(s) or the instrument as a whole; and (b) For Section 2, the analysis was performed using Aiken's formulae (Aiken, 1985) to calculate the content validity coefficient (V) and the homogeneity reliability coefficient (H). For this part of the questionnaire, the same qualitative analysis for face validity testing was performed, by reviewing comments from the experts regarding item(s) and instrument as a whole. A summary of expert comments and corrective actions taken by the researcher is presented in Appendix E. Quantitative analysis of items in Part 2 of the questionnaire using Aiken's formulae (1985) resulted in 167 valid and reliable items, out of the previous 195 items. Complete study procedures, including results on calculation of V and H indexes using Aiken's formulae are available in Ningdyah et al. (2016). Another item refinement was conducted by utilizing experts' recommendations, which then resulted in the final version of Part 2 of the PDQIP3 comprising 77 items. The items are arranged in five categories based on characteristics of training models in professional psychology education, namely Scientific, Practice, Integration of Science and Practice, Local-Clinical, and Competency. Appendix D presents the final version of the PDQIP3, derived from the results of the expert evaluation study.

**Analysis of data from the survey.** Each of the three parts of the PDQIP3 was analysed according to the characteristics of the items used to build the complete instrument. The nature of the analysis of data for each part of the PDQIP3 is as follows.

Part 1 contains a mixture of open-ended, closed-ended and mixed-question format items exploring characteristics of curricula in Indonesian professional psychology programmes. The analysis began with the proofreading of answered questionnaires and data entry. Open-ended questions were then analysed qualitatively in terms of the themes that emerged from respondents' answers. Specific codes were applied to emerged themes and the results of the descriptive analysis were described in detail. Closed-ended and mixed format items that produced data on curriculum characteristics were analysed using descriptive statistical techniques and were presented in the form of frequency distributions and percentages.

Part 2 contained Likert scale items, organised into five clusters of training model components. After proofreading answered items and data entry, analysis of questionnaire data derived from this part was conducted firstly by examining basic psychometric properties of the training models scale, which included the extent to which items discriminate between respondents, the correlation between items and thus the internal consistency of the scale. At this stage, some items were rejected and the scale shortened. The final items that form the training models measuring instrument became the main material for further data analysis. The distribution of the variables across the sample was then presented. Means, standard deviations and frequency distributions were used to build descriptive summaries of variables. Following this preliminary analysis, bivariate relationships were examined with the objective of understanding how each variable related to each other variable. Based on the quantitative research questions, relationships between variables under examination included training model characteristics and structural characteristics of the programme (which were available

from Part 3 data below), such as relationships between each training model characteristic and structural aspects of programmes (e.g., programme's position within the university structure and status, that is, whether the university was public or private). Considering the small number of samples involved ( $n < 30$ ) and the nature of data which were not normally distributed, a non-parametric statistical calculation technique was applied. A Wilcoxon signed rank test was utilized to examine differences between means of the training models characteristics and a Mann-Whitney U test was further applied to examine differences in training model characteristics between different university status of programmes and programme positions within university.

Data derived from Part 3 of the PDQIP3 comprised items intended to explore structural characteristics of the professional psychology programmes (e.g., position of programme within university structure, student profiles, and lecturer profiles) and demographic characteristics of respondents. These items were analysed using descriptive statistics and were presented in the form of frequency distribution tables and percentages. Some variables derived from this part of the questionnaire, especially relating to programme position and status in terms of public or private university, were examined for their relationships with training model components produced from Part 2. Non-parametric statistical calculations utilizing a Wilcoxon signed rank and a Mann Whitney U tests were performed, as previously described.

### **Qualitative Procedures**

#### **Design**

Of the various methods in qualitative research, this study employed the case study method to answer research questions that require a qualitative approach. The case study is a qualitative research design that examines a 'case' in depth (Creswell, 1998). The case under investigation has clear boundaries (both time and place related). The application of case study

research is intended to provide an in-depth description of a case, using extensive research materials obtained from various sources of information during data collection (Creswell, 1998).

The 'case' being investigated in this study is the current curricula of the Indonesian professional psychology programmes as they were applied when the data collection took place over the period 31 August to 31 December 2016. The curriculum components studied include programme aim and objectives, content or subject matter, teaching and learning methods, and evaluation processes. Further, this study explored the curriculum development process, obstacles in curriculum implementation, main concerns related to curricula, and hopes and suggestions for curriculum improvement in Indonesian professional psychology programmes.

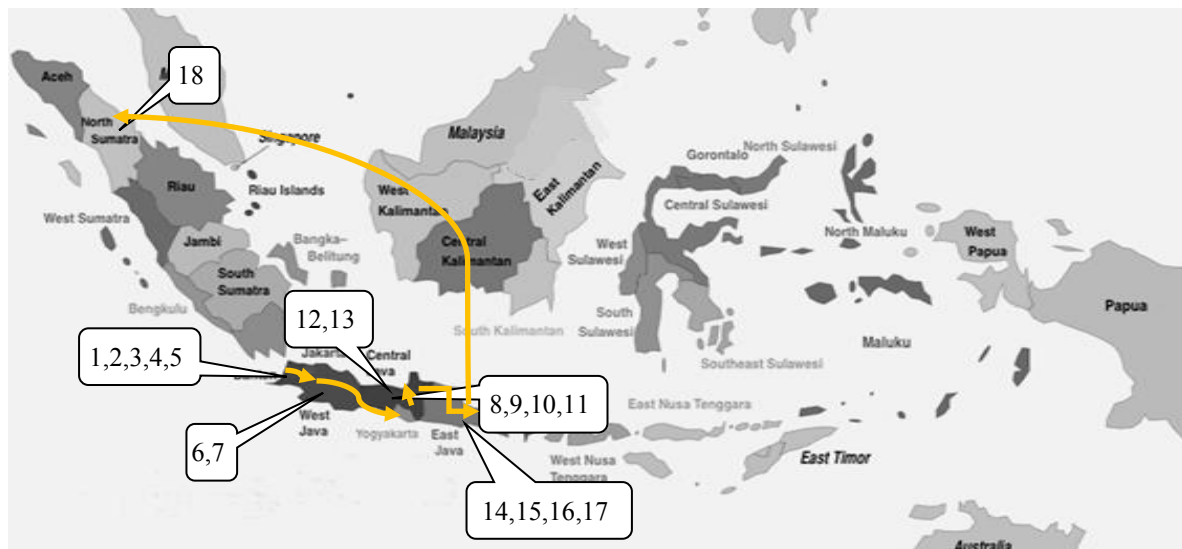
In an effort to comprehensively understand the case under study, all 19 professional programmes of psychology currently established in Indonesia were included. Figure 6.2 illustrates the geographical location of these programmes. Almost all are located on Java Island, with only one located elsewhere (Sumatera Island, in North Sumatera province). The arrows in Figure 6.2 indicate the flow of data collection activities, which will be described further in the 'Data Collection' sub-section.

### **Research instruments**

Various sources of information were used to achieve the research objective of this qualitative component of the research, which was to provide a detailed description of the curricula of professional psychology programmes in Indonesia. The main source of information was interviews with the programme directors. In addition, documents related to programme curricula were collected.

To obtain data in the form of interview results, a list of interview questions was formulated, with reference to the qualitative research questions as presented in Table 6.1.





Notes:

- |  |  |
|--|--|
| 1. University of Indonesia             | 10. Ahmad Dahlan University                    |
| 2. Atmajaya Catholic University        | 11. University of Mercu Buana Yogyakarta       |
| 3. Tarumanegara University             | 12. University of Muhammadiyah Surakarta       |
| 4. Gunadarma University                | 13. Soegijapranata Catholic University         |
| 5. University of Persada Indonesia YAI | 14. Airlangga University                       |
| 6. Padjajaran University               | 15. University of Surabaya                     |
| 7. Bandung Islamic University          | 16. University of Tujuh Belas Agustus Surabaya |
| 8. Gadjah Mada University              | 17. University of Muhammadiyah Malang          |
| 9. University of Islamic Indonesia     | 18. University of North Sumatera               |

Figure 6.2. Locations of participating programmes and the flow of qualitative data collection.

The questions list was developed in Bahasa Indonesia and the interview was also conducted in Bahasa Indonesia to facilitate ease of response for the respondents. The researcher is a bilingual Indonesian native who is also fluent in English. Thus, for the purpose of content checking by English-speaking research advisors, the questions were translated into English. Necessary amendments were further made on the basis of feedback and discussions with advisors. The first draft of the interview questions was then checked by the researcher's colleagues to gain insights into the clarity of questions. Support was again sought from HIMPSI to ascertain that the questions were appropriate to the Indonesian context.

The Chairman and the Vice Chairman of HIMPSI provided further input regarding the interview questions. Among other things, valuable input related to the use of specific terms in the Indonesian context were gained, as well as the suggestions to clarify certain questions with example answers. Please refer to Appendix F for the final draft of interview protocol.

Another instrument used in collecting data in this qualitative component of the research was a document list (Appendix G). Information related to document collection was included in the permission letter sent to each relevant authority in each university hosting a professional programme. This information was also inserted in the research Information Sheet (Appendix B).

### **Research participants**

All 19 programme directors were sampled in order to get a complete picture of the curriculum characteristics of their programmes. Data on these characteristics were obtained through interviews with the programme directors, and the collection of relevant curriculum-related documents. The programme directors were the main informants in this research due to their deep understanding of the curricula in their programmes, and because they were one of the parties directly involved in the process of curriculum development and implementation. Further, as the authorities in charge of managing their programmes, they were profoundly aware of the various circumstances surrounding the management of the Indonesian professional psychology programmes (as described in Chapter 5), such as the variation between governmental regulation and the implementation of curriculum policy. Clearly, then, the directors' perspectives, thinking, and reasons behind every curriculum action, were vital in the researcher forming a comprehensive picture of Indonesian professional psychology curricula.

The participant selection strategy was conducted using the comprehensive sampling technique (Goetz & LeCompte, 1984, as cited in Miles, Huberman, & Saldana, 2014), by examining all cases in the population of the Indonesian professional psychology programmes. This strategy was chosen with the aim of providing a comprehensive picture of the curricula in the Indonesian context. In addition, the ambiguous situation surrounding programme management as previously described in Chapter 5 was thought likely to result in considerable

differences between programmes in terms of curriculum characteristics. Sampling techniques that impose certain limitations on the number of participants – for example, the quota selection and reputational case selection techniques (Goetz & LeCompte, 1984, as cited in Miles et al., 2014) – were avoided out of fear of missing useful information or phenomena.

### **Data collection**

The data collection activity performed on this qualitative research component consisted of several stages, and was modelled on the data collection cycles suggested by Creswell (1998). Data collection stages in this study consisted of determination of research sites, permission clearance and rapport building, purposeful sampling, data collection, recording of information, resolving field issues and storing the data.

Following is a detailed account of the data collection steps taken within the above-mentioned cycles:

1. Letters seeking permission to conduct qualitative research were sent, following the same procedures as those described in the quantitative component of this study (page 174-175, this chapter, refer). In the same letter, permission was sought to conduct interviews with the programme directors and collect documents related to their programme curricula. All 19 programme directors invited to participate in the study responded in the affirmative.
2. Once the directors had consented to the researcher conducting and recording interviews with them and collecting relevant programme documents, further contacts were made to determine interview schedules. Respondents were given several choices of interview time (date, time, and place) in order to provide some timing flexibility around the study schedule for each research area. The determination of the interview schedule and interview location depended on the willing cooperation of the respondent.
3. In each case, the researcher presented herself on site at the determined interview time.

All interviews were conducted by the researcher and were audio-taped. Interviewing time

ranged between 22 to 142 minutes, with an average of 79.6 minutes. The qualitative data were collected at almost the same time as the quantitative data. The first interviews in the Jakarta area began on September 30, 2016, and went on to other areas according to the flow indicated on the map (Figure 6.2 refers). The last interview was conducted on November 17, 2016. At the end of this qualitative data collection, 18 programme directors had been able to participate in the study (a response rate of 94.7%).

### **Data analysis**

Two types of data – interview data and curriculum documents – were generated from the data collection. Data analysis strategies for each of these types of data are presented in detail below.

**Interview data.** Data obtained through interviews were analysed in stages, as recommended by leading experts in this field, such as Creswell (1998), Richards (2005), Yin (2011), and Miles et al. (2014). Interview results were transcribed verbatim by the researcher. Indonesian transcripts were then translated into English to facilitate discussions regarding further data analysis with the advisory team. Transcripts were uploaded into QSR Nvivo 11 and read through to obtain a general impression of the data. This was approached through close reading of the transcripts to gain thorough understanding of each of the participants' responses, with those that stood out as important, unusual, interesting or otherwise significant noted down for future reference. Further, memos containing short phrases, ideas or concepts emerging from the data were built (Creswell, 1998). This process continued until the final transcript was completed. From this process, notes and memos encapsulating ideas that had emerged throughout the initial analysis process were assembled.

Following this initial analysis, a higher level of analysis comprising categorical analysis and data coding (Richards, 2005) was performed. Various suggestions on coding techniques from the qualitative data analysis literature were utilized in this part of the

analysis (e.g., Guest, MacQueen, & Namey, 2012; Miles et al., 2014; Yin, 2011). The first layer of analysis was the basic coding process, following which category codes are created (Yin, 2011). This was done by reconstructing material and organizing data so as to facilitate the development of a more comprehensive picture of the data. Data were further analysed using the thematic analysis method, utilising guidance from Braun and Clarke (2006) and Bazeley (2009). To facilitate comparisons within data in providing a richer analysis, data display using matrices (Miles et al., 2014) was performed. Concurrently, negative cases were identified and the accuracy of coding categories was assured by conducting rival thinking (Yin, 2011).

Within the stages of qualitative data analysis, one of the important points raised by scholars in qualitative research was kept in mind – that is, the fact that the analysis process is iterative or “moving in analytic circles” (Creswell, 1998, p. 142), rather than merely following the linear stages of analysis. The process of analysis was then continued by interpreting results obtained from the previous stages. The description approach (Yin, 2011) was used in written interpretation of data, which is effected by observing important and persistent patterns obtained from the data analysis, and presenting the results of the interpretation in alignment with the research questions. At the final stage of analysis, the results of the qualitative component of the study were integrated to describe the curricula characteristics of the Indonesian professional psychology programmes.

**Documents.** As data in the qualitative research component, documents were obtained through a combination of brainstorming documentary sources and exploratory techniques (Gibson & Brown, 2009). Through this process, a list of documents relevant to answering the research questions was determined. Armed with this list on the days set for interview with the programme directors and document collection, the researcher was able to streamline the latter

process by ascertaining the availability of required documents and focusing on those that were relevant.

Once collected, research data documents were organised using document classification strategies. Documents were classified according to specific categories determined by the researcher and in line with the qualitative research questions. This categorization resulted in documents being grouped according to the aims and objectives of programmes, explanation of content or subject matter, teaching methods, and evaluation methods. Each document was then assigned a code according to their classification. Simultaneously, document evaluations to determine the context of each document were conducted. The documents were reviewed using guiding questions proposed by Bowen (2009) and Gibson and Brown (2009), which take into consideration document creation timeframes, objectives, and specific audiences targeted by the document. This type of document management functions to assist further document analysis and also to maintain regular records of document sources for the purposes of developing necessary links when the researcher engages in the coding development process.

Document analysis in this study was conducted by performing three main steps as recommended by Bowen (2009): skimming (superficial examination), reading (thorough examination), and interpreting. Similar to other qualitative data processing, the process of document analysis took place iteratively and was not done in a linear manner. Thematic analysis (Braun & Clarke, 2006) was performed to assist in full comprehension of the material in the document, to build codes and develop categorical codes, to find relevant patterns in the data, to develop major themes, to interpret data, and finally to draw conclusions from the document data analysis.

**Reporting technique**

When it comes time to write up the findings of qualitative research, researchers generally customize the writing style based on the qualitative approach taken (for example, a phenomenology or case study approach). Each tradition in the field of qualitative research develops its own results presentation styles; scholars (e.g., Yin, 2009) admit that stylistic consensus is yet to be achieved. Even within case studies, there is no current universally accepted standard format for presenting findings of case study research (Merriam, 1988, as quoted in Creswell, 1998). Apart from the existing variations, suggestions on the development of case study reports put forward by writers including Lincoln and Guba (1985) and Stake (1995) include some similar patterns worth noting, some of which relate to writing flow. Such suggestions informed the report of the qualitative research component in this study.

Yin (2009) further recommends four general formats for case study report writing based on the way the case is presented - that is, whether using classic single case format, multiple case version of the classic single case, multiple case studies without separate individual case description, and/or 'question and answer' composition. Yin follows up with suggestions concerning illustrative structures for a case study composition, which consists of linear-analytic, comparative, chronological, theory building, suspense, and unsequenced styles.

In accordance with the research purpose of providing comprehensive descriptions on the curricula of Indonesian professional psychology programmes, this case study report synthesizes the information from all programmes and is organised around topics determined by the research questions. Under each topic, appropriate examples from the eighteen cases are drawn, but none of those is presented as a single case study - a characteristic of the multiple case studies without separate individual case description as proposed by Yin (2009).

As for the writing structure, a linear-analytic writing approach (Yin, 2009) was used in this study, whereby general rules in research results presentation were made use of, such as the application of writing flow starting from the presentation of problems, literature review, methods, findings, conclusions, and implications or “lessons to be learned” (Lincoln & Guba, 1985, p. 362).

Several verification procedures were applied to ascertain the credibility of findings and conclusions in the qualitative component of this study. Among several procedures recommended by qualitative scholars (e.g., Creswell, 1998; Lincoln & Guba, 1985; Miles et al., 2014), method strategies including detailed and rich description of the study context, participants, research processes, and all findings derived from the data were employed. Diversity of samples (Miles et al., 2014) resulting from the use of the comprehensive sampling technique (page 181, this chapter, refers) also became one of the ways of maintaining trustworthiness of results. To confirm validity of the analysis and interpretation conducted by the researcher, member checks and analysis auditing by an independent qualitative researcher were employed. Lastly, triangulation among data sources and methods (Miles et al., 2014) with the application of the mixed methods research design within this study then afforded the researcher the opportunity to identify and explain any convergence and differences between results.

### **Fulfilment of Ethical Standards in the Study**

The entire procedures in this study were performed in accordance with the required standard of ethics. Permission to undertake research was submitted to the James Cook University Human Research Ethics Committee prior to data collection and consists of two types of ethical applications: permission for the conduct of the mixed methods study and the pre-testing study of the measuring instrument. All research procedures in the two studies have received approval through approval letter numbers H6031 and H6562.



Programme directors were assured about confidentiality of all data derived from this study. The researcher understands and respects that the curriculum-related data is valuable and can be classified as confidential information, and steps were undertaken to ensure confidentiality of those data. These included the limited use of research data only for the purpose of the research and related publication arising from the study, and the use of anonymous quotations within publications, in which respondents' identities were replaced by participant codes. Permissions for the use of data for scientific purposes (including relevant publications) and the use of anonymous quotations were also requested from participants and were stated on the informed consent form (Appendix B). In data storage, direct identifiers such as geographical locations and specific names/jargon that could be linked back to a respondent's identity were deleted. Participants were also informed about the nature of data analysis and research results presentation: research data were analysed in entirety to provide a comprehensive overview of the curriculum and structural characteristics of the Indonesian professional psychology programmes, and results presentation did not refer to each institutional analysis per se. Thus, the description of research results would not be directed to or specifically expose each participating respondent's programme, such as the case in reporting of research results using multiple case version of the classic single case (Yin, 2009).

The role of the researcher as an academic staff member teaching into an undergraduate psychology programme in one province in Indonesia was also disclosed and, again, participants were reassured that data will not be used for purposes other than the research and publications directly related to this research. Further, personal views and assumptions hold by the researcher (as a result of direct personal experiences both as a graduate of the professional programme and a psychology educator) that might hinder transparency and clarity of data analysis were overcome by performing a rigorous verification procedure during data analysis as explained above. The verification procedure involved the

application of methodological validation by integrating research results and analysis auditing of research results by one participant and an independent qualitative researcher.

### **Integration of Findings within the Framework of Mixed Methods Research**

After completing all the research procedures for both quantitative and qualitative research components, further effort was directed towards integrating findings from both components of the study in order to answer the following overarching mixed methods research question: In what ways are findings from the survey and case study aligned regarding the characteristics of Indonesian professional psychology programmes' curricula?

To support the concurrent mixed methods design chosen as the research framework in this study, the integration of results was conducted in the interpretation phase after the completion of independent analysis of all quantitative and qualitative data, and is presented in the discussion section. Several options are available for merging quantitative and qualitative data analysis results in a concurrent approach, as comprehensively explained by Creswell and Plano Clark (2011). Their recommendations for comparing results guided the integration process of the research findings, utilising side-by-side comparison as the most dominant strategy in the interpretation phase.

## **Chapter 7: Structural Profiles of the Indonesian Professional Psychology Programmes and their Curricular Characteristics: Quantitative Results**

This section describes the results obtained from the quantitative component of the research. Two main questions were answered through this quantitative study: (a) what are the structural characteristics of Indonesian professional psychology programmes? and (b) how do the curriculum characteristics feature in the programmes?.

### **Structural Characteristics of Indonesian Professional Psychology Programmes**

Basic profiles of Indonesian professional psychology programmes are described first, in order to provide the reader with an overview of the following topics: structural characteristics of programmes which include the position of professional programmes in the structure of Indonesian universities and the specialisations offered within programmes; registration requirements and selection criteria of students; students' characteristics; characteristics of lecturers; and, academic and non-academic facilities.

Data on the nature of the structural characteristics of the programmes were obtained from the programme director respondents in this research. Fifteen respondents participated, out of a total 19 respondents, from professional psychology programmes throughout Indonesia (response rate = 78.9%). Demographic characteristics of the 15 respondents are as follows: all hold doctoral level qualifications; 12 (80%) are female and three (20%) are male; seven (46.7%) are in the 51-58 years age range, six (40%) fall with the 43-50 years range, with one respondent (6.7%) between 35-42 years old and another (6.7%) 59+ years of age.

### **Programme position and specialization(s) offered**

Throughout Indonesia, providers of psychology education (mostly undergraduate psychology programmes) consist of roughly 117 universities. Of these, only around twenty (17%) are government-owned universities and the rest (approximately 83%) are private universities owned by various types of foundations. Professional psychology education is

offered by the total of 19 universities, out of the 117 providers of psychology education. Within these 19 institutions, only five of them are public/government-owned universities. Eleven of the participating respondents (73.3%) stated that their programmes reside within private universities and four (26.7%) indicated that they are resident at public (government-owned) universities. Most respondents ( $n = 11$ , 73.3%) stated that their programmes are managed under the *faculty* level and the other four respondents (26.7%) indicated that theirs are positioned under *university*-level of postgraduate departments.

Types of specialization offered in the programmes generally consist of three main areas in psychology: clinical, educational, and industrial/organisational. Clinical psychology is offered in all respondent institutions (100%), under various titles (see Table 7.1). Thirteen respondents (86.7%) stated that industrial and organisational psychology was an available field of study in their programmes and educational psychology was available in 11 respondent institutions (73.3%). One respondent (6.7%) stated that his/her programme provides specializations other than those listed in the options provided, namely social psychology and engineering psychology. Full details on the specializations offered in the programmes are presented in Table 7.1.

Table 7.1

*Areas of Specialization Offered In Indonesian Professional Psychology Programmes*

Field of specialization	<i>f</i>	%
Clinical	15	100.0
General	8	
Adult and Child Clinical	5	
Adult Clinical only	2	
Industrial & Organisational	13	86.7
Educational	11	73.3
Others: Social Psychology & Engineering Psychology	1	6.7

Base: all respondents ( $n = 15$ )

### Entry requirements and selection criteria

**Academic requirements.** Of the six academic requirement options provided (Table 7.2), all respondents ( $n = 15$ ; 100%) stated that graduation from the Bachelor of Psychology degree programme is a mandatory requirement for enrolment. GPA and Academic Potential Test (APT) results are requirements for registration in 14 respondents' institutions (93.3%). Of the total of 14 respondents with GPA as the admission criteria, 12 (85.7%) provided detailed information about the minimum GPA score required, as follows: most respondents ( $n = 9$ ; 75%) stated that 2.75 was the minimum score required, with three respondents (25%) indicating a minimum of 3.00. (GPA scores at universities in Indonesia range from 0.00 to 4.00.)

Table 7.2

#### *Academic Requirements for Enrolment into Indonesian Professional Psychology*

##### *Programmes*

Items	<i>f</i>	%
Bachelor of psychology (4-year)	15	100.0
GPA	14	93.3
Academic Potential Test (APT)	14	93.3
English proficiency test	12	80.0
Accreditation status of applicant's degree faculty/study programme	8	53.3
Accreditation status of applicant's degree university	4	26.7
Others:		
Thesis proposal	1	6.7

Base: all respondents ( $n=15$ )

With regard to the minimum APT score, eight of the 14 respondents (57.1%) specified the minimum expected score, as follows: 500 ( $n = 3$ ; 37.5%); 450 ( $n = 3$ ; 21.4%); and 400 ( $n = 2$ ; 14.3%). APTs commonly used in Indonesia are a version established by OTO Bappenas, an independent test institution (Koperasi Bappenas, 2016), or developed by each university. APT scores range from 200 to 800. The minimum APT score requirement for

master's degree selection generally ranges from 450 to 500 (Candra, 2012), but minimum selection pass requirements can be set by the institution or faculty (Koperasi Bappenas, 2016).

Twelve respondents (80%) stipulated evidence of English mastery as a programme enrolment requirement. Eleven respondents (91.7%) stated that TOEFL scores were used as a gauge of English proficiency, with most indicating a score of 450 as a minimum requirement ( $n = 8$ ; 72.7%), with the others specifying 425 ( $n = 2$ ; 18.2%) and 375 ( $n = 1$ ; 9.1%) as minimum acceptable scores. One respondent stated that their programme also accepts the IELTS test as an alternative to TOEFL (no information was provided on minimum required IELTS score).

In addition to the academic requirements mentioned above, one respondent (6.7%) stated that a thesis research proposal was mandatory for students registering in their professional programme.

**Non-academic requirements.** The various non-academic professional programme enrolment requirements are as follows (listed in order of most to least widely used): academic recommendation ( $n = 11$ ; 73.3%); institutional permission letter for prospective students already working ( $n = 10$ ; 66.7%); physically healthy ( $n = 7$ ; 46.7%); mentally healthy ( $n = 4$ ; 26.7%); and, experience relevant to psychological practice ( $n = 2$ ; 13.3%). The physical health indicator used by the programmes requiring it is a health certificate/recommendation issued by a doctor or other authorized institution. A mental examination report is used as a measure of mental health.

In addition to the above requirements, one respondent (6.7%) reported that his/her programme requires applicants to submit a "motivation letter" comprising reasons for choosing the programme, learning expectations and plans after graduation, and a financing

statement (in the form of a Payment Guarantee from an institution or a personal financing statement).

**Selection criteria.** Once course registration requirements are fulfilled, a selection process is conducted by the programme, with the criteria generally grouped into two clusters: academic (results of various ability/knowledge tests) and non-academic (results mostly related to a candidate's personality traits).

Of the 15 respondents who participated, 11 (73.3%) provided information about the percentage weighting for each aspect in the selection process, three (20%) did not, and the other respondent (6.7%) stated that his/her programme did not use formal weighting of aspects in the selection process. Data from the 11 respondents who used weighting were further analysed to obtain an overview of the value of academic and non-academic aspects in the selection of new students. The results are summarized in Table 7.3.

The role of academic and non-academic aspects in the process of student selection was further divided into three classifications: (a) relatively balanced, (b) academic dominance, and (c) non-academic dominance. In developing a classification, it is assumed that if the percentage value of the weighting is similar for both aspects, the programme is considered to give a relatively balanced weighting to each. Thus, a 50:50 percentage weighting is ideal. A percentage weighting difference up to 20 points is also considered relatively balanced – for example, from 55:45 to 60:40 (and vice versa). Dominant classification in certain aspects is indicated when the percentage gap is 20+ points. Table 7.4 summarises entry selection criteria weightings for the respondents' professional psychology programmes. Most respondents ( $n = 7$ , 63.6%) used a balanced weighting for academic and non-academic aspects in their selection for prospective students. This balanced weighting composition varies (Table 7.3 for details). Three respondents (27.3%) indicated that their institutions gave a more dominant weighting to academic aspects, while only one

respondent (9.1%) stated that his/her programme applied a more dominant weighting to non-academic aspects.

Table 7.3

*Weighting of Academic and Non-Academic Course Selection Aspects for Indonesian Professional Psychology Programmes*

No.	Academic Aspects (%)								Non- academic Aspects (%)			
	APT	English proficiency test	Psychological knowledge	Practice-related knowledge	Specialization test	Case analysis	Others	Sub Total	Psychological Tests (personality)	Interview	Others	Sub Total
1	10.0	10.0	10.0	10.0	5.0	5.0	X	50.0	25.0	25.0	X	50.0
2	20.0	15.0	X	X	X	X	30.0 <sup>a</sup>	65.0	X	35.0	X	35.0
3	15.0	0.0	25.0	0.0	10.0	0.0	X	50.0	25.0	25.0	X	50.0
4	20.0	30.0	10.0	10.0	10	20.0	X	100.0	0.0	0.0	X	0.0
5	20.0	20.0	20.0	X	X	X	X	60.0	20.0	20.0	X	40.0
6	30.0	20.0	X	X	X	X	20.0 <sup>b</sup>	70.0	20.0	10.0	X	30.0
7	X	X	X	X	X	X	X	0.0	75.0	25.0	X	100.0
8	10.0	X	10.0	10.0	10.0	X	X	40.0	30.0	30.0	X	60.0
9	25.0	X	25.0	X	X	X	X	50.0	20.0	30.0	X	50.0
10	6.3	6.3	8.8	11.3	8.8	8.8	X	50.0	30.0	20.0	X	50.0
11	10.0	10.0	10.0	10.0	10.0	10.0	X	60.0	10.0	30.0	X	40.0

Base:  $n = 11$  (73.33%) out of a total of 15 respondents

“X” indicates that the representative aspect was not weighted in the selection process

<sup>a</sup> Research proposal; <sup>b</sup> IQ test result



Table 7.4

*Weighting Classification of Academic and Non-Academic Entry Selection Aspects in Respondents' Professional Psychology Education Programmes*

Classification	<i>f</i>	%
Balanced	7	63.6
Academic aspects dominant	3	27.3
Non-academic aspects dominant	1	9.1
Total	11	100.0

Base:  $n = 11$  (73.3%) out of a total of 15 respondents

### **Ratio between number of accepted students and number of applicants**

This section provides information on the number of students applying for entry to professional psychology programmes and the number accepted in the 2013, 2014 and 2015 academic enrolment years. This information provides a means of calculating an admission rate: that is, a ratio of the number of students accepted by the programmes to the total number of applicants.

The data provided by the respondents in relation to their respective institutions, summarised in Table 7.5 and Table 7.6, shows that in the 2013 registration year, admission/application ratios varied between 1:3.8 (admission rate = 26%) and 1:1.1 (admission rate = 94.3%). In 2014, ratios varied between 1:6.3 (admission rate = 16%) and 1:1 (admission rate = 100%, or all enrolled students accepted). In the 2015 admission year, selection ratios varied between 1:3.9 (admission rate = 25.8%) and 1:1.2 (admission rate = 83.6%).

No significant differences were found on admission rates in the three consecutive years in universities of different status (public vs private) and in different programmes' positions within universities (under *faculty* of psychology's postgraduate department vs under *university's* postgraduate department).

### Characteristics of lecturers

This sub-section provides an overview of the number of lecturers, their highest educational qualifications, and lecturers' activities.

The number of fulltime lecturers in the respondents' programmes ranges from 13 minimum to 82 maximum. Most respondents ( $n = 11$ , 73.3%) have less than 31 lecturers in their programmes, as illustrated in Table 7.7.

Table 7.5

*Number of Applicants, Students Accepted and Admission Rate for Students Registering In Indonesian Professional Psychology Programmes in the 2013-2015 Academic Years*

NO	Admission Year											
	2013				2014				2015			
	Applied	Accepted	Admission Rate (%)	Accepted : Applied	Applied	Accepted	Admission Rate (%)	Accepted: Applied	Applied	Accepted	Admission Rate (%)	Accepted: Applied
1	200	52	26.0	1:3.8	313	50	16.0	1:6.3	244	63	25.8	1:3.9
2	332	105	31.6	1:3.2	278	98	35.3	1:2.8	261	87	33.3	1:3.0
3	101	67	66.3	1:1.5	100	66	66.0	1:1.5	100	60	60.0	1:1.7
4	31	24	77.4	1:1.3	32	22	68.8	1:1.5	43	29	67.4	1:1.5
5	53	50	94.3	1:1.1	72	43	59.7	1:1.7	55	46	83.6	1:1.2
6	98	91	92.9	1:1.1	117	103	88.0	1:1.1	119	95	79.8	1:1.3
7	75	36	48.0	1:2.1	76	39	51.3	1:1.9	88	37	42.0	1:2.4
8	93	81	87.1	1:1.1	104	85	81.7	1:1.2	99	66	66.7	1:1.5
9	34	27	79.4	1:1.3	36	36	100.0	1:1.0	39	24	61.5	1:1.6
10	32	16	50.0	1:2.0	41	26	63.4	1:1.6	54	28	51.9	1:1.9
11	112	54	48.2	1:2.1	83	44	53.0	1:1.9	98	44	44.9	1:2.2
Average			63.8	1:1.9	Average		62.1	1:2.0	Average		56.1	1:2.0

Base:  $n = 11$  (73.3%) out of a total of 15 respondents

Table 7.6

*Range of Admission Rates in 2013-2015 Admission Years in Respondents' Professional Psychology Programmes*

Admission year	Lowest (%)	Average (%)	Highest (%)
2013	1: 3.8 (26)	1: 1.9 (63.8)	1: 1.1 (94.3)
2014	1: 6.3 (16.0)	1: 1.2 (62.1)	1: 1.0 (100.0)
2015	1: 3.9 (25.8)	1: 2.0 (56.1)	1: 1.2 (83.6)

Base:  $n = 11$  (73.3%) out of a total of 15 respondents

The highest academic qualifications of fulltime academics in the professional psychology programmes are masters and doctoral level degrees. Table 7.7 shows that 52.0% of lecturers have the former, and 47.6% the latter, while just 0.5% are bachelor graduates with a non-masters professional certificate.

Table 7.7

*Characteristics of Lecturers*

Characteristics	<i>f</i>	%
Number in team		
0-30	11	73.3
31-60	3	20.0
61-90	1	6.7
Qualification		
Doctorate	204	47.6
Masters	223	52.0
Bachelor with professional certificate	2	0.5

Base: all respondents ( $n = 15$ )

To obtain information on the comparative number of lecturers and students, data on the number of lecturers in each programme was combined with the total number of students in the programme, recorded up to the second semester of the academic year 2015 (August 2016). Thirteen of 15 respondents (86.7%) provided data on the number of students actively enrolled until August 2016. Table 7.8 summarizes this information.

Table 7.8

*Total Number of Lecturers and Enrolled Students Up To the Second Semester of 2015**Academic Year*

No.	Academic Qualification of Lecturers			Number of lecturers	Number of enrolled students (2015, 2 <sup>nd</sup> semester)	Number of lecturers ( <i>all</i> qualifications) : number of enrolled students	Number of lecturers ( <i>doctoral</i> ) : number of enrolled students
	Bachelor + professional programme	Masters	Doctoral				
1	0	59	23	82	169	1:2.1	1:7.4
2	0	19	22	41	183	1:4.5	1:8.3
3	0	4	13	17	130	1:7.7	1:10.0
4	1	31	16	48	146	1:3.0	1:9.1
5	0	0	20	20	117	1:5.9	1:5.9
6	0	14	14	28	282	1:10.1	1:20.1
7	1	18	7	26	134	1:5.2	1:19.1
8	0	16	4	20	70	1:3.5	1:17.5
9	0	9	10	19	89	1:4.7	1:8.9
10	0	11	10	21	92	1:4.4	1:9.2
11	0	17	18	35	41	1:1.2	1:2.3
12	0	14	5	19	98	1:5.2	1:19.6
13	0	3	10	13	62	1:4.8	1:6.2
N	2	215	172	389	1613	1:62.0	1:143.6
Average					124.1	1:4.8	1:11.1

Base:  $n = 13$  (86.7%) out of a total of 15 respondents

From the data, it appears that the ratio of lecturers (of *all* academic qualifications levels) to students ranged from 1:1.2 (lowest) to 1:10.1 (highest), with an average ratio of 1:4.8. If the composition of ratios is calculated based only on the number of lecturers with a *doctoral* qualification (referring to the Indonesian government regulations, which stipulate that all lecturers in the masters programme should hold qualifications at doctoral level), the lowest ratio of lecturers to students is 1: 2.3 and the highest 1: 20.1, with the average being 1:

11.1. The way in which scores are distributed is important in classifying programmes in terms of the lecturer/student ratio. Table 7.9 provides this information.

Table 7.9

*Number of Students per Lecturer in the Indonesian Professional Psychology Programmes*

Number of students taught by one lecturer	Number of lecturers with <i>all</i> academic qualifications		Number of lecturers with a <i>doctoral</i> qualification	
	<i>f</i>	%	<i>f</i>	%
1.00- 4.99	8	61.5	1	7.7
5.00-8.99	4	30.8	5	38.5
9.00-12.99	1	7.7	3	23.1
>13.00	0	0.0	4	30.8
N	13	100.0	13	100.0

Base:  $n = 13$  (86.7%) of a total of 15 respondents

The proportion of lecturers and students in the professional programmes resides mostly in the ratio group of 1: 4.99 ( $n = 8$ , 61.5%), for lecturers with *all* educational qualifications. With only *doctoral*-level lecturers (as per Indonesian government requirements), the ratio of lecturers to students are mostly clustered in the 1: 5.00-8.99 group ( $n = 5$ ; 38.5%). However, it should be noted that four respondents (30.8%) indicated that their institutions have a high ratio of lecturers and students, in the range of more than thirteen students per lecturer.

A Mann-Whitney U tests showed that no significant differences were found on the number of students handled per lecturer regardless of university status (public vs private) or different programmes' positions within universities (under faculty of psychology vs under university's postgraduate department). The number of students handled per lecturer did not differ significantly in the public (*Mean Rank* = 4.00,  $n = 2$ ) and private programmes (*Mean Rank* = 7.55,  $n = 11$ ),  $U = 5.00$ ,  $z = -1.18$  (corrected for ties),  $p = .236$ , two-tailed. The number also did not differ significantly in the programmes under faculty level (*Mean Rank* =

6.44,  $n = 9$ ) and under postgraduate department ( $Mean Rank = 8.25$ ,  $n = 4$ ),  $U = 13.00$ ,  $z = -.77$  (corrected for ties),  $p = .440$ , two-tailed.

Generally, lecturers' activities can be divided into three categories: (a) teaching, (b) conducting research, and (c) delivering community services. In the questionnaire, these three activities were broken down into seven activities, namely: (a) teaching, (b) supervision, (c) conducting research, (d) provision of psychological services, (e) conducting applied psychology activities (including in the area of personnel selection), (f) management/administrative activities, and (g) other activities. Table 7.10 presents data on the lecturers' activities within their professional psychology programmes.

Table 7.10

*Lecturers' Work Activities in Professional Psychology Programmes Based On Average Time Allocation (Hours/Week)*

Lecturers' Activities	Average allocation time (hours/week)	%
Teaching	13.5	32.9
Supervision	6.8	16.6
Management/administrative tasks (including meetings)	6.0	14.7
Research	5.7	13.9
Psychological services delivery	4.8	11.7
Applied psychology (personnel selection, I/O consultation, etc.)	4.2	10.2
Total	41.1	100.0

Base: 13 respondents (86.7%) of a total of 15 respondents

Teaching is the activity that consumes the most time allocation of lecturer work time per week, which is with the average time that reaches 13.5 hours/week (32.9% of the total work hours/week). One respondent proposed one additional type of activity in addition to the alternative answers provided in the questionnaire; that is, activities related to professional and personal development, with an average allocation of time over six hours per week.

The application of the scientist-practitioner model (the model of choice of the Indonesian National Accreditation Body) requires the provision of activities related to the integration of psychological theory and practice within programme. Table 7.11 summarizes data on the integration activities performed by lecturers in the Indonesian programmes.

Table 7.11

*Integration of Psychological Theory and Practice Conducted By Academics in Indonesian Professional Psychology Programmes*

Types of integration activities	<i>f</i>	%
Attendance to relevant conference/seminar	13	100.0
Use of scientifically based assessment techniques	12	92.3
Use of scientifically based intervention techniques	12	92.3
Use of scientific references	11	84.6
Conducting intervention evaluation research	8	61.5

Base:  $n = 13$  (86.7%) of a total of 15 respondents

Further, an overview of the dissemination activities of research results and psychological practices of teaching staff, as another requirement of the use of the scientist-practitioner model, are summarized in Table 7.12.

Table 7.12

*Dissemination of Research Results and Psychological Practices by Professional Psychology Programme Faculty Members*

Types of dissemination activities	<i>f</i>	%
Scientific publication	11	84.6
Consulting with other health care professionals on the application of psychological science knowledge to patient care	11	84.6
Disseminating digestible scientific information to the lay public	7	53.9
Developing evidence-based, practically applicable treatment manuals	4	30.8

Base:  $n = 13$  (86.7%) of a total of 15 respondents

### Characteristics of graduates

**Total number of graduates.** The highest number of alumni produced by the professional psychology programmes from their inception until the end of the quantitative data collection period (September to December 2016) is reported as 1240 graduates. The smallest number of alumni produced by a programme was 75. The following Table 7.13 displays information on the total number of graduates as reported by 12 respondents.

Table 7.13

*Total Number of Graduates from Indonesian Professional Psychology Programmes from Inception to December 2016*

No .	Total number of graduates	Range	<i>f</i> in range	% in range
1	75	75 – 475	8	66.7
2	75			
3	88			
4	94			
5	142			
6	154			
7	185			
8	245			
9	486	476 – 875	3	25.0
10	491			
11	572			
12	1240	876 – 1275	1	8.3

Base:  $n = 12$  (80%) out of a total of 15 respondents

Table 7.13 shows that most respondents ( $n = 8$ ; 66.7%) reported a total number of alumni of fewer than 475 (245 is the maximum number in this category). Three respondents' (25%) total programme graduates ranged from 486 to 572 graduates, while one respondent (8.3%) reported a total alumni of 1240.

**Study time average.** For the 2013 graduation year, the average study time of graduates from the professional psychology programmes is 38.6 months, with the minimum study time set at 24 months and a maximum of 48 months. The shortest study time average is



25.1 months and the longest 71.7 months. Information on study time averages for 2013-2015 graduation years are available in Table 7.14.

Table 7.14

*The Average Study Time of Graduates in 2013-2015 Graduation Years*

Graduation year	N	Average study time in months		
		Shortest	Average	Longest
2013	11	25.1	38.6	71.7
2014	7	30	39.7	66.8
2015	7	28	36.6	54.0

Base:  $n = 7$  (46.7%) out of 15 respondents

Note: minimum study time is set for 24 months and a maximum of 48 months

Statistical analysis utilising Mann-Whitney U tests indicated that no significant differences were found on study time average of students in the three academic years regardless of university status (public vs private) or different programmes' position within universities (under *faculty* of psychology vs under *university's* postgraduate department).

**Types of graduate jobs in the 2013-2015 graduation year.** Of the total of 15 respondents, seven (46.7%) provided data related to the types of jobs graduates have obtained. One respondent (6.7%) stated that they had never conducted a tracking study and seven respondents (46.7%) did not give an answer. An overview of the types of occupations held by graduates from the professional psychology programmes is summarized in Table 7.15.

The survey also helped to identify the main areas of employment for most graduates. Of the seven respondents (46.7%) who provided data related to work after graduation, five (33.3%) gave further information about job fields that absorbed the most graduates. The two remaining respondents stated that the requested information had not been recorded and no related tracking studies had been conducted.

Table 7.15

*Job Fields of Graduates from Professional Psychology Programmes for 2013 Graduation**Year*

Job Fields	N	%
HRD (I/O)	6	85.7
Private practice	5	71.4
Academic (university)	4	57.1
Other educational institutions (schools, training centres)	4	57.1
Hospitals (including primary health care)	4	57.1
Governmental office (except academics in public universities)	1	14.3

Base:  $n = 7$  (46.7%) out of a total of 15 respondents

Table 7.16 provides a summary of employment areas in which most professional programme graduates find work.

Table 7.16

*Job Areas That Absorb Most Graduates*

Job areas	<i>f</i>	%
HRD (I/O)	2	40.0
Private practice	2	40.0
Academics	2	40.0
Other educational institutions (schools, training centres)	1	20.0

Base:  $n = 5$  (33.3%) out of a total of 15 professional programmes**Academic and non-academic/supporting facilities**

Of all the academic facilities listed in the survey (see Table 7.17), classrooms, libraries, and a set of assessment tools for the purposes of psychological diagnosis were most commonly indicated as available by respondents ( $n = 15$ ; 100%). In terms of the various supporting facilities, all respondents ( $n = 15$ ; 100%) stated that their programmes provided bathrooms, canteen, a parking lot, and prayer rooms. Fourteen respondents (93.3%) stated that health clinics were available in their programmes. A mini market was declared available

by 11 respondents (73.3%) and career unit for students by 10 (66.7%). A kitchen was available in 10 respondents' institutions (66.7%). A total of nine respondents (60%) stated that their programmes provided sports facilities for students and a dining room for lecturers/staff. Non-psychological consultation services were available in eight respondents' institutions (53.3%), which included legal services and student counselling. A total of five respondents (33.3%) indicated the availability of a student dormitory for students. Special support facilities for the physically handicapped students were provided by four respondents' institutions (26.7%), and the same number of playgrounds or preschool facilities. Finally, three respondents (20%) stated that day-care was available on campus.

Table 7.17

*Academic Facilities Provided By Indonesian Professional Psychology Programmes*

Academic Facilities	<i>f</i>	%
Classrooms; libraries; psychological assessment tools	15	100.0
Psychology laboratory; internet connection in all programme areas	14	93.3
Reading room; psychology clinic; student practice room; practicum room	13	86.7
Study room equipped with audio-visual equipment	12	80.0
Computer laboratory; discussion rooms	10	66.7
Internet lounge	9	60.0

Base:  $n = 15$  (100%)

**Curriculum Characteristics of Indonesian Professional Psychology Programmes**

Descriptions of the characteristics of curricula in Indonesian professional psychology programmes are presented under several headings according to the curriculum components that serve as a framework in this study (see Chapter 4), namely: programme objectives; learning content; teaching/ learning methods; and, evaluation.

**Programme objectives**

Respondents' answers to open-ended items related to the curriculum characteristics of their programme were analysed qualitatively, the result being the discovery of several relevant themes. Two main themes emerged in relation to the programmes' objectives: the main purpose of producing psychologists with a set of defined qualities and institutional objectives. Each theme consists of several underpinning sub-themes.

Firstly, the main objective according to respondents is to produce practising psychologists with the following qualities: (a) the possession of a set of skills expected of a psychologist (including the ability to conduct psychological assessment, psychological intervention, research, and mastery of psychological practice skills at the individual, group, and organisational levels; (b) mastery of psychological knowledge and theories (for example, theories of psychological assessment and intervention); (c) possessing a set of required personal characteristics, such as being professional, maintaining an ethical code of conduct, and practising scientifically. Table 7.18 summarizes themes and sub-themes related to the first programme objective.

Data presented in Table 7.18 show that not many Indonesian programmes express explicitly their objectives in relation to the development of students' competence in assessment, intervention, and research, despite them being commonly regarded as the three important roles of psychologists.

Further emergent themes related to professional programme objectives are classified under the title of institutional objectives, which include institutional capabilities in: (a) organizing educational activities; (b) managing and developing research, and disseminating research results; (c) managing community service activities, including the provision of needed psychological services; and (d) furthering institutional cooperation. A detailed presentation of these further emerging themes are presented in Table 7.19.

Table 7.18

*Emergent Themes on the Statement of Objectives of Indonesian Professional Psychology Programmes: Graduates' Competencies (Skills, Knowledge, and Attitudes)*

Themes and sub-themes	<i>f</i>	%
Skills		
Psychological assessment (including diagnosis)	7	46.7
Research (including publication of research)	7	46.7
Psychological intervention	6	40.0
Psychological services delivery within three levels of society: individual, group, and system/organisation level	5	33.3
Consultation and communication	3	20.0
Curative and preventive services	2	13.3
Relationship & cooperation with other professionals	2	13.3
Knowledge		
Mastery of foundational psychological theories: psychological assessment and intervention	6	40.0
Attitudes		
Professional	6	40.0
Responsive to society needs	6	40.0
Religious; having faith in God and guided by values of his/her religion	5	33.3
Integrity	4	26.7
Competent/reliable	3	20.0
Respectful of human values	3	20.0
Hold respect for values and Indonesian culture	3	20.0
Competitive	3	20.0
Scientific	2	13.3

Base: all respondents ( $n = 15$ )

In formulating objectives, guidelines used by these professional programmes include the following components: institutional internal decisions ( $n = 12$ ; 85.7%), such as university or faculty vision and mission, or expressions related to their institutional strategic development plan; regulations from relevant associations ( $n = 10$ ; 71.4%); regulations from HIMPSI ( $n = 7$ ; 50%); government regulations ( $n = 6$ ; 42.9%); needs of society ( $n = 4$ ; 28.6%); users' requests ( $n = 4$ ; 28.6%); stakeholders' requests ( $n = 2$ ; 14.3%); and, others including feedback from lecturers and students ( $n = 2$ ; 14.3%).

Table 7.19

*Emergent Themes on the Aims of Indonesian Professional Psychology Programmes:*

*Institutional Objectives*

Themes and Sub-themes	<i>f</i>	%
Research: Conducting, organizing and developing research	8	53.3
Organisation of educational processes		
Implementing procedures/rules/regulations/educational systems that ensure quality of education	4	26.7
Creating a positive learning environment	3	20.0
Managing psychological services, including community-based services	7	46.7
Establishing and developing institutional cooperation	2	13.3

Base: all respondents ( $n = 15$ )

**Training model(s) applied and learning content provided**

**Training model.** All respondents ( $n = 15$ ; 100%) stated the use of the scientist-practitioner training model in their programmes. At the same time, four respondents (26.7%) mentioned using competency-based models in their programmes; two (13.3%) also mentioned the use of the practitioner-oriented model; and one respondent (6.7%) stated that a scientist-oriented model is used in his/her programme. No respondent mentioned the use of training models other than those provided in the options. In the questionnaire, respondents were able to select more than one training model deemed applicable in their professional programmes, and were given the opportunity to list other training models not included in the options.

Description of the training models used in the Indonesian context was also identified through the completion of Section 2 of the Programme Director's Questionnaire utilized in this study. This measurement tool consists of 77 items classified into five groups of training model characteristics as identified through review of the literature in the area of professional psychology education (see Chapter 3). Content-based models classify training models based

on the relative degree of emphasis on science components (including research) and practice components. Training models are seen as a continuum bookended by science/research and practice components. The more a programme emphasizes the components of practice rather than the science component, the more it is said to apply the practitioner model (Korman, 1974). In its development, the practitioner model is further developed into two prominent models: the practitioner-scholar (Ellis, 1992; Rodolfa, Kaslow, et al., 2005) and local-clinical scientist (Bell & Hausman, 2014) models. In contrast, programmes that emphasize the science/research component over the practice component are said to implement a clinical-science model (McFall, 2006). Lastly, the scientist-practitioner model emphasizes both components to the same degree and demands the application of integration activities between science and practice in the education of professional psychologists (Belar & Perry, 1992). Without integration activities, a programme does not qualify for inclusion in the scientist-practitioner model category. Recent developments related to training models in professional education in psychology add a competency-based model as an alternative that can be used by professional programmes. Items in Section 2 of the Programme Director's Questionnaire were grouped on the basis of the main characteristics that determine training model classifications. These are: Science characteristic, Practice, Integration of science and practice, Local-clinical scientist, and Competency characteristics (Ningdyah, Greenwood, & Kidd, 2018).

The Programme Director's Questionnaire was distributed to all 19 programme directors. As previously mentioned, by the end of the data collection period, a total of 15 questionnaires had been returned, equating to a response rate of 78.95%. All questionnaires were valid and were analysed further. The results of Cronbach's alpha calculations on the five component characteristics of training models show the range of reliability from .64 (Science characteristics) to .91 (Practice characteristics). The item selection process

eliminated items that provided increased Cronbach's alpha after deletion and those with a degree of correlation between items that was either negative or very low. The item selection resulted in the Cronbach's alpha coefficients for each group increasing, with the lowest being .76 (Science characteristic group) and the highest .93 (Practice characteristic group). The item selection process produced a total of 52 items to identify training model characteristics in the Indonesian professional psychology programmes. These 52 items were used in the subsequent data analysis (Ningdyah et al., 2018).

Factor analysis is inappropriate to be applied to the items due to the relatively small number of respondents ( $n = 15$ ) compared to the total number of items ( $n = 52$ ). Thus, the grouping of items into five clusters of training model characteristics is based on the theoretical conception and logical analysis arrived at after several literature reviews, as presented in Chapter 3.

The normality assumption test shows that the data for the study sample is not normally distributed, leading to the decision to employ non-parametric statistical analyses. Missing data items were relatively few (only 1 out of a total of 52 items occurring in 1 of a total of 15 participating respondents), and were therefore overcome with the listwise deletion/case deletion technique. With a total resulting usable sample reaching 93.3%, it is estimated that the listwise deletion procedure still generates unbiased parameter estimates (Karanja, Zaveri, & Ahmed, 2013).

Table 7.20 provides information about means of the characteristics of the five training models used in the Indonesian professional psychology programmes.

A Wilcoxon signed rank test indicated several significant differences between means of the training model characteristics. First, in the programmes studied, the characteristic of Science is applied to a significantly higher degree than that of Practice,  $T = 18.0$ ,  $z = -2.17$  (corrected for ties),  $N - \text{Ties} = 14$ ,  $p = .03$ , two-tailed.



Table 7.20

*Means of Training Model Characteristics of the Indonesian Professional Psychology Programmes*

	*Practice	Science	Integration of science and practice	Local clinical scientist	Competency-based
Mean	3.91	4.21	4.32	4.27	3.77
Std. Deviation	.49	.51	.44	.55	.96

Base: all respondents ( $n = 15$ ); \*( $n = 14$ )

Relative to their Practice means, eleven participants regarded Science as a characteristic applied to a higher degree, where at the same time only three participants rated that characteristic as lower. No participants reported that the Science characteristic applied to the same degree as the Practice one.

Second, the Science and Practice Integration characteristic is applied to a significantly higher degree than the Practice characteristic in the Indonesian programmes,  $T = 3.0$ ,  $z = -3.11$  (corrected for ties),  $N - \text{Ties} = 14$ ,  $p = .002$ , two-tailed. Relative to their Practice means, thirteen participants regarded Integration of the Science and Practice characteristic as applying to a higher degree, while at the same time only one participant rated it as lower. None of the participants reported that the characteristic of Science and Practice Integration applied to the same degree as the Practice characteristic.

Third, the Local clinical scientist characteristic is applied to a significantly higher degree than the Practice characteristic in the programmes,  $T = 4.0$ ,  $z = -2.90$  (corrected for ties),  $N - \text{Ties} = 13$ ,  $p = .004$ , two-tailed. Relative to their Practice means, eleven participants regarded Local clinical scientist characteristic as applying to a higher degree, while only two participants rated it as lower. One participant reported the Local clinical scientist characteristic as applying to the same degree as the Practice characteristic.

Fourth, the characteristic of Science and Practice Integration is applied to a significantly higher degree than the Competency characteristic in the programmes,  $T = 11.0$ ,  $z = -2.41$  (corrected for ties),  $N - \text{Ties} = 14$ ,  $p = .016$ , two-tailed. Relative to their Competency means, ten participants regarded the Integration of the Science and Practice characteristic as applying to a higher degree, while only three participants rated it as lower. Two participants reported that the characteristics of Science and Practice Integration apply to the same degree as the characteristic of Competence in their programmes.

Lastly, the Local Clinical Scientist characteristic is applied to a significantly higher degree in the programmes than the Competency characteristic,  $T = 11.0$ ,  $z = -2.42$  (corrected for ties),  $N - \text{Ties} = 13$ ,  $p = .016$ , two-tailed. Relative to their Competency means, nine participants regarded this characteristic as applying to a higher degree, while only four participants rated it as lower. Two participants reported that the Local clinical scientist characteristic applied to the same degree as the Competence characteristic.

The above description on the comparison of means in training model characteristics shows that the Practice characteristic is rated by respondents as applying to a significantly lower degree than those of the Science, Integration of Science and Practice, and Local Clinical Scientist characteristic. Further, the Competency characteristic is rated as applying to a significantly lower degree than those of Integration of Science and Practice and the Local clinical scientist.

A Mann-Whitney U test was further utilized to examine whether there were significant differences in the means of training model characteristics between programmes of public (state-owned) universities and those of private universities. Table 7.21 provides information on means of the training model characteristics across different university status.

Table 7.21

*Means of Training Models Characteristics across Different Status of University Hosting Professional Psychology Programmes*

		Practice	Science	Integration of science and practice	Local clinical scientist	Competency- based
Public	Mean	3.66	4.13	4.15	4.08	3.15
( <i>n</i> = 4)	SD	.49	.48	.54	.32	.99
Private	Mean	4.00	4.28	4.43	4.40	4.02
( <i>n</i> = 11)	SD	.48	.55	.39	.60	.92

Base: all respondents (*n* = 15)

A Mann-Whitney U test indicated that the mean of each training model characteristic did not differ significantly between the public and private programmes (Table 7.22).

A Mann-Whitney U test was also used to examine whether there were differences in the means of training model characteristics in relation to the programme's position in the university structure. Data on the structural position of the Indonesian professional programmes within the university scheme (page 191 of this chapter refers) positions the programmes in one of two groups: under direct management at the faculty level or at the post-graduate department at university level. Bearing this information in mind, the following statistical analysis aims to answer this question: Do programmes managed under the faculty structure apply a different degree of training model characteristics from those managed under the university structure? Means of training models characteristics for both clusters are provided in Table 7.23.

A Mann-Whitney U test indicated that there were no significant differences in the training model characteristics between programmes positioned under faculty level and those under post-graduate university level (Table 7.24).

Table 7.22

*Mann-Whitney U Test Results on the Differences between Means of Training Model**Characteristics across Different University Status*

Training Model Characteristic	Mean rank		Sum of ranks		Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
	Public	Private	Public	Private				
Practice <sup>a</sup>	5.25	8.40	21.00	84.00	11.00	1.274	.203	.240 <sup>b</sup>
Science	7.75	8.09	31.00	89.00	21.00	.132	.895	.949 <sup>b</sup>
Integration of science and practice	6.38	8.59	25.50	94.50	15.50	.853	.394	.412 <sup>b</sup>
Local clinical scientist	6.63	8.50	26.50	93.50	16.50	.742	.458	.489 <sup>b</sup>
Competency	5.13	9.05	20.50	99.50	10.50	1.511	.131	.138 <sup>b</sup>

Base: *n* Public universities = 4; *n* Private universities = 11<sup>a</sup> *n* Public universities = 4; *n* Private universities = 10<sup>b</sup> Not corrected for ties

Table 7.23

*Means of Training Models Characteristics across Different Programmes' Positions within the University Structure*

		Practice	Science	Integration of science and practice	Local clinical scientist	Competency-based
University level ( <i>n</i> = 4)	Mean	4.08	4.33	4.43	4.42	3.85
	SD	.53	.61	.42	.79	1.20
Faculty level ( <i>n</i> = 11)	Mean	3.83	4.20	4.31	4.27	3.74
	SD	.48	.51	.46	.47	.97

Base: all respondents (*n* = 15)

The Mann-Whitney U test calculations show that significant differences related to training model characteristics between public and private universities, as well as those between different levels of management (whether programmes are managed under the faculty or university level of postgraduate education) were not found. In other words, there is no relationship between the differences in training model characteristics and the status of

programmes (public or private) or the programmes' position (under the faculty or university level of management).

Table 7.24

*Mann-Whitney U Test Results on the Differences between Means of Training Model*

*Characteristics across Different Programmes' Position within University Structure*

Training model characteristic	Mean rank		Sum of ranks		Mann-Whitney U	Z	Asymp. Sig. (2-tailed)	Exact sig. [2*(1-tailed Sig.)]
	Under faculty	Under postgrad. Dept.	Under faculty	Under postgrad. Dept.				
Practice <sup>a</sup>	6.70	9.50	67.00	38.00	12.00	-1.133	.257	.304 <sup>b</sup>
Science	7.73	8.75	85.00	35.00	19.00	-.396	.692	.753 <sup>b</sup>
Integration of science and practice	7.64	9.00	84.00	36.00	18.00	-.525	.600	.661 <sup>b</sup>
Local clinical scientist	7.55	9.25	83.00	37.00	17.00	-.674	.500	.571 <sup>b</sup>
Competency	7.73	8.75	85.00	35.00	19.00	-.394	.693	.753 <sup>b</sup>

Base:  $n$  Under faculty = 11;  $n$  Under postgrad. Dept. = 4

<sup>a</sup>  $n$  Under faculty = 10;  $n$  Under postgrad. Dept. = 4

<sup>b</sup> Not corrected for ties

**Guidelines in the development of learning content.** Guidelines used by the Indonesian programmes in developing learning content involve the following: regulations from relevant association ( $n = 14$ ; 93.3%), in the form of a Mutual Decree on the curriculum of the Masters professional psychology programmes; regulations from HIMPSI ( $n = 11$ ; 73.3%) regarding the core curriculum of the professional psychology programmes; institutional internal decisions ( $n = 10$ ; 66.7%), inclusion of rector's decisions, dean's decree, official institutional documents concerning statements of unique or distinctive curriculum (Islamic psychology being one example), internal agreements, or documents relating to institutional strategic plans; government regulations ( $n = 9$ ; 60%); stakeholders' requests ( $n = 5$ ; 33.3%); users' requests ( $n = 3$ ; 20%); information on the needs of society ( $n = 2$ ; 13.3%); and, others as per relevant information from O\*NET Online ( $n = 1$ ; 6.7%).

**Learning content and content delivery sequences.** Data related to the distribution of courses in each semester of the programmes show that nine programmes (60%) apply a four-semester or two-year course duration and four programmes (26.7%) follow a 5-semester or 2.5-year course duration. The latest arrangement is in accordance with the AP2TPI agreement reached in the 2015 colloquium (Andik Matulesy, personal communication, 2017). Of the total respondents ( $n = 15$ ), two (13.3%) did not specify the content distribution within each semester; thus, for these programmes, little is known regarding the minimum study time to complete the degree.

Regardless of the study duration, there are similarities across 14 programmes (93.3%) in the arrangement of courses. In the first year of the programme (semester one to two, or up to semester three in the programmes applying a five-semester study period), foundational courses both for the science/research component and practice component are provided (a full list of these foundational courses are presented in Table 7.25). Subsequently, content related to a more advanced level of practice components, covering both psychological assessment and intervention, is then presented to students. The advanced subjects lead to the application of theory and practice of psychological assessment and intervention in the respective fields of specialization offered within programmes. For example, psychological assessment in the educational settings, assessment of psychopathology, psychological intervention in the industrial/organisational setting, and intervention in the clinical setting. Further, the last year of the programme comprises supervised practice (internship) and completion of thesis research and thesis writing. Internship opportunities are provided by the programme, starting from semester 2 ( $n = 3$ , 23.1%), semester 3 ( $n = 9$ , 69.2%), or even in semester 4 ( $n = 1$ ; 7.7%) for programmes that apply a 5-semester study period. A total of two respondents (13.3%) did not specify the courses in each semester so it is not known in these instances

when the internship is provided to students. Details related to internship management is provided in the Teaching and Learning section.

Table 7.25

*Learning Content Provided Early in Programme: Theoretical/Science Foundations and Foundations of Practice*

Subjects	<i>f</i>	%
1. Qualitative research methods	15	100.0
2. Philosophy subjects: Philosophy of knowledge; Philosophy of humankind (considers the meaning and value of human nature and existence).	15	100.0
3. Statistics: advanced statistics; applied statistics; statistics for psychology; multivariate statistics	15	100.0
4. Foundations of psychological assessment: observation; interview; non-test techniques	15	100.0
5. Psychological assessment and diagnostics; foundation of psychological diagnostics; psychological tests	15	100.0
6. Foundations of psychological interventions	15	100.0
7. Thesis	15	100.0
8. Quantitative research methods	14	93.3
9. Construction and development of measuring instruments; measuring instruments in psychology; psychological tests development	14	93.3
10. Ethics	13	86.7
11. Psychopathology (clinical psychology specialization only)	10	66.7
12. Research methods (general)	1	6.7
13. Advanced research methods	1	6.7

Base: all respondents ( $n = 15$ )

One programme (6.7%) differs slightly from the other 14 respondents in the application of content sequence, which is by conducting the basic courses of practice in the first semester followed by internship and, subsequently, providing science/research subjects in the 3<sup>rd</sup> semester as a foundation for students' research and thesis writing in the 4<sup>th</sup> semester. In both types of arrangements, the principle is the same: foundational knowledge for science/research and the practice component is completed before the thesis research and supervised practice (in the form of internship), respectively.

Data on the list of foundational courses, psychological assessment and intervention subjects, the provision of internship and thesis writing in the programmes, including courses total units, show a high degree of similarity with curriculum guidelines authorised by HIMPSI and the AP2TPI (see Chapter 5).

The programmes also offer some additional courses that may be either elective or compulsory, and are diverse in nature between programmes. Additional courses appeared in several programmes and include, for example, neuropsychology; education for special needs children; and, scientific literature and studies on I/O psychology. Other additional courses are available for each specialisation offered in the programmes.

Uniquely, some programmes ( $n = 3$ , 20%) include a preparation classes/matriculation course in which teaching and learning activities are provided outside the formal term. Such courses take place before students enter Semester 1 or during Semester 1, and generally include learning content related to foundational knowledge of psychological tests (theory, mode of administration, scoring, and interpretation) and some preliminary theories on psychological intervention.

**Scientific vs practice component in the learning content.** Data on the comparison between science/research and practice content, along with the relative percentage weighting of the time allotted to the two components (Table 7.26 and Figure 7.1 refer) show that the majority of respondents ( $n = 10$ ; 66.7%) indicated that the practice component dominated the learning content in their programmes. Five respondents (33.3%) stated that their programmes are relatively balanced in terms of the science/research and practice components. No respondent stated that his/her programme emphasized science/research content over the practice component.

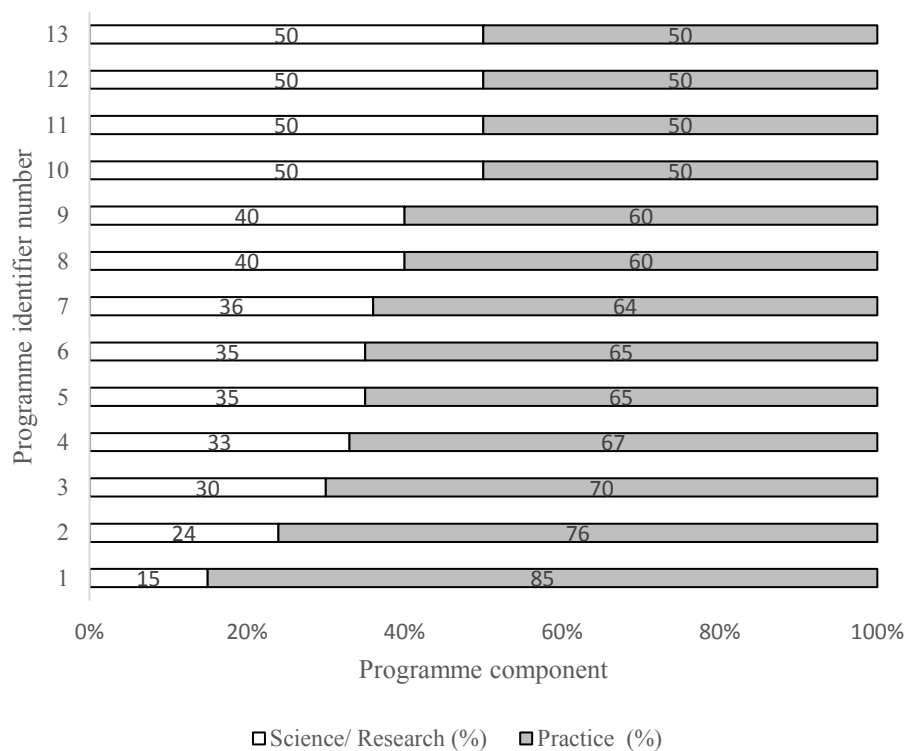


Table 7.26

*Comparison of Science/Research and Practice Components in the Learning Content of the Professional Psychology Programmes As **Stated** By Respondents*

Classification of weight	<i>f</i>	%
Practice dominance	10	66.7
Balanced orientation	5	33.3
Science/research dominance	0	0.0
TOTAL	15	100.0

Base: all respondents ( $n = 15$ )



*Figure 7.1. Actual percentage of science/research and practice component in the Indonesian professional psychology programmes.*

Information regarding the actual percentage weighting for both learning content components is further classified in terms of a dominant science orientation, a dominant practice orientation, and a relatively balanced orientation regarding the science and practice

components. The criterion used to make the classification is the weighting difference between the components of practice and science/research. As a benchmark, a 50:50 ratio is considered a standard composition that shows a balanced emphasis between the two aspects. In this study, a range up to 60:40 (and down to 40:60) is still considered a balanced composition. A 20+ percentage-point gap between the two components is considered a significant difference. Applying this criterion, the proportion of science vs practice components in the learning content of the programmes is presented in Table 7.27.

Table 7.27

*The Proportion of Science/Research and Practice Components in the Learning Content of the Professional Psychology Programmes Based On **Actual** Percentage Data*

Classification of weight	<i>f</i>	%
Practice dominance	7	53.9
Balanced-orientation	6	46.2
Science/research dominance	0	0.0
Total	13	100.0

Base:  $n = 13$  (86.7%)

### **Learning content required for the implementation of specific training models.**

Some training models require the provision of compulsory content that supports the application of the model. The scientist-practitioner and local-clinical scientist models explicitly mention this requirement. The following is a description of the availability of required course materials for both training models, beginning with a description of mandatory content for the scientist-practitioner model.

The scientist-practitioner model requires the provision of some content related to psychological knowledge/theories and practice-related content. The availability of such required content in Indonesian professional psychology programmes is presented in Table 7.28. Some of the content is covered in undergraduate education, while some is provided during the master's professional psychology education.

Data in Table 7.28 show that, in general, all learning content required for the implementation of the scientist-practitioner model is provided by most professional programmes in Indonesia (mandatory content items 1 to 25 are declared to be available by at least 10 respondents or 66.7%). Foundational knowledge (items 1 to 11) is covered in all respondents' institutions ( $n = 15$ ; 100%).

Subjects related to theoretical and/or basic knowledge of psychology, such as Normal and Abnormal Behaviour, Human Development, Research Methodology, Statistics, Psychological Measurements and other subjects represented in content items 1 to 7 are generally available at undergraduate level (that is, in most undergraduate programmes with  $n = 14$  or 93.3%, with the lowest instance being  $n = 12$  or 80.0%). These basic knowledge items are covered further at the master's level, especially those related to research design and statistics (item numbers 4 and 5 were available at the master's level in 100% of respondents' programmes).

The respondents indicate that several content items related to the development of psychological skills are provided from undergraduate level onwards. Interview Techniques are provided in 12 respondents' institutions (80%), and Psychological Assessment and Consultation in eight (53.3%). However, it is apparent from the data that more advanced practice knowledge, such as Intervention Procedure, Building a Conceptual Case Conception, and Evaluation of Psychological Service Procedures, are mostly given at the master's level.

In addition to the didactic content described, the scientist-practitioner model also requires that some experiential content be delivered to students. The experiential component of the learning content and its availability in the professional programmes are presented in Table 7.29.

Table 7.28

*Distribution of Didactic Content Supporting the Implementation of the Scientist-Practitioner Model in Indonesian Professional Psychology Education*

Subject areas	<i>f</i>	%	Undergraduate		Masters	
			<i>f</i>	%	<i>f</i>	%
1. Normal and abnormal behaviour	15	100.0	14	93.3	14	93.3
2. Life-span development	15	100.0	13	86.7	9	60.0
3. Ethical code of conduct, including <i>scientific ethics</i>	15	100.0	13	86.7	15	100.0
4. Research design and methodology	15	100.0	14	93.3	15	100.0
5. Statistics	15	100.0	14	93.3	15	100.0
6. Psychological measurement	15	100.0	14	93.3	14	100.0
7. Interviewing techniques	15	100.0	12	80.0	14	93.3
8. Consultation skills	15	100.0	8	53.3	15	100.0
9. Evidence-based assessment procedures	15	100.0	8	53.3	15	100.0
10. Evidence-based interventions	15	100.0	6	40.0	15	100.0
11. Training	15	100.0	8	53.3	15	100.0
12. Communication skills	14	93.3	11	73.3	12	80.0
13. Case/problem conceptualization grounded in evidence-based assessment procedures and the scientific literature	14	93.3	4	26.7	14	93.3
14. Informed consent	14	93.3	9	60.0	14	93.3
15. Iatrogenic issues	14	93.3	9	60.0	13	86.7
16. Ethical, legal and professional mandates to consider scientific evidence when choosing assessments and interventions	14	93.3	5	33.3	14	93.3
17. Socialization into the professional practice of psychology (e.g., registration & active involvement)	14	93.3	4	26.7	14	93.3
18. Evaluation of new procedures	14	93.3	1	6.7	14	93.3
19. Evaluation of service programmes	14	93.3	1	6.7	14	93.3
20. Integration of practice and theory	14	93.3	4	26.7	14	93.3
21. The impact of the personal characteristics of the scientist-practitioner in professional interactions	13	86.7	7	46.7	13	86.7
22. The implications of cultural and ethnic factors, and importance of individual differences	13	86.7	8	53.3	12	80.0
23. Knowledge of a wide range of individual differences (e.g., ethnicity, gender, age, culture, religion, race and lifestyle)	11	73.3	11	73.3	5	33.3
24. Education in supervision	11	73.3	2	13.3	11	73.3
25. Education in other forms of instruction	10	66.7	5	33.3	8	53.3

Base: all respondents (*n* = 15)

Table 7.29

*Distribution of Experiential Content Supporting the Implementation of the Scientist-Practitioner Model in Indonesian Professional Psychology Education*

#	Experiential content areas	<i>f</i>	%	Undergraduate		Masters	
				<i>f</i>	%	<i>f</i>	%
1	Thesis	15	100.0	15	100.0	15	100.0
2	The systematic application of knowledge from scientific domains in individual practice	15	100.0	3	20.0	15	100.0
3	The systematic application of knowledge from scientific domains in group practice	15	100.0	4	26.7	15	100.0
4	The systematic application of knowledge from scientific domains in organisational practice	15	100.0	0	0.0	15	100.0
5	Experiential content in assessment	15	100.0	6	40.0	15	100.0
6	Experiential content in intervention	15	100.0	0	0.0	15	100.0
7	Experiential content in consultation	15	100.0	4	26.7	15	100.0
8	Issues of ethical responsibility	15	100.0	6	40.0	15	100.0
9	Intensive supervised practice experience	15	100.0	0	0.0	15	100.0
10	Integration of the two components of research and practice	14	93.3	1	6.7	14	93.3
11	The systematic collection of information in case conceptualization	14	93.3	1	6.7	14	93.3
12	The process of critical thinking, hypothesis testing, and other elements of the scientific method	14	93.3	3	20.0	14	93.3
13	Experiential content in problem formulation	14	93.3	1	6.7	14	93.3
14	Issues of social responsibility	13	86.7	2	13.3	13	86.7
15	Direct specific action on issues related to individual differences including cross-cultural and multi-ethnic factors	11	73.3	3	20.0	10	66.7
16	Issues of legal responsibility	10	66.7	1	6.7	10	66.7

Base: all respondents ( $n = 15$ )

The data show that the entire list of experiential content items required for the implementation of the scientist-practitioner model is available in most respondents' institutions (the lowest percentage of availability of any single item is 66.7%;  $n = 10$ ). It also shows that more than 50% of the experiential content items (item numbers 1 to 9 refer) are stated to be available by all respondents ( $n = 15$ ; 100%) and they are provided more frequently at the master's than at the undergraduate level of education.

The experiential component, which includes the delivery of learning content by providing direct experiences, consists of two types of content: science/research (numbers 1, 10, 11, 12, 14, 15, and 16) and practice (numbers 2-7, 9, and 13). For both types, most required content areas are covered in the programme courses, with the majority provided at the master's level.

In addition to the content requirements of the scientist-practitioner model as previously described, the local-clinical scientist model also requires the availability of particular learning content. Table 7.30 presents a list of the required learning content along with data on the number of respondents who indicated that such material is available in their programmes. The table shows that five of the six (83.3%) required subjects are stated as available by the majority of respondents (the lowest percentage of availability is  $n = 12$ ; 80% and the highest  $n = 15$ ; 100%). Only one subject, 'Topics related to marginalization/power/authority', is indicated as available by less than 50% of the total respondents ( $n = 6$ ; 40%).

Table 7.30

*Distribution of Required Subjects Supporting the Application of the Local-Clinical Scientist Model*

No.	Subjects	<i>f</i>	%
1	Academic-scientific materials (both research and theory)	15	100.0
2	Appropriate professional attitudes for psychologists	14	93.3
3	Discussion of relevant social issues	13	86.7
4	Local unique elements relevant to particular clients or professional situations	13	86.7
5	Reflective process to develop student as a professional psychologist	12	80.0
6	Topics related to marginalization/power/authority	6	40.0

Base: all respondents ( $n = 15$ )

### Teaching and learning methods

**A variety of teaching methods applied.** Direct lecturing, discussion, role play and internship are the teaching methods used in all respondents' programmes ( $n = 15$ ; 100%). Other popular teaching methods used in the programmes include practicum, inviting guest speakers, and learning through feedback sessions (each is applied by  $n = 14$ ; 93.3%). Case study, observation and supervision were used in 13 respondent institutions (86.7%); demonstration teaching in 12 institutions (80%); fieldtrips, brainstorming, and seminars in 11 (73.3%); simulations, tutorials, and teaching by panel experts in 10 (66.7%); and, self-reflection and multimedia techniques in nine (60%). Other teaching methods are used in less than half the respondents' programmes, namely role models ( $n = 7$ ; 46.7%), on-line lectures ( $n = 6$ ; 40%) and presentations ( $n = 1$ ; 6.7%).

**Research characteristics.** Research using the quantitative method of research occurs in all respondents' programmes ( $n = 15$ ; 100%). The use of qualitative research methods is used in 13 respondents' institutions (86.7%), and mixed method research in 11 (73.3%).

All respondents ( $n = 15$ ; 100%) reported that students in their programmes had conducted case-study-type studies. Fourteen respondents (93.3%) indicated that students in their professional programmes had undertaken outcome research, while seven respondents (46.7%) reported students in their programmes as using theoretical analysis of psychological case(s) research.

Commenting on the topic of research management, eight respondents (53.3%) stated that their programmes had research committees, but only five (33.3%) stated that a research coordinator had been appointed to manage the research activities of students. All respondents ( $n = 15$ ; 100%) stated that every student in their programme is required to complete a master's thesis as one of the requirements for graduation and that the programmes assign research advisors for each student.

**Internship characteristics.** Internship management is also a concern of this research. Items related to internship include types of internship sites, internship period, and placement decisions.

Psychiatric hospitals and schools are most frequently reported ( $n = 14$ ; 93.3%) as institutions for internship sites. Twelve (80% of respondents) indicated that their students completed internships at public hospitals, primary health care institutions and private companies. Social institutions were an internship site for 11 respondents (73.3%); state-provided neglected children's homes, special education schools and nursing homes for the elderly were nominated as internship sites by 10 respondents (66.7%). Nine respondents (60%) stated that internships were carried out at state-owned enterprises, drug-dependency rehabilitation agencies and prisons, and eight respondents (53.3%) reported higher education institutions as internship sites. Finally, the following institutions serve as internship sites for a small number of programmes: health clinics, campus psychology clinics, counselling centres, social services (for each,  $n = 7$ ; 46.7%); other external psychological clinics and other



rehabilitation centres (for each,  $n = 5$ ; 33.3%); and schools for disabled children ( $n = 1$ ; 6.7%).

Indonesian professional psychology programmes apply different policies related to the provision of internship sites for students. Of the total valid answers of 13 respondents (86.7%), nine (69.2%) stated that their programmes provide internship sites for students, while at the same time providing an opportunity for them to find alternative places. One respondent in this group stated that, although their institution allows students to seek alternative internship places, all internship sites are provided by the programme in the case of the Clinical Psychology specialization. The rest, comprising four respondents (40.8%), stated that their programme provides all internship places for all students.

All respondents ( $n = 15$ ; 100%) gave valid answers regarding the determination of internship sites for each student. Eleven respondents (73.3%) stated that the internship places can be determined by their programmes or chosen by students. Four remaining respondents (26.7%) stated that placement for internship is determined only by the programmes.

The duration of internship ranges, as reported by 13 respondents, from 480 hours ( $n = 1$ , 7.7%) to 640 hours ( $n = 1$ ; 7.7%), with the majority being 560 hours ( $n = 11$ , 84.6%).

## Evaluation

**Evaluation of students.** All respondents ( $n = 15$ ; 100%) stated that their professional programmes applied a teacher-evaluation technique. One respondent (6.7%) reported that his/her programme also implements a peer assessment mechanism and none of the programmes implements student self-assessment mechanisms. Twelve respondents (80%) stated that their programmes also use other assessors, including field supervisors from internship sites.

Several methods are used in the assessment of professional psychology students. Written examination and thesis writing are two dominant means of assessment common to all

respondents' programmes ( $n = 15$ ; 100%). Another widely used assessment method is the practice exam and presentation, reported by 14 respondents (93.3%). Case conference and essay writing are used in 13 respondents' institutions (86.7%). Eleven respondents (73.3%) reported the use of oral exams and seven (46.7%) the use of direct observation of skills and a final paper. One respondent (6.7%) stated that student portfolios were assessed as one of the evaluation methods in his/her programme. No respondent reported the use of evaluation mechanisms other than those provided in the questionnaire.

Targeted aspects of student assessment within the professional psychology programmes are shown in Table 7.31.

Table 7.31

*Targeted Aspects of Student Assessment in the Professional Psychology Programmes*

Aspects of assessment	<i>f</i>	%
Psychological practice knowledge	15	100.0
Psychological practice skill	15	100.0
Professional attitudes (including application of ethical code of conduct)	15	100.0
Theoretical knowledge of psychology	14	93.3
Research skill	13	86.7
Academic writing skill	13	86.7
Personality characteristics	11	73.3
Others:		
Presentation skills and publication	1	6.7

Base: all respondents ( $n = 15$ )

The survey also aimed to provide information on the relative proportion of practice and non-practice components in the evaluation of students' performance. The percentage weighting of the student evaluation aspects in the questionnaire is broadly divided into two components: (a) practice component consisting of practice skills, professional attitude and personality characteristics; and, (b) non-practice component that includes knowledge of psychological theory and practice, and Masters knowledge which consists of ability to conduct research and to write academic papers (including scientific publications). A total of

11 respondents (73.3%) gave information regarding the weighting percentage for both components in the evaluation of students. Table 7.32 summarizes the data.

Table 7.32

*Percentage Weighting of Practice and Non-Practice Components in Professional Psychology Programme Student Evaluation*

No.	Practice component			Total of practice component	Non-practice component				Total of non-practice component
	Practice skills	Professional attitudes	Personality characteristics		Knowledge		Masters subjects		
					Psychological theories	Psychological practice	Research	Academic writing	
1	20.0	15.0	0.0	35.0	20.0	20.0	15.0	10.0	65.0
2	16.7	16.7	16.7	50.0	12.5	12.5	12.5	12.5	50.0
3	15.0	10.0	5.0	30.0	20.0	15.0	15.0	20.0	70.0
4	20.0	10.0	10.0	40.0	20.0	20.0	10.0	10.0	60.0
5	25.0	25.0	0.0	50.0	25.0	25.0	0.0	0.0	50.0
6	20.0	10.0	10.0	40.0	10.0	10.0	20.0	20.0	60.0
7	20.0	10.0	10.0	40.0	15.0	20.0	15.0	10.0	60.0
8	20.0	15.0	0.0	35.0	10.0	20.0	15.0	20.0	65.0
9	25.0	15.0	15.0	55.0	15.0	10.0	15.0	5.0	45.0
10	20.0	15.0	10.0	45.0	10.0	10.0	20.0	15.0	55.0
11	20.0	10.0	10.0	40.0	10.0	10.0	10.0	30.0	60.0

Base:  $n = 11$  respondents (73.3%) out of a total of 15 respondents

A 50:50 comparison is considered a standard reflecting a pure balanced emphasis on both the practice and non-practice components in student evaluation. A percentage difference of more than 20 is considered meaningful. Applying these criteria, the data in Table 7.33 regarding the actual percentage for both components were rearranged into three classifications: balanced proportion, non-practice emphasis, and practice emphasis.

Data from Table 7.33 shows that the majority of respondents ( $n = 8$ , 72.7%) apply a relatively balanced orientation in their focus on practice and non-practice components when assessing students.

Table 7.33

*Classification of the Proportions between Practice and Non-Practice Components in the Evaluation of Students in Indonesian Professional Psychology Programmes*

Weight Classification	<i>f</i>	%
Balanced orientation	8	72.7
Non-practice emphasis	3	27.3
Practice emphasis	0	0.0
Total	11	100.0

Base:  $n = 11$  (73.3%) out of a total of 15 respondents

**Programme evaluation.** Of the total 15 respondents, 13 (86.7%) stated that their programmes utilize a specific programme evaluation, and the remaining two (13.3%) stated that they do not. The accreditation mechanism imposed by the government is the only programme evaluation applied in these programmes.

Twelve respondents provided data on the techniques applied in conducting programme evaluation, as follows: evaluation by students ( $n = 6$ ; 50%); evaluation by graduates and a specifically appointed unit [e.g., internal quality assurance unit, ISO working group] ( $n = 5$ ; 41.7% for each); evaluation by lecturers and graduate employers (for each,  $n = 2$ ; 16.7%); and lastly, evaluation by field supervisors from internship sites ( $n = 1$ ; 8.3%).

Programme evaluation methods comprise online surveys with questionnaires ( $n = 5$ ; 38.5%); visitation and direct assessment, when evaluation is undertaken by a special work unit ( $n = 5$ ; 38.5%); direct delivery of questionnaires ( $n = 2$ ; 15.4%); and informal evaluation techniques utilizing social media ( $n = 1$ ; 7.7%). In addition, one respondent specified mail questionnaire techniques, focused group discussions and regular meetings as ways of

monitoring and gathering input related to the teaching and learning processes in his/her programme.

The time for implementation of the programme evaluation in the programmes varies. For respondents applying programme evaluation utilizing student feedback ( $n = 6$ , 50%), the evaluation is conducted every six months, at the end of each semester ( $n = 3$ , 50%), or twice per academic year at a non-specified time ( $n = 2$ ; 33.3%). One remaining respondent in this group (16.7%) did not mention the period of student evaluation. For other respondents applying programme evaluation utilizing feedback from graduates ( $n = 5$ , 41.7%), most ( $n = 3$ , 60%) indicated it is performed at the time of graduation announcement; one respondent (20%) stated that their programme evaluation takes place every three years, while another (20%) stated that programme evaluation is conducted, but made no mention of when. Respondents whose programme evaluation is performed by a specific work unit ( $n = 5$ , 41.7%), most ( $n = 3$ , 60%) state that the evaluation is conducted once per semester. One respondent (20%) stated the evaluation is conducted annually, while the remaining respondent (20%) did not specify an evaluation time. For several programmes utilizing feedback from their lecturers ( $n = 2$ , 16.7%), the evaluation is conducted once every academic year ( $n = 1$ , 50%) or at an evaluation meeting that can be held any time ( $n = 1$ ; 50%). In the case of respondents whose programmes utilize feedback from graduate users ( $n = 2$ ; 16.7%), evaluation is performed once a year ( $n = 1$ ; 50%) or every three years ( $n = 1$ ; 50%). Finally, for those programmes that make use of internship supervisors' feedback, the evaluation is conducted once a year ( $n = 1$ , 8.3%).

Targeted aspects in performing programme evaluation are presented in Table 7.34. The data show that monitoring on the conduct of academic activities became the main target of evaluation in all respondents' institutions, followed by evaluation on the content, teaching

methods, and academic staff performance as the top four targeted aspects of programme evaluation.

Table 7.34

*Targeted Aspects in Professional Psychology Programme Evaluation*

Evaluation Aspects	<i>f</i>	%
Academic activities	13	100.0
Curriculum/content	12	92.3
Teaching and learning method	12	92.3
Academic staff	12	92.3
Academic facilities	11	84.6
Supporting facilities	10	76.9
Programme aims and objectives	9	69.2
Relevance between programme activities and stated aims	9	69.2
Administration system	9	69.2
Outcomes	8	61.5
Science-practice integration	8	61.5
Non-academic staff	7	53.9
Programme effectiveness in meeting requirements of stated educational model/philosophies	5	38.5
Programme contribution in developing student knowledge and skills	5	38.5
Other:		
Learning process evaluation provided by lecturers	1	7.7

Base:  $n = 13$  (86.7%) out of a total of 15 respondents

### Conclusion

This chapter is the first results chapter of the mixed methods research utilized in this study, and provides results from the use of quantitative methods. The following paragraphs conclude descriptions on structural features and curriculum characteristics of the Indonesian professional psychology programmes.

Structurally, the Indonesian professional psychology programmes are masters-level programmes largely managed by private universities, with only a small number part of the structure of public universities. The majority of programmes are positioned under faculties of psychology, with a small number under university-level postgraduate departments. Areas of

specialization offered in these programmes comprise clinical, educational and industrial/organisational psychology. Each programme does not necessarily cover all of these specializations, but all programmes offer clinical psychology training. One offers the additional distinctive areas of specialization in social psychology and engineering psychology.

The programmes set several academic requirements for prospective students, the following criteria being most dominant: possession of an undergraduate certificate in psychology with a certain minimum GPA score; an academic potential test score that meets minimum requirements; and, an English proficiency test result that meets the minimum criteria. Among non-academic requirements, most programmes demand the availability of academic recommendations and require a formal letter certifying the physical and mental health of applicant. Both academic (in the form of test results) and non-academic aspects (other indicators related mainly to candidate's personality characteristics) are used as a basis for entry selection, mostly with approximately equal weighting.

Data on the number of students applying for the programmes adhere to a generally relatively stable pattern; there was a slight increase in the number of applicants registering for the programmes from 1161 in 2013 to 1252 in 2014 (an increase of 91 applicants), and a decrease of 52 applicants from 2014 to 2015 (from 1252 to 1200). The average overall programme admission rate for these three registration years was relatively high, with more than 50% of applicants successful in their applications. However, there is a considerable variation in the admission rates of the Indonesian programmes. Some conduct very competitive selection processes and thus have a very low admission rate of as little as 1: 6 (that is, about 16% of applicants are finally accepted), while other programmes apply more lenient selection procedures (more than 50% of applicants are accepted). One programme even has a 100% admission rate.

The number of lecturers in the programmes varies widely, from 13 to 82. Most programmes have fewer than 31 lecturers. Lecturers' higher education qualifications are mostly at the masters level, followed by doctoral qualifications, and there are still a very few programmes employing a small number of lecturers with undergraduate degrees accompanied by a professional certificate as their highest educational qualification. On average, the ratio of students per lecturer in the programmes is 5:1. However, if the ratio is calculated on the basis of the number of lecturers with doctoral qualifications (as demanded by the Indonesian government for lecturers in all masters-level programmes), on average one lecturer can be in charge of up to 11 students, a somewhat high ratio considering the provision of individual supervision as one of the distinct characteristics of the professional programme. In fact, results of this study also show that in some programmes the lecturer-student ratio can be very high - one lecturer may manage 17 to 20 students.

Lecturer activities in the Indonesian programmes are dominated by teaching that takes up to 33% of total working hours per week, which is around 13.5 hours/week. The other two of the top three activities of lecturers are supervision and administrative/management activities, which have a time allocation of up to 7 hours and 6 hours per week, respectively. Activities aiming to integrate the psychological theory and practice components as an evidence of adherence to the scientist-practitioner model as demanded by the BAN-PT are performed by lecturers mostly through attending conferences or seminars on psychological cases, followed by the use of evidence-based assessment and intervention. Lecturers in the professional programmes mostly meet the Indonesian government's demands for the dissemination of research and practice activities through publishing articles in journals and conducting discussion or consultation with other health experts.

Since the completion of the data collection phase of this study in December 2016, a total of 3847 psychologists have graduated from professional psychology programmes in



Indonesia (note: this is based on the data obtained from 13 of a total of 19 professional programmes in Indonesia, or 68% of programmes in total). The number of graduates in each programme varies greatly, from a total number of alumni of at least 75 to the highest number of 1240. The average programme completion time of programme in the three years of graduation (2013, 2014, and 2015) is 38.3 months, compared with the normal study time, set at 24 months minimum and 48 months maximum. Students' average study time slightly increased from 2013 to 2014 (from 38.6 months to 39.7 months), then decreased to 36.6 months in the 2015 graduation year. Information on graduate jobs in the 2013, 2014 and 2015 graduation years is minimal, especially for the most recent graduation year (information on graduates in 2013 derived from seven respondents, while just five respondents provided related information for the 2014 and 2015 graduation years). Rough descriptions obtained from a small percentage of respondents' data on graduates' characteristics shows that most graduates obtain jobs as industrial/organisational psychologists, followed by roles in the educational field and hospitals. The respondents nominated the fields of work that absorbed most of their graduates are in the industrial /organisational psychology and academic fields and private practice.

No significant differences were found in admission rates, number of students handled per lecturer, and study time average of students in the 2013-2015 academic years, regardless of university status (public vs private) or different programmes' position within universities (under faculty of psychology vs under university's postgraduate department).

In general, the programmes have standard facilities such as classrooms, libraries, psychological assessment tools, psychology laboratories and internet connection, with supporting facilities comprising mostly canteen, parking area, toilets, prayer room and health clinics.

A summary of the quantitative study results on the characteristics of Indonesian professional psychology programme curricula are presented in four topics: programme objectives, learning content (including description of the training models applied), teaching and learning methods, and evaluation process.

The aims and objectives of the programmes are summarized in terms of two major goals as follows: producing psychologists with a set of specified characteristics and institutional goals. The explicitly cited characteristics the programmes aim to develop in their psychologist graduates are as follows: (a) basic psychologist skills, for example (in order of most frequently stated by respondents): psychological assessment (including diagnosis), research (including publication of research), and psychological intervention; (b) possession of foundational knowledge related to basic psychological theories and theories related to psychological assessment and intervention); and, (c) required attitudes demonstrated by psychologists (those most often mentioned being professionalism and responsiveness to social needs).

Institutional objectives of the Indonesian professional psychology programmes, as determined through the research of this study, are to deliver education to expected standards (respondents mentioned systematically applying a series of educational procedures to ensure the quality of the learning process); research implementation and development; and, delivering community services and managing psychological services. In the formulation of objectives, the institution's internal policies are the most widely used guidelines, followed by regulations of relevant professional associations or organizations.

Training model(s) are a hotly debated topic in the context of discussion on education for prospective psychologists, and are therefore of great interest here. Respondents indicated that the scientist-practitioner model is applied in all their programmes. Given this, and aligned with the principles of the scientist-practitioner model, it is assumed that, firstly, the

science/research and practice components are equally weighted in the programmes. Secondly, use of the scientist-practitioner model should also be supported with evidence of the application of active integration between science and practice in the education of psychologists. Thirdly, the application of the scientist-practitioner model has a direct consequence on the expected nature of learning content: both science/research and practice components should be equally incorporated in the course subjects.

Utilizing the Training Model Scale, exploratory results on the training models applied in the Indonesian programmes shows that the first assumption above is unconfirmed. Indeed, a significant mean difference is found between the science/research and practice characteristics, the former being applied to a higher degree than the latter. The second assumption regarding evidence of integration activities is confirmed by some results from application of the Training Model Scale, which show a high incidence of applicability of the 'Integration between Science and Practice' characteristic in the Indonesian programmes – in fact, to a significantly higher degree than the Practice and Competency characteristics.

Quantitative results on the nature of learning content in the programmes indicate that most respondents perceive that their teaching materials accentuate the practice component over science/research. Further exploration on subject composition, utilizing respondents' reports on the percentage of content for each science and practice component, shows that most programmes may be classified as having a practice-dominant orientation. Thus, the third assumption regarding a balanced proportion between science and practice components is not confirmed within the Indonesian context.

No significant differences were found related to training model characteristics between public and private universities and between different levels of management (whether programmes are managed under the faculty or university level of postgraduate education).

On most programmes, the subject matter is distributed within a minimum period of 24 months. Four programmes impose a minimum study period of 30 months or five semesters. Overall, the order of courses is similar among these programmes, with a common principle applied: basic courses on psychological practice are given prior to the provision of practical experiences, and basic courses on psychological theories and research methods are provided prior to research and thesis writing. In general, the total course units provided in the programmes are in accordance with curriculum regulation set by HIMPSI and the AP2TPI, ranging from 45 to 50 credit units.

Foundational knowledge provided in the first year of the programme covers both practice and science/research components. Foundational knowledge related to practice includes foundations of psychological assessment, foundations of psychological interventions, ethics, and psychopathology. Foundational knowledge related to science/research includes statistics, quantitative and qualitative research methods, advanced research methods, and construction and development of measuring instruments. Following the provision of these basic content, the Indonesian programmes provide advanced practice content, consisting of subject matters related to advanced psychological assessment and interventions. Examples of advanced psychological assessment content are observation, interview, personality assessments, and more specific assessment materials such as the Wechsler Intelligence Test for Children. Advanced psychological interventions consists of counselling and intervention-related subjects in a number of settings according to each offered specialization (e.g., psychological interventions in educational settings, training and development designs), as well as more specific psychological therapies (such as behaviour therapy and art therapy). Other additional content related to both practice and science/research components are also provided by the programme in this advanced semester, and cover some topic such as: neuropsychology, education for special needs children,

industrial relations, indigenous psychology, and research workshops. At the end of programme, internship and research (including thesis writing) are two major learning experiences provided in these professional programmes.

Learning methods used in the Indonesian professional psychology programmes vary between combined teacher-centred methods (face-to-face lecturing, demonstration teaching, expert panels) and student-centred methods (discussions, tutorials, case studies). The types of research undertaken by students also vary, both in terms of research methods (which include quantitative, qualitative, or mixed methods research, all widely applied in the programmes), as well as research topics (ranging from case studies and outcome research to theoretical studies of a psychological case). All the programmes provide research advisors for each student, although only a few have research committees and even fewer designate a research coordinator to manage student research activities. Further, internship, as one of the most important learning methods in professional psychology education, is compulsory in all Indonesian programmes. The internship period ranges from 480 to 640 hours, with the majority of respondents completing a 560-hour internship period. Internship sites provided for students most commonly comprise mental hospitals and schools. This is in line with the fact that clinical psychology is offered by all Indonesian programmes and educational psychology by most. Selection of the internship sites for students is mostly handled both by programme staff and students. The determination of internship sites is mostly jointly decided by student and programme staff, with the student's preference factored in, but there is evidence that four programmes provide and decide all internship sites for students.

Student evaluation is carried out by the programmes through the application of various methods, most of which involve the use of tests (both written and practice), thesis writing and presentations. Aspects covered in the evaluation of students include both mastery of knowledge related to psychological theories and practice, and practice skills. Professional

attitudes are also a target of assessment in all programmes. Most respondents stated that their programmes assess research skills and the academic writing ability of students. There is a relatively comparable emphasis between practice and non-practice components in student evaluation in the Indonesian programmes.

Most programmes conduct self-evaluation in terms of their effectiveness in providing professional psychology education. The main objective of programme evaluation is review of the implementation of academic activities, the curriculum in a broad sense that includes teaching materials, as well as teaching and learning methods, and academic staff performance. Programme evaluation methods vary considerably, the most dominant being student and graduate evaluation and evaluation by specialized work units within the university or faculty. The frequency of programme evaluation implementation varies. It may be undertaken once every six months (every semester), twice annually at an unspecified time, annually, or in concordance with the graduation period. The incidence of evaluation implementation varies depending on the evaluation method used.

This chapter has presented research results using quantitative design. Quantitative research has generated a comprehensive picture of the basic profiles and curricula characteristics of the Indonesian professional psychology programmes. The next chapter described results obtained from the use of qualitative approach.

## **Chapter 8: Characteristics of Indonesian Professional Psychology Education**

### **Curricula: Findings from the Case Study**

This chapter describes answers to research questions obtained through the use of qualitative research methods. Two types of data were collected using the qualitative approach: interviews; and, programme curricula documents. Interview analysis results are presented first, followed by results of document analysis. Following this integration of both analyses some significant points emerged, which are summarised in the chapter conclusions.

#### **Interviews**

##### **Respondents' characteristics**

Eighteen programme directors participated in the qualitative study, out of the total of 19 professional psychology programme directors throughout Indonesia (response rate: 94.7%). Demographic profiles of respondents and their professional programmes were as follows: 14 were female (77.8%) and four were male (22.2%); and, 13 respondents' institutions were private universities (72.2%) and five were public (27.8%).

##### **Results**

Through the use of thematic analysis, six overarching themes were identified, in relation to the characteristics of the Indonesian professional psychology education curricula: (a) curriculum development, (b) programme aims, (c) learning content, (d) teaching and learning methods, (e) evaluation; and (f) programme arrangement. Each theme contained sub-themes, and several sub-themes consisted of a group of supporting codes organized within specific categorizations. The six key themes and their

corresponding sub-themes are presented under six headings within this chapter and summarised in Table 8.1.

Table 8.1

*Themes and Sub-Themes: Interview Data Analysis*

Themes and sub-themes	<i>f</i>	<i>%</i>
Curriculum development		
<i>Various sources</i>	18	100.0
<i>Significant roles of professional organisation</i>	18	100.0
<i>Urgent needs for new curriculum guidance</i>	13	72.2
Programme aims		
<i>Broad psychological services</i>	18	100.0
<i>Alignment with institutional values</i>	16	88.9
<i>Partial fulfilment of society needs</i>	15	83.3
Learning content		
<i>Relatively balanced subjects with an emphasis on practice</i>	17	94.4
<i>Adherence to the AP2TPI regulations</i>	13	72.2
<i>Education based on practice and science</i>	13	72.2
<i>A great need to strengthen practice content</i>	8	44.4
<i>Scientific climate has not yet formed</i>	7	38.9
<i>Provision of scientific foundations</i>	6	33.3
Teaching and learning methods		
<i>Combination of various teaching techniques</i>	18	100.0
<i>Lecturer-related constraints</i>	16	88.9
Evaluation		
<i>Multiple aspects in evaluation of students</i>	18	100.0
<i>Multiple methods in evaluation of students</i>	14	77.8
<i>Implementation of internal evaluation in most programmes</i>	13	72.2
<i>A process orientation</i>	7	38.9
Programme arrangement*		
<i>Non-specialist/generalist professional education</i>	9	50.0
<i>Consistency needed in positioning programme at master's level</i>	7	38.9

Base: *n* = 18 (94.7%); \*Base: *n* = 12 (63.2%)

Note: *f* and % in the total of each theme refer to the number of respondents who mentioned the theme at least once



**Curriculum development.** This section details answers to research questions related to curriculum development in Indonesian professional psychology programmes. Curriculum development was identified as incorporating and/or requiring: (a) the use of various sources, (b) significant roles of professional organisation, and (c) an urgent need for new curriculum guidance.

***Various sources.*** Curriculum development involving multiple inputs was a dominant recurring sub-theme. Inputs in the development of the curriculum generally cluster into two major groups: formal and informal sources. Formal input consists of guidelines issued by the AP2TPI and HIMPSI, government regulations, and specific guidelines relating to institutional vision, mission, and objectives. Informal input consists mostly of programme efforts in identifying stakeholder needs deemed important in the curriculum development process. Data on users' needs were generally obtained by conducting tracking studies of alumni, eliciting information from graduate users, and seeking information from stakeholders in the general public, such as users of psychological services provided by programmes.

***Significant roles of professional organisation.*** The Indonesian Psychological Association (HIMPSI) and the Association of Providers of Psychology Education in Indonesia (AP2TPI) have a significant role in curriculum development. Two clusters of respondents' answers were identified within this sub-theme - significant roles of professional organizations and expansion of current roles in curriculum development.

All participants expressly stated that the role of HIMPSI and the AP2TPI in the management of programme curricula is in the provision of rules used as a guide in curriculum development. One-third of respondents considered that there was a need to further expand the roles of the HIMPSI and the AP2TPI in two areas: firstly, in

educational management of the programmes in relation to determination of standards and monitoring activities and, secondly, in curriculum development activities.

Two-thirds of participants observed considerable differences between the professional psychology programmes in the application of the curriculum guidelines, despite HIMPSI and the AP2TPI having established a curriculum guideline that should be applied by all professional psychology programmes throughout Indonesia. Variations between programmes had negative connotations for the participants, who referred to programme curricula failing to adhere to regulations. HIMPSI applies a licensure system for prospective psychologists at the end of the programmes, preceded by a final ‘HIMPSI examination’ conducted with each student on a one-to-one basis by an external examiner appointed by HIMPSI from academics in other Indonesian professional programmes. The external examiner acts on behalf of HIMPSI in the final exam and has a right to determine a pass-fail result. The majority of respondents had experience of examining students from other professional programmes, usually located in the same geographical location (HIMPSI is now in the process of applying a national cross examiner arrangement). A number of participants highlighted the fact that that there was a “varied application of curriculum between programmes in that courses with the same titles were implemented in different ways” (P2 – note: participants were allotted a number for identification purposes. Sentences in apostrophes refer to each relevant code within the qualitative data analysis, while sentences enclosed by quotes refer to direct speech of participants). Specific examples included the diverse perception and application of intervention activities at the group and community level (P6). Other participant observed that certain supporting subject materials in accordance with the association's stipulations were not available in some programmes (P19). The difference in interpretation of HIMPSI and the AP2TPI curriculum regulations was something of a

concern for some participants, one of whom used the term “stroking my chest (*Indonesian idiom: signs of a deep concern*)” (P2), while another stated “So, when I was appointed as examiner in those programmes.... I ‘kept my eyes closed’ (*Indonesian idiom: pretending not to acknowledge an inconvenient fact*)” (P6). The participants believe that these interpretative differences have led to the variation in student practice competencies across the programmes (P4) and have contributed to the perception of differences in educational quality between programmes (P17). Observations of differences in programmes’ curriculum implementation prompted nearly one-third of the participants to address the importance of expanding the role of the associations in creating minimum acceptable standards of educational activities that apply to all professional programmes. Participants included implementation of student work practices (P14), practicum supervision (P4), and supporting facilities for teaching practice-related content (P5) among these standards.

Secondly, a number of participants perceived the need to establish a special curriculum development team in HIMPSI and the AP2TPI, which consistently supports the professional organisation/association in conducting activities related to curriculum guideline development. Participants hoped that this curriculum taskforce would comprise people who possess the required competencies relevant to the preparation of a higher education curriculum, rather than merely utilizing bureaucratic officials who take turns on duty during their tenure, as is currently the case (P7). This initiative is important, considering that, in the process of preparing curriculum guidelines and developing new curricula, adequate knowledge and commitment (in the form of time allocation and effort) are required. Respondents felt that improvement will be difficult to attain if current curriculum development practices continue to be implemented and a review of curriculum policies at the association level does not take place. Some

participants also pointed out the need to increase the role of associations in conducting more intensive guiding/mentoring activities in curriculum policy implementation (P13 and P14).

***Urgent needs for new curriculum guidance.*** Respondents' answers indicated an urgent need for new curriculum guidance from the AP2TPI and HIMPSI, and these stemmed from two perspectives: respondents' evaluation of current curriculum conditions and projected future needs related to professional psychology education curricula. Participants raised several current curriculum issues, such as the lack of systematic study on understanding users' needs, which can be a valid basis for curriculum development (P3 and P12), the perception that current curricula are not fully compatible with the needs of the community (P2 and P3), and curriculum development often being based on the opinion of professional programme providers (P3 and P7). The urgent need for new curriculum guidance perceived by respondents was also based on the emergence of the latest government regulations (applied in 2015) which are not yet covered by the current curriculum guidelines (established in 2013). Some respondents stated that, while their programme should respond to these changes of governmental regulations, they felt constrained by the lack of guidance in the process of curriculum revision from HIMPSI and the AP2TPI. According to respondents, this creates 'uncertainty about the form of future curricula' ( $n = 3$ ) and delays necessary programme changes despite the increasing ongoing 'need for curriculum improvement' ( $n = 6$ ). Some participants wanted a new format for future curriculum which includes a richer content (P16) and targets attainment of thorough graduate competencies (P8), along with the development of a capacity to predict future needs (P5 and P13) in addition to the current or short-term needs of Indonesian society and incorporation of some indigenous elements (P13 and P15).

**Programme aims.** Answers to questions related to characteristics of aims/objectives in the programmes are presented in this section. This theme identifies expressions regarding programme aims in relation to understanding of local contexts, and comprises several sub-themes as follows: (a) broad psychological services, (b) alignment with institutional values, and (c) partial fulfilment of societal needs.

***Broad psychological services.*** All participants mentioned the need to factor in the wide-ranging roles of psychologists in determining programme objectives. The broad role of psychologists covers the following areas: the role of psychologists in various areas of psychological services; the range of psychological services that reaches different levels of society and includes three comprehensive scopes of psychological services; psychologists' role shifting to preventive activities; and, role extension of psychologists to new and emerging settings.

Firstly, some participants expressed the view that, in the Indonesian context, psychologists are expected to play a role in 'many areas' ( $n = 6$ ) and to know 'many things' ( $n = 4$ ). Participants also stated that psychologists are regarded as experts with a wide range of psychological knowledge and/or capable of conducting a wide range of psychological services. Secondly, the participants perceived the broad scope of the psychologist's role to be in 'multiple psychological services', including at individual, group/community and system levels, and catering for all sections of society. Thirdly, most participants saw psychologists' roles extending from traditional areas in the fields of assessment and psychological problem intervention to preventive activities, such as public speaking or character development activities (e.g., developing positive character attributes in high school students; and, speaking on positive child rearing practices in parenting classes). Lastly, participants anticipated psychologists' roles extending to current and newly emerging psychological areas including primary health care settings

(or *Puskesmas* as they are known in Indonesian) ( $n = 7$ ), disaster management ( $n = 3$ ), and policy development ( $n = 2$ ).

***Alignment with institutional values.*** Almost all participants ( $n = 16$ ) observed 'a strong link between programme objectives and institutional values'. They emphasized that the formulation of programme objectives should align with institutional values, both at faculty and university levels, and be the main basis for determining professional programme curricula and *modus operandi*.

***Partial fulfilment of societal needs.*** Most participants ( $n = 15$ ) stated that, to some degree, statements of programme objectives had brought attention to the role of psychology in servicing community needs ( $n = 11$ ); for example, in developing psychologists' competence in basic skills of psychological intervention, not only at an individual level, but at group and community levels as well (five participants). Two participants (P2 and P18) also declared their commitment to producing psychologists who have mastered post-disaster trauma handling skills in response to community demands for professional handling of psychological problems caused by recent natural disasters in several regions of Indonesia.

Participants pointed out that the alignment of programme objectives and the role of psychologists in meeting community needs is also reflected in psychological service delivery in required areas such as implementation of social interventions and community-based programmes (four participants), usually conducted in programme psychology clinics.

However, other participants considered that expected roles of psychologists have not yet been accommodated comprehensively in the statement of programme objectives. Participants in this group acknowledged that in the formulation of programme objectives, several aspects of societal needs has been factored in, but in a

very general way (P1 and P4). Others stated that programme objectives had been targeted at particular societal needs, while not addressing others (P10 and P13). These included, for example, in the formulation of objectives that have not fully addressed community service at the institutional level and the lack of tangible products of psychological intervention utilizing local values of Indonesian society.

**Learning content.** This section details answers to research questions related to characteristics of learning content in the Indonesian professional psychology programmes and includes discussions on the guidance used in content development and the proportions of practice and science components in the learning content. Several sub-themes regarding characteristics of programme training models are also covered.

***Relatively balanced subjects with an emphasis on practice.*** Almost all respondents ( $n = 17$ ) stated that their programme content struck an approximate balance between science and practice components, with a tendency to emphasise the latter. Six respondents claimed that their programmes did maintain a science/practice component balance, but 11 observed a 'dominance of the practice component', reflected not in the number of courses, but in the way teaching and supervision were conducted in day-to-day activities. They added that greater effort and working time were allocated by academic staff to teaching the practice component, even for subjects with the same number of science and practice units (three participants). Some participants observed that both students and lecturers paid *much* more attention to practice activities (P10 and P13).

***Adherence to the AP2TPI regulations.*** Most participants stated unhesitatingly that 'content development was based on the AP2TPI guidance'. The AP2TPI curriculum guidelines make several courses mandatory, and specify target competencies to be achieved by the professional programmes. Respondents stated that they adhere to the

curriculum regulations set by HIMPSI and the AP2TPI. Some added that there was a compelling case for strictly following the guidelines because they are used by assessors in professional programme accreditation.

***Education based on practice and science.*** More than two-thirds of the participants stated that their programme provided materials that prepare graduates to be professional psychologists with necessary scientific foundations. In addition to referring to the popular term of scientific-practitioner in describing their professional educational model (four participants), some participants used the following terms and phrasing: “professional psychologists with a scientific basis” (P5); “double-degree: science and practice (components) are provided” (P7); “emphasis on practice by providing theoretical basis for practice” (P7); “(a programme which prepares) psychologists with balanced professional practice and scientific foundations” (P10); “(preparing) psychologists who are also scientifically reliable” (P10); “(preparing) scientists as well as practitioners’ (P12 ); (preparing) psychologists who hold a master’s level degree and possess both professional and master’s-level competence (P13); “theory and practice, theory-based practice” (P17); and, education models that train students to “practice and develop science” and engage in “practice based on science” (P19). While these educational models as described incorporate practice and scientific components (often referred to as theory, science or master’s-level knowledge), they do not mention the relative weighting of each. A more detailed examination of the respondents’ data extracts in which the scientific practitioner term is used reveals a similar phenomenon. That is, the terms was used by respondents to refer to the availability of theories and scientific foundations in addition to the practice component, but respondents made no mention of the proportion of both components in the learning content.



When describing their training models, some respondents ( $n = 5$ ) at the same time also mentioned the use of Islamic philosophy as part of the educational activities. This specifically relates to the five programmes owned by Islamic educational foundations. A small number of participants ( $n = 3$ ) also mentioned the use of educational models using a competency approach.

***A great need to strengthen the practice content.*** The emphasis on practice content in the programmes is of concern to the respondents. There are two major categories of responses in this sub-theme: (a) the need for the inclusion of additional subjects to support students' practice ability and (b) improvement of internship management.

Firstly, this sub-theme emerged from some respondents' statements regarding 'the lack of supporting practice components' in the programmes' learning content resulting in students' practice competencies being 'less profound', especially those related to psychological interventions. The participants attributed the lack of materials supporting the development of students' practice ability to limited content designed to develop practice skills, limited time allotted to practice learning content, and the mismatch between practice content and students' needs in relation to psychological practice activities during their study. According to respondents, there is increased need for additional practice content due to the current 'shift of focus towards intervention', away from the current predominant focus on the conducting of psychological assessment. A number of participants described changes in the delivery of practice content, in which the emphasis had swung from the assessment component to psychological intervention. As expressed by respondents, the shift had occurred both in the rearrangement of content proportion/composition of assessment and intervention material, and in student practice activities. In relation to the latter, psychological

intervention has become a mandatory activity for students in a specified proportion of the psychological cases they handle. For example, intervention should occur in a minimum of three out of 10 cases, and two cases should include development of case intervention designs (P4).

Secondly, strengthening the practice component in the content of the Indonesian professional psychology programmes also requires that management of internship courses is improved. The respondents specified two main areas in which improvements need to be made: quality of supervision of student practice (three respondents); and, improvement of student practice support facilities and practice teaching (three respondents). In relation to the former, participants expressed great concern about inadequate quality of supervision on students' practice activities, both by internal lecturers on campus and especially by field supervisors at students' internship sites. Participants highlighted the lack of a quality mentoring process for students practising psychological interventions on campus. One participant expressed concern that a lack of commitment by some lecturers in developing students' practice skills has resulted in inconsistent provision of proper guidance. This raised further concern about the quality of students' practice skills, as per the following quotation:

“I see that the critical time is when they (students) do internship. In fact, all this time I have seen that (students' practice competence) is not sound enough in terms of their understanding on the (psychological) cases, so that there were some cases wherein, for example, after diagnosing, interventions given were not appropriate” (P4).

Further, inadequate quality of supervision provided by field supervisors at internship sites was also identified by several participants as an important issue that needs addressing. A respondent even classified this as a 'major problem' when

discussing professional psychology curricula. The participants cited as a major source of quality control concern the fact that most external supervisors are not psychologists. As mentioned in Chapter 5, the lack of availability of psychologists in several internship sites has caused the AP2TPI and HIMPSI to apply an internship supervision standard that allows for the inclusion of non-psychologist workers to be appointed as external supervisors. Basic requirements for these non-psychologist supervisors include a minimum 10 years working experience in the institution chosen as the students' internship site. All participants in this group highlighted that there was a risk of coaching being inadequate due to the possibility that the field supervisors came from different educational backgrounds unrelated to psychology ( $n = 3$ ). Phrases used by participants included the following: "(field supervisors provide) merely technical guidance" (P5), "poor supervision process" (P4), and "supervisor is not an expert in the required field" (P12).

With regard to supporting facilities for practice activities conducted by students, participants referred to programme facilities and infrastructure needed to develop students' practice skills and the availability of internship sites and psychological cases. The required on-campus facilities identified by the participants included new assessment tools to replace the outdated ones currently used in the programmes (P1 and P16). Another participant stated that there were difficulties in providing diverse internship sites with a diverse range of psychological cases as demanded by the AP2TPI and HIMPSI regulations. These issues were of concern to these respondents, who felt that there is a need for corrective action and improvements to be initiated by the AP2TPI and HIMPSI (P7 and P17).

***Scientific climate has not yet formed.*** Some participants were most concerned that students' research competence was inadequate and stated that there was a lack of

supporting materials for the scientific component in the programmes' learning content. According to the respondents, this has impeded the formation of a scientific climate in their programmes, despite them being at the master's level of education and thus positioned within the academic education classification in the Indonesian higher education structure (see Chapter 5).

Exemplifying the minimal student research competencies is the inability of students to properly and adequately conduct independent research. Students' ways of thinking while doing research and writing their theses remain similar to when they solve individual cases; they struggle to think at the broader level required when conducting research and thus often have difficulty in identifying general phenomena to be included in the context of the research being undertaken (P6 and P10). Further, students' academic reading skills are also lacking, to the extent that they encounter difficulties in understanding the scientific literature, which in turn negatively influences their skills in synthesizing such literature in research and thesis writing (P7 and P10). One participant noted that student attitudes toward the use of scientific literature (i.e., journal articles) as a foundation of research and thesis development are not entirely positive (P10), adding that several students had resisted her suggestion that journal articles could be used in research and thesis work. Furthermore, activities related to research publications and participation in research dissemination forums (i.e., scientific paper presentations, conferences) are less enthusiastically embraced by students than practice workshops or practice skills development programmes (P8).

Some of the participants in this group traced the underlying causes of the inadequate scientific competence of the students to the 'lack of supporting science content' provided in the programmes. Participants emphasised the importance of developing a better scientific climate within professional programmes by adding

content related to the science/research component, such as thesis proposal development (P6).

***Provision of scientific foundations.*** This sub-theme refers to one-third of participants pointing to evidence of the provision of scientific foundations for students' practice activities within programmes. That is: the use of scientific evidence in the form of scientific research results to inform practice and the teaching of practice skills (four participants); the inclusion of independent research and thesis writing in the learning content (three participants); the emphasis on the use of theory in students' psychological practices (three participants); and, students being encouraged to undertake science development activities in the form of development of measuring tools and publications (P12 and P19).

***Teaching and learning methods.*** This theme refers to characteristics of teaching and learning methods used in the Indonesian professional psychology programmes and includes two supporting sub-themes: combination of various teaching techniques and lecturer-related constraints in the learning process within the programmes.

***Combination of various teaching techniques.*** All respondents evidenced the use of a combination of teaching methods in their programmes. Such methods include the application of teacher-centred methods in the form of lectures (12 participants), as well as some student-centred teaching techniques in the form of direct practice or practicum (ten participants), discussions (five participants), role plays (five participants), tutorials or individual supervision (five participants), field study (four participants), group assignments (three participants) and feedback on the learning process (three participants). Further, almost all programmes provided other learning opportunities to increase students' knowledge and improve their practice skills (14

participants), mostly in the form of workshops featuring invited guest speakers and student involvement in psychological services run by programmes. The provision of workshops is carried out regularly by these programmes.

***Lecturer-related constraints.*** A large number of respondents ( $n = 16$ ) described several constraints associated with lecturers in the learning process within the programmes. There are three main clusters of lecturer-related issues, derived from further analysis based on the classification of participants' responses in this topic: (a) lack of lecturers and excessive workload, (b) lack of expert lecturers, and (c) inadequate competence.

A number of respondents ( $n = 6$ ) strongly pointed out the lack of lecturers in their programmes, and the resultant high workload allocated to these lecturers in addition to their teaching duties. This situation has arisen due to lecturers in Indonesia mostly being allotted to the undergraduate programme as their 'home base' while being also obliged to teach other courses outside their home bases. The workload increases even further when night classes are also offered for undergraduate students (P18) or the relevant faculty has several other post-graduate programmes, in addition to the undergraduate and professional psychology programmes (P6). Participants also noted that this perception of a lack of lecturers is partly due to a higher work load applied in teaching practice skills: more time and energy were needed, as this involves intense individual mentoring activities. One of the respondents summed up the situation as follows: "It seems that there already are lots of lecturers, but (*I still feel that*) the number is insufficient" (P6).

Another lecturer-related constraint described by the participants was 'lack of expert lecturers' with the capacity to develop students' professional psychology practice competence. Such lecturers should have mastered not only the knowledge of practice,

but should also possess the necessary skills to translate theory into practice. The teaching of psychological intervention, an important component of the programmes' content, requires lecturers who are expert in the field. Participants faced difficulties in sourcing suitable lecturers. According to the participants, the shortage of expert lecturers is partly attributable to the limited number of lecturers actually teaching in professional programmes: that is, it is impossible for a relatively small number of lecturers to master the diverse areas of expertise required by the programmes (P5). A further factor is that, as stated by some other participants, lecturers have insufficient time to develop their expertise in a particular field, due to their high teaching workloads. Even when an institution makes intensive training opportunities available to lecturers culminating in a specific psychological therapy license, busy teaching schedules make it difficult for them to arrange time on the side to attend. Regardless, since developing therapeutic competence generally requires considerable time (P17), merely completing a training course does not result in expertise on the part of attendees. Another participant reported that, where the majority of academic staff teaching professional psychology students were placed in undergraduate home base, it is almost impossible for the professional programme manager to regulate direction of staff development in accordance with the programme's need for experts. One of the respondents addressed this point as follows:

“... actually, even though there is (a lecturer's assigned home base may be at master's or doctorate level), in reality, almost all lecturers are undergraduate academic staff. In certain cases, such as mine as a Programme Director, I am assigned the Master of Professional Psychology home base, while originally being an undergraduate lecturer. Well...when this is the reality, we cannot force people to be interested in particular psychological fields that we need for our

professional programme. At the same time, the need for such expertise within psychological practice does exist” (P2).

Participants also mentioned other lecturer constraints, such as inadequate competence as educators. Participants’ responses along these lines included phrases such as ‘inadequate lecturers’ research competence’ and ‘less adaptive attitude’. A number of participants illustrated the difficulty faced by lecturers in fulfilling increasing demands to conduct research of higher quality as required by institutional policies and governmental regulations ( $n = 3$ ). Other participants observed that some lecturers were deficient in the implementation of research-related activities, lacking commitment and being less than adept in the use of scientific journals to inform research (P7 and P10) and in conducting quality research (P3) generally, as well as not being fully committed to supervising students’ research (P10).

A pattern emerged in participants’ responses pertaining to lecturer-related constraints (16 participants), in relation to the status of universities offering professional programmes. A matrix display of a comparison between results from public and private programmes is presented in Table 8.2. The comparison was done not only by reviewing relevant codes in this sub-theme, but also by re-analysing all transcripts in their entirety to find any relevant data regarding lecturer-related problems, other than those already identified in the previous coding process. This was done to ensure that no data extracts were missed in the comparative analysis.

The comparison table shows clearly that while all participants from programmes in public universities describe lecturer-related problems in their programmes in terms of lacking lecturers with appropriate expertise and adequate necessary competence (knowledge, skills, and attitudes), a number of participants from those within private universities detailed the additional problems of a lack of lecturers and high lecturer



workload. No such responses issued from participants stationed at state universities. Further exploration of these differences in characteristics of educational management in public and private universities within the structure of higher education in Indonesia are presented in the conclusion and discussion sections.

**Evaluation.** This section describes answers to research questions addressing characteristics of evaluation applied in the Indonesian professional psychology programmes.

*Multiple aspects in evaluation of students.* As described by participants, evaluation of students in the Indonesian programmes, is multi-factorial. Assessment of students' practice skills has become a dominant aspect of evaluation (17 participants), as well as assessment of the knowledge component (16 participants). Evaluation of students' skills is not limited to psychological practice skills, but also includes research skills (three participants). In addition, a large number of participants also stated that their programme assessed students' attitude and professionalism (ten participants). Some participants even categorised this attitude evaluation as one of the "important" (P1) and "most important" (P17) assessment aspects.

*Multiple methods in evaluation of students.* In conducting evaluation of students, respondents' answers illustrate the use of various assessment methods. The five main evaluation methods that emerged from respondents' answers were: (a) practice and case-based tests ( $n = 9$ ), (b) case reports and scientific papers to assess knowledge related to practice and theoretical knowledge ( $n = 8$ ), (c) written tests ( $n = 6$  participants), (d) observation and provision of feedback focusing on assessment of attitudes ( $n = 7$ ), and (e) attendance list ( $n = 4$ ).

Table 8.2

*A Matrix Display Comparing Public and Private Professional Programmes In Relation To the Lecturer-Related Constraints Sub-Theme (n= 16)*

Sub-theme – <i>Inadequate competence</i>	
Public institutions	Private Institutions
“... our understanding (of psychological cases) are different from each other”.	"Yes, when there is a busy lecturer they can become an obstacle in curriculum implementation. More <i>(related)</i> to the specific personal character of that lecturer. There is a lecturer with dominant character; he/she feels superior, and that can hinder their effectiveness in teaching/supervision roles".
“Sometimes we (lecturers) have different information about (knowledge on psychological) tests interpretation and treatment of the case because there is no standardisation on the conduct of psychological treatments. Our understanding on the cases is also different to each other, and thus, due to the lack of necessary knowledge of lecturers, he/she (student) can be misguided.”	“Yes, the obstacle lies in each individual lecturer, when, for example, he/she <i>(as lecturer)</i> says later, later, later <i>(when I ask him/her to submit a learning plan)</i> . It is his/her decision”.
“... not all lecturers here ever received training on how to supervise students”.	
"... willingness of lecturers to update their knowledge with the latest references. That is it (the obstacle)".	
“... the diligence of lecturers in conducting research and making use of the research results as their teaching materials. There is a difference between researching and using research results as a teaching material ”.	
“Actually, the alternative solution is that internal advisors provide supervision at the internship sites. But not all internal advisors are willing to do this.”	
"Once one decides to become a lecturer, he/she should be mentally prepared to act as an educator, with all of the consequences. However, due to the different activities and different priorities of individual lecturers, each acts differently (in relation to this commitment)".	
“... lecturers tend to ‘feed in’ the knowledge...or, when teaching, there is not enough time to elaborate specifically <i>(on the topic)</i> . So, with less elaboration <i>(in teaching content)</i> ... people tend to chase their targets <i>(according to learning plans, regardless of whether students have benefited through acquisition of knowledge or development of skills)</i> ”.	

(Continued)

Sub-theme – <i>Lack of expert lecturers</i>	
Public institutions	Private Institutions
“...I think it (development of expertise in psychological practice) does need to be done gradually because it takes time to grasp new knowledge and master skills, and even with unlimited time we cannot master all that are required ”.	"The problem is that looking for people who are experts in (psychological assessment) technique is also not easy".
“...another challenge is that human resources are developed according to each academic’s personal preference. So, our ‘homework’ is indeed in trying to ensure that human resources development progresses according to the needs of the professional program”.	"... the second challenge is to find someone who is really expert in specific learning material we are about to deliver. (Content) to be delivered is also not easy, because we should bear in mind that this (programme) teaches skills, not theory (only). Anyone can teach theory, but skills teaching must be done by people who are really trained, honed, and have years of relevant experience".
"... actually, even though there is (a lecturer’s assigned home base may be at master’s or doctorate level), in reality, almost all lecturers are undergraduate academic staff. In certain cases, such as mine as a Programme Director, I am assigned the Master’s Professional Psychology home base, while originally being an undergraduate lecturer. Well...when this is the reality, we cannot force people to be interested in particular psychological fields that we need for our professional programme. At the same time, the need for such expertise within psychological practice does exist”	"Indeed, the lecturers in this ‘University X’ (name of university withheld as a matter of confidentiality) are not all involved in the professional programmes. Some of them teach in undergraduate courses ... which means that, we have not even utilized our psychologists fully. To teach, I mean. Using psychologists as human resources in this programme has already been done for internship supervision. But, for teaching (professional students), we must really consider: yes, he has knowledge as a psychologist, but is he an expert in the required field?”
“... it is a matter of process... but it is not a short process (developing expertise)”	"... the expertise of human resources, in this case lecturers, also needs to be improved. We want to give lecturers the opportunity for professional development training and gaining certification in the relevant skills....but, once again, this (opportunity) is constrained by lecturers’ limited time. Because PD is time-consuming as well. If there were enough (lecturers) who have expertise in certain intervention skills, it would be better."

(Continued)

Sub-theme – <i>Lack of lecturers and excessive workload</i>	
Public institutions	Private Institutions
-	"... we feel that one (main obstacle in curriculum implementation) is lecturers. In this Faculty of Psychology, there are undergraduate and two postgraduate programmes: professional and science programmes, and (we are going to) open a doctoral degree. I see one lecturer again and again (lecturing in many different programmes), and we indeed have to teach (undergraduate courses) too. Even though, for example, I am positioned in master's degree as my home base, I still have to teach undergraduate students.
-	"It seems that there already are lots of lecturers, but (I still feel that) the number is insufficient, maybe because in the professional programme, the nature of education is more individualistic, so (it) consumes effort. Supervision (of education activities) is conducted individually, which consumes a lot of effort"
-	"There is a lack of lecturers, especially in Industrial and Organisational Psychology (I/O). Alumni are not interested in choosing this when they are offered the opportunity to become a lecturer. They have plenty of jobs being offered from outside (the university).
-	"It is like this: lecturers who teach here also teach in undergraduate programmes, so that lots of their time is probably given to undergraduate (teaching). But, (at the same time) they also have a responsibility (to teach) here. Well, it is sometimes difficult for the lecturers to be able to implement the full learning plan ".
-	"Coordinating teaching content, coordinating learning process (are obstacles). Frictions have happened. Coordination between ( <i>teaching teams is a challenge</i> ), or even between members within one team. Maybe ( <i>friction</i> ) is caused by individuals pursuing their own agendas and also teaching in undergraduate courses. So yes... we maybe are overloaded".
-	"Ideally, lecturers in the professional programme do not teach in undergraduate programmes. In private universities efficiency is emphasised, and as a result fewer teachers are capable of doing more work than in the less efficient public universities."
-	"... ( <i>lecturers</i> ) who are hosted in this professional programme total just six people. The rest are allotted teaching in the undergraduate courses. We are appointed to help in the teaching of undergraduate students. At the same time, a lot of lecturers in the professional programme have come from the undergraduate programme. Well, so supposing they help ( <i>teaching</i> ) professional programme, like that, so... you can imagine, this is hard for them."
-	"But it's impossible here ( <i>having lecturers to teach just the professional programme</i> ). It is impossible in all the professional programmes; the (university) owner did not base ( <i>its decision on human resources</i> ) on the number of students enrolled in each study programme. The institution's decision was framed on the total number of students in the Faculty.
-	"We do not have time to seriously think about research..."
-	"So, lecturers in this course should hold doctoral degrees, because this is a master's level programme. So, ( <i>our</i> ) postgraduate department required lecturers to have qualifications at doctoral level but for us ( <i>in our professional programme</i> )... it is impossible for practicum to be taught by doctoral degree lecturers. We still do not have enough human resources to meet the qualification requirement ( <i>doctoral degree for lecturers</i> )".

(Continued)

- 
- "Our human resources are limited to lecturers (*that are usually involved in our professional programme*) only, while actually in the faculty, there is an abundance of human resources. Well... because we are under (*the university-level*) postgraduate department, and not under Faculty (*of Psychology*)... our relationship to Faculty (*of Psychology/ undergraduate*) is like (*the relationship*) between colleagues (*friendship, no formal obligation to think seriously about the professional programme*). However, we share the same lecturers. I feel that we are limited in our human resources. In thinking about this problem together, we still face many obstacles."
-

***Implementation of internal evaluation in most programmes.*** Most participants stated that their programme imposed an internal evaluation, outside of government accreditation. Such evaluation aims to ascertain the extent to which a programme has attained the seven accreditation standards established by the Indonesian government through the National Accreditation Board. Half of the participants ( $n = 9$ ) agreed with the statement that 'there is follow-up on the results of programme evaluation'. The follow-up actions and consequences of this internal evaluation process are manifested in several ways. These include (a) the development of work goals targeting areas that need to be improved and accompanied by a timeframe for completion (three participants); (b) the formulation of results in the form of percentage of conformity across specified targets and its impact on funding for subsequent programme activities (P13); (c) addition of required materials as identified in the evaluation results (P12); and (d) follow-up actions directly addressing aspects that require improvement, such as providing feedback to administrative and academic staff (P7 and P16) or procurement of required facilities (P4).

***A process orientation.*** The application of an evaluation method that emphasizes a process-oriented approach, rather than merely a summative evaluation conducted at the end of the programme, is the practice at around one-third of participants' institutions. This is especially true for evaluation of aspects related to student practice attitudes and skills (three participants).

***Programme arrangement.*** This theme refers to several participants' responses in relation to programme organisation, especially regarding specific forms of professional education.

***Non-specialist/generalist professional education.*** A number of participants expressed strong views in relation to the aspirations of a general/non-specialist professional psychology programme ( $n = 9$ ). They described non-specialist professional education providing students

with general and broad basic competencies, rather than a specialized education as currently applied in their respective programmes in specific areas of psychological practice (e.g., adult clinical, child clinical, educational, and I/O). Participants stated that professional education should start with a general education, then proceed to cover more specialised areas.

*Consistency needed in positioning programme at master's level.* Almost half of the participants ( $n = 7$ ) asserted that curriculum management of the current professional programmes emphasising the practice component over science has not been consistent with the programme placement at master's level within the structure of higher education in Indonesia. These participants referred to government regulations that specify certain requirements for education at master's level, and state that these requirements have not been met by the professional programmes. Referring to relevant government regulations, they added that placement of the programme at master's level necessitates providing a content balance between practice and science components (P6 and P12). Some participants were even of the opinion that in a master's level programme the science component should exceed that of practice (P7 and P17).

The participants' descriptions of the current management process of professional education included the words "misdirected" (three participants) and "ambiguous" (four participants) and it was observed that one of the common phases of professional skills development was skipped: a general training phase (P18).

Some participants based their conception of general professional education on their observations of graduates' work since completing their professional education, noting that types of jobs graduates were working in were often not related to/influenced by the field of specialisation they had chosen during their professional education. Participants' comments included the following:

“... even (those who graduated from) clinical programme entered the Industrial/Organisational work area” (P3).

“(Graduates from) Educational psychology programme work in clinical settings, in hospitals” (P12).

### **Documents**

Seventeen respondents (out of a total of 19) provided supporting documents related to programme curricula. Such documents, mostly published in 2013, included academic guidebooks, guidebooks on internship, thesis manuals and guidelines of educational activities. From this number, only 10 respondents (58.8%) provided documents related to course outlines, with varying degrees of comprehensiveness (some respondents provided only partial course outlines or basic descriptions of course outlines). The most recent publication of the document was in 2016 (the same year as the data collection period), and comprised only one document from one respondent institution. In the data collection, the validity of each document was confirmed by participants.

The thematic analysis method guided the analytical process in relation to document data and generated four main themes and 13 sub-themes in describing characteristics of curricula in the Indonesian professional psychology programmes. Table 8.3 summarizes the results.

### **Programme objectives**

Competency Statements as Programme Objectives is a dominant topic appearing in several documents from respondents' institutions. A total of 10 sources explicitly stated that students' competencies are to be achieved through the provision of education in the programme. In all of the document data supporting this theme ( $n = 10$ ), the competence of knowledge and skills acquisition related to psychological assessment and intervention methods, as well as research, was predominant.



Table 8.3

*Themes and Sub-Themes in Describing Characteristics of Indonesian Professional Psychology Programmes: Document Data Analysis*

Themes and sub-themes	<i>f</i>	<i>Total percentage (%)</i>
Competency Statements as Programme Objectives	10	
Total	10	58.8
Learning content		
<i>Scientific foundations</i>	17	
<i>Practice in three levels of services</i>	9	
<i>Preparatory classes</i>	6	
Total	17	100.0
Teaching and learning methods		
<i>Applied research for thesis</i>	12	
<i>Internship in cooperating institutions</i>	6	
<i>Multiple research methods</i>	5	
<i>A minimum of 560 hours internship</i>	5	
<i>Academics with practice experience as educators</i>	4	
<i>External supervisor not having to be a psychologist</i>	4	
<i>Various teaching methods</i>	2	
Total	14	82.4
Evaluation		
<i>Multiple aspects in evaluating students</i>	12	
<i>Multiple methods in the evaluation of students</i>	6	
<i>Multiple assessors in the evaluation of students</i>	6	
Total	12	70.6

Base:  $n = 17$  (89.5%)

Note:  $f$  and % represent number of respondents' documents mentioning each theme at least once

Further, the two target competencies mentioned in a number of respondents' documents ( $n = 5$ ) were students' personal competence in fostering interpersonal interaction and competence of psychological services/practice management. In the context of formulating objectives, several documents mentioned efforts to prepare students to be able to provide psychological

services in a broader scope, including at individual, group, and system or organisational levels.

### **Learning content**

This theme is broadly composed of three major groups of sub-themes: (a) material related to scientific foundations; (b) practice in three service levels, covering description of learning content related to practice; and (c) matriculation, which describes the provision of additional subjects outside a formal teaching period.

**Scientific foundations.** The scientific foundation sub-theme contains supporting data from which two classifications of response emerged, namely the use of theory and dissemination of research. The use of psychological theories in the professional programme, based on the results of document analysis, was demonstrated through several statements instructing students to include psychological theories both in conducting practice and in the development of practice reports (16 document sources) and, also in the conduct of research and thesis writing (15 sources).

In the conduct of psychological practice, psychological theories serve as a framework for case discussions and a foundation for the selection of assessment techniques, diagnosis and determination of interventions or in the development of psychological intervention designs. Some excerpts of the document below explicitly explained the function of theory to support students' practices in the professional programmes (Note: documents were allotted a number for identification purposes. For example, D1 refers to document from Participant 1. Following this, the name of the referred document is presented. Sentences in apostrophes refer to each relevant code, while sentences enclosed by quotes refer to verbatim text within a document:

“Case discussions should be supported by other information (journal, research, theory).” (D1, Academic Guidebook 2014)

#### “Individual Case Reporting Format

Chapter V. Theoretical Foundation: contains theories that support the diagnosis and intervention plan. Referral sources are from textbooks and scientific journals.

Write also the list of references.

#### Group Intervention Report Format

Chapter II. Literature review: contains an explanation of the main variables of intervention and explanation of the theoretical approaches used in handling existing problems and the results of previous studies which contain application of interventions selected to be applied to case handling.

#### System-level Intervention Report Format

Chapter III. Literature review: contains descriptions of variables to be intervened, theories that support intervention options, and psychological dynamics”. (D5, Guidance for Professional Programme Internship in Educational Psychology 2013)

#### “Clinical Programme Internship Report Format

IX. Psychogenesis: choose a personality theory that can be used for explaining the subject’s personality dynamics. Explain concepts of personality theory(ies) you choose in this section. After theoretical exposure, analyse personality profiles of the subject by using the personality theory you have chosen. Then, describe your analysis of subject's personality when the psychological problem arises”. (D7, Guidance for Professional Programme Internship in Clinical Psychology 2014)

#### “Industrial/Organisational Programme Internship Report Format

Example 1. Organisational Diagnostic (Company X)

## II. Organisational Diagnostics

Theoretical Framework (theoretical framework used to identify and analyse problem)

## III. Intervention

3.1 Theoretical framework of the proposed intervention”. (D7, Guidance for Professional Programme Internship in I/O Psychology 2014)

Mandatory use of psychological theories in the implementation of research and thesis writing was mentioned in several documents from 15 respondents' institutions. According to these sources, theory serves as a basis for discussion of research topics or research problems, and also provides the basis for the selection of interventions undertaken in treating psychological cases.

**Practice in three levels of services.** In the cluster of practice content, nine sources supporting practice in three levels of the service sub-theme mentioned the provision of educational experiences aimed at developing students' psychological practice skills at individual, group and system levels. The provision of learning content and psychological practice opportunities at the three levels of service applies to all areas of specialisation offered by the professional programmes.

**Preparatory classes.** The next sub-theme under the learning content theme is the availability of 'preparatory sessions' (six sources), which are specific preparatory classes given to students who satisfy the admission selection criteria, and held before the formal teaching period. In the Indonesian context, the sessions are commonly referred to as a matriculation programme. Several document extracts from six respondents' institutions confirmed the availability of these preparation sessions. There is mention in some of these documents that content covered in the matriculation programme comprises subjects related to psychological assessment tools and review of the basic theories of psychology.

**Teaching and learning methods**

**Applied research for thesis.** Two response groups described the type of applied research students must undertake in completing their thesis as well as the research methods that can be used by students in conducting research. Sources from 12 respondents' documents indicated that there is an obligation on the part of students to carry out independent applied research and document all steps of research implementation undertaken in an applied research thesis. The applied research is defined by several documents in the following terms:

“In the master's professional psychology programme, the thesis is also interpreted as a study of questions related to psychological phenomena that occur in individuals, groups, as well as communities/systems/organisations. Applied elements more reflect the relevance and usefulness in accordance with the problem. Research for the thesis in the master's professional psychology programme can be an applied research (research that examines impact/effectiveness of intervention) or basic research (research that tests theoretical models). If a student chooses basic research, it should be accompanied by an intervention design, in response to the problem under study”. (D13, Thesis Writing Handbook 2013)

“Thesis for science programme emphasizes the development of concepts or theories in psychology, while thesis for master's professional programme is certainly more distinctive. Just as the syllabus emphasises practice, the thesis for students in the professional programme is more focused on the application in the psychological field. Thus, this kind of thesis is oriented towards the development of science related to applied fields in psychology; that is, the thesis contains topics that are useful for the development of professional practice of psychologists”. (D14, Thesis Handbook 2015)

“A thesis is applied research that reflects a mastery of the competencies in psychological assessment and intervention. Applied research is an empirical study derived from real problems or from the needs of psychology as a profession”. (D17, Thesis Writing Guide 2013)

**Internship in cooperating institutions.** All documents supporting internship sites sub-themes (6) stated that students’ internship was conducted in institutions that have a formal cooperation arrangement with the programme. Most documents ( $n = 5$ ) mentioned hospitals (both public hospitals and psychiatric hospitals) as student internship sites. Other most mentioned internship sites were social institutions (elderly homes, orphanage-care, and women’s centres).

**Multiple research methods.** Some documents further mentioned research methods that can be utilised to carry out this applied research, namely quantitative research methods (five sources), qualitative (four sources), and mixed methods (four sources).

**A minimum of 560 hours internship.** Duration of student internship, according to all supporting documents in this category ( $n = 5$ ), was a minimum of 560 to 640 hours in duration.

**Academics with practice experiences as educators.** Other sub-themes which support the ‘Teaching and learning’ theme are related to the characteristics of faculty and field supervisors, and these were presented under the subtitles above and following. In the implementation of practice during professional preparation, students in professional programmes are provided with an advisor(s) with a minimum education qualification of master’s and five consecutive years of psychological practice.

**External supervisor does not have to be a psychologist.** At internship sites, students were supervised and guided by one or more external/field supervisors. Document data analysis indicates that a field supervisor may be a psychologist with a minimum of five

years of practical experience, or other professionals with a minimum ten years of working experience in his/her field.

**Various teaching methods.** Document analysis shows the use of varied teaching methods in the programme, although only a few documents provide information on the teaching methods used in the programme. Statements on teaching methods refer to the application of several teaching techniques throughout the course, which include lectures, direct practice, student presentations, case conferences and expert guest lecturers.

### **Evaluation**

This theme consists of three supporting sub-themes, explaining evaluation mechanisms conducted in the Indonesian professional psychology programmes: multiple aspects in evaluating students; multiple methods in the evaluation of students; and, multiple assessors in the evaluation of students.

**Multiple aspects in evaluating students.** In evaluating students, the Indonesian professional psychology programmes targeted various aspects of student performance: skills (11 document sources); attitude in practice (ten sources), including ethical behaviour (eight sources); and, academic/knowledge comprehension (five sources).

**Multiple methods in the evaluation of students.** Various evaluation methods were also applied in these programmes to assess students, including oral exam (four sources), written exam (three sources), case conference (three sources), direct observation (three sources), presentation (three sources) and scientific paper (three sources).

**Multiple assessors in the evaluation of students.** Multiple assessors were utilized by the professional programmes to conduct student evaluation. Evaluators included the internal advisor (five sources); external/field supervisor (four sources); examiners from HIMPSI (three sources); and case conference examiners (P6 and P8).

### **Conclusion**

This chapter contains a discussion of the results deriving from the use of qualitative methods. Interviews and documents are the two sources of data that were the basis of the qualitative data analysis that was conducted in pursuit of answering some of the research questions posed by this study. The results of interviews and document data analysis informed the several themes under which curricula characteristics in the Indonesian professional psychology programmes were described. Interview data analysis generated six themes and document data analysis four. All themes resulting from the document analysis are recurring themes that also emerged in the interview analysis. These overlapping themes are closely related to the four main curriculum components: programme objectives, learning content, teaching and learning methods, and evaluation. In the four overlapping themes, similar sub-themes were found both in interview and document analysis results, as well as several other sub-themes unique to each result. Interview data analysis provided additional information related to curriculum development and forms of programme organisation to which some of the programme directors aspire. Together, these results provide a comprehensive picture of the Indonesian professional psychology education curricula. A summary of qualitative research results obtained from interviews and document analysis is presented below.

The first theme is related to curriculum development in the programmes, a process that involves 'multiple inputs', consisting of the use of formal information in the form of professional organisation rules, values embodied in the statement of the vision, mission and objectives of the institution, and related government regulations. In addition, inputs in curriculum development also included some informal information gained through programme activities (such as input gathering) in an effort to determine the needs of graduate users and students. In the curriculum development process of these programmes, respondents expressed an 'urgent need' to quickly establish a new curriculum and new guidance on the formulation



of such that accommodates the latest developments in relation to government regulations and new agreements on the curricular requirements of professional psychology education. This perceived pressing need arises from concerns of the participants about current curriculum issues, such as the following: a degree of incompatibility between the current programme curriculum and community needs and the fact that systematic study has not been done to understand the needs of institutions likely to hire graduates; the need for a curriculum revision due to several changes in governmental regulations; existing demands to review and revise the current curricula as instructed by host universities, especially in fulfilling regulations for a master's level education, despite new curriculum guidelines not having been developed by HIMPSI and the AP2TPI; and, lastly, the aspiration for a new curriculum that contains enriched content incorporating Indonesian values. The professional psychology organisation and relevant association, which are HIMPSI and the AP2TPI, play a significant role in the process of developing the curricula of professional psychology programmes in Indonesia, especially in providing direction on curriculum formation. However, respondents expressed the hope that these organizations would provide significantly improved guidance in some areas, such as in more comprehensive consultation activities in the formulation of the curriculum, and the determination of standardisation that can overcome concerning variation between programmes in the implementation of some educational activities.

The second theme relates to programme objectives. Both interviews and document data mentioned the purpose of the professional programmes in preparing students to master practical skills, especially in terms of assessment and psychological interventions. Further, several sub-themes from both data sources referred to professional programmes also aiming at preparing students to be able to provide psychological services in a broader scope, in terms of: service delivery at individual, group, and system or organisational levels; the expansion of traditional roles of psychologists into preventive and development activities that assist in

addressing psychological problems; the provision of services to multiple levels of society regardless of socio-economic status; and, psychological services in various fields of current relevance to Indonesia, such as those related to the role of psychologists in primary health care facilities (*Puskesmas* in the Indonesian language) and in the management of treatment of psychological impact caused by natural disasters. It was considered necessary that statements of objectives in the professional programmes be aligned with institutional values, especially on the vision, mission and objectives of their respective faculty of psychology or university values. Responding in part or full to multiple other needs of the Indonesian community by providing relevant psychology services was also factored into programme objectives formulation.

The third theme, the Learning Content, refers to the process of determining learning content and includes description of characteristics of teaching materials in the professional programmes. Curriculum guidelines developed by the AP2TPI and HIMPSI largely determined the selection of learning content. Content in these professional programmes was characterized by a weighting of practice content over science-related material. Practice subjects were aimed at providing learning opportunities that hone students' ability to provide psychological services at individual, group and system levels, in line with the programme objectives previously described. Science content included subjects aimed at providing a scientific foundation for practice, and includes psychological theories underlying practice, the conduct of research, and the inclusion of a thesis component within the programmes, the majority focussing on applied research. Results related to the use of training models showed that in most programmes the form of education model applied reflected the provision of both practice and scientific foundation subjects. A small number of extracts of participants' data also indicated the use of additional educational models specific to their programmes, such as those based on Islamic values and a competency-based model. In discussing learning content,

participants stated that there is a 'great need to strengthen practice content' and, at the same time, expressed concern that a 'scientific climate [has] not yet [been] formed'; thus, the sense was that both practice and science components in the learning content of the programmes need to be improved. In an effort to provide basic knowledge in practice and science components, several programmes included extra preparation sessions in the form of matriculation sessions conducted before the formal teaching period.

In relation to the fourth theme, Teaching and Learning Methods, results from qualitative data analysis confirmed the use of a combination of various teaching methods. Lectures were still utilized, and combined with the use of learner-centred methods such as practice, practicum discussions, presentations/seminars, role-plays, tutorials and case-based learning. Other learning opportunities were also provided in most of the programmes, utilising guest lecturers with expertise in specific required areas and workshops additional to formal lectures. The implementation of internships and theses as experiential learning methods for the components of practice and science were also clearly evident in the programmes. Internship was conducted at cooperating institutions, with hospitals (both general and psychiatric hospitals, or mental health care centres) as the internship sites most frequently mentioned in the data. Duration of practice ranged from 560 to 640 hours. Applied research was the strongly preferred mode for thesis development. This type of research basically emphasised topics related to the application of psychological practices (both methods of assessment and psychological intervention) and evaluation of the effectiveness of the implementation of specific interventions used in the treatment of psychological problems. Some documents raised the topic of using an Indonesian indigenous concept of psychological interventions and interventions based on Islamic values in several programmes hosted by Islamic universities. Research options available to students in the professional programmes included quantitative, qualitative and mixed methods. Finally, the Learning Content theme

includes several sub-themes related to the characteristics of educators in these programmes. Permanent academic staff who hold a formal practice licensure and have a minimum five years of practice experience act as internal advisors for student in practice matters. Students were also provided with guidance from external/field supervisors who work in each internship site. These supervisors can be psychologists with a minimum of five years practice experience, or other professionals with qualification and experience requirements determined by programmes (mostly ten years of work experience). Significant results emerged in the discussion of characteristics of lecturers. Qualitative analysis revealed a perception of 'lecturer-related constraints' on the part of the respondents. The insufficient number of lecturers resulted in excessive workloads, especially in teaching. The lack of expert lecturers in the programme was another constraint, giving rise to difficulties in the management of learning delivery, especially related to practice subjects requiring specific expertise from the teacher. Participants also felt that lecturer competence needed improvement, especially in having a positive attitude as educators. Comparative analysis of institutional responses in public and private programmes clearly showed that programmes hosted by private universities were more likely to address lecturers' constraints associated with the limited number of lecturers and high teaching load, as well as issues such as the lack of experts and inadequate lecturer competencies. In the case of respondents from public university programmes, lecturer-related constraints were all related to the lack of expert lecturers able to deliver materials according to programme needs and some other lecturers' competencies issues.

Evaluation, as the fifth theme in the description of the curricula of the programmes, refers to the nature of student evaluation and internal programme evaluation. In relation to the former, qualitative data analysis confirmed the use of various evaluation methods comprising practice exams based on cases, case reports, direct observation, written exams, case-

conferences, presentations and other assignments. Evaluations targeted several aspects of student performance, with an emphasis on practice skills and knowledge, practice attitudes, and research skills. Several assessors were involved in the evaluation of students, and various assessment results were gathered. Evaluators were internal advisors, field/external supervisors, HIMPSI examiners and other lecturers involved in the assessment processes throughout the students' education. Evaluation of students in these professional programmes emphasised a process approach, in which assessments were conducted on each learning activity and assessment results were used as input to provide feedback fostering the self-development of each student. Besides the evaluation of students, interview data analysis indicated that most programmes have implemented an evaluation mechanism that seeks to assess programme performance in the delivery of educational services. Follow-up on the results of these internal evaluations was enforced. The fulfilment of seven government accreditation standards was the main focus of this programme evaluation.

The last theme, Programme Arrangement, is the theme that emerged from the interview data analysis and describes the aspirations of respondents regarding specific forms of professional education. 'Non-specialist/generalist professional education' refers to the respondents' observations that the current arrangement of professional education which requires students to choose one area of specialisation is less adaptive than is optimal. This arrangement is deemed unsuitable to the current needs of the Indonesian context, which requires broad and all-encompassing psychological services. Several participants also expressed concern that graduates' careers did not always relate to their choice of specialisation in their professional education. Such observations resulted in the emergence of aspirations for Indonesian professional psychology education to be arranged according to natural stages of progression in professional development by first providing a generalist/non-specialist education aimed at equipping students with broad psychological practice skills.

‘Consistency needed in positioning programme at master’s level’ refers to the opinions of some participants that the placement of programmes at a master’s-level of education has not been accompanied by maximum effort to meet relevant standards as determined by the Indonesian government. Respondents called for consistency in attaining required standards.

The last theme described in the previous paragraph reflects some answers to research questions addressing the current concerns and hopes existing within the Indonesian context regarding curricula of professional psychology education. Other concerns and obstacles, as well as hopes and suggestions, expressed by respondents of this research in relation to their programme curricula, scattered here and there within this chapter, under these following sub-themes: *significant roles of professional organisation; urgent needs for new curriculum guidance; partial fulfilment of society needs; a great need to strengthen practice content; scientific climate has not yet formed; and, lecturer-related constraints.*

This chapter has provided results of research utilising qualitative design. To conclude, the qualitative results enrich explanations about characteristics of the Indonesian professional psychology programmes, while at the same time elaborate on findings resulting from the quantitative approach. Together, both qualitative and quantitative results of this study provide a comprehensive picture of the Indonesian professional psychology curricula, which is further discussed in the final section of this thesis: Chapter 9.

## **Chapter 9: Integrating Results from the Two Studies: Discussion and Conclusion**

This chapter integrates the quantitative and qualitative results of the study, in order to obtain a comprehensive picture of the characteristics of the curricula of Indonesian professional psychology programmes. Initially, there is a consideration of the results of the two studies, and how they relate to each other within the context of the underlying theoretical framework underpinning this research. The chapter concludes with a presentation of the contributions and limitations of this study, and recommendations for future research.

### **Integration of Quantitative and Qualitative Results**

As described in Chapter 6, the process of integrating results from quantitative and qualitative approaches is a vital part of conducting a mixed methods study. The integration phase is fundamental to answering the methodological question as to the ways in which findings from the survey and case study align with one another in relation to the characteristics of programme curricula, which in turn leads to a conclusion on the extent to which the integrated results are mutually supportive or conflict. The integration stage should also clarify which of the research results support each other or are contradictory, and provide a basis for interpretation and discussions of such outcomes. Integration of results within this study targets the four curriculum components: programme objectives and curriculum development, learning content, teaching/learning methods, and evaluation. Additional results related to programme organisation are presented subsequently.

Results from both quantitative and qualitative studies regarding the characteristics of professional psychology education in Indonesia were combined mostly through side-by-side comparison (Creswell & Plano Clark, 2011). Direct comparison tables were developed to facilitate integration, as follows, with discussion and interpretation of results subsequently provided.

### Programme objectives and curriculum development

The quantitative results regarding statements of programme objectives align with qualitative results (Table 9.1). Indonesian professional psychology programmes were directed at preparing students to attain a set of competencies (knowledge/skills/attitudes) necessary for delivering broad psychological practices at individual, group and systems levels, at various society levels, in multiple fields (from clinical to industry and family), in preventive activities and in other new emerging psychological roles in Indonesia.

Table 9.1

#### *Comparison of Quantitative and Qualitative Results In the Study of Indonesian Professional Psychology Curricula: Programme Objectives*

Quantitative Results	Qualitative Results
1a. Statement of objectives:	
1. To produce graduates with a set of competencies as follows:	<i>Broad psychological services</i>
a. Knowledge (foundational psychological knowledge and theories)	1. Wide range of services
b. Skills (psychological assessment and interventions, evaluation & research, psychological problem solving at individual, group and system levels)	2. Psychological services for various society levels and scopes
c. Attitudes (personal and professional)	3. To prevent and resolve psychological problems
2. Institutional objectives: research, educational process management, institutional cooperation, community services, psychological services management.	4. Broaden roles of psychologists
	5. <u>Competency statements as programme objectives</u>
	6. <u>Practice in three levels of services*</u>
1b. Guidelines on formulation of objectives:	
1. Institutional internal decisions ( $n = 12$ ; 85.7%)	1. <i>Alignment with institutional values</i>
2. Regulations from relevant associations ( $n = 10$ ; 71.4%)	2. <i>Partial fulfilment of society needs</i>
3. Regulations from HIMPSI ( $n = 7$ ; 50.0%)	3. <i>Urgent needs for new curriculum guidance</i>
4. Government regulations ( $n = 6$ ; 42.9%)	
5. Needs of society ( $n = 4$ ; 28.6%)	
6. Users' requests ( $n = 4$ ; 28.6%)	
7. Stakeholders' requests ( $n = 2$ ; 14.3%)	
8. Feedback from lecturers and students ( $n = 2$ ; 14.3%).	
1c. Entry requirements and student selection	
a. Both academic (mostly test results) and non-academic requirements (i.e., personality and mental-health status indicators) were sought from participants.	Qualitative results concerning this topic were not found.
b. Most respondents ( $n = 7$ , 63.6%) used a balanced weighting of academic and non-academic aspects in their selection of prospective students.	

\*Note: Italicised sentences referred to sub-themes derived from *interview* data and underlined sentences referred to sub-themes generated from *document* data.



The statements of programme objectives as determined through this study were similar to those mentioned in the professional education literature (Barnett et al., 1987; Jaffe, 2004; Shulman, 2005a). Professional capability - that is, the ability to perform tasks relevant to one's profession - was one of the aims the professional programmes strived to achieve in their educational activities (Duncan, 1984), in addition to the delivery of theoretical knowledge and conceptions of science within each discipline (Jaffe, 2004).

Research competence was included among those to be developed in Indonesian students during their professional psychology education, as well as the development of professional competence specific to psychologists, such as skills to conduct assessments and psychological interventions. The provision of educational opportunities that aim to develop research competence dates back to the era of McGlothlin (1977), and, unsurprisingly, was one of the characteristics of the Indonesian professional programmes.

Various literature suggests a connection between objectives of the professional programmes as noted above with determination of specific students' characteristics considered appropriate for the programmes (Graham & Kim, 2011; Hammer, 2000; Jaffe, 2004; King et al., 1986; Martincová & Andrysová, 2017; McGlothlin, 1977; Stricker, 1981), which is ultimately reflected in the entry selection criteria of the professional programmes. This was the case with student selection criteria for the Indonesian professional psychology programmes, as demonstrated by results of this study (Table 9.1, point 1c). In addition to applying several academic requirements, a number of professional psychology programmes in Indonesia also included the candidate's personality profile among the non-academic selection criteria - a fundamental criteria of the selection process in professional programmes mentioned in the literature (Jaffe, 2004; McGlothlin, 1977).

The quantitative and qualitative results supported each other in the use of institutional values for curricula development, confirming the fact that in the formulation of programme

objectives there is emphasis on institutional values and internal decisions regarding visions, missions and institutional goals. The combining of results also confirmed a smaller degree of attention to society and user needs, which tended to lead to an evaluation that programme curricula merely reflect partial fulfilment of those needs. This differed slightly from the professional education literature, which identifies the needs of the community as one of the most important factors in preparing professionals, since they are expected to subsequently meet the relevant demands of their community in their professional service (Jaffe, 2004; Kaslow, 2004; McGlothlin, 1977; R. L. Peterson et al., 1997).

The results of this study indicated that the formation of the curriculum was predominantly based on discussion and agreement between a group of academics and practitioners in the field of psychology which, in the context of Indonesia, is represented by the AP2TPI and HIMPSI. The determination of programme objectives as well as learning content is largely based on the discussion and analysis of the association and professional organizations comprising specialists regarded as authorities in the field of psychology - this reflects an academic scholarly ideology in curriculum development (Hirsch et al., 1987; Schiro, 2013). The application of such ideology in curriculum formation leads education providers to design a curriculum based on an understanding of critical core knowledge to be given to students during education, thus emphasizing the development of student intellect through knowledge dissemination, and teaching ways of behaving that are in accordance with specific discipline requirements (Bruner, 1977). This ideology-based design was evident in the process of curriculum development in the Indonesian professional psychology programmes. From another perspective, curricula that emphasize the delivery of core content deemed important reflect a content-based education (Ningdyah, Greenwood, Kidd, Helmes, & Thompson, 2016). Professional programmes that fall within this classification emphasize the provision of compulsory materials that are considered necessary within a particular

discipline, along with a minimum required study duration for delivering the learning material to students. Neither community needs nor the characteristics of students receive much attention in curricula formed on the basis of scholarly academic ideology and a content-based approach.

### **Learning content**

Table 9.2 summarises research results relating to learning content in Indonesian professional psychology programmes.

An emphasis on the practice component in the content of the Indonesian professional psychology curricula was one of the results noticeably endorsed by both quantitative and qualitative results. This seems to be in line with statements of objectives that prioritise the development of students' professional competence. Such emphasis on the practice component was also in line with the characteristics of professional education in general, as stated by Barnett et al. (1987); Sullivan (2005); and Weidman et al. (2001). At the same time, results of the research as shown in Table 9.2 indicate that professional psychology programmes in Indonesia also provide theoretical and scientific foundations of practice within their programmes (see qualitative results sub-themes, Provision of Scientific Foundations deriving from the interviews and Scientific Foundations within Programmes from the documents data). Thus, Indonesian programmes use an integrated training model (Lunt & Gray, 1990) that combines science and practice in the education of professionals. The question then arises as to whether the practice or science components have a more dominant role in the Indonesian programmes, and to what extent. The literature in the field of professional psychology education offers a possible explanation to this question through detailed discussion on the concept of training models. The following paragraphs elaborate on some of the research results related to characteristics of educational experiences, and learning content

provided, from which a conclusion can be made on the application of specific training model(s) applied in these professional programmes.

Table 9.2

*Comparison of Quantitative and Qualitative Results In the Study of Indonesian Professional Psychology Programme Curricula: Learning Content*

Quantitative Results	Qualitative Results
2a. Subject matter composition:	
1. Respondents statements on the comparison of science and practice components: "Practice dominance" ( $n = 10$ ; 66.7%), compared to "Balanced orientation and "Science/research dominance" ( $n = 5$ ; 33.3% and $n = 0$ , respectively).	<i>Relatively balanced subjects with an emphasis on practice*</i>
2. Actual percentage of science and practice components as reported by respondents: "Practice dominance" ( $n = 7$ ; 53.9%), as compared to "Balanced orientation and "Science/research dominance" ( $n = 6$ ; 46.2% and $n = 0$ , respectively).	
2b. Training model	
1. Training models used by respondents: "Scientist-practitioner model" ( $n = 15$ ; 100%).	1. <i>Education based on practice <b>and</b> science.</i>
2. Characteristics of training model components:	2. <i>Scientific climate has not yet formed</i>
a) The characteristic of Science is applied to a significantly higher degree than that of Practice;	3. <i>Provision of scientific foundations</i>
b) Integration of Science and Practice characteristic is applied to a significantly higher degree than the Practice characteristic;	4. <u>Scientific foundations</u>
c) The Competency characteristic is rated as applying to a significantly lower degree than those of Integration of Science and Practice and the Local Clinical Scientist model.	
2c. Guidelines utilized in the development of content:	
1. Association regulation ( $n = 14$ ; 93.3%)	<i>Adherence to the AP2TPI regulations</i>
2. HIMPSI regulation ( $n = 11$ ; 73.3%)	
3. Institutional decisions ( $n = 10$ ; 66.7%)	
4. Government regulations ( $n = 9$ ; 60%)	
5. Stakeholders' requests ( $n = 5$ ; 33.3%)	
6. Users' requests ( $n = 3$ ; 20%)	
7. Information on the needs of society ( $n = 2$ ; 13.3%)	

\*Note: Italicised sentences referred to sub-themes derived from *interview* data and underlined sentences referred to sub-themes generated from *document* data.

Partial convergence was found in the results from both the quantitative and qualitative approaches to investigating the training model(s) used. Results aligned with the fact that scientific foundations are provided and developed within professional programmes. However,

slight differences were found, both within quantitative results and between quantitative and qualitative findings, in describing the training models used in the programmes. Common results showed the use of an educational model that emphasized practice while at the same time provided a scientific basis for practice. The use of the scientist-practitioner model as claimed by all respondents in the questionnaires was not fully justified either by other quantitative results (see the 'Subject matter composition' point in Table 9.2, indicating the emphasis of the practice material) or by the qualitative results (under the sub-theme 'scientific climate has not yet formed'). However, at the same time, some of the quantitative results – especially those obtained through the use of training model scales - showed evidence of science and practice integration, as one of the important characteristics in the application of the scientist-practitioner model (Belar & Perry, 1992), being applied to a significantly higher degree than application of the practice characteristics. Indeed, the respondents acknowledged that this was the case. Considering the amalgamation of research results on the training model, especially the fact that there was an emphasis on the practice component, along with the provision of scientific foundations in the form of theoretical understanding and the implementation of research, it was evident that the Indonesian programmes implemented the practitioner-scholar model to some degree (Bell & Hausman, 2014). Nevertheless, one important feature of the practitioner models - the appraisal of consumer needs (Korman, 1974) - is not yet apparent in the curricula of the Indonesian programmes.

The use of regulations from the AP2TPI and HIMPSI as the main guidance in the preparation of learning content was affirmed by the research results from both the quantitative and qualitative approaches, as was the fact that not many programmes currently factor in Indonesian community needs and those of institutions likely to employ graduates when determining the selection of learning materials. As mentioned previously in relation to curriculum development and programme objectives, this is reflective of the use of a scholarly

academic ideology (Schiro, 2013), which then directs the Indonesian curricula into what must be classified as a content-based model (Ningdyah et al., 2016).

The use of curriculum guidance from the AP2TPI and HIMPSI (2013) as the primary input in the development of learning content within the professional programmes reflected a compliance with standards imposed by these organisations. On the other hand, the newest Indonesian government requirements relating to learning content for a masters academic programme (Menristekdikti, 2015b) have not yet been fully accommodated in the latest association guidelines (AP2TPI & HIMPSI, 2013). Thus, governmental standards have not been fully incorporated into Indonesian professional programme curriculum development guidelines, and some respondents voiced concern over this.

Integration of various research results regarding learning content shows dominant application of content-based curricula in the Indonesian programmes. Characteristics of learning content in the Indonesian programmes reflect those that feature in the scientist-practitioner and practitioner-scholar models. Programmes featured elements of both these training models to varying degrees. A specific requirement from the Indonesian government regarding the application of the scientist-practitioner model in the professional psychology programmes (see Chapter 5) and the positioning of programmes at the masters level have prompted increased use of science components in the curricula, where previously the emphasis had been more or less solely on practice. The provision of scientifically informed practice was evident in the programmes (see Table 9.2 point 2b number 3 and 4 in the qualitative results), although some participants perceived a lack of a scientific climate, suggesting that the science component in the curricula needed to be strengthened (see Table 9.2 point 2b number 2 on qualitative results).

Competency-based education has not been fully applied in these programmes, although competency languages have already been used in the curriculum guidelines issued

by the AP2TPI and HIMPSI (see Chapter 5) and also in some curricula-related documents as shown in the documents analysis result (see Table 9.1 point 1a number 5). This fact clearly mirrors the international history of training model development in professional psychology education (Chapter 3). In the early formation of training models, attention was directed at determining core curriculum in the form of mandatory learning content and number of hours required to complete the course - a characteristic of content-based training models. Later in this development emerged an application of a competency-based education model, which is now imminent in the Indonesian context. As can be seen from the results of the research, determination of target competencies has been initiated in some Indonesian programmes, but has not yet been accompanied by a systematic organisation of educational experiences that support the achievement of competence. Further, there has been no determination of indicators to assess the achievement of competence, or of related measuring instruments.

The learning content of the Indonesian professional programmes shares some characteristics applied internationally, especially in terms of integration between theory and practice in the education of future professionals (Karseth & Solbrekke, 2006; Lunt & Gray, 1990; Lynton, 1991; Shulman, 2005a; Yelder, 2004). Results of the present study demonstrated the provision of theoretical foundations for practice and the implementation of science and practice integration activities in the Indonesian programmes, including the requirement to carry out independent research, as suggested by Belar and Perry (1992) and R. L. Peterson et al. (1997). In addition, factored into the learning content of the programmes is the importance of delivering subjects related to the code of ethics and educating students in ways to behave in keeping with professional standards (Karseth & Solbrekke, 2006; Lynton, 1991; Shulman, 2005a). This was evident both in the formulation of curriculum guidance set by the AP2TPI and HIMPSI (2013), as well as in the list of courses in most Indonesian programmes (see Chapter 7, under the Learning Content section). On the other hand, other

subjects that are also considered important in professional education, such as reflective practice (Lunt & Gray, 1990; Yelder, 2004) and understanding of the context of the profession (Duncan, 1984; Lynton, 1991; McGlothlin, 1977), have not so far been available in the Indonesian programmes.

### Teaching/learning methods

Table 9.3 describes research results related to teaching methods, learning and teachers' characteristics in Indonesian professional psychology programmes.

Table 9.3

*Comparison of Quantitative and Qualitative Results in the Study of Indonesian Professional Psychology Curricula: Teaching/Learning Methods*

Quantitative Results	Qualitative Results
3a. Teaching methods	
- Teaching methods used simultaneously in all respondents' programmes ( $n=15$ ): direct lecturing, discussions, role play, and internship.	1. <i>Combination of various teaching techniques</i>
- Other teaching methods used: practicum, guest speakers, and feedback (all by $n=14$ ; 93.3%); case study, observation, and supervision ( $n=13$ ; 86.7%).	2. <u>Various teaching methods*</u>
3b. Research characteristics	
1. A master's thesis as one of the requirements for graduation	1. <u>Applied research for thesis</u>
2. Types of research:	2. <u>Multiple research methods</u>
- Case study ( $n=15$ ; 100.0%)	
- Outcome research ( $n=14$ ; 9%)	
3. Research methods used:	
- Quantitative ( $n=15$ ; 100.0%)	
- Qualitative ( $n=13$ ; 86.7%)	
- Mixed methods ( $n=11$ ; 73.3%)	
3c. Internship sites	<u>Internship sites:</u>
1. Psychiatric hospitals ( $n=14$ ; 93.3%)	1. Hospitals (public and mental hospitals)
2. Public hospitals, primary health care, private companies ( $n=12$ ; 80.0%)	2. Social institutions (elderly homes, orphanage-care, women's centres)
3. Social institutions ( $n=11$ ; 73.3%)	

(Continued)



Table 9.3 (Continued)

Quantitative Results	Qualitative Results
3d. Internship period 480 hours ( $n = 1$ ; 7.7%) to 640 hours ( $n = 1$ ; 7.7%), with the majority being 560 hours ( $n = 11$ ; 84.6%).	<u>A minimum of 560 hours internship</u>
3e. Placement decision - Internship sites are provided for students, while at the same time availing them of the opportunity to find alternative placement ( $n = 9$ ; 69.2%), except in one programme in which in the case of Clinical specialisation training, it was determined that students could only attend specified internship sites. - All internship places are provided for students and placement decisions are made by programmes ( $n = 4$ ; 40.8%).	<u>Internship sites: Internship in cooperating institutions</u>
3f. Characteristics of lecturers 1. Number and ratio a) Most programmes ( $n = 11$ ; 73.3%) have less than 31 lecturers. b) Staff : students ratio 1:1.2 (lowest) to 1:10.1 (highest), with an average of 1:4.8 c) Doctoral staff only 1:2.3 (lowest) to 1:20.1 (highest), average 1:11.1 2. Qualifications Doctorate: 47.6% Masters: 52.0% Bachelor+ professional degree: 0.5% 3. Work activities (with average allocation time in hours per week and percentage of the total work hours per week): teaching (13.5, 32.9%); supervision (6.8, 16.6%); management (6.0, 14. %); research (5.7, 13.9%); psychological services delivery (4.8, 11.7%); applied psychology (4.2, 10.2%).	1. <u>Academics with practice experience as educators</u> 2. <u>External supervisor not having to be a psychologist</u> 3. <u>Lecturer-related constraints</u> a. <i>Teaching overload</i> b. <i>Lack of expert lecturers</i> c. <i>Low required competence of lecturers</i>

\*Note: Italicised sentences referred to sub-themes derived from *interview* data and underlined sentences referred to sub-themes generated from *document* data.

Results from the quantitative and qualitative studies confirm the use of various teaching methods in the Indonesian programmes, which includes both teacher-centred and student-centred methods. Experiential learning was provided to students both for science and practice components in the form of research and internships, respectively. The use of varied teaching methods in Indonesian professional programmes equates with the ideal teaching methods for professional programmes as suggested by some experts in this field: that is, that

teaching methods need to involve techniques that stimulate student engagement, and should use more than one method to ensure interaction with and between students (Karseth & Solbrekke, 2006; Shulman, 2005b). In addition, the use of teaching techniques that incorporate traditional teaching methods, experiential methods and individual coaching - including the provision of direct practice opportunities through the conduct of research, practicum and internships as suggested by some experts (Kaslow, 2004; R. L. Peterson et al., 1997) - was also apparent in the Indonesian programmes.

The quantitative and qualitative results support each other in respect of internship arrangement for students in the professional programmes. Hospitals and social institutions were major student internship sites. The research results show that internship periods in the programmes were mostly between 560 to 640 hours. Decision about internship sites were handled by each programme. When students propose alternative internship sites, the programmes conduct a series of checks and, later, issue cooperation documents (i.e., MOU). The provision of internship opportunities is one of the unique teaching methods in professional education that emphasizes direct problem solving and high involvement of students in applying already acquired knowledge (McGlothlin, 1977; Shulman, 2005b).

Results related to lecturers in the professional programmes provide a comprehensive overview of their characteristics as educators. Quantitative data provided information on the number of lecturers and the lecturer/student ratio, the percentage of lecturers with highest educational qualifications, and the proportion of time lecturers devoted to various work activities. Qualitative results elaborated upon these numerical data by describing the situations behind the ratio of lecturers and students, and the nature of lecturers' workloads. Integration of both results presents a complete description, which serves as a real example on the use of mixed method study for the purpose of complementarity (Greene et al., 1989).

In relation to the number of teachers, results from the use of the quantitative approach showed a lecturer/student ratio of 1:11 (all lecturers qualified at doctoral level), while other results elaborated on lecturer work activity, showing that it was dominated by teaching (which accounted for nearly a third of total weekly working time).

There are two types of educators in the Indonesian professional psychology programmes: internal academics responsible for delivering courses (both practice and theory) and supervising students in practicum and internship; and, external supervisors responsible for overseeing students' practice at the internship sites. The criteria set for the internal academics is determined by the Indonesian government through the establishment of the National Standards of Higher Education (Menristekdikti, 2015b), under the section of master's level education. The regulation stipulates a doctoral degree as the minimum lecturer qualification for a master's level programme. Currently, the majority of lecturers in the Indonesian professional programmes hold a master's degree as their highest educational qualification, which is inconsistent with the governmental standards.

Qualitative results provide further explanation regarding the state of lecturers' qualifications, mainly related to teaching overload, lack of experts in the academic teams, and inadequate competencies in academic staff. It is clear from the above integrated results that the number of lecturers as stated by respondents in the questionnaire were not the actual number assigned specifically to the professional programmes; rather, Indonesian lecturers must teach and supervise students outside the professional programmes, most of whom are undergraduate and some postgraduate research students. This is the case even when lecturers were assigned the professional programme as their home base. Thus, in reality, the 'eleven students per lecturer' that appears in the data is inaccurate, since the lecturers have an extra obligation to teach and supervise undergraduate and other postgraduate psychology programmes. It is obvious from the study results that academics teaching professional

psychology students were overloaded due to being burdened not only with the responsibility of teaching professional students, but also with that of teaching other undergraduate and postgraduate students and also having to supervise students both from the professional programme and other undergraduate and post-graduate courses. Further, there was a lack of expert lecturers capable of delivering required content related to psychological interventions, which added to the complexity of problems faced by the professional psychology programme management.

The results of this study also indicate that lecturers' competence was not fully adequate for teaching and supervising of students (see Chapter 8 for a complete description of the problems). This was especially the case with research competencies, in that some lecturers were insufficiently committed to conducting research-related activities, and some others had a poor attitude towards using scientific literature (i.e. journal articles) in the teaching of and guiding students' research, as well as inadequate research abilities.

The characteristics of educators in professional programmes is one of the educational aspects discussed by many professional education experts. These include McGlothlin (1977) regarding general professional education, Belar and Perry (1992) in their discussion on the teaching required in the application of the scientist-practitioner model, and Korman (1974) in relation to required teaching characteristics in practitioner models. In most such articles, the experts state that teachers in professional education should be academics who have previous practice experience, along with other specific abilities and personality characteristics deemed important in meeting the demands of the profession. Results of this research show that such conceptions of the ideal teacher exist and are applied in the Indonesian programmes, through implementation of the requirement that academics teaching professional students are also practising psychologists with at least five years' experience in psychological practice (AP2TPI & HIMPSI, 2013). McGlothlin (1977) observed that ideal faculty members are not

always available, and that it is therefore necessary to provide avenues through which teaching competence of available staff can be enhanced. The results of the current study indicate that this holds true for professional schools in Indonesia. Thus, running professional development courses for teaching staff and providing other avenues to assist them to maximise their teaching prowess is crucial. Results of this study indicate that improving lecturers' research competence, in particular, is an urgent requirement, both in developing positive attitudes toward research and use of scientific literature, and also imparting research-related knowledge and skills to students. If this issue is not promptly addressed, it could create a culture, or, "hidden curriculum" in the terms of Barnett and Coate (2004) and Posner (2004), that hinders the development of a scientific environment, as is evidenced by some of the results of this study.

### **Evaluation**

A summary of quantitative and qualitative results related to the evaluation process in the Indonesian professional psychology programmes is presented in Table 9.4. Two types of evaluation emerged from the study: Evaluation of students and programme evaluation.

The quantitative and qualitative results align in describing the nature of student evaluation in the professional programmes. Evaluation of students was conducted using multiple methods, involving various assessors, and targeting multiple aspects of student performance. This is in line with the notion mentioned in the literature that student evaluation in professional programmes should incorporate a combination of assessment methods and target numerous aspects of student performances, with the cognitive aspect being just one example (Kaslow, 2004; Levy, 1983; Nowatzki, 2004; R. L. Peterson et al., 1997). Successful completion of an internship and master's thesis were among the requirements for graduation from the Indonesian programmes.

Table 9.4

*Comparison of Quantitative and Qualitative Results In the Study of Indonesian Professional Psychology Curricula: Evaluation*

Quantitative Results	Qualitative Results
<p>4a. Student evaluation</p> <ol style="list-style-type: none"> <li>Evaluators: <ul style="list-style-type: none"> <li>Lecturer (<math>n = 15</math>; 100.0%)</li> <li>Other assessors, including field supervisor (<math>n = 12</math>; 80.0%)</li> </ul> </li> <li>Methods of evaluation: <ul style="list-style-type: none"> <li>Written test (<math>n = 15</math>; 100.0%)</li> <li>Thesis (<math>n = 15</math>; 100.0%)</li> <li>Practice exam (<math>n = 14</math>; 93.3%)</li> <li>Presentation (<math>n = 14</math>; 93.3%)</li> <li>Case conference (<math>n = 13</math>; 86.7%)</li> <li>Essays (<math>n = 13</math>; 86.7%)</li> <li>Oral exams (<math>n = 11</math>; 73.3%)</li> </ul> </li> <li>Evaluation aspects: <ul style="list-style-type: none"> <li>Psychological practice knowledge and skills (<math>n = 15</math>; 100.0%)</li> <li>Professional attitudes (<math>n = 15</math>; 100.0%)</li> <li>Theoretical knowledge of psychology (<math>n = 14</math>; 93.3%)</li> <li>Research skills and academic writing (<math>n = 13</math>; 86.7%)</li> <li>Personality characteristics (<math>n = 11</math>; 73.3%)</li> </ul> </li> <li>Balanced orientation (<math>n = 8</math>; 72.7%) of the proportion between practice and non-practice components in the evaluation of students</li> </ol>	<ol style="list-style-type: none"> <li><u>Multiple assessors in the evaluation of students</u>; lecturers (<math>n = 5</math>); field supervisors (<math>n = 4</math>); HIMPSI assessors (<math>n = 3</math>); and, case-conference evaluator (<math>n = 2</math>).</li> <li>a) <i>Multiple methods in evaluation of students'</i> b) <u>Multiple methods in the evaluation of students</u></li> <li>a) <i>Multiple aspects in evaluation of students</i> b) <u>Multiple aspects in evaluating students*</u></li> </ol>
<p>4b. Programme evaluation</p> <ol style="list-style-type: none"> <li>Internal evaluation conducted by 13 respondents (86.7%)</li> <li>Evaluators include: students (<math>n = 6</math>; 50.0%); graduates and a specially assigned unit (<math>n = 5</math>; 41.7%); lecturers and graduates' employers (<math>n = 2</math>; 16.7%)</li> <li>Evaluation methods: online surveys with questionnaires (<math>n = 5</math>; 38.5%); visitation and direct assessment when evaluation is undertaken by a special work unit (<math>n = 5</math>; 38.5%); direct delivery of questionnaires (<math>n = 2</math>; 15.4%); and informal evaluation techniques utilizing social media (<math>n = 1</math>; 7.7%).</li> <li>Time of evaluation varies: once every six months (every semester) or twice annually at an unspecified time, annually, or in concordance with the graduation period.</li> <li>Targeted aspects: academic activities (<math>n = 13</math>; 100.0%); curriculum/content (<math>n = 12</math>; 92.3%); teaching and learning methods (<math>n = 12</math>; 92.3%); academic staff performance (<math>n = 12</math>; 92.3%); academic facilities (<math>n = 11</math>; 84.6 %); supporting facilities (<math>n = 10</math>; 76.9%); programme aims and objectives (<math>n = 9</math>; 69.2%); relevance between programme activities and stated aims (<math>n = 9</math>; 69.2%); administration system (<math>n = 9</math>; 69.2%); outcomes (<math>n = 8</math>; 61.5%); science-practice integration (<math>n = 8</math>; 61.5%); non-academic staff performance (<math>n = 7</math>; 53.9%).</li> </ol>	<p><i>Implementation of internal evaluation in most programmes:</i></p> <ol style="list-style-type: none"> <li><i>Fulfilment of seven accreditation standards: vision, mission, aim and goal; governance, leadership, management system, quality assurance; students and graduates; human resources; curriculum, learning, and academic atmosphere; financing, facilities and infrastructure, and information systems; research, community services, and cooperation.</i></li> <li><i>Follow-up of internal evaluation results.</i></li> </ol>

\*Note: Italicised sentences referred to sub-themes derived from *interview* data and underlined sentences referred to sub-themes generated from *document* data.

In accordance with recommendations by scholars in the field of professional education (Belar & Perry, 1992; Korman, 1974), internal programme evaluation was applied in the majority of the Indonesian programmes. This is affirmed by both quantitative and qualitative results, which show that in the process of programme evaluation, multiple evaluators were involved and various evaluation methods were utilised. Further, qualitative results explain the fact that follow-up actions were conducted as a result of the internal evaluation processes conducted by the programmes. Such programme evaluation serves the function of monitoring programme effectiveness in the implementation of stated objectives and also provides opportunities for programmes to evaluate the services they have provided and determine those they have not. The study results show that aspects under scrutiny in Indonesian programme evaluation were in line with the requirements of the Indonesian government as stated in accreditation standards.

### **Programme organisation**

This section presents additional results that emerged in the course of conducting this study that are closely related to the organisation of the Indonesian professional psychology programmes. Table 9.5 displays quantitative and qualitative results regarding arrangement of the Indonesian programmes.

Quantitative results provide information related to programme position within each university structure (in terms of level of education, programme position, and specialisations offered), while qualitative results elaborate upon further specific circumstances and respondents' aspirations related to programme organisation. Integration of results shows that while the Indonesian professional psychology programmes are organised to provide qualifications at the master's level, there is some inconsistency in fulfilling the required governmental standards for a master's programme. In addition, despite results indicating that

some Indonesian programmes offer specialisation in some areas of psychological practice, most aspired to provide a generalist professional education.

Table 9.5

*Comparison of Quantitative and Qualitative Results In the Study of Indonesian Professional Psychology Curricula: Programme Organisation*

Quantitative Results	Qualitative Results
Position and specialisation	
1. Master's level education	1. <i>Consistency needed in positioning programme at master's level.</i>
2. Public/government-owned ( $n = 4$ ; 26.7%); private ( $n = 11$ ; 73.0%).	
3. University's postgraduate structure ( $n = 4$ ; 26.7%); faculty structure ( $n = 11$ ; 73.0%).	2. <i>Non-specialist/generalist professional education*</i>
4. Specializations offered: clinical psychology (child and adult), educational psychology, and industrial/organisational psychology	

\*Note: Italicised sentences referred to sub-themes derived from *interview* data and underlined sentences referred to sub-themes generated from *document* data.

Professional training that aims to prepare practising psychologists is placed at different levels of education around the world. In the United States and Canada, professional psychology education is at the doctoral level and the minimum requirement for applying for an independent practice license is the successful completion of a doctorate. In most European countries, comprehensive research conducted by Newstead and Makinen (1997) suggested that most European countries provide a 'continuous' psychology education programme in which professional education is combined with basic psychological education. Students graduating from such programmes, which are generally five years or more in duration, are equipped with the necessary skills to practise psychology (Newstead & Makinen, 1997). More recent articles show that in some European countries, for example Germany (Plath & Eckensberger, 2004), Spain (Prieto & Garcia-Rodrigue, 2004), and Poland (Heszen-Niejodek, 2004), professional psychology education is provided as a continuous education system at



pre-doctoral level. Since 2010, the European Certificate in Psychology (EuroPsy), which was established by the European Federation of Psychologists' Associations (EFPA), has required successful completion of a six-year professional psychology education as follows: 3 year bachelor degree/equivalent + 2 year masters/equivalent + 1 year full time/equivalent supervised practice (Littlefield, 2016). Around 20 out of a total of 36 EFPA countries have adopted the EuroPsy education model, with at least seven others planning to do so (Littlefield, 2016). In Australia, professional psychology education is offered at both master's and doctoral levels (Littlefield, 2016).

The history of the development of professional psychology education in Indonesia (see Chapter 5) shows that programmes were initially governed by a continuous system, or one-level study (Pawlik & Rosenzweig, 2000b), whereby professional education was organised within a package of basic psychology education. Programme duration was six years, the first four covering basic psychological theories and research methodology, followed by two years of practice under supervision and the completion of bachelor research. Immediately after graduation, students received a practice license. In subsequent developments, Indonesian professional psychology education has embraced a two-level system (Pawlik & Rosenzweig, 2000b), in which students take four years of undergraduate education then reapply for admission to a professional programme for another 2 years. The first arrangement clearly follows the "five-year generalist" type of education (Newstead & Makinen, 1997, p.5) as used by most European countries. Most likely, the early Indonesian professional psychology programmes followed the lead of the Netherlands, since their founders completed their psychology education at Netherlands and Germany universities (Nangoi, 2015). Subsequent Indonesian programmes that embraced the two-level system and are currently at the master's level with specialisations, are more akin to the programmes in universities in America, the UK and Australia (Pawlik & Rosenzweig, 2000b). Whichever

educational system is operating, they come with certain consequences. In the context of Indonesia, professional psychology programmes at the master's level have not yet completely fulfilled the requirements of the Indonesian government for education courses of that standard, as has been confirmed by the results of this study.

One of the consequences of positioning professional education at the master's level, as jointly decided by HIMPSI and the AP2TPI, is that professional psychology programmes in Indonesia are struggling to provide appropriate scientific materials in the curriculum. Since the 2002 commencement of programmes at the master's level, scientific components including the conduct of research and writing of a master's thesis have been incorporated into the curricula, which were previously practice-dominant (please note that a scientific foundation and psychological theories were provided in the early programmes, albeit without a research component). Structural ambiguity then occurred due to the incompatibility between the professional education actually provided at master's level and the structure of Indonesian higher education regulated by the government (see Chapter 5). To date, higher education nomenclature cannot be clearly applied to Indonesian professional psychology programmes, and the struggle for legitimate national recognition of programme position is ongoing. This has caused confusion in the management of the programmes, especially regarding the fulfilment of government standards. The findings of this study include strong suggestions from participants that the AP2TPI and HIMPSI act consistently in positioning programmes at the master's level, which reflects the difficult situations faced by programme management.

Along with the change in positioning of the professional programmes at master's level, a generalist organisation (in which students were given opportunity to study general areas of psychology practice in clinical, educational, industrial/organisational, and social settings) was transformed into a specialist one (students were required to choose one major

area of interest, mainly in: clinical, educational, and industrial/organisational psychology).

Review of the relevant literature shows that debate over generalist versus specialist education is one of the classic themes in the discussion of professional education in psychology and other professional fields, such as medical (e.g., Moffat et al., 2006; Wise, 2011), nursing (e.g., Rosser, 2015), librarian (e.g., Petrinic & Urquhart, 2007), and business (e.g., Merluzzi & Phillips, 2016). It remains debatable whether the generalist or specialist approach is more suitable in educating future professionals. Within the psychological field, different regions of the world apply different arrangements in their professional psychology education. The majority of countries in continental Europe applied a generalist-type of psychology education, in which students were provided with a broad range of professional psychological skills (Lunt, Peiró, Poortinga, & Roe, 2014; Newstead & Mäkinen, 1997). By contrast, professional programmes in North America typically require students to choose one area of specialisation within the psychology field (Pawlik & Rosenzweig, 2000b). However, Mexico applies a generalist professional psychology education, similar to those in Latin America and some European countries (Burgess, 2004). Professional psychology education in USA can be specialist or generalist. In the former approach, training is provided in a single practice area (e.g., clinical, counselling or school psychology), and in the latter a generic/combined-integrated professional psychology education is provided (Beutler, 2004). Both are accredited by the APA, albeit the latter are smaller in number (Beutler, 2004). In Australia, professional education at master's and doctoral levels also requires students to choose an area of specialisation in accordance with the Areas of Practice Endorsements (Littlefield, 2016).

Pawlik and Rosenzweig (2000b) argued that the organisation of professional psychology education in other countries generally follows one of these two forms of education, depending on the proximity in terms of historical linkage or political and economic developments. Any conclusion on which alternative - generalist or specialist - is

more appropriate depends on contexts, such as economic and education development (Pawlik & Rosenzweig, 2000b).

The results of this study illustrate that after fourteen years of operating with a specialist system, the perception arose that a generalist approach was more appropriate in an Indonesian context. Societal demand and expectation is that psychologists are able to fulfil broad roles and understand a variety of problems in their professional areas. Generalist training in the education of professional psychologists is indeed consistent with this demand. Several basic principles of a generalist/combined-integrated professional psychology education are aligned with the educational conception espoused by some respondents in this study. These especially relate to specific aims of the combined-integrated (C-I) program to provide a broad education and prepare future psychologists to optimally function in a wide variety of settings and roles within the profession and academia, in such a way as to ensure flexibility and marketability of graduates (Shealy, Cobb, Crowley, Nelson, & Peterson, 2004a). Other principles of C-I professional education include: provision of a wide range of educational experiences to students to develop knowledge and skills in more than one practice area of psychology; delivery of a diverse theoretical orientation; provision of exposure to diverse cases, settings and populations throughout the human life-span (Shealy et al., 2004a). Several participants in this study included some of these principles when envisaging an ideal professional education for Indonesian psychologists.

Analysis of respondents' input in this study has indicated that there are some similarities between the current Indonesian situation and the background to the development of combined-integrated professional programmes in the United States, especially in the early stages in the 1970s. One of the most important of these similarities is the need to provide a comprehensive education which encompasses several practice areas to increase graduate employment opportunities (Shealy, Cobb, Crowley, Nelson, & Peterson, 2004b), ultimately

equipping psychologists to meet societal demands in various settings. Some research results relevant to this include themes that emerged in relation to society expectations of psychologists in various fields, and in a wide range of psychological services (especially in terms of expertise in managing various kinds of psychological problems and conducting interventions). Further, as reported by some respondents in his study, students' choice of practice area during their professional education was not always relevant to the fields of work graduates of professional programs were likely to enter. This is another reason for respondents advocating generalist professional education. In the American context, Shealy et al. (2004a) contend that prospective psychologists who pursue professional education in specific practice areas will likely work in similar settings and to have developed appropriate competence during their course of study.

Within Indonesia, lay people tend not to understand the different areas of psychological practice that lead to the formation of 'specialist' psychological competence. The expectation of most Indonesians is that psychologists are able to manage a wide range of psychological problems with professional expertise. In some parts of Indonesian society, there is a lack of clear understanding of the specific roles of psychologists, which are sometimes confused with those of psychiatrists (Sarwono, 2004). Differentiation between the practice areas in Indonesian professional psychology education is also often confusing, not just for educators in other higher education disciplines, but also for future employers of graduates. Some of the questions that arise include: why there should be areas of specialisation in professional psychology education when students are granted a general psychologist title. The license to practice psychology (SIPP is the Indonesian acronym) issued by HIMPSI currently permits independent practice as a psychologist without any specified practice area. Interestingly, there is also a generic licensure system for nearly all psychologists in much of the United States and Canada (Cobb et al., 2004), as well as some

confusion in society as to the roles and areas of expertise of psychologists. As with Indonesia, a US-based study by Cobb et al. (2004) has shown that the area of practice in professional education is not a predictor for the selection of internship places or the choice of work and professional activities of programme graduates.

Scholars in the area of professional psychology education state positive development of the C-I approach in the American context (Beutler, Givner, Mowder, Fisher, & Reeve, 2004; Burgess et al., 2004), as well as its long-standing use in some European (Burgess et al., 2004; Newstead & Makinen, 1997) and Latin American countries (Burgess et al., 2004). Its proponents point to numerous positive impacts of the C-I approach, those most relevant here being its strength in providing a wide range of training experiences across different practice areas leading to an expansion of graduates' professional roles and opportunities, and the supplementary advantage of impressing students that fields of specialization in psychology are equally important, displacing the view of particular fields as being superior, or more important than others (Crowley & Peterson, 2004). Indeed, some participants in this study observed some of their colleagues who had expressed the latter view, intensifying the need to consider application of a generalist professional education in the Indonesian context.

Notwithstanding the research results indicating support for generalist training of future Indonesian psychologists, it is still a matter for speculation as to whether Indonesia will follow the generalist path or maintain its status quo. Some educators (i.e., several participants of this research) argue that application of a generalist approach is necessary and timely, while others maintain that specialised professional education is more appropriate (it is noteworthy that even in one practice area, such as clinical psychology, some Indonesian universities provide adult and child clinical training as separate programmes). Of pertinence here is Henriques and Sternberg (2004) statement that "psychology is a fragmented discipline

and fragmentation hurts,” (p. 1052) partly because fragmentation inhibits the development of a comprehensive understanding of psychological phenomena or cases.

The generalist professional education approach can actually be aligned with the application of the scientist-practitioner model advocated by the Indonesian government as most appropriate for application in all national professional psychology programmes. One of the strengths of the scientist-practitioner model is its applicability in various areas of professional psychology, and that it is not limited to clinical training as was the case when first formulated (Baker & Benjamin, 2000; Belar & Perry, 1992; Bell & Hausman, 2014; Horn et al., 2007). Thus, one of the key results to emerge from this study is the conception of generalist professional education as the preferred alternative, which can co-exist with the scientist-practitioner model required by the Indonesian government. The scientist-practitioner model values a wide range of experiences in identifying and treating psychological conditions (McKay, 2009) and endorses the provision of a broad foundational knowledge in psychology (Bell & Hausman, 2014), which can be applied in either generalist or specialist education arrangement (Greenwood, personal communication, 2018).

As shown by the results of this research, the type of generalist education aspired to in the Indonesian context is one in which students are trained in general models of practice and then pursue more specific training within a range of psychological fields elsewhere, either during post-master’s education or in specific in-depth training sessions. Premature specialisation which tends to skip the general education components in favour of developing narrow and limited skills in students, as referred to by a number of participants in this research when commenting on the management of their professional programmes, is at risk of reducing students' ability to develop a comprehensive understanding of psychological problems. As Wapner (1990) points out, this potentially inhibits the creativity required to identify new problems, accommodate changes and master new and old problem-solving

techniques. Wapner further emphasizes that the context of professional psychology work over the last 40 years (i.e., in the period of 1950-1990) showed a very rapid dynamic both in terms of the development of new psychological problems, the discovery of new approaches in problem solving, the identification of new populations in need of psychological services, and changing work settings, all of which require flexibility in thinking on the part of psychologists and educators. This creative capability is believed to evolve through an arrangement of professional education that provides a fundamental understanding of general and broad psychological practice. On the other hand, specialized educational arrangements that follow the provision of general professional education are regarded as positive, in that they highlight personal choice and the development and honing of practice skills strengthening, rather than limiting or creating boundaries between disciplines in psychology (Wapner, 1990). Instances of advanced specialisation courses in professional psychology education can be found in, for example, the Specialist Certificates as applied in Europe.

### **General Discussion and Conclusion**

The following section draws together the threads of this study of the characteristics of curricula in Indonesian professional psychology programmes. The purpose of this thesis was to contribute to the knowledge surrounding the organisation of professional psychology programmes, with the focus on curricula. At the time the study was designed, a very limited number of studies had examined curricular characteristics of such programmes in the Indonesian context.

This thesis has addressed identified gaps in the professional psychology literature, especially related to how these professional programmes operate in non-Western countries, with Indonesia as the specific focus. Four research questions were developed to fulfil four objectives. The first objective was to provide an overview of the basic organisational characteristics of professional psychology programmes throughout Indonesia. The second



was to provide a comprehensive description of the features of the Indonesian programme curricula. The third relates to the aim of providing an in-depth investigation of curriculum aspects including the curriculum development process and the constraints faced by programme providers regarding development and implementation, and expectations and suggestions regarding curriculum improvement in professional psychology education in Indonesia. The fourth objective was to integrate results of the quantitative and qualitative study and clarify and elaborate on the ways findings from the survey and case study align with one another regarding the characteristics of programme curricula. Discussion on the results of the thesis was part of this last objective, subsequently leading to suggestions for future research and improvement of Indonesian professional psychology programmes curricula, and conclusions deriving from the research results. Chapter 7 provides results related to the first two objectives, while Chapter 8 discusses results addressing the third objective. The fourth objective is covered in this chapter. The overall findings of this thesis are discussed below, along with research contributions and limitations, and recommendations for future research.

### **Basic profiles of Indonesian professional psychology programmes**

As previously mentioned, professional psychology programmes in Indonesia are at master's level and the minimum duration is two years or four semesters. The results of this study indicate that several of the programmes take place over 2.5 years or five semesters. A bachelor degree in psychology is a mandatory requirement for prospective students intending to register, accompanied by a minimum Grade Point Average of 2.75 (out of 4.0).

Undergraduate education in Indonesia, including in psychology, is a four-year programme and already includes research and the completion of a bachelor thesis. Thus, it takes at least six years to qualify as a psychologist able to independently practice in Indonesia. The structure of the professional programmes resemble the two-level education system (Pawlik &

Rosenzweig, 2000b) applied in countries that embrace the British education system, such as the UK, North America and Australia, where a separation exists between basic/undergraduate education and a more advanced education that prepares students for professional practice. As per the findings of this research, Indonesian professional psychology education consists of two levels of education and potentially creates a bottleneck phenomenon (Littlefield, 2016) because not all graduates from the bachelor programme intend to, or can, pursue advanced education. Throughout Indonesia, there are currently 117 universities offering undergraduate psychology education, but only a small proportion of these (currently 19 universities) meet required standards for establishing a professional psychology programme at the master's level. This is a concern as it limits any increase in the currently minimal number of practising psychologists in Indonesia, which is far below that recommended by the WHO (Mental Health Directorate of the Ministry of Health of the Republic of Indonesia, 2015) and is inadequate to national requirements (Sarwono, 2004).

Selection into the professional programmes is based on several other academic requirements in the form of test scores, and the personality profile of prospective students. Decisions on acceptance are based on academic and non-academic indicators, applied in relatively balanced proportion. Admission rates into these programmes were high (for 2013-2015 admission years), with an average acceptance rate above 50%. However, there was a sharp variation in the percentage of admission rates between programmes: some applied a very competitive set of acceptance criteria resulting in an admission rate of 26%, while on the other hand, where less stringent admission requirements were applied acceptance rates were as high as 100%.

At the end of the programmes, HIMPSI, as the sole professional psychology organisation in Indonesia, is invited to administer a final psychology practice test to students. Graduation is dependent on the student passing this and their master's thesis examination,

which leads to conferral of the degree and a temporary practice license valid for two years from the date of graduation. Psychologists can renew their practice license for five years at a time through a submission mechanism organised by HIMPSI at the regional level. The licensure system for the practice of psychology in Indonesia reflects the rapid progress in the role of professional organizations in qualifying students for professional roles, compared to 2002 when HIMPSI had just commenced intensive work in the regulation of psychological practice in Indonesia (Sarwono, 2004). It is interesting to observe that licensing, registration and the professional activities of psychologists are not regulated by any ministry in Indonesia. Several times, HIMPSI has approached relevant ministerial offices about this, such as the Ministry of Health and Ministry of Manpower (Sarwono, 2004), but without positive result to date. This situation certainly has a less than positive impact on the development of legal foundations to regulate the activities of psychologists. Despite the fact that such lobbying activities have been underway for more than a decade (Sarwono, 2004), little progress has been made in developing legal foundations to regulate the professional activities of psychologists.

The 19 programmes offering professional psychology education throughout Indonesia are largely managed by private universities. All but one of the programmes are located in Java - the most populous island where the national capital, Jakarta, is located. Students from various provinces in Indonesia, stretching from the western tip of the island of Sumatra to the eastern end of Papua, have to relocate outside their region to pursue advanced education. This is because universities in Java generally have more advanced facilities (in terms of human resources and infrastructure) than those in other parts of Indonesia, and are thus better able to meet the requirements of the Indonesian government and HIMPSI regarding the establishment of master's professional psychology programmes. This is indicative of a

disparity in the quality of higher education providers outside Java and makes the task of increasing the number of psychologists in Indonesia quite daunting (Sarwono, 2004).

Management of professional programmes is mostly coordinated by the psychology faculty of universities, or in some instances the postgraduate department. All programmes offer clinical psychology as a specialisation area, and some others provide specialisation opportunities in areas including educational and industrial/organisational psychology. Students must choose one area of specialisation during their professional education.

The research results show that most of the Indonesian programmes have less than 31 lecturers and the number clusters around 20, with roles not limited to teaching professional students only. Teaching was the dominant activity of lecturers in the professional programmes, with supervision second. Lecturers' obligations include teaching and supervising students in a range of programmes, not just the professional programme. High workloads and an inadequate number of lecturers, especially those with expertise in teaching psychological assessment and intervention, are notable aspects of the profile of lecturers obtained from this study.

The fact that many professional psychology programmes are managed by private universities reflects a feature of higher education development in Indonesia - privatization, and even commodification (Azra, 2008). Mirroring the rising demand for higher education and its privatisation internationally (Altbach, 1998, 2007), higher education enrolment in Indonesia has dramatically increased since 2001 (Hill & Wie, 2012). This demand cannot be fully accommodated by the government through state universities; hence the growth of private universities. Currently, the number of private universities in Indonesia exceeds the number of state ones by a factor of 10:1 (Menristekdikti, 2018). The actual data shows that the total number of public universities is 412, compared to 4,185 private universities (Menristekdikti, 2018). This phenomenon is also evidenced by increasing numbers of

Indonesian students seeking to pursue higher education in psychology (Sarwono, 2004), resulting in an increasing number of providers of psychology education. Within just a decade, the number of universities offering an undergraduate psychology degree has more than doubled, from about 50 in 2004 (Sarwono, 2004) to about 117 at present (AP2TPI, 2017), with most programmes under private university management. The quality of resources (both human resources and educational support infrastructure) in private universities in Indonesia has been highlighted, especially in the discussions concerning quality of education in these programmes (Azra, 2008). One of the concerns widely discussed in higher education forums is the number and quality of lecturers, and the lecturer development programmes at several private Indonesian universities, which are perceived to be inadequate and in urgent need of improvement (Azra, 2008). The high operational cost in providing professional education encourages universities to ease requirements for entry into the undergraduate programme, in order to subsidize the cost of the programmes. This has also been noted in other countries, including Australia (Littlefield, 2016). Easier entry conditions have resulted in higher levels of enrolment and increasing numbers of undergraduate students, which increases the workloads of lecturers. The results of this study indicate that an obligation to teach undergraduate students and students of other postgraduate courses is perceived as an obstacle in the management of the professional programmes. Specific policies in management of human resources, especially lecturers in professional programmes, need to be reviewed in order to overcome such obstacles.

The graduate profile shows that the average study duration of students in the 2013-2015 graduation years was 38 months, ranging from a minimum of 24 months to a maximum of 48 months. Since the establishment of the master's professional psychology programmes, the number of graduates from each programme has varied greatly, from 75 at lowest to 1240 at highest. Data from 68% of the professional master's level programmes throughout

Indonesia shows that from their inception to the completion of data collection for this study (December, 2016) 3847 psychologists have graduated. Information on graduate jobs in the 2013-2015 graduation year is minimal, and thus insufficient to give an accurate picture of the characteristics of graduate jobs. This highlights the importance of extracting information related to graduates through methods other than self-reporting by programme personnel as applied in this study. Indeed, the sourcing of graduates' data mostly through self-reporting by programme providers must be acknowledged as one of the study's weaknesses. Thus, future study directly addressing professional programme graduates is highly recommended as a more appropriate means of collecting data on graduate characteristics, including graduates' job profiles. The paucity of information on graduates also raises the possibility that a graduate-related data tracking process is lacking in the professional programmes, especially in periods where no accreditation is being applied or no self-evaluation study is demanded by the government. From the end of 2013 to early 2014, all Indonesian professional programmes were required to prepare self-evaluation documents for the preparation of accreditation plan implementation by the BAN-PT, which was actually done in late 2015 (Matulessy, personal communication, 2016).

### **Characteristics of curricula**

In general, the results derived from the application of quantitative and qualitative research methods support each other in providing an overview of curriculum characteristics in the Indonesian professional psychology programmes (summary of comparative analysis presented in Tables 9.1 to 9.5 refers). These congruent results are mainly related to the following curriculum characteristics. Firstly, there were the statements of programme aims and objectives targeting the development of foundational competencies of psychologists (assessment, diagnosis, and intervention) and other relevant competencies necessary for the delivery of a wide range of psychological services. Secondly, the development of curricula

that was characterised by a dominant ‘academic scholar’ influence both from within institutions (a specific mandate rated to institutional values) and according to external regulations, mainly from the professional organisation and the AP2TPI. In line with the dominant use of the academic scholar perspectives (Schiro, 2013), the inclusion of societal needs in the curricula were not yet significantly apparent in these programmes, which also reflects the application of a content-based approach in determining the training model (Ningdyah et al., 2016). Thirdly, there was an obvious emphasis on practice in the educational content, along with the provision of scientific foundations, which was more indicative of the use of a practitioner-scholar model than the claimed scientist-practitioner model (although it should be acknowledged that some of the foundational characteristics of the scientist-practitioner model are present in the Indonesian programmes). Fourthly, scientific foundations were used to support practice through including research and psychological theories in the educational content, both in the science and practice components. Fifthly, the use of a combination of various teaching methods comprising both lecturing and student-centred methods was evident, encouraging student participation. Lastly, multiple methods and assessors were used in conducting evaluation of students, and multiple aspects of student performance factored in.

The use of a mixed methods study, in this case combining quantitative and qualitative results, is a vital feature of this study that has yielded better results than would have been the case with a single research method. One of the obvious benefits of such an approach is that it enables triangulation of results (making possible the synthesised results presented in the previous paragraph). Further, in explaining and complementing each other, the combination of quantitative and qualitative data has provided a more comprehensive and nuanced picture of the Indonesian professional psychology programme curricula. Complementary results have also been useful in relation to detailing and giving insight into teaching and learning methods

(see Table 9.3 section 3f), programme organisation (Table 9.5), lecturers' work profiles and the learning process in the programmes, and suggestions related to programme management.

Against the background of theories used as a theoretical framework in this study, the research results reflect both some common features of international professional psychology education and also the uniqueness of the Indonesian curricula. Extracting from the integration of results, the common features include the following characteristics: statements of programme objectives that focus on developing practice competence (Barnett et al., 1987; Jaffe, 2004; Shulman, 2005a); the emphasis on the practice component within professional programmes (Barnett et al., 1987; Sullivan, 2005; Weidman et al., 2001); the use of research and inclusion of scientific foundations to support practice (Karseth & Solbrekke, 2006; Lunt & Gray, 1990; Lynton, 1991; Shulman, 2005b; Yelder, 2004); and, the use of various methods in teaching (Karseth & Solbrekke, 2006; Shulman, 2005b) and evaluating students (Kaslow, 2004; Levy, 1983; Nowatzki, 2004; R. L. Peterson et al., 1997). The 'uniqueness' of the Indonesian curricula lies in the fact that they did not yet incorporate an understanding of the needs of the community. The professional education literature emphasises the need for professional programmes to understand and fulfil societal needs and to develop students who are able to meet the various demands of the community served by the profession (Jaffe, 2004; Kaslow, 2004; R. L. Peterson et al., 1997).

Integration of the research results also reflects the nature of principles underlying curricula development within the Indonesian context. A scholar-academic perspective (Schiro, 2013) underpinned curriculum development, in which there was a strong emphasis on the academic community's view of the necessary content, with minimal understanding and inclusion of societal needs. In line with this perspective, the use of a content-based training model (Ningdyah et al., 2016) was also apparent within the Indonesian programmes, emphasising the determination of necessary content and minimum study hours leading to



graduation. This emphasis on mandatory learning content (at the expense of directing sufficient attention towards developing students' competencies) indicates that application of a competency-based model is still in the early stages. Within the content-based models, the curricula reflect a practitioner-scholar model (Bell & Hausman, 2014), although there was evidence that the application of the scientist-practitioner model - the Indonesian government's model of choice for these professional psychology programmes - has started to develop.

Understanding of the training model applied in the Indonesian programmes derived from the use of a questionnaire developed through the identification of characteristics definitive of a particular training model (see Chapter 6). Developing the questionnaire was undertaken in an effort to overcome responder error in choosing model training options, while considering the fact that there is something of a lack of familiarity with the training model concept in an Indonesian context. The results of this study indicate that the use of the Training Models Characteristics scale provided a unique and a more detailed description of the educational model used in the Indonesian programmes, than would have been the case had the researcher relied solely on respondents' answers to the multiple-choice questionnaire item seeking to determine the training model they use in their programmes. Further, the use of this scale had assisted the triangulation process such that results have provided a richer description of the training model(s) used. Nevertheless, for all its advantages, the application of the Training Models Characteristics scale is still limited to the Indonesian context and the 15 respondents who participated in this research. Further study is needed to provide an overview of the applicability of the training models scale in contexts other than that of Indonesia. This is especially important in cases where the conception and/or application of specific training models is not yet fully realized in the management of professional psychology education.

**Theoretical implications**

At a theoretical level, this research has contributed to the development of a comprehensive description of the characteristics of curricula in Indonesian professional psychology programmes. It has filled knowledge gaps in the literature on the discussion of professional psychology organisations in a non-Western context, specifically concerning Indonesia. It also resolves lingering questions and concerns of the Indonesian professional psychology educators on how their professional programmes operate in the milieu of constant regulatory changes and conflicting views regarding what should constitute a proper educational system. A new perspective emerges from the study results, the most important being an understanding that despite several concerns in its management, Indonesian programmes share common features of international professional psychology education, and face some of the same obstacles and challenges. Results from this study also spotlight the implementation of curricula ideology(ies) and the complex dynamics of the curriculum formation process utilizing these ideologies in serving educational aims. This study supports assertions proposed by curriculum scholars regarding the importance of an eclectic paradigm in curriculum development: that is, that equal attention needs to be invested in all educational aspects, beyond maintaining a dominant emphasis on learning content or duration of study as is currently the case with the Indonesian programmes. The conundrum is finding a point of balance between each ideology and the particular considerations of local societal needs, while at the same time providing further opportunities to strengthen the implementation of competency-based models in the Indonesian programmes. In this case, the results point to nurturing implementation of a competence culture in professional psychology education as has happened internationally, which may subsequently offer another explanation and understanding of how such an emergent training model might be applied in a non-Western

context where it originated. All these points provide significant contributions to the knowledge of and theories concerning professional psychology education.

There are implications arising from the study for further research in the areas of professional psychology education and the development of future policy.

In 2015, the Indonesian government launched the first accreditation process in relation to the professional psychology programmes. The accreditation guideline was specially prepared by the government (in this case National Accreditation Board) and HIMPSI, which then generated an accreditation instrument (BAN-PT, 2013b). In the accreditation guidelines, the Indonesian government states that in the implementation of educational activities, master's professional psychology programmes must be based on the scientist-practitioner model (BAN-PT, 2013b). However, interestingly, none of the information on assessment guidelines and evaluation indicators stipulated in the assessment manual (BAN-PT, 2013a) explicitly refers to assessment of the application of the scientist-practitioner model. Several indicators relevant to characteristics underpinning application of the model, such as activities that aim to create an academic atmosphere through seminars/symposiums, and items targeting the quality of research implementation and student practice activities, do appear in accreditation instruments. However, there is still no special element within the accreditation instrument directly associated with the assessment of implementation of the scientist-practitioner model in the programmes. Policymakers could use the training model scale developed for this study to detect the degree of implementation of some characteristics of the scientist-practitioner model in professional psychology programmes. Thus, the scale could be used over the long-term to regularly monitor the development of specific educational characteristics deemed important, and in the programme accreditation process as a rubric to assist in identifying implementation of the scientist-practitioner model in professional programmes.

Within the Indonesian context, study results describing characteristics of training model(s) applied in the Indonesian professional psychology programmes need to be verified by incorporating views from existing enrolled students and academic staff actively involved in the teaching of professional psychology students. Subsequent studies could make use of the Training Models Characteristics Scale developed in this study as part of the Programme Directors Questionnaire for The Indonesian Professional Psychology Programmes (PDQIP3). The proposed new research may serve to corroborate results on the application of training models derived from this study and, thus, provide a platform for a comparison of various data other than that from the programme directors targeted in the current study. Utilising various perspectives from those involved in the professional programmes, such comparison may lead to another comprehensive explanation of the application of specific training model(s) in the education of Indonesian professional psychology, while at the same time providing opportunities for examining psychometric properties of the scale as it applies to other populations as well as targeting a wider sample group.

In line with the study results concerning the minimum inclusion in the curricula of the majority of Indonesian professional psychology programmes of information on society needs, other results from this research also highlight the importance of increasing awareness of such needs by conducting systematic study by consulting members of the Indonesian community and incorporating relevant information when developing programme curricula. While efforts have been made in the case of some programmes to gain input regarding the needs of their graduate users, this study shows that the efforts undertaken tended to be less than ideally systematic and that input obtained was not fully utilised in curriculum development. This suggests that a national labour needs analysis should be done through a specific study facilitated by HIMPSI and the AP2TPI to map actual need for psychological services nationally, determining the extent of the need, sectors requiring particular services, and

required competencies of psychologists. Such effort should obtain information about the needs of the Indonesian community for psychologists, both in terms of quantity required and quality of service.

In addition, research on the characteristics of graduates, directly targeting those from the professional programmes, also needs to be undertaken to map the actual conditions associated with graduates' work fields, the study period(s) required to address the types of services needed, and the gap between currently available and required competencies needed to provide psychological services according to the needs of the Indonesian community. Further study addressing graduate characteristics could clarify the effectiveness of professional programme management based on the graduate indicators. Policymakers could utilise the results of such research as input pertaining to the future management of professional programmes.

In the context of professional psychology education, the language of competence can be utilised in discussing information about community needs in curricula development. Application of a competency-based model in professional psychology education directs the educational processes towards equipping students with the skills, knowledge and attitudes professionally necessary within the framework of public services (Hatcher, Campbell, et al., 2013). The application of the competency model would be in line with Indonesian government regulations that have begun to incorporate the elements of competence in formulating targeted outcomes of the education process (Menristekdikti, 2015b), and also in accord with international movements that have led to the development of a culture of competence in professional psychology education (Rodolfa et al., 2014). Through this approach, the community need for the role of psychologist is transformed into statements reflecting competence (skills, knowledge, and attitudes) expected of graduates.

Results from the data show that elements of competence have appeared in the statement of objectives in some programmes but, on the other hand, results from quantitative data and interviews show that application of the competency-based model in Indonesian professional psychology programmes is still at a very early stage. The Training Models Characteristics scale shows that Competency characteristics were applied at a significantly lower degree than some other training model characteristics. The study also shows that there has not yet been any effort to link statements of target competencies with relevant educational experiences targeting the fulfilment of those competencies, or to develop measuring instruments to monitor their attainment. As seen from the results of this study, determination of educational activities (in the form of learning content), was still dominated by guidelines on core content and number of programme hours spent on such activities. Extra effort is needed to encourage the application of a competency-based model in the education of professional psychologists in Indonesia, truly ensuring that graduates possess the necessary competencies for independent practice. The role of HIMPSI and the AP2TPI is very important at this point, especially in initiating the national movement towards competency-based professional education.

Further to the results of this study, a set of recommendations for supplementary actions- necessary to foster required policy development towards the implementation of competency-based model in the education of future psychologists- has been mapped. Firstly, in line with the above recommendation on the conduct of a national labour needs analysis, another systematic study at national level is needed to formulate competency goals for Indonesian psychologists, which later direct the formulation of target competencies of graduates of the Indonesian professional psychology programmes. It should be noted that statements of target competencies of the Indonesian professional programme graduates are available both in regulation documents issued by the AP2TPI and HIMPSI (2013) and

document data from several participating programmes. However, these target competencies were largely based on discussions between academics; a systematic national study incorporating Indonesian community view on the types of competencies psychologists need to meet society demands has never been conducted. Any attempt to formulate such competency goals for Indonesian psychologists should consider conceptions regarding professional expertise development (see Chapter 2) and required stages to develop competent psychologists under the competency-based education framework (Chapter 3).

Secondly, a national discussion should take place on applying the competency-based model in professional psychology education. This effort should include designing educational experiences needed to help students achieve the defined competency objectives, integration of educational activities in order to achieve the overall level of demanded competencies through the stages of continuous education, assessment of students' competencies, as well as adjustment of learning content and educational activities in accordance with results on the progress of achievement of the target competencies demonstrated by students (Hatcher, Campbell, et al., 2013; Hatcher, Fouad, et al., 2013). Both of these follow-up actions need to be initiated and coordinated under the auspices of HIMPSI and the AP2TPI so that the results can be applied nationally.

In the process of applying a competency-based model, attention needs to be directed to the conception of this model in professional psychology education (Hatcher, Campbell, et al., 2013) and the formulation of competency indicators, along with competency measuring instruments (Fouad et al., 2009; Kaslow et al., 2009). Equally important is the understanding of the overall process and necessary steps in establishing a competency-based professional education, including learning from real experiences of applying this model (e.g., Albanese, Mejicano, Anderson, & Gruppen, 2010; Litzelman & Cottingham, 2007; S. R. Smith & Dollase, 1999). Such experiences indicate that the application of a competency-based model

does require a fundamental change in the governance of programmes, which demands an extraordinary commitment from all those involved in the day-to-day operation of the professional programmes. In the context of Indonesia, the results of this study show that the educational reform of professional psychology training through application of a competency-based model is necessary and timely.

The research results also reveal that Indonesian programme providers and the HIMPSI have made an effort to determine educator requirements in accordance with professional programme ‘ideals’, such as appointing lecturers who are both academics and practising psychologists. On the other hand, the results of this study also indicate another concerning issue related to educators in the professional programme: external supervisors are mostly not psychologists. Field supervisors require only a bachelor degree from any field of study as a minimum qualification (plus a minimum ten years of work experience), which reflects the struggle of a developing profession between taking an idealistic approach and considering its own limitations, especially in the provision of required supervision for student interns. Difficulty in obtaining placements and supervisors for students undertaking professional psychology programmes is not unique to the Indonesian context; professional programmes operating in other countries also face the same challenges, including those in the USA (Concannon, 2014), Australia (Littlefield, 2016), and Singapore (Wong, 2002). The fact, confirmed by the research results, that the strategy of Indonesian psychology education regulators in coping with this situation was to lower the minimum requirement of field supervisors to a bachelor degree of any type (see Chapter 5) is truly a matter of concern. Further, concerns have long been raised over the scarcity of Indonesian psychologists (Sarwono, 2004), of which there is a very limited number compared to the total population of Indonesia. Thus, psychologists are struggling to meet societal demands in many different areas. Sarwono (2004) brought to attention the increasing demand for psychologists in



Indonesia more than a decade ago, and this situation persists to the present day. Public sectors that clearly require psychologists in multiple roles - such as in public and psychiatric hospitals - are still very underserved (Mental Health Directorate of the Ministry of Health of the Republic of Indonesia, 2015), and this is also the case in other developing sectors (Sarwono, 2004), such as social psychology (i.e., in interventions involving intergroup conflicts and street children), business and industry, and housing programmes (i.e., interaction between immigrants and indigenous people). More creative efforts need to be made to overcome the obstacles presented by the scarcity of psychologists. Specifically, problems related to external supervisors and the lack of internship sites need to be addressed, so that professional training can achieve its ultimate aim of providing students with the set of competencies required for independent practice. In relation to this, an initiative that emerged from this research was increased cooperation between universities and institutions that use psychologists as their human resources, and also among providers of professional psychology education in implementing resource sharing of internship sites. The results of this research may be of use to policymakers in informing the development of policy breakthroughs related to the implementation of inter-agency cooperation in the provision of student internship sites and external supervisors by initiating cooperation agreements involving HIMPSI and government bodies at the upper level of governmental structure (i.e., ministries), and overseeing the application of this cooperative approach by HIMPSI at the regional level, and by the lower levels of government, such as those at the regional governmental level where the professional programmes are located.

### **Practical recommendations**

Practical recommendations for improving professional psychology programme curricula in the Indonesian context have developed out of this research. Firstly, efforts should be accelerated to formulate new curriculum guidelines that accommodate the latest

movements (e.g., new initiatives from the Indonesian government; professional movements internationally, regionally and nationally). Regulation from the Indonesian government and national movements in the higher education sector have clearly provided a foundation for the implementation of a competency-based model in Indonesian higher education, through the establishment of the latest decree of the National Standard on Higher Education (Menristekdikti, 2015b). Internationally, the same movement towards a competency-based model in the education of professional psychologists began more than three decades ago (Rodolfa et al., 2014) and persists to the present day. An excellent example of progressive efforts from international bodies of psychology and international psychology associations/union is the well-known International Project on Competence in Psychology (IPCP), with its latest initiatives including the determination of an international agreement on the core competencies of professional psychology worldwide, as detailed in its latest document, International Declaration on Core Competences in Professional Psychology (IPCP, 2016). Contributing to the momentum in these international movements, some regional psychological associations have also been created among Asian countries (for example, the Asian Psychological Association) and among ASEAN member countries (e.g., ASEAN Regional Union of Psychological Societies/ARUPS). Indonesia plays an active role in these cross-national activities (Knowles, 2006; 2008). The latest update of the 6<sup>th</sup> ARUPS Congress, held in Bali, Indonesia on February 19-22, 2018, includes the signing of the Mutual Recognition of Professional Qualifications (ARUPS, 2018) consisting of mutual agreement between ARUPS country members on four important areas in the management of professional psychology education and training and the conduct of professional practice: (a) the requirement that professional education comprise a minimum of five years formal education in psychology at master's level, and 1000 hours of supervised professional practice that provides students with broad and diverse practice training in terms of different areas of

psychological service delivery and involving various populations; (b) mastery of competencies as stated in the International Declaration of Core Competences for Professional Psychology; (c) adherence to the Universal Declaration of Ethical Principles for Psychologists; and (d) commitment to continuing professional development activities, including attendance of scientific forum discussions, research and publication. The newest regional agreement fits perfectly with the current position of professional psychology training in Indonesia (a master's-degree programme in psychology education of six year's duration), the two suggested follow-up studies mentioned above regarding the implementation framework of the competency-based model in the education of professional psychologists, and the conception of generalist professional psychology training emerging from the results of this study. Further efforts to improve the curricula of the Indonesian professional psychology programmes using competency language will generate another benefit in balancing the current scholarly academic dominance through development of a more 'eclectic' curriculum as suggested by Schwab (1971).

Secondly, there needs to be increased and intense discussion with the Government (especially The Ministry of Research and Higher Education) with the view to disseminating decisions regarding the confirmed structure of professional psychology programmes and related curriculum structure.

Thirdly, a Curriculum Taskforce should be established under the auspices of HIMPSI and the AP2TPI. The conducting of the two proposed follow-up studies nationally, as mentioned in the paragraphs above, and the subsequent implementation of a competency-based model in Indonesian professional psychology education, requires close and consistent monitoring from a specific authoritative body to oversee and ensure full and proper implementation. A curriculum taskforce is a necessary part of this movement towards a "culture of competence" (Rodolfa et al., 2014, p. 122) in the Indonesian context.

## Conclusion

This mixed methods research has identified the basic characteristics related to programme management and characteristics of curricula in the Indonesian professional psychology programmes, as referenced in the theoretical framework of this study.

Further to all results of this research and the theoretical framework that underpins the study, my central theses are threefold. Firstly, understanding of one's own curriculum characteristics is crucial in providing a starting point for an active effort to improve future education. The results of this research serve to inform the development of a self-understanding, both on the strengths of the Indonesian programmes and areas in need of development. Confirmation that the Indonesian programmes do share some basic features and curricular characteristics of other programmes internationally, and that some of the concerns and obstacles in Indonesia were also shared by other countries, should encourage a commitment by educators in the professional programmes to continuous improvement driven by a spirit of "divine discontent" (as poetically described by McGlothlin, 1977, p. 247). Understanding of the current progress and development in organisation of the professional psychology programmes at the regional and international contexts, and knowledge of similar improvement actions undertaken in other countries, is also beneficial in nurturing a sense of togetherness and increasing mutual cooperation in the service of improving professional psychology education.

Secondly, the positioning of Indonesian professional programmes at master's level education brings them in line with similar international programmes in terms of the development of evidence-based practice in psychology, which is at the heart of professional psychology education. This conclusion is also reinforced by the emergence of regional agreements, such as the MRPQ (ARUPS, 2018), which are binding on Indonesia to implement professional education at master's level.

Thirdly, incorporating an understanding of Indonesian societal needs in the programme curricula is important to ensuring that graduates can provide services as required, both in terms of quantity and quality. Efforts to understand community needs and incorporate them in the development of programme curricula align with the implementation agenda of the competency-based model in professional psychology education as described above, which has just commenced and is in desperate need of support in its application. For Indonesian academics and practitioners who see the need to participate in the growing international movement of competence culture in psychology education, such initiatives have cleared the way and provide the impetus for the formulation of further developments toward better education of professional psychologists in Indonesia.

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## Appendix A

### Research information sheet and informed consent form- Expert Evaluation Study

#### INFORMATION SHEET

**PROJECT TITLE:** Validity and Reliability Examination of the Program Director Questionnaire (PDQ) to be used in the research entitled 'Professional Psychology Education Curricula: A Case Study of Indonesia'

Thank you for your willingness to read this Information Sheet. You are invited to participate in a validity and reliability examination of the measuring instrument to be used in the research that will be reported on in the thesis entitled 'Professional Psychology Education Curricula: A Case Study of Indonesia'. Examination of this measuring instrument- the Program Director Questionnaire (PDQ)- aims to gain understanding of the degree of validity and reliability of items in measuring the concept of an 'educational model of professional psychology education'. Results provided by this examination will be used to make decisions on item selection and improvement of the questionnaire to be used in the study. Your participation is very valuable in assisting to ensure a valid and reliable measuring instrument, thus meaningfully contributing to the development of measurement tools to determine educational model(s) of professional psychology program.

This validity and reliability examination of the Program Director Questionnaire (PDQ) will be performed by Anrilia Ema Mustikawati Ningdyah in the course of researching the above-mentioned study as one of the requirements for obtaining a PhD from James Cook University.

On confirming that you are willing to participate in this study, you will be sent a questionnaire for completion, which contains a list of items contained in the PDQ. You are asked to evaluate the clarity of items/questions and to assess the extent to which items are relevant to measure the concept of educational models in professional psychology program (this is applied specifically to Section 2 of the PDQ). You are also welcome to provide any additional comments or suggestions related to specific items or the items overall. Completing the questionnaire is expected to take approximately 30 minutes.

Taking part in this study is completely voluntary and you can cease your participation at any time without explanation or prejudice. Your responses and contact details will be strictly confidential. The data from the study will be used in research publications and reports in thesis. You will not be identified in any way in these publications. If you have any questions about the study, please contact Anrilia E. M. Ningdyah and Professor Edward Helmes, with the following details as stated below.

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If you have any concerns regarding the ethical conduct of the study, please contact:  
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James Cook University, Townsville, Qld, 4811  
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**LEMBAR INFORMASI PENELITIAN**

**JUDUL PENELITIAN:** Pengujian Validitas dan Reliabilitas Kuesioner Ketua Program Studi Yang Akan Digunakan Pada Penelitian Berjudul ‘Professional Psychology Education Curricula: A Case Study of Indonesia’

Terima kasih atas kesediaan Anda untuk meluangkan waktu membaca lembar informasi ini. Anda diundang untuk berpartisipasi dalam kegiatan pengujian alat ukur yang akan digunakan dalam penelitian berjudul ‘Professional Psychology Education Curricula: A Case Study of Indonesia’. Pengujian alat ukur ini bertujuan untuk mendapatkan gambaran mengenai kualitas item-item dalam mengukur konsep model pendidikan profesi Indonesia. Hasil pengujian ini digunakan untuk membuat keputusan dalam analisis dan seleksi terhadap item-item yang akan digunakan untuk mengukur konsep dimaksud. Partisipasi Anda dalam kegiatan ini sangatlah berharga dan peneliti berharap bahwa pengujian alat ukur ini dapat menghasilkan instrumen pengukuran yang valid dan reliabel sesuai tujuan pengukuran, sehingga dapat memberikan kontribusi yang bermakna bagi perkembangan alat ukur untuk mengetahui model pendidikan profesi.

Kegiatan pengujian alat ukur ini dilakukan oleh Anrilia Ema Mustikawati Ningdyah dan merupakan bagian dari penelitian berjudul Professional Psychology Education Curricula: A Case Study of Indonesia, yang merupakan salah satu syarat untuk memperoleh gelar PhD dari James Cook University.

Apabila Anda bersedia mengikuti penelitian ini, maka kepada Anda akan dikirimkan sebuah kuesioner untuk dilengkapi, yang berisi daftar item-item yang ada pada Kuesioner Ketua program Studi (the Program Director Questionnaire/PDQ). Anda diminta untuk menilai jelas tidaknya perumusan tiap item/pertanyaan. Secara lebih spesifik, untuk Bagian 2 dari kuesioner ini, Anda diminta untuk menilai sejauh mana item-item relevan untuk mengukur konsep model pendidikan profesi psikologi. Anda juga dipersilakan untuk memberikan komentar tambahan atau saran terkait item tertentu atau terhadap item-item secara keseluruhan. Pengisian kuesioner diperkirakan akan berlangsung selama kurang lebih 30 menit.

Partisipasi dalam penelitian ini bersifat sukarela dan Anda berhak untuk tidak melanjutkan partisipasi, kapanpun, tanpa penjelasan atau prasangka. Setiap jawaban Anda dan data kontak yang diberikan akan diperlakukan secara rahasia dan dipergunakan hanya untuk kepentingan penelitian ini. Anda tidak akan diidentifikasi dengan cara apapun dalam publikasi terkait penelitian ini.

Apabila Anda ingin mengajukan pertanyaan mengenai penelitian ini, silakan menghubungi Anrilia E.M. Ningdyah dan Professor Edward Helmes, melalui data kontak yang tertera di bagian bawah surat ini.

**Peneliti Utama:**

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If you have any concerns regarding the ethical conduct of the study, please contact:

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## Appendix B

### Research information sheet and informed consent form- The mixed methods study

#### INFORMATION SHEET

PROJECT TITLE: "PROFESSIONAL PSYCHOLOGY EDUCATION CURRICULA: A CASE STUDY OF INDONESIA"

You are invited to take part in a research project about curriculum in professional psychology education in Indonesia. The research intends to provide an overview of characteristics of Indonesian professional psychology programs, with the focus on aspects of curriculum. Furthermore, the research also aims to provide a comprehensive explanation on the process of curriculum development in Indonesian professional psychology programs. Participating in this study is highly appreciated and it is hoped that the research can yield significant contribution for the improvement of the Indonesian professional psychology programs.

The study is being conducted by Anrilia Ema Mustikawati Ningdyah and will contribute to the degree of PhD of Psychology at James Cook University.

If you agree to be involved in the study, you will be sent (by e-mail) a questionnaire that you may complete, which asks you about some characteristics of professional psychology programs under your authority. The questionnaire should take approximately 2 hours to complete. Following this first part of the study, in the second part you will be interviewed. The interview, with your consent, will be audio-taped, and should take approximately 2 hours of your time. The interview will be conducted at your office, or a venue of your choice. Any documents or guidelines pertaining to the governance of your professional program will also be collected. After data collection, the researcher will conduct further inquiry to confirm the validity of the data obtained and analysis results based on the data.

Taking part in this study is completely voluntary and you can stop taking part in the study at any time without explanation or prejudice.

Your responses and contact details will be strictly confidential. The data from the study will be used in research publications and reports in thesis. You will not be identified in any way in these publications.

If you have any questions about the study, please contact Anrilia E.M. Ningdyah and Professor Edward Helmes, with the following details as stated below.

Principal Investigator:  
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If you have any concerns regarding the ethical conduct of the study, please contact:  
Human Ethics, Research Office  
James Cook University, Townsville, Qld, 4811  
Phone: (07) 4781 5011 ([ethics@jcu.edu.au](mailto:ethics@jcu.edu.au))

**LEMBAR INFORMASI PENELITIAN****JUDUL PENELITIAN: “PROFESSIONAL PSYCHOLOGY EDUCATION CURRICULA: A CASE STUDY OF INDONESIA”**

Terima kasih atas kesediaan Anda untuk meluangkan waktu membaca lembar informasi ini. Anda diundang untuk berpartisipasi dalam kegiatan penelitian mengenai kurikulum pendidikan profesi psikologi di Indonesia. Penelitian ini bertujuan untuk memberikan gambaran karakteristik pendidikan profesi psikologi di Indonesia, dengan penekanan pada aspek kurikulum. Lebih lanjut, penelitian ini juga berupaya menjelaskan proses pembuatan kurikulum di program-program profesi di Indonesia. Partisipasi Anda dalam penelitian ini sangatlah berharga dan peneliti berharap bahwa riset ini dapat memberikan kontribusi yang bermakna bagi perkembangan program profesi psikologi Indonesia yang lebih baik di masa mendatang.

Penelitian ini dilakukan oleh Anrilia Ema Mustikawati Ningdyah dan merupakan salah satu syarat untuk memperoleh gelar PhD dari James Cook University.

Apabila Anda bersedia mengikuti penelitian ini, maka kepada Anda akan dikirimkan sebuah kuesioner untuk dilengkapi, yang berisi beberapa pertanyaan seputar karakteristik program profesi yang berada di bawah wewenang Anda. Pengisian kuesioner diperkirakan akan berlangsung selama kurang lebih 2 jam. Selanjutnya, pada bagian kedua dari penelitian ini, setelah hasil kuesioner dianalisis, Anda akan diwawancarai oleh peneliti selama kurang lebih 2 jam. Atas izin Anda, wawancara akan direkam. Proses wawancara akan dilakukan di kantor Anda atau di tempat lain yang Anda tentukan. Dalam proses pengambilan data, peneliti juga akan mengumpulkan dokumen-dokumen ataupun buku panduan yang terkait dengan penyelenggaraan/pengelolaan program Magister Psikologi Profesi di institusi Anda, untuk memperoleh gambaran menyeluruh mengenai karakteristik program studi. Setelah proses pengambilan data, peneliti juga akan melakukan konfirmasi lanjutan terkait data yang diperoleh maupun hasil analisis terhadap data. Hal ini akan sangat berguna bagi peneliti untuk menjamin akurasi data dan ketepatan hasil analisis sesuai dengan keadaan di program Magister Psikologi Profesi yang Anda pimpin.

Partisipasi dalam penelitian ini bersifat sukarela dan Anda berhak untuk tidak melanjutkan partisipasi, kapanpun, tanpa penjelasan atau prasangka. Setiap jawaban Anda dan data kontak yang diberikan akan diperlakukan secara rahasia dan dipergunakan hanya untuk kepentingan penelitian ini. Anda tidak akan diidentifikasi dengan cara apapun dalam publikasi terkait penelitian ini.

Apabila Anda ingin mengajukan pertanyaan mengenai penelitian ini, silakan menghubungi Anrilia E.M.Ningdyah dan Professor Edward Helmes, melalui data kontak yang tertera di bagian bawah surat ini.

**Peneliti Utama:**

Anrilia Ema Mustikawati Ningdyah  
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**Pembimbing:**

Professor Edward Helmes  
Department of Psychology,  
College of Healthcare Sciences  
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Phone: (07) 4781 5011 ([ethics@jcu.edu.au](mailto:ethics@jcu.edu.au))

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## **Appendix C**

### **Expert Evaluation Form for the Draft of the Programme Director's Questionnaire on Indonesian Professional Psychology Programme (PDQIP3)**

#### **INTRODUCTION**

Thank you for your willingness to participate in the process of testing the validity and reliability of the Program Director Questionnaire (PDQ), the measuring instrument to be used in the main study entitled 'Professional Psychology Education Curricula: A Case Study of Indonesia'. The PDQ consists of three sections. Sections 1 and 3 comprise a combination of open and closed-ended questions aimed at exploring basic characteristics and curriculum aspects of Indonesian professional psychology programs. Section 2 consists of dichotomy items (Yes-No format) which aims to identify the educational model(s) used in Indonesian professional psychology programs.

You have been recommended by the HIMPSI as an expert in the field of professional psychology education. Thus, your involvement in this study is valuable in assisting the researcher to assess and refine the measuring instrument to be used in the aforementioned study. You are asked to evaluate items in this questionnaire, according to the instructions given in each section. The researcher would like to express her gratitude for your participation in this study.

**INSTRUCTION FOR EVALUATION OF THE PDQ SECTION 1**

Please read all items in Section 1 of the PDQ and determine whether they are clear and understandable. Your comments on the items can be written in the box provided at the end of this section. Or, alternatively, you are welcome to mark directly any item(s)/question(s)/word(s)/phrase(s) you consider ambiguous or lacking clarity. Your comments can be directed to specific item(s) or may relate to the overall presentation of this part of the PDQ. Please do not fill out the questionnaire items.

Section 1 of the PDQ starts on the line below.

**Part 1**

Below are some questions and statements about curricula in educational institutions. For the purposes of this study, curriculum is broadly defined in terms of several aspects as specified by Taba (1962): aims and objectives of educational program, content or subject matter, teaching and learning methods, and evaluation. Kindly fill in each item in accordance in reference to your Master of Professional Psychology program.

1. Aims or objectives

- 1.1 Please describe main aims and objectives of your professional program.

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- 1.2 Please describe any specific guidelines that have been used in developing those aims and objectives (these can be specific governmental regulations, laws, decrees, results of specific studies, etc).

--

- 1.3 In your opinion, what are the roles of psychologists?

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- 1.4 In your opinion, what are the roles of psychologists as perceived by your local community?

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2. Content

2.1 What is the model of training applied in your professional program? (Please tick where appropriate)

- ☐ Clinical scientist model
- ☐ Scientist-practitioner model
- ☐ Practitioner model
- ☐ Competency-based model
- ☐ Other (please specify): \_\_\_\_\_

A brief explanation on training models in professional psychology education is as follows:

- Clinical scientist model: the most science-oriented model, in which the science/research component is emphasized over the practice component.
- Scientist-practitioner model: equally emphasizes the science/research and practice components and demands the application of integration activities between science and practice in the education of professional psychologists.
- Practitioner model: emphasizes the practice rather than the science/ research component, without neglecting the role of psychological science and empirical investigation.
- Competency-based model: focuses on developing students' specific competencies considered important components in carrying out the roles of practicing psychologists.

2.2 What are the guidelines for developing subject matter? Please tick the statement(s) that apply in your program:

- ☐ Governmental law  
Please specify: \_\_\_\_\_
- ☐ Decision or in agreement with relevant professional organization  
Please specify: \_\_\_\_\_
- ☐ Decision or in agreement with relevant association  
Please specify: \_\_\_\_\_
- ☐ Demands from stakeholder(s)  
Please specify: \_\_\_\_\_
- ☐ Needs of local community
- ☐ Needs of service user  
Please specify: \_\_\_\_\_

2.3 Please provide information regarding all content included in your program:  
(Alternatively, you may attach any relevant document that lists all content/subject matters provided in your professional program)

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- 2.4 In your opinion, what proportion of the content comprises research/science elements compared to practice as applied in your program? Please tick the statement(s) that apply in your program:

- ☐ The content emphasizes science/research components  
☐ The content emphasizes practice components  
☐ The content places more or less equal emphasis on both aspects

In your opinion, the proportion of research/science elements compared to practice is:

Research/science : \_\_\_\_\_ %  
element

Practice : \_\_\_\_\_ %

- 2.5 Is there any unique content included in your professional program – that is, which is different from any other Indonesian professional programs? If so, please specify.

- 2.6 Is there any specific content or subject matter that is deemed important but is not already covered in your program's curriculum? If so, please specify.

- 2.7 Is there any specific content or subject matter that is deemed important but is not already covered in the curriculum guidelines from the Indonesian Psychological Association? If so, please specify.

### 3. Teaching and learning methods

Please tick any of the following methods of teaching and learning subject matter that are used in your program:

- ☐ Lecture
- ☐ On-line lecture
- ☐ Class discussion
- ☐ Group discussion
- ☐ Buzz groups
- ☐ Demonstration lesson
- ☐ Presentation
- ☐ Internship/fieldwork
- ☐ Practicum
- ☐ Case studies
- ☐ Incident cases
- ☐ Individual assignments
- ☐ Group assignments
- ☐ Programmed learning
- ☐ Brainstorming
- ☐ Role-plays
- ☐ Tutorial
- ☐ Seminar
- ☐ Panel of experts
- ☐ Videotapes
- ☐ Guest speaker
- ☐ Index cards exercises
- ☐ Report-back sessions
- ☐ Conducting independent research
- ☐ Other, please specify: \_\_\_\_\_

#### 4. Evaluation

##### 4.1 Student assessment

- a. Please provide information regarding types and timing of student assessment.

No.	Types of Student Assessment	When conducted
etc		

- b. Aspects covered in student assessment, measuring instruments used, and weighting of each aspect of assessment.

No.	Types of Student Assessment	Students' Assessment Aspects	Methods of Assessment	Weighting (%)
Etc.				

- c. Please describe assessors involved in student assessment:

No.	Types of Student Assessment	Assessors involved in Student Assessment
Etc.		

- d. Please describe principles or guidelines applied in implementing student assessment:

No.	Types of Student Assessment	Principles/Guidelines Applied in Student Assessment
Etc.		

#### 4.2 Program evaluation

- 4.2.1 Is there any evaluation mechanism currently applied to assess your professional program in terms of quality of education provided, in addition to the accreditation process conducted by HIMPSI and BAN-PT? (Please tick where appropriate):

- ☐ Yes (please proceed to question 4.2.2)  
☐ No (please proceed to question 5)  
☐ In the process of formulation (please proceed to question 5)

- 4.2.2 Aims of program evaluation in your institution include (If more than one method of program evaluation applied, please specify):

No.	Types of Program Evaluation	Aims
Etc.		

## 4.2.3 Aspects of program evaluation include:

- ☐ Program's aims and objectives
  - ☐ Relevance between program's activities and its stated aims
  - ☐ Curriculum/content
  - ☐ Teaching and learning method
  - ☐ Academic staff
  - ☐ Administration system
  - ☐ Academic activities
  - ☐ Supporting facilities
  - ☐ Academic facilities
  - ☐ Non-academic staff
  - ☐ Outcomes
  - ☐ Science-practice integration
  - ☐ Program's effectiveness in meeting stated educational model/philosophies
  - ☐ Other
- Please specify: \_\_\_\_\_

## 4.2.4 Methods used in program evaluation consist of (If more than one method of program evaluation applied, please specify):

No.	Types of Program Evaluation	Method(s) of Program Evaluation
Etc.		

## 4.2.5 Frequency of implementation of program evaluation in your institution (please tick where appropriate):

Irregularly

Regularly (please tick where appropriate):

- ☐ Once in 6 months or less
- ☐ Once a year
- ☐ Once in 2 years
- ☐ Every 3-5 years
- ☐ Other (please specify): \_\_\_\_\_

## 4.3 Besides student and program evaluation as mentioned above, please describe any other evaluation mechanism currently prevailing in your professional program (if applicable):

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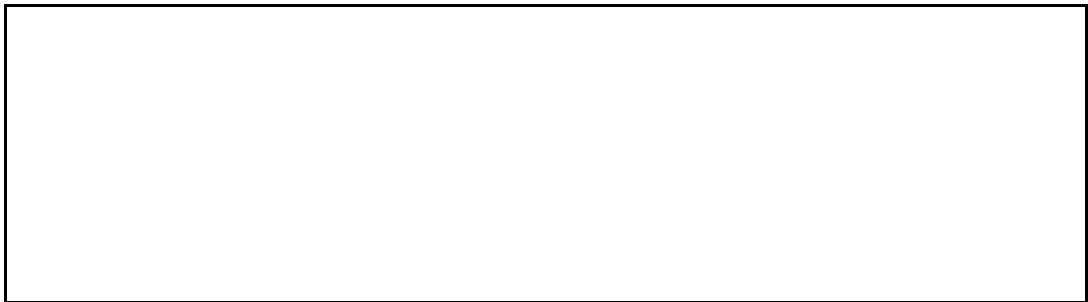


- 5 Main current concerns, obstacles and expectations related to the curriculum of your professional psychology program.

5.1 What are the major concerns?



5.2 What are the underlying causes of those concerns?



5.3 What are the major obstacles in curriculum development?



5.4 What are the major impediments in curriculum implementation?



5.5 What are your expectations regarding curriculum aspects in professional psychology programs?

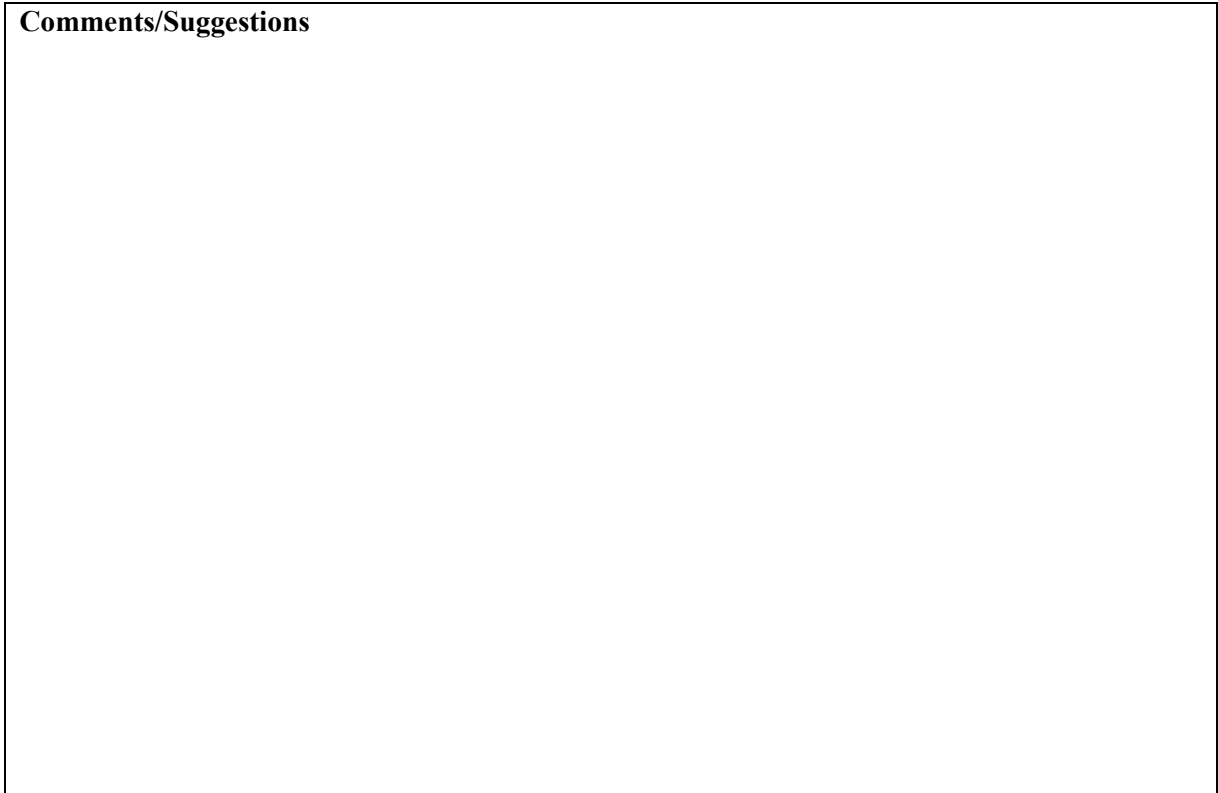


5.6 What are your suggestions for improving curricula in Indonesian professional psychology programs?

A large, empty rectangular box with a black border, intended for the respondent to write their suggestions for improving curricula in Indonesian professional psychology programs.

Section 1 of the PDQ ends here. Please leave your comments or suggestions regarding specific item(s) or general evaluation of the questionnaire, in the box provided below.

**Comments/Suggestions**

A large, empty rectangular box with a black border, intended for the respondent to provide comments or suggestions regarding specific items or the general evaluation of the questionnaire.

**INSTRUCTION FOR EVALUATION OF THE PDQ SECTION 2**

This section consists of items that seek to detect educational model(s) applied in a professional psychology program. You are requested to determine the extent to which you consider items are relevant or not relevant to this objective. For each item, please choose the answer that is considered most appropriate by clicking on the relevant button. You are also invited to evaluate whether items in this section are clear and understandable. Your comments on the items can be written in the box provided at the end of this section. Or, alternatively, you are welcome to mark directly any item(s)/question(s)/word(s)/phrase(s) you consider ambiguous or lacking clarity. Your comments can be directed to specific item(s) or may relate to the overall presentation of this part of the PDQ.

Section 2 of the PDQ starts on the line below.

**SUBSECTION 2A**

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<b>Content</b>	The list of teaching content: course content available in each professional program.						
1		Issues of normal and abnormal behaviour	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
2		Human life span development	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
3		Knowledge of a wide range of individual differences including, but not limited to ethnicity, gender, age, culture, religion, race, and life-style	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
4		Instruction in scientific and professional ethics and standards	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
5		Research design and methodology	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
6		Statistics	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
7		Psychological measurement	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
8		History and systems of psychology	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
9		Biological bases of behaviour, cognitive-affective bases of behavior, social bases of behaviour	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
10		Individual behaviour	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
11		Theories of psychological assessment	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
12		Theories of psychological intervention	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
13		Establishing working relationships	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
14		Communication skills	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
15		Interviewing techniques	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
16		Consultation skills	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
17		Case/problem conceptualization grounded in valid assessment procedures and the scientific literature	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18		Valid assessment procedures	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
19		Scientifically validated interventions	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
20		The impact of the personal characteristics of the scientist-practitioner in professional interactions	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
21		Analysis of risks and benefits of assessment	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
22		Analysis of risks and benefits of intervention	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
23		Informed consent	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
24		Iatrogenic issues	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
25		Ethical, legal and professional mandates to consider scientific evidence when choosing among alternative assessments and interventions	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
26		Socialization into the professional practice of psychology including the encouragement of appropriate scientific-professional affiliations	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
27		The implications of cultural and ethnic factors, and importance of individual differences, as delineated in the Didactic Scientific Core	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
28		Education in supervision	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
29	Content	Education in other forms of instruction	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
30		Evaluation of service programs	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
31		Evaluation of new procedures	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
32		Design of new service delivery systems	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
33		Development of new conceptual models	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
34		Integration of practice and theory	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
35		Program development and administration	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
36		Training	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
	Content	Experiential components: course content available in the professional psychology program.						
37		A pre-dissertation research project	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
38		Dissertation	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
39		Integration of the two components of research and practice	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
40		The systematic application of knowledge from scientific domains in practice with individuals	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
41		The systematic application of knowledge from scientific domains in practice with groups	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
42		The systematic application of knowledge from scientific domains in practice with organizations	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
43		The systematic collection of information in case conceptualization	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
44		The process of critical thinking, hypothesis testing, and other elements of the scientific method	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
45		Experiential content in problem formulation	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
46		Experiential content in assessment	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
47		Experiential content in intervention	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
48		Experiential content in consultation	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
49		Experiential content in evaluation	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
50		Issues of ethical responsibility	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
51		Issues of social responsibility	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
52		Issues of legal responsibility	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
53		Direct specific action to issues related to individual differences including cross- cultural and multi-ethnic factors	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
54		Intensive supervised practice experience, for a duration of _____ months	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
55	Teaching & Learning Methods	Does your program assign faculty experts to teaching the scientific/research component of the course?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
56	Content	Does your program teach valid assessment procedures?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
57	Teaching & Learning Methods	Does your program teach students to use scientific literature in problem conceptualization?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
58	Content	Does your program teach empirically validated interventions?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
59	Content	Does your program teach some basic practice components at the beginning of the program?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
60	Teaching & Learning Methods	Is the majority of academic staff involved in professional practice activities at all stages of student education?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
61	Teaching & Learning Methods	Does your program provide practice settings for students to engage in the active integration of science and practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
	Teaching & Learning Methods	Based on your observation of your professional program, does the majority of academic staff involved in science-practice integration activities below? (Questions 62-65)						
62		Engaging in scholarly activities, such as reading the literature related to psychological disorders or treatments	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
63		Attending scientific conference presentations related to psychological disorders or treatments	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
64		Using empirically supported treatments	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
65		Conducting systematic evaluation of one's own clinical work (eg: case study or case series report)	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
66	Teaching & Learning Methods	Does your program enable students to freely select research topics that are most appropriate to their career aspiration?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
67		Does your program determine which research themes can be chosen by students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
68		Does your program allow students to select research methods most relevant to their interest?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
69		Does your program determine which research methods can be chosen by students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
70		Does your program place equal emphasis on scientific content and practice subject matter?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
71	Content	Does the experiential component of your program highlight practice content more than scientific content?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
72	Content	Does the experiential content provided by your program prioritise scientific content over the practice element?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
	Teaching & Learning Methods	Do students in your program undertake types of research provided below? (Questions 73-81)						
		a. Based on research methods						
73		Quantitative research	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
74		Qualitative research	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
75		Mixed methods	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
		b. Based on research topics						
76		Theoretical analysis	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
77		Surveys	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
78		Analysis of archival data	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
79		Outcome research (including program development and evaluation)	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
80		Public policy and/or legislative analysis	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
81		Case studies	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
82	Teaching & Learning Methods	Does your program provide diverse formal research experiences for students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
83	Teaching & Learning Methods	Does the experiential component of your program include different levels of experiences across a variety of settings?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
84	Teaching & Learning Methods	Does the experiential practice element of your program incorporate several different levels of experience within diverse populations?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
85	Teaching & Learning Methods	Is the initial practice training provided in your program done under the careful guidance of the program faculty?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
86	Teaching & Learning Methods	Does your program match the setting of early practice training with the goal established for the training experience?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
87	Teaching & Learning Methods	Does your program provide a comprehensive practice experience under the guidance of the faculty?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
88	Teaching & Learning Methods	Do the training practice settings provide students with opportunities to engage in additional formal research?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
89	Content	Does your program include the experiential-practice content during the first year of the program?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
90	Teaching & Learning Methods	Does the majority of the faculty in this program comprise practising psychologists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
91	Teaching & Learning Methods	In your opinion, do most of the academic staff in this program recognize the importance of both science and practice elements in psychological practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
92	Teaching & Learning Methods	In your opinion, do most of the academic staff in this program acknowledge the importance of integrating the science and practice of psychology?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
93	Teaching & Learning Methods	Is the integration of the science and practice of psychology evident in the professional activities of most of the faculty of your program?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
94	Teaching & Learning Methods	In your observation, do most of the teaching staff in your program still emphasize either scientist or practitioner orientation as single aspects in their professional activities?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
95	Teaching & Learning Methods	Do most of the academic staff in your program integrate science and practice in their teaching activities?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
96	Teaching & Learning Methods	Is the number of faculty in your program proportionally sufficient to the number of students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
97	Teaching & Learning Methods	Does your program provide scientific inquiry opportunities for students either with or monitored by academic staff?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
98	Teaching & Learning Methods	Does your program provide students with scientific practice opportunities either with or monitored by faculty members?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
99	Teaching & Learning Methods	Does your program provide extended opportunities for breadth of learning?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
100	Content	Does your program teach empirically supported treatments?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
101	Teaching & Learning Methods	Do most of your program's faculty actively engage in scholarly activities (i.e., reading the literature or attending scientific conference presentations) related to psychological disorders or treatments that they encounter in their clinical work?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
102	Teaching & Learning Methods	Do most of the academic staff in your program conduct systematic evaluations regarding their own clinical work?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
103	Teaching & Learning Methods	Do faculty members in your program participate in clinical research* to evaluate proposed or existing interventions?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
104	Teaching & Learning Methods	Does your program use evidence-based practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
	Teaching & Learning Methods	Dissemination methods Does your program apply dissemination methods listed below? (Questions 105-108)						
105		· Traditional scientific publication	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
106		· Developing evidence-based and practically applicable treatment manuals	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
107		· Disseminating digestible scientific information to the lay public	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
108		· Consulting with other health care professionals on the application of psychological science knowledge to patient care.	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
109	Teaching & Learning Methods	Does your program do several efforts to applying research to practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
110	Teaching & Learning Methods	Does your program emphasize the use of psychological theories (both grand and midlevel theories) in case conceptualization?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
111	Teaching & Learning Methods	Does your program adopt standards of clinical competence* for students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
112	Teaching & Learning Methods	Do the majority of faculty members of this program actively engage in psychological practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
113	Content	Do students in your program receive extensive training in practice skills?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
114	Teaching & Learning Methods	Are students in your program held accountable for clinical competence?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
115	Teaching & Learning Methods	Do most faculty in your program develop a scientific attitude toward their approach to clinical practice? (i.e., the adoption of the attitudes of scepticism, curiosity, and inquiry about practice)	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant



## SUBSECTION 2B

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
116	Content	Does your program highlight clinical practice in the education of psychologists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
117	Teaching & Learning Methods	Does your program encourage the principle of learning by doing?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
118	Teaching & Learning Methods	Does your program emphasise the development of the supervisory relationship in fostering students' learning?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
119	Content	Does your program provide students with comprehensive clinical experiences at the beginning of the program?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
120	Aim/Objective	Does your program place considerable attention on the needs of your society?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
121	Aim/Objective	Does your program factor in the needs of your local society in curriculum development?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
122	Aim/Objective	Does your program accommodate relevant local society demands in relation to the role of psychologists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
123	Evaluation	Does your program endorse periodic monitoring of program objectives in relation to fulfilling society needs?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
124	Evaluation	When required, does your program make appropriate curricular changes in order to meet society needs?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
125	Aim/Objective	Does the admission criteria applied in your program consider applicants' relevant experiences in social areas, rather than just their test scores?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
126	Aim/Objective	Does the student selection mechanism employed by your program regard applicants' relevant experiences in use of interpersonal skills as more important than test scores?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
127	Aim/Objective	Does the admission criteria applied in your program place greater consideration on applicants' relevant goals in social areas/interpersonal skills development than test scores?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
128	Aim/Objective	Does your program weight attitudinal factors as more significant than test scores in the student selection process?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
129	Aim/Objective	Does your program weight motivational factors as more significant than test scores in the student selection process?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
130	Aim/Objective	Does your program provide field training in various contexts?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
131	Aim/Objective	Are local society needs considered when setting program objectives?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
132	Aim/Objective	Are field experiences provided for students consistent with your program's objectives?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
133	Aim/Objective	Does your program provide students with field experiences that are in accordance with the distinctive needs of your local society?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
134	Aim/Objective	Is the setting of this professional program as a whole compatible with the needs of a range of clients in the local community?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
135	Aim/Objective	Does your program provide psychological services for clients from culturally diverse backgrounds?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
136	Teaching & Learning Methods	Does your program organize students to provide needed psychological services to underserved groups in the community as part of the training program?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
137	Evaluation	Does your program regularly conduct evaluation of the services psychologists do and do not provide?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
138	Teaching & Learning Methods	Do most of the faculty members in this program devote their time mostly to ongoing clinical works and supervision, as compared to publishing research papers?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
139	Teaching & Learning Methods	Do the majority of faculty members in your program demonstrate expertise in the work of applied psychology?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
140	Teaching & Learning Methods	Does your program incorporate regular exchanges between faculty and field supervisors?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
141	Evaluation	Does your program place equal weight on outstanding performance in professional activities and distinguished theoretical/empirical achievements?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
142	Content	Does your program place exclusive emphasis on the practitioner side in the education of future psychologists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
143	Content	Does your program assign significant importance to scholarly works?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
144	Teaching & Learning Methods	Do most of the faculty members in your program devote their time primarily to ongoing clinical works?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
145	Teaching & Learning Methods	Does the majority of academic staff in your program publish research papers?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

## SUBSECTION 2C

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
146	Aim/Objective	Is preparing students for psychological practice your program's overall main objective?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
147	Content	Does your program provide a range of clinical experiences for students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
148	Teaching & Learning Methods	Does your program value scholarly activities undertaken by students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
149	Teaching & Learning Methods	Are most faculty members in your program involves in both scholarly works and professional practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
150	Teaching & Learning Methods	Does the majority of academic staff in your program perform roles as educators and practising psychologists concurrently?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

## SUBSECTION 2D

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
151	Aim/Objective	Does your program place simultaneous focus on training practitioners and rigorous scientific training?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
152	Aim/Objective	Does your program put great consideration on client needs in delivering psychological services?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
153	Teaching & Learning Methods	Does your program require students to strive for increased awareness of social issues/social responsibility?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
154	Teaching & Learning Methods	Does your program require students to consider <u>local contextual factors</u> in case conceptualization (i.e., local influences in the client's environment, and the client's individual concerns and symptoms)?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
155	Teaching & Learning Methods	Does your program produce different types of scholarly products?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
156	Teaching & Learning Methods	Does your program apply a greater variety of approaches to research?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
	Content	Does your program provide educational content listed below?						
157		· Academic-scientific materials, both research and theory	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
158		· Reflective process to develop student as a professional psychologist	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
159		· Discussion of relevant social issues	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
160		· Topics related to marginalization, power, and authority	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
161		· Local unique elements relevant to particular client or professional situation.	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
162		· Appropriate professional attitudes of becoming a psychologist	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

## SUBSECTION 2E

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
163	Aim/Objective	Does your program heavily emphasize science/research training in the education of psychologists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
164	Aim/Objective	Is the main objective of your program to train research scientists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
165	Aim/Objective	Does your program focus on preparing students for careers as scientists?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
166	Content	Does your program emphasize the provision of research activities for students?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
167	Content	Does your program stress the usage of empirically supported assessment techniques and treatments in clinical works?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
168	Teaching & Learning Methods	Does your program require students to participate in research projects being conducted by faculty members?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
169	Teaching & Learning Methods	Does your program create opportunities for students to become involved in conference presentations?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
170	Teaching & Learning Methods	Does your program provide opportunities for students to be involved in research manuscript preparation, either with or supervised by academic staff?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
171	Teaching & Learning Methods	Does your program provide students with opportunities to be involved in grant-writing or other related experience?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
172	Teaching & Learning Methods	Does your program emphasize the critical analysis process in case conceptualization?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
173	Teaching & Learning Methods	Does your program require students to review literature in analysing cases?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
174	Teaching & Learning Methods	Does your program have a research committee?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
175	Teaching & Learning Methods	Does your program have a research coordinator?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
176	Teaching & Learning Methods	Does each student in your professional program have a research supervisor?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
177	Aim/Objective	Does your program underscore the development of clinical science** and theory?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
178	Aim/Objective	Does your program aim to foster the broad application of clinical science** to human problems?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
179	Aim/Objective	Does your program highlight the timely dissemination of clinical science** to consumers?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
180	Aim/Objective	Does your program focus on preparing students for careers as clinical scientists***?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

## SUBSECTION 2F

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
181	Aim/Objective	Does your program focus more on ensuring that students acquire particular skills, knowledge and abilities deemed essential to the practice of psychology, than merely on the completion of a set of subjects?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
182	Aim/Objective	Does your program clearly define competencies to be developed in students during the training period?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
183	Evaluation	Has your program established a means of assessing competencies deemed important in psychological practice?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
184	Evaluation	Has your program established a standard by which students are judged to be competent?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
185	Evaluation	Does your program define clear behaviour indicators that describe a 'competent student' and 'incompetent student' in relation to each stated competency?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
186	Teaching & Learning Methods	In your program, is it possible for students to finish their training at different times according to their speed in meeting stated competencies?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating					Extremely Relevant
			Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
187	Teaching & Learning Methods	In your program, is it possible for students to learn at a variable pace?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
188	Teaching & Learning Methods	Does your program provide remedial activities for students who fall behind in mastery of competencies?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
189	Teaching & Learning Methods	In your program, are learning resources always available?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
190	Evaluation	Does your program apply multiple methods of competency assessment?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
191	Evaluation	In your program, is student evaluation done by multiple assessors?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
192	Evaluation	Does your program clearly define competencies at a sufficient level of specificity?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
193	Evaluation	Has your program developed various ways to record evidence of students' mastery of competencies, in addition to the traditional transcript?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
194	Evaluation	In your program, are student test scores considered the main indicator of mastery of competencies?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant
195	Evaluation	Does your program apply various indicators other than traditional test scores in determining students' mastery of competencies?	Completely Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely Relevant

Section 1 of the PDQ ends here. Please leave your comments or suggestions regarding specific item(s) or general evaluation of the questionnaire, in the box provided below.

**Comments/Suggestions**

**INSTRUCTION FOR EVALUATION OF THE PDQ SECTION 3**

Please read all items in Section 1 of the PDQ and determine whether they are clear and understandable. Your comments on the items can be written in the box provided at the end of this page. Or, alternatively, you are welcome to mark directly any item(s)/question(s)/word(s)/phrase(s) you consider ambiguous or lacking clarity. Your comments can be directed to specific item(s) or may relate to the overall presentation of this part of the PDQ. Please do not fill out the questionnaire items.

Section 1 of the PDQ starts on the line below.

**Part 3**

Below are some questions about the characteristics of an educational program. Please complete in reference to your Masters professional psychology program.

**1. Identity and structural aspect of program**

1.1 Name of university where this program exists: \_\_\_\_\_

1.2 Please identify the position of your professional program within the organizational structure of the university by ticking ✓ any of the following that applies:

- ☐ Under faculty of psychology
- ☐ Under postgraduate department at faculty level
- ☐ Under postgraduate department at university level
- ☐ Other (please specify): \_\_\_\_\_

**2. Specializations offered in your program include (please tick ✓ the appropriate item or items):**

- ☐ Clinical
- ☐ Adult Clinical
- ☐ Child Clinical
- ☐ Child and Adolescent Clinical
- ☐ Industrial and Organizational
- ☐ Educational
- ☐ Child and Adolescent Educational

In your opinion, other specialization(s) that are deemed important to be provided in the professional psychology program include(s):

\_\_\_\_\_

## 3. Students' characteristics

## 3.1 Number of applicants and number of students admitted in the last three academic years

Academic Year	Number of Applicants	Number of students admitted	Total number of existing students
2015/2016 1 <sup>st</sup> intake			
2014/2015 2 <sup>nd</sup> intake			
2014/2015 1 <sup>st</sup> intake			
2013/2014 2 <sup>nd</sup> intake			
2013/2014 1 <sup>st</sup> intake			
2012/2013 2 <sup>nd</sup> intake			
2012/2013 1 <sup>st</sup> intake			

## 3.2 Entry requirements

## 3.2.1 Academic criteria

Please tick ☐ the appropriate item(s):

- ☐ Bachelor of psychology certificate
- ☐ Reputable, accredited university qualification
- ☐ Reputable, accredited university qualification with minimum standard of accreditation result (please specify this minimum standard of accreditation): \_\_\_\_\_
- ☐ GPA score  
Please specify minimum eligible GPA score: \_\_\_\_\_
- ☐ Scores on academic ability test  
Please specify minimum eligible score: \_\_\_\_\_
- ☐ English language skill test.  
Please specify preferred test scores: \_\_\_\_\_ (i.e., IELTS, TOEFL, etc.), with minimum eligible score: \_\_\_\_\_
- ☐ Other (please specify): \_\_\_\_\_

3.2.2 Non-academic criteria, Please tick ☐ the appropriate item(s) :

- ☐ Physically healthy  
If ticked, acceptable proof of evidence includes: \_\_\_\_\_
- ☐ Mentally healthy  
If ticked, acceptable proof of evidence includes: \_\_\_\_\_
- ☐ Approval letter to do the study, for applicants currently working at the time of application
- ☐ Letter of academic recommendation
- ☐ Relevant experience(s)
- Other (please specify): \_\_\_\_\_

3.3 Student selection mechanism, Please tick  $\checkmark$  which of the following items apply in the selection of students at your institution:

☐ Academic aspects, in the form of:

- ☐ Academic ability test score, weight: ..... %
- ☐ English language skill test score, weight: ..... %
- ☐ Score on fundamental knowledge of psychology, weight: ..... %
- ☐ Knowledge of professional psychology test score, weight: ..... %
- ☐ Score on specific test on knowledge of specialization field in psychology, weight: ..... %
- ☐ Comprehension test score of psychological cases, weight: ..... %
- ☐ Other, please specify: \_\_\_\_\_, weight: ..... %

☐ Non-academic aspects, which consist of:

- ☐ Psychological test scores (including personality test), weight: ..... %
- ☐ Interview result, weight: ..... %
- ☐ Aspects to be covered in interview process include:

☐ Other (please specify): \_\_\_\_\_, weight: ..... %

(Percentage of all academic and non-academic weightings should total 100%)

#### 4. Characteristics of academic staff

4.1 Total number of academic staff currently working in your program is: \_\_\_\_\_, which consists of:

- a. Full-time faculty members: \_\_\_\_\_
- b. Part-time faculty members: \_\_\_\_\_

4.2 List of academic staff and their qualifications

Please provide information in Table 1(attached with this questionnaire) –entitled ‘List of academic staff, educational qualifications, and working activities’.

4.3 ON THE AVERAGE, how many hours per week do faculty spend in each of the activities listed below?

- \_\_\_\_\_ Research (basic/applied)
- \_\_\_\_\_ Direct Human Service (Assessment/Intervention)
- \_\_\_\_\_ Education/Teaching
- \_\_\_\_\_ Supervision and Training
- \_\_\_\_\_ Management/Administration
- \_\_\_\_\_ Applied psychology (industrial/organizational, personnel selection or assessment, systems, organizational consultation)
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ TOTAL



## 5. Facilities

Please tick ✓ whichever of the following listed facilities are provided in your program.

## 5.1 Academic Facilities

- ☐ Library
- ☐ Class rooms
- ☐ Psychology laboratory
- ☐ Reading rooms/reading area
- ☐ Study rooms equipped with audio-visual facilities
- ☐ Psychological clinic
- ☐ Psycho-diagnostic/assessment tools
- ☐ Internet lounge
- ☐ Internet lounge with public computers
- ☐ Internet connection in all professional program campus areas
- ☐ Practice rooms for students
- ☐ Computer laboratory
- ☐ Discussion rooms
- ☐ Rooms for practicum
- ☐ Students' working room
- ☐ Other (please specify): \_\_\_\_\_

## 5.2 Supporting Facilities

- ☐ Toilets
- ☐ Canteen
- ☐ Parking lots
- ☐ Storeroom
- ☐ Praying room
- ☐ Sports area
- ☐ Child-care facilities
- ☐ Play-group
- ☐ Health clinic
- ☐ Mini market
- ☐ Consultation unit (non-psychological problems). If ticked, please specify: \_\_\_\_\_
- ☐ Career centre/job placement centre
- ☐ Student dormitory
- ☐ Pantry
- ☐ Other (please specify): \_\_\_\_\_

## 6. Characteristics of graduates

6.1 Total number of graduates to present day since program's establishment: \_\_\_\_\_

## 6.2 Graduate profiles in the last three academic years:

Year of Graduation	Number of students graduated	Average completion time	Types of jobs attained by graduates (with proportional popularity of each job expressed in percentage)
2015			
2014			
2013			

7. Please specify the period of time you have spent in the position of Head of Masters Professional Psychology Program: from \_\_\_\_\_ (dd/mm/yy) to \_\_\_\_\_ (dd/mm/yy)

Section 1 of the PDQ ends here. Please leave your comments or suggestions regarding specific item(s) or general evaluation of the questionnaire, in the box provided below.

**Comments/Suggestions**

**Formulir Evaluasi Ahli terhadap Kuesioner Ketua Program Studi****PENDAHULUAN**

Terima kasih atas kesediaan Bapak/Ibu untuk berpartisipasi dalam proses pengujian validitas dan reliabilitas alat ukur PDQ (Program Director Questionnaire) atau Kuesioner Ketua Program Studi Magister Psikologi Profesi, yang akan digunakan dalam penelitian berjudul 'Professional Psychology Education Curricula: A Case Study of Indonesia'.

Kuesioner Ketua Program Studi yang nantinya akan digunakan dalam penelitian utama terdiri atas 3 bagian: Bagian 1 berisi item/pertanyaan yang menggali karakteristik kurikulum di sebuah Program Magister Psikologi Profesi; Bagian 2 berisi item-item dikotomi dengan format Ya-Tidak yang bertujuan mendeteksi model pendidikan yang digunakan dalam sebuah program profesi psikologi; Bagian 3 berisi item-item mengenai karakteristik struktural dan demografi dari sebuah program pendidikan profesi psikologi.

Bapak/Ibu merupakan ahli yang direkomendasikan oleh organisasi profesi, sehingga keterlibatan Bapak/Ibu dalam penelitian ini sangatlah berguna untuk membantu peneliti mengembangkan alat ukur yang valid dan reliabel. Bapak/Ibu diminta untuk mengevaluasi item-item pada kuesioner ini, sesuai instruksi evaluasi yang diberikan pada tiap bagian. Sekali lagi peneliti mengucapkan terima kasih atas partisipasi dalam penelitian ini.

**INSTRUKSI UNTUK EVALUASI KUESIONER BAGIAN 1**

Bapak/Ibu dipersilakan untuk membaca item-item atau pertanyaan yang ada pada kuesioner Bagian 1 ini, dan menentukan apakah item/pertanyaan cukup jelas dan dapat dipahami. Hasil penilaian Bapak/Ibu terhadap kuesioner Bagian 1 dapat dituliskan pada kotak yang tersedia di bagian akhir halaman ini. Atau, sebagai alternatif, Bapak/Ibu juga dipersilakan untuk memberi tanda secara langsung pada item/pertanyaan/kata/kalimat yang dirasakan kurang jelas/ambigu sehingga perlu diperhatikan lebih lanjut oleh peneliti. Hasil penilaian dapat berupa komentar ataupun saran terkait item/pertanyaan secara spesifik ataupun terhadap penyajian kuesioner bagian ini secara umum. **Bapak/Ibu dimohon untuk tidak mengisi item-item kuesioner. Kuesioner Ketua Program Studi Bagian 1 dimulai pada baris di bawah ini.**

**BAGIAN 1**

Di bawah ini terdapat beberapa pertanyaan dan pernyataan mengenai kurikulum sebuah program pendidikan. Kurikulum dalam penelitian ini diartikan secara luas dan mencakup 4 aspek utama sesuai yang dikemukakan oleh Taba (1962), yaitu: tujuan dan sasaran program, mata kuliah atau materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi.

Silakan mengisi setiap item sesuai dengan kenyataan yang saat ini berlaku di program Magister Psikologi Profesi yang Bapak/Ibu Pimpin.

**1. Tujuan Program**

1.1 Mohon dijelaskan tujuan utama dari pendidikan Program Magister Psikologi Profesi di institusi Anda:

--

1.2 Pedoman/landasan yang digunakan untuk merumuskan tujuan seperti disebutkan diatas adalah (contoh: peraturan pemerintah di tingkatan tertentu, surat keputusan, ketetapan, hasil studi, instruksi, dll)

--

1.3 Menurut Anda, apa sajakah peran yang diharapkan dari seorang psikolog?

--

## 1.4 Apa sajakah peran psikolog yang diharapkan oleh masyarakat di daerah ini?

## 2. Mata Kuliah

2.1 Istilah yang paling tepat menggambarkan model pendidikan yang digunakan dalam pendidikan Program Studi Magister Psikologi Profesi di institusi Anda adalah (silakan beri tanda ✓ pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

☐☐☐☐☐

Dominan teoretis (scientist-oriented)

Teoretis-praktek (scientist-practitioner)

Dominan praktek (practitioner-oriented)

Model Kompetensi (competency-based model)

Lainnya (mohon disebutkan): .....

Penjelasan singkat mengenai model-model pendidikan profesi psikologi adalah sebagai berikut:

- Model Dominan Teoretis (scientist/academic-oriented)

Merupakan model pendidikan profesi yang menekankan pengajaran aspek keilmuan atau teori psikologi/psychological science, pelatihan mengenai penelitian dan pelaksanaan penelitian oleh mahasiswa.

- Model Teoretis-Praktek (scientist-practitioner)

Merupakan model pendidikan profesi yang menekankan komponen keilmuan dan komponen praktek secara seimbang.

- Model Dominan Praktek (practitioner model)

Merupakan model pendidikan profesi yang menekankan komponen praktek dan pemberian pelayanan psikologis, antara lain melalui pemberian pengalaman praktek yang komprehensif.

- Model Kompetensi (competency-based model)

Merupakan model pendidikan profesi yang terfokus pada pencapaian kompetensi spesifik yang dianggap penting untuk dapat menjalankan peran sebagai psikolog berpraktek.

2.2 Pedoman/landasan yang digunakan untuk mengembangkan daftar mata kuliah adalah (Silakan beri tanda ✓ pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

☐

Keputusan pemerintah terkait, yaitu (mohon dirinci):

☐

Keputusan/kesepakatan organisasi profesi, yaitu:

☐

Keputusan/kesepakatan dari perkumpulan/asosiasi terkait, yaitu:

☐

Permintaan pemangku kepentingan, yaitu: \_\_\_\_\_

☐

Kebutuhan masyarakat lokal \_\_\_\_\_

☐

Keinginan pengguna jasa, yaitu: \_\_\_\_\_

- 2.3 Daftar mata kuliah yang ditawarkan selama perkuliahan dari awal sampai dengan akhir adalah: (Dapat diisi dengan melampirkan daftar mata kuliah yang berlaku saat pengisian kuesioner, untuk tiap- tiap bidang peminatan yang ditawarkan)

- 2.4 Menurut Anda, bagaimana proporsi perbandingan antara komponen penelitian dan komponen praktek dalam kurikulum program profesi di institusi Anda? Silakan beri tanda  $\checkmark$  pada pernyataan yang sesuai:

- ☐ Menonjol komponen penelitian  
☐ Menonjol komponen praktek  
☐ Berimbang

Menurut Anda, bagaimana prosentase perbandingan tersebut dalam angka?

Komponen

penelitian : \_\_\_\_\_ %

Komponen praktek : \_\_\_\_\_ %

- 2.5 Adakah materi kuliah unik yang ditawarkan oleh program studi Anda, yang berbeda dari program Magister Psikologi Profesi lainnya? (Mohon dirinci nama-nama materi kuliah dimaksud)

- 2.6 Adakah materi kuliah yang Anda anggap penting untuk diberikan, namun saat ini belum termasuk dalam daftar mata kuliah yang ditawarkan di program studi Anda? (Mohon dirinci nama-nama materi kuliah dimaksud)

- 2.7 Adakah materi kuliah yang Anda anggap penting untuk diberikan, namun saat ini belum dimasukkan dalam pedoman mata kuliah Magister Psikologi Profesi yang dikeluarkan oleh HIMPSI? (Mohon dirinci nama-nama materi kuliah dimaksud)

## 3. Metode Belajar-Mengajar

Metode belajar dan mengajar yang digunakan pada program Magister Profesi Psikologi di institusi Anda adalah (silakan beri tanda ✓ pada setiap pernyataan yang sesuai):

- ☐ Perkuliahan tatap muka
- ☐ Perkuliahan melalui fasilitas internet (*on-line lecture*)
- ☐ Diskusi kelas
- ☐ Diskusi kelompok
- ☐ Diskusi kelompok kecil/*buzz group*
- ☐ Demonstrasi/mengajar dengan melakukan demo langsung
- ☐ Presentasi
- ☐ Praktek lapangan/penempatan/*internship/field-work*
- ☐ Praktikum
- ☐ Studi kasus/*case studies* (proses belajar menggunakan contoh kasus atau skenario kasus tertentu)
- ☐ Studi kasus tanpa informasi lengkap/ *Incident cases*
- ☐ Tugas secara individual
- ☐ Tugas secara berkelompok
- ☐ Pembelajaran individual terprogram/*programmed learning*
- ☐ Sumbang saran/*Brainstorming*
- ☐ Bermain peran/*Role-plays*
- ☐ Tutorial/bimbingan individual
- ☐ Seminar/bimbingan berkelompok
- ☐ Pengajaran oleh tim ahli (*panel of experts*)
- ☐ Pengajaran dengan video
- ☐ Pembicara tamu/*guest speaker*
- ☐ *Index cards exercises* (proses belajar menggunakan kartu indeks yang dapat diisi dengan pertanyaan-pertanyaan tertentu dari pengajar)
- ☐ *Report-back sessions* (sesi pelaporan/presentasi setelah kegiatan belajar dalam kelompok)
- ☐ Investigasi/penyelidikan, termasuk melakukan penelitian individual
- ☐ Lainnya (mohon disebutkan):

## 4. Evaluasi

## 4.1 Evaluasi terhadap mahasiswa

a. Jenis-jenis evaluasi terhadap mahasiswa dan waktu pelaksanaannya adalah:

No.	Jenis Evaluasi terhadap Mahasiswa	Waktu Pelaksanaan
dst		

b. Aspek-aspek yang dievaluasi, metode pengukuran dan bobot tiap aspek dalam evaluasi terhadap mahasiswa adalah:

No.	Jenis Evaluasi	Aspek-aspek yang Dievaluasi	Metode Pengukuran	Bobot (dalam%)
dst				

c. Penilai/asesor dalam evaluasi terhadap mahasiswa adalah:

No.	Jenis Evaluasi	Penilai/Asesor

d. Pedoman yang digunakan dalam evaluasi terhadap mahasiswa adalah (mohon dijelaskan):

No.	Jenis Evaluasi	Pedoman Evaluasi



## 4.2 Evaluasi terhadap program studi

4.2.1 Di institusi Anda saat ini, adakah mekanisme evaluasi terhadap program studi Magister Psikologi Profesi sebagai penyedia pendidikan profesi (selain proses akreditasi yang dilakukan oleh HIMPSI dan BAN-PT)? Silakan beri tanda ✓ pada pernyataan yang sesuai:

- ☐ Ada (bila memilih point ini, silakan mengisi pertanyaan 4.2.2)
- ☐ Belum ada (bila memilih point ini, silakan langsung ke pertanyaan 5)
- ☐ Dalam proses perumusan (bila memilih point ini, silakan langsung ke pertanyaan 5)

4.2.2 Tujuan proses evaluasi terhadap program studi di institusi Anda adalah .....

(Jika terdapat lebih dari satu jenis evaluasi terhadap program studi, mohon dijelaskan secara terpisah tujuan masing-masing kegiatan evaluasi tersebut dalam tabel di bawah ini)

No.	Nama Kegiatan Evaluasi	Tujuan

4.2.3 Aspek-aspek yang termasuk dalam target evaluasi pada program studi Magister Psikologi Profesi di institusi Anda adalah (silakan beri tanda ✓ pada setiap pernyataan yang sesuai):

- ☐ Tujuan program
- ☐ Relevansi kegiatan dengan tujuan
- ☐ Kurikulum/materi perkuliahan
- ☐ Metode belajar dan mengajar
- ☐ Staf akademik
- ☐ Sistem administrasi
- ☐ Pelaksanaan kegiatan akademik
- ☐ Fasilitas/sarana (umum)
- ☐ Fasilitas/sarana pendidikan
- ☐ Staf non-akademik
- ☐ Keluaran/*Outcomes*
- ☐ Integrasi komponen keilmuan dan komponen praktikal
- ☐ Efektifitas program dalam penerapan model/filosofi pendidikan yang sudah ditetapkan
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

- 4.2.4 Metode yang digunakan untuk melakukan evaluasi terhadap program studi Magister Psikologi Profesi di institusi Anda adalah:

(Jika terdapat lebih dari satu jenis evaluasi terhadap program studi, mohon dijelaskan secara terpisah metode pada masing-masing kegiatan evaluasi tersebut dalam tabel di bawah ini)

No.	Nama Kegiatan Evaluasi	Metode Evaluasi

- 4.2.5 Periode pelaksanaan evaluasi terhadap program Magister Psikologi Profesi yang saat ini berlaku di institusi Anda adalah (silakan beri tanda √ pada setiap pernyataan yang sesuai):

- ☐ Tidak terdapat jadwal reguler untuk pelaksanaan evaluasi program  
☐ Terdapat jadwal reguler untuk pelaksanaan evaluasi program  
☐ Jika Ya, silakan beri tanda √ pada item yang sesuai:  
☐ Setiap semester (6 bulan sekali) atau kurang dari 6 bulan sekali  
☐ Setiap tahun  
☐ Setiap 2 tahun  
☐ Setiap 3-5 tahun  
☐ Lainnya (mohon disebutkan): \_\_\_\_\_

- 4.3 Selain kedua jenis evaluasi di atas, yaitu evaluasi mahasiswa dan program studi, mohon disebutkan jenis evaluasi lain yang diterapkan di program studi Anda (bila ada):

5. Aspek-aspek terkait kurikulum yang menjadi perhatian utama, kendala, serta harapan dan saran perbaikan.

- 5.1 Hal apakah yang menjadi perhatian (*concern*) utama Anda terkait kurikulum program Magister Psikologi Profesi?

5.2 Apa penyebab perhatian (*concern*) tersebut?

5.3 Menurut Anda, apa sajakah kendala utama terkait pengembangan kurikulum program Magister Psikologi Profesi di institusi ini?

5.4 Menurut Anda, apa sajakah kendala utama dalam implementasi kurikulum program Magister Psikologi Profesi?

5.5 Apa harapan Anda terkait aspek-aspek kurikulum program Magister Psikologi Profesi (dapat mencakup tujuan program, *content*/materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi/penilaian)?

5.6 Apa sajakah saran Anda untuk perbaikan kurikulum program Magister Psikologi Profesi di Indonesia (dapat mencakup aspek tujuan program, *content*/materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi/penilaian)?

**Kuesioner Ketua Program Studi Bagian 1 berakhir di sini. Silakan Bapak/Ibu memberikan komentar atau saran mengenai item/pertanyaan secara spesifik maupun mengenai kuesioner ini secara umum, pada kotak yang tersedia di bawah ini.**

**KOMENTAR DAN SARAN:**

### INSTRUKSI UNTUK EVALUASI KUESIONER BAGIAN 2

Pada bagian ini terdapat beberapa pernyataan dan pertanyaan yang berusaha mendeteksi model pendidikan profesi di tiap-tiap Program Studi Magister Psikologi Profesi di Indonesia. **Bapak/Ibu diminta untuk menentukan derajat sejauh mana item-item relevan atau tidak relevan untuk mengukur domain 'model pendidikan profesi psikologi' berdasarkan aspek-aspek kurikulum yang dijelaskan di bawah ini.** Untuk setiap item, silakan Bapak/Ibu memilih jawaban yang dianggap paling sesuai dengan cara meng-klik pada bulatan yang sesuai. Setelah itu, pada akhir Bagian 2, tersedia kotak untuk menuliskan saran atau komentar Bapak/Ibu terhadap kejelasan item-item pada kuesioner Bagian 2 ini. Hasil penilaian dapat berupa komentar ataupun saran terkait item/pertanyaan secara spesifik ataupun terhadap penyajian kuesioner bagian ini secara umum.

Identifikasi model pendidikan profesi dilakukan menggunakan teori kurikulum. Kurikulum dalam penelitian ini diartikan secara luas dan mencakup 4 aspek utama sesuai yang dikemukakan oleh Taba (1962), yaitu: tujuan dan sasaran program, mata kuliah atau materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi. Dengan demikian, seluruh kelompok item pada kuesioner ini, yaitu Sub 2A hingga Sub 2F, terdiri dari item-item yang mewakili dimensi-dimensi kurikulum sbb:

1. Tujuan/sasaran program (T)
2. Mata kuliah atau materi pembelajaran (MK)
3. Metode belajar dan mengajar (BM)
4. Evaluasi (EV)

Secara teoretis, telah teridentifikasi empat model utama pendidikan profesi, yaitu model Dominan Teoretis (Clinical Scientist/academic-oriented), model Teoretis-Praktek (Scientist-practitioner), model Dominan Praktek (Practitioner model), dan model Kompetensi (competency-based model). Selain itu, terdapat 2 model pendidikan yang merupakan turunan dari model Practitioner, yaitu model Practitioner-Scholar/Scholar-Practitioner dan model Local-Clinical-Scientist, sehingga jumlah keseluruhan model pendidikan profesi yang akan diidentifikasi oleh alat ukur ini adalah 6 model. Sub bagian dalam kuesioner ini merupakan pengelompokan item-item berdasarkan ke-enam model tsb. Sebagai ilustrasi, peneliti menyajikan penjelasan singkat mengenai 6 model pendidikan profesi:

1. Model Dominan Teoretis (scientist/academic-oriented)  
Merupakan model pendidikan profesi yang menekankan pengajaran aspek keilmuan atau teori psikologi/psychological science, pelatihan mengenai penelitian dan pelaksanaan penelitian oleh mahasiswa.
2. Model Teoretis-Praktek (scientist-practitioner)  
Merupakan model pendidikan profesi yang menekankan komponen keilmuan dan komponen praktek secara seimbang.
3. Model Dominan Praktek (practitioner model)  
Merupakan model pendidikan profesi yang menekankan komponen praktek dan pemberian pelayanan psikologis, antara lain melalui pemberian pengalaman praktek yang komprehensif.
4. Model Practitioner-Scholar/Scholar-Practitioner  
Merupakan model pendidikan profesi yang juga menekankan komponen praktek, namun juga menganggap penting aktivitas ilmiah yang memungkinkan mahasiswa untuk menerapkan pengetahuan dan teori psikologis ke dalam praktek.
5. Model Local-Clinical-Scientist  
Merupakan model pendidikan profesi yang juga menekankan komponen praktek dan aktivitas ilmiah, dan lebih lanjut memberikan penekanan pada pentingnya mahasiswa memahami kebutuhan spesifik klien, faktor-faktor “lokal” yang terkait erat dengan keadaan klien, peningkatan kesadaran sosial dan tanggung jawab sosial dalam pemberian pelayanan psikologis.
6. Model Kompetensi (competency-based model)  
Merupakan model pendidikan profesi yang terfokus pada pencapaian kompetensi spesifik yang dianggap penting untuk dapat menjalankan peran sebagai psikolog berpraktek.

## SUB 2A

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan	
2A.	MK	Dari daftar materi kuliah di bawah ini, silakan memberi tanda √ untuk materi kuliah yang diberikan dalam pendidikan psikologi di institusi Anda, lalu silakan memilih pada level pendidikan apa materi tersebut diberikan (jawaban dapat lebih dari 1). Contoh: materi kuliah mengenai statistik pada pendidikan psikologi di institusi Anda diberikan di program S-1 dan program S-2 Magister Psikologi Profesi. Berarti, Anda memberi tanda √ pada kolom checklist, lalu pada kolom S-1 dan kolom S-2.							
1		Perilaku normal dan abnormal	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
2		Perkembangan kehidupan manusia/Life-span development	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
3		Perbedaan-perbedaan individu termasuk, namun tidak terbatas pada latar belakang etnis, gender, budaya, agama, ras, dan gaya hidup.	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
4		Kode etik ilmiah/ Standar sikap ilmiah ( <i>scientific ethics</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
5		Desain penelitian dan metodologi penelitian	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
6		Statistik	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
7		Pengukuran psikologis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
8		Sejarah dan sistem dalam psikologi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
9		Faktor-faktor yang mendasari perilaku: biologis, kognisi-afeksi, sosial	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
10		Perilaku individu	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
11		Teori-teori asesmen psikologis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
12		Teori-teori intervensi psikologis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
13		Membangun hubungan kerja yang positif	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
14		Kemampuan komunikasi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15		Teknik-teknik wawancara	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
16		Keterampilan konsultasi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
17		Membangun gambaran konseptual dari kasus psikologis secara ilmiah	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
18		Prosedur asesmen psikologis yang terbukti valid ( <i>valid assessment procedures</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
19		Prosedur intervensi yang tervalidasi secara ilmiah ( <i>scientifically validated interventions</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
20		Pengaruh karakteristik pribadi terhadap interaksi profesional	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
21		Analisis kekuatan dan kelemahan beberapa metode asesmen	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
22		Analisis kekuatan dan kelemahan beberapa metode intervensi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
23	MK	Informed consent	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
24		Masalah terkait penyakit	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
25		Kewajiban secara etik, hukum dan profesi untuk mengedepankan bukti ilmiah dalam pemilihan alternatif teknik asesmen dan intervensi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
26		Sosialisasi dalam kehidupan praktek, termasuk dorongan untuk bergabung dengan organisasi profesi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
27		Konsekuensi/pengaruh faktor budaya, etnis, serta perbedaan individu lainnya terhadap gejala psikologis.	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
28		Pengelolaan ( <i>supervision</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
29		Pengajaran ( <i>teaching</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
30		Evaluasi prosedur pelayanan (psikologis)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
31		Evaluasi program pelayanan (psikologis)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
32		Desain sistem pelayanan baru	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
33		Pengembangan model konseptual baru	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
34		Integrasi teori dan praktek	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
35		Pengembangan program dan administrasi program	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36		Pelatihan ( <i>training</i> )	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
2A.2	MK	Dari daftar materi praktikum/experiential component* di bawah ini, silakan beri tanda ✓ untuk materi yang diberikan dalam pendidikan psikologi di institusi Anda, lalu silakan memilih pada level pendidikan apa materi tersebut diberikan (jawaban dapat lebih dari 1). *Keterangan: experiential component didefinisikan sebagai komponen pembelajaran di mana mahasiswa terlibat dalam aktivitas belajar dengan cara melakukan sendiri secara langsung atau berpartisipasi langsung (Belar and Perry, 1992, p. 73).  Contoh: materi praktikum mengenai metode asesmen psikologis pada pendidikan psikologi di institusi Anda diberikan di program S-1 dan program S-2 Magister Psikologi Profesi. Berarti, Anda memberi tanda ✓ pada kolom checklist, lalu pada kolom S-1 dan kolom S-2.						
37		Praktikum penelitian sebelum thesis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
38		Penelitian thesis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
39		Integrasi komponen keilmuan/penelitian dan komponen praktek	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
40		Penerapan pengetahuan dalam praktek di level individu	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
41		Penerapan pengetahuan dalam praktek di level kelompok	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
42		Penerapan pengetahuan dalam praktek di level organisasi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
43		Metode pengumpulan informasi secara sistematis dalam penanganan kasus	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
44		Proses berpikir ilmiah dalam praktek psikologis	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
45		Praktikum formulasi kasus/masalah	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
46	MK	Praktikum metode-metode asesmen	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
47		Praktikum teknik-teknik intervensi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
48		Praktikum teknik-teknik konsultasi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
49		Praktikum metode-metode evaluasi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan



No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
50		Topik-topik tanggung jawab etika dalam praktek psikologi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
51		Topik-topik tanggung jawab sosial dalam praktek psikologi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
52		Topik-topik tanggung jawab hukum dalam praktek psikologi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
53		Tindakan dalam menghadapi perbedaan-perbedaan individu, termasuk faktor-faktor budaya dan multi etnis.	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
54		Kerja praktek intensif (magang/internship). Jika Ya, mohon disebutkan periode kerja praktek berlangsung selama ..... Bulan	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
55	BM	Apakah pengajaran mata kuliah keilmuan ( <i>scientific content</i> ) pada program Anda diampu oleh pengajar-pengajar yang merupakan ahli di bidang tersebut?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
56	MK	Apakah program Anda mengajarkan materi asesmen psikologis yang terbukti valid secara ilmiah?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
57	BM	Apakah program Anda mengajarkan mahasiswa untuk menggunakan literatur ilmiah dalam proses penanganan kasus?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
58	MK	Apakah program Anda mengajarkan mata kuliah intervensi yang valid/sudah memiliki bukti empiris?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
59	MK	Apakah pengajaran beberapa materi praktek dasar pada program Anda diberikan pada semester awal?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
60	BM	Apakah sebagian besar staf pengajar dalam program ini terlibat dalam aktivitas praktek mahasiswa di sepanjang program?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
61	BM	Apakah program Anda menyediakan tempat-tempat praktek di mana mahasiswa dapat melakukan aktivitas integrasi antara teori dan praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
2A.3	BM	Aktivitas integrasi teori dan praktek yang nyata terlihat dilakukan oleh sebagian besar staf pengajar di program Anda meliputi (silakan memilih sesuai kenyataan pada program studi Anda):						
62		- Mencari tahu metode penanganan gangguan psikologis melalui literatur ilmiah	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
63		- Menghadiri seminar/konferensi ilmiah tentang kasus psikologis tertentu dan penanganannya	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
64		- Menggunakan teknik asesmen dan intervensi yang terbukti valid secara ilmiah	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
65		- Melakukan penelitian untuk mengevaluasi teknik intervensi tertentu yang digunakan	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
66	BM	Apakah dalam program Anda mahasiswa diperbolehkan memilih jenis penelitian yang beragam sesuai minat pribadi atau aspirasi pribadinya?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
67	BM	Apakah program Anda mengharuskan mahasiswa memilih jenis penelitian tesis sesuai yang telah ditentukan program?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
68	BM	Apakah program Anda memperbolehkan mahasiswa menentukan sendiri <u>metode penelitian</u> yang akan digunakan untuk penelitiannya?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
69	BM	Apakah program Anda menentukan <u>metode penelitian</u> yang boleh dipilih oleh mahasiswa dalam menjalankan penelitiannya?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
70	MK	Apakah komponen praktikum pada program Anda menekankan materi keilmuan ( <i>scientific content</i> ) dan materi praktek ( <i>practice content</i> ) secara berimbang?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
71	MK	Apakah komponen praktikum pada program Anda lebih menekankan pemberian materi praktek ( <i>practice content</i> ) dibandingkan materi keilmuan ( <i>scientific content</i> )?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
72	MK	Apakah komponen praktikum pada program Anda lebih menekankan pemberian materi keilmuan ( <i>scientific content</i> ) dibandingkan materi praktek ( <i>practice content</i> )?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
	BM	Jenis-jenis penelitian yang dilakukan oleh mahasiswa pada program ini mencakup:						
		a. Berdasarkan metode penelitian						
73		- Penelitian kuantitatif	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
74		- Penelitian kualitatif	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
75		- Mixed method	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
		b. Berdasarkan jenis topik penelitian						
76		- Analisis terhadap teori psikologi	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
77		- Survey	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
78		- Analisis terhadap data dokumen/arsip	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
79		- Outcome research, termasuk pengembangan dan evaluasi program	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
80		- Analisis kebijakan umum dan/atau legislatif	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
81		- Studi kasus	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
82	BM	Apakah program Anda memberikan pengalaman melakukan penelitian yang beragam untuk mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
83	BM	Apakah program Anda memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek langsung di beberapa variasi <i>setting</i> /jenis tempat praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
84	BM	Apakah program Anda memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek menangani populasi klien yang beragam?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
85	BM	Apakah praktikum awal untuk materi praktek ( <i>practice content</i> ) pada program Anda diberikan dengan bimbingan staf pengajar?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
86	BM	Apakah praktikum awal untuk materi praktek ( <i>practice content</i> ) pada program Anda dilakukan dalam <i>setting</i> praktek yang sesuai dengan tujuan pendirian program?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
87	BM	Apakah program Anda memberikan pengalaman praktek secara intensif di bawah bimbingan pembimbing?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
88	BM	Apakah program Anda menyediakan lokasi tempat praktek di mana mahasiswa dapat terlibat dalam aktivitas penelitian formal?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
89	MK	Apakah aktivitas praktikum untuk komponen praktek ( <i>practice content</i> ) pada program Anda diberikan pada semester pertama?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
90	BM	Apakah sebagian besar staf pengajar di program Anda merupakan psikolog berpraktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
91	BM	Apakah sebagian besar staf pengajar di program Anda <u>memahami</u> pentingnya aspek ilmiah dan aspek praktikal dalam praktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
92	BM	Apakah sebagian besar staf pengajar di program Anda <u>mengakui</u> pentingnya <b>integrasi</b> aspek ilmiah dan aspek praktikal dalam praktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
93	BM	Apakah sebagian besar staf pengajar di program Anda sudah <u>melakukan</u> integrasi aspek ilmiah dan aspek praktikal dalam <u>aktivitas profesional/praktek</u> mereka? (Contohnya, mencari tahu metode penanganan gangguan psikologis melalui literatur ilmiah, menghadiri seminar/konferensi ilmiah tentang kasus psikologis tertentu dan penanganannya, ataupun melakukan penelitian klinis untuk mengevaluasi teknik intervensi tertentu yang digunakan).	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
94	BM	Menurut pengamatan Anda, apakah sebagian besar staf pengajar di program Anda masih menekankan satu aspek saja dalam praktek psikologis: aspek ilmiah/penelitian saja atau aspek praktikal saja?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
95	BM	Apakah aktivitas integrasi aspek ilmiah dan praktikal sudah dilakukan oleh sebagian besar staf pengajar dalam aktivitas <u>pengajaran</u> sehari-hari?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
96	BM	Apakah jumlah tenaga pengajar di program profesi Anda sudah mencukupi secara proporsional dengan jumlah mahasiswa yang harus diampu?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
97	BM	Apakah program Anda mengharuskan mahasiswa untuk melakukan pencarian jawaban secara ilmiah ( <i>scientific inquiry</i> ) terhadap kasus yang ditangani, dengan atau di bawah pengawasan staf pengajar?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
98	BM	Apakah program Anda menyediakan kesempatan bagi mahasiswa untuk melakukan praktek dengan atau di bawah pengawasan staf pengajar?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
99	BM	Apakah program Anda menyediakan kesempatan tambahan untuk memperluas pengetahuan mahasiswa? Jika memilih Ya, maka bentuk kesempatan yang disediakan untuk menambah materi belajar/memperluas pengetahuan mahasiswa adalah ..... .....	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
100	MK	Apakah program Anda mengajarkan materi intervensi/ <i>treatment</i> psikologis yang didukung bukti ilmiah?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
101	BM	Apakah sebagian besar staf pengajar di program Anda aktif melakukan kegiatan ilmiah yang berkaitan dengan kasus psikologis sesuai yang ditemui dalam praktek? (Misalnya: membaca literatur atau menghadiri seminar ilmiah terkait penanganan kasus-kasus psikologis)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
102	BM	Apakah sebagian besar staf pengajar pada program Anda melakukan evaluasi sistematis mengenai aktivitas praktek yang mereka lakukan? (Misalnya: melakukan studi kasus atau membuat laporan kasus, mencoba melakukan intervensi ilmiah tertentu, atau mengevaluasi perubahan dalam variabel proses terapi)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
103	BM	Apakah sebagian besar staf pengajar pada program ini terlibat dalam penelitian klinis* yang bertujuan untuk mengevaluasi metode-metode intervensi baru ataupun yang sudah digunakan dalam berpraktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
104	BM	Apakah program Anda menerapkan metode praktek psikologis (mencakup teknik asesmen, diagnosa dan metode <i>treatment/intervensi</i> ) yang berdasar fakta ilmiah / <i>evicence-based practice</i> ?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	BM	Apakah program Anda melakukan proses diseminasi (penyebaran ide/ hasil) penelitian dan aktivitas praktek yang dilakukan oleh staf pengajar dengan cara-cara yang tertera di bawah ini?						
105		• Publikasi ilmiah pada jurnal	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
106		• Penerbitan manual penanganan masalah psikologis yang didukung bukti ilmiah dan dapat diterapkan	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
107		• Penerbitan artikel berisi informasi ilmiah kepada publik/masyarakat umum	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
108		• Aktifitas konsultasi dan diskusi dengan ahli kesehatan lain tentang penerapan ilmu psikologi dalam penanganan pasien	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
109	BM	Apakah program Anda melakukan upaya-upaya untuk menerapkan hasil-hasil penelitian psikologi ke dalam praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
110	BM	Apakah program Anda mengharuskan mahasiswa untuk menggunakan teori-teori psikologi dalam proses konseptualisasi kasus?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
111	BM	Apakah program Anda sudah menetapkan standar-standar kompetensi klinis* yang harus dicapai oleh mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
112	BM	Apakah sebagian besar staf pengajar pada program Anda terlibat aktif dalam kegiatan praktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
113	MK	Apakah program Anda memberikan pelatihan komprehensif bagi mahasiswa mengenai keterampilan melakukan praktek psikologis?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
114	BM	Apakah program Anda menyiapkan mahasiswa untuk menguasai kompetensi klinis* sebagai psikolog?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
115	BM	Apakah sebagian besar staf pengajar pada program Anda menunjukkan sikap ilmiah dalam melakukan praktek? (Misalnya melalui penerapan pengetahuan/teori atau sikap skeptis dalam usaha pencarian jawaban atas kasus yang sedang ditangani)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## SUB 2B

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
116	MK	Apakah program Anda menekankan komponen praktek dalam aktivitas pendidikan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
117	BM	Apakah program Anda menerapkan prinsip pembelajaran langsung / "learning by doing"?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
118	BM	Apakah program Anda sangat menekankan "supervisory relationship" di mana mahasiswa belajar melalui pembimbing?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
119	MK	Apakah program Anda memberikan pengalaman praktek secara komprehensif kepada mahasiswa sejak awal program?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
120	T	Apakah program Anda sangat memperhatikan kebutuhan masyarakat lokal yang akan dilayani oleh lulusan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
121	T	Apakah program Anda menyertakan kebutuhan masyarakat lokal dalam pembuatan kurikulum?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
122	T	Apakah program Anda mengakomodir kebutuhan spesifik masyarakat lokal akan peran psikolog, ke dalam aktivitas pendidikan profesi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
123	EV	Apakah program Anda melakukan evaluasi/pemantauan berkala terhadap pencapaian tujuan program dalam memenuhi kebutuhan masyarakat di mana program berada?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
124	EV	Apakah perubahan kurikulum sesuai tuntutan/kebutuhan masyarakat akan peran psikolog merupakan suatu hal yang lumrah terjadi di program Anda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
125	T	Apakah dalam proses seleksi masuk pada program Anda, aspek pengalaman mahasiswa dalam kegiatan sosial juga merupakan aspek yang diperhatikan selain skor hasil-hasil tes?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
126	T	Apakah dalam proses seleksi masuk pada program Anda, keterampilan interpersonal mahasiswa merupakan hal yang lebih penting dibandingkan skor hasil-hasil tes?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
127	T	Apakah dalam proses seleksi masuk pada program Anda, kesesuaian tujuan mahasiswa di bidang sosial- interpersonal mendapat bobot lebih besar dibandingkan skor hasil-hasil tes?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
128	T	Apakah faktor sikap/perilaku mahasiswa memiliki bobot prosentase yang lebih besar secara signifikan dibandingkan skor-skor hasil tes, dalam seleksi menjadi mahasiswa di program Anda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
129	T	Apakah program Anda memberi bobot prosentase yang lebih besar secara signifikan terhadap aspek motivasi mahasiswa, dibandingkan skor-skor hasil tes?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
130	BM	Apakah program Anda sangat menekankan pemberian pengalaman praktek di beragam setting?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
131	T	Apakah kebutuhan masyarakat lokal merupakan aspek yang dimasukkan ke dalam perumusan tujuan di program Anda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
132	T	Apakah pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan tujuan pendirian program Anda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
133	T	Apakah pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan kebutuhan masyarakat lokal di mana program Anda berada?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
134	T	Apakah pengelolaan program ini secara keseluruhan sejalan dengan kebutuhan beragam klien dalam komunitas di mana program berada?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
135	T	Apakah program Anda menyediakan pelayanan psikologis untuk klien dengan latar belakang budaya yang berbeda-beda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
136	BM	Apakah sebagian besar staf pengajar dan mahasiswa di program profesi Anda memberikan pelayanan psikologis untuk komunitas kurang beruntung sebagai bagian dari program pendidikan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
137	EV	Apakah program Anda melakukan evaluasi terhadap pelayanan psikologis yang sudah diberikan maupun yang belum diberikan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
138	BM	Apakah sebagian besar staf pengajar pada program ini juga merupakan psikolog yang berpraktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
139	BM	Apakah sebagian besar staf pengajar pada program ini memiliki keahlian pada satu atau beberapa bidang terapan/praktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
140	BM	Apakah program Anda melakukan aktivitas pertukaran ( <i>exchange program</i> ) antara staf pengajar dan pembimbing lapangan untuk keperluan pengembangan profesi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
141	EV	Dalam melakukan evaluasi terhadap mahasiswa, apakah program Anda memberlakukan bobot yang sama antara prestasi dalam aktivitas praktek dengan prestasi dalam tes pengetahuan/teori psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
142	MK	Apakah program Anda memberikan penekanan lebih besar pada komponen praktek dibandingkan komponen keilmuan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
143	MK	Apakah program Anda lebih menekankan kegiatan ilmiah dibandingkan aktivitas praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
144	BM	Apakah aktivitas sebagian besar staf pengajar pada program Anda lebih banyak melakukan praktek dan supervisi praktek dibandingkan melakukan kegiatan akademik lainnya?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
145	BM	Apakah sebagian besar staf pengajar pada program ini banyak terlibat dalam penelitian dan publikasi ilmiah?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## SUB 2.C

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
146	T	Apakah titik berat program Anda adalah menyiapkan mahasiswa untuk berpraktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
147	MK	Apakah program Anda menekankan pemberian pengalaman praktek secara intensif?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
148	BM	Apakah program Anda memberikan fasilitas kepada mahasiswa untuk melakukan aktivitas ilmiah selain pemberian pengalaman praktek? (Contoh aktivitas ilmiah antara lain keikutsertaan mahasiswa dalam: konferensi ilmiah, pelaksanaan penelitian, klub-klub jurnal/penulisan ilmiah, diskusi ilmiah secara formal-terarah mengenai penanganan kasus, dll).	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
149	BM	Apakah sebagian besar staf pengajar pada program Anda melakukan aktivitas akademik dan praktek secara bersamaan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
150	BM	Apakah sebagian besar staf pengajar pada program ini berperan sebagai dosen sekaligus psikolog praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## SUB 2.D

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
151	T	Apakah program Anda memberikan penekanan yang sama terhadap pelatihan keterampilan praktek dan pelatihan metode ilmiah?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
152	T	Apakah program Anda menekankan kepada mahasiswa untuk memperhatikan kebutuhan spesifik klien (bukan sekedar kebutuhannya secara umum) terkait pemberian pelayanan psikologis?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
153	BM	Apakah program Anda mengajarkan mahasiswa untuk memiliki kesadaran yang tinggi akan permasalahan dan tanggung jawab sosial?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan



No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
154	BM	Apakah program Anda menuntut para mahasiswa untuk memperhatikan faktor <u>konteks lokal</u> dari kasus yang ditangani? (Contoh konteks lokal antara lain: sejarah pribadi dan latar belakang keluarga, pengaruh 'lingkungan' di sekitar klien, hal yang menjadi perhatian utama klien, dll).	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
155	BM	Apakah jenis penelitian yang dilakukan para mahasiswa di program Anda dapat bervariasi jenisnya?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
156	BM	Apakah program Anda memperbolehkan dipilihnya berbagai cara/ metode untuk menjawab pertanyaan penelitian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
	MK	Apakah program Anda menyediakan materi kuliah berikut ini?						
157		· Materi keilmuan: teori dan penelitian	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
158		· Proses refleksi untuk pengembangan diri mahasiswa sebagai psikolog	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
159		· Permasalahan-permasalahan sosial	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
160		· Topik kekuasaan, otoritas dan kaum marginal	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
161		· Faktor lokal yang berperan terhadap keadaan klien	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
162		· Sikap efektif seorang psikolog	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## SUB 2.E

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					Sangat Relevan
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
163	T	Apakah program Anda lebih menekankan pemahaman teori dan pelaksanaan penelitian psikologis dibandingkan keterampilan praktek?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
164	T	Dalam program Anda, apakah melatih keterampilan mahasiswa dalam melakukan penelitian merupakan tujuan utama?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
165	T	Apakah tujuan terpenting program Anda adalah menyiapkan mahasiswa berkarir sebagai ilmuwan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
166	MK	Apakah program Anda menekankan pelatihan bagi mahasiswa untuk melakukan penelitian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
167	MK	Apakah teknik asesmen dan <i>treatment</i> psikologis yang diajarkan pada program Anda merupakan teknik-teknik ilmiah yang memiliki bukti-bukti empiris?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
168	BM	Apakah program Anda mengharuskan mahasiswa untuk terlibat dalam aktivitas penelitian dosen?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
169	BM	Apakah program Anda secara aktif memberikan kesempatan bagi mahasiswa untuk mempresentasikan penelitian pada forum ilmiah (antara lain seminar atau konferensi)?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
170	BM	Apakah program Anda menyediakan kesempatan kepada mahasiswa untuk menulis artikel penelitian bersama staf pengajar, atau di bawah bimbingan staf pengajar?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
171	BM	Apakah mahasiswa pada program Anda dilibatkan dalam penulisan proposal penelitian untuk tujuan kompetisi dana penelitian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
172	BM	Apakah program Anda menekankan aktivitas analisis ilmiah dalam penanganan kasus?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
173	BM	Apakah program Anda mengharuskan mahasiswa membuat tinjauan pustaka/ <i>literature review</i> dalam penanganan kasus?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
174	BM	Apakah program profesi Anda memiliki Komite Penelitian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
175	BM	Apakah Anda menunjuk Koordinator Penelitian untuk mengelola penelitian mahasiswa profesi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
176	BM	Apakah masing-masing mahasiswa pada program profesi Anda memiliki pembimbing penelitian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
177	T	Apakah tujuan utama program Anda adalah untuk mengembangkan penelitian akan pengetahuan dan teori klinis ( <i>clinical science</i> )?*	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
178	T	Apakah tujuan utama program Anda adalah mendorong penerapan pengetahuan klinis ( <i>clinical science</i> )* ke dalam pemecahan permasalahan manusia?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
179	T	Apakah program Anda menekankan aktivitas penyebaran pengetahuan klinis ( <i>clinical science</i> )* kepada pengguna jasa? (Misalnya antara lain pembuat kebijakan, psikolog dan ilmuwan lain, praktisi)	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
180	T	Apakah titik berat program Anda adalah menyiapkan mahasiswa untuk berkarir sebagai ilmuwan klinis ( <i>clinical scientist</i> )***?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## SUB 2.F

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
181	T	Apakah fokus utama program profesi Anda terletak pada upaya pencapaian pengetahuan dan keterampilan penting untuk dapat menjalankan praktek sebagai psikolog; bukan sekedar rangkaian mata kuliah yang harus diberikan selama program berlangsung?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
182	T	Apakah program Anda sudah menetapkan kompetensi-kompetensi yang harus dicapai lulusan setelah menyelesaikan studinya di program ini?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
183	EV	Apakah program Anda sudah memiliki sistem/metode untuk melakukan pengukuran terhadap kompetensi-kompetensi yang dianggap penting dalam melakukan praktek psikologi?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
184	EV	Apakah program Anda sudah membuat <u>standar acuan</u> untuk menilai tiap aspek kompetensi yang harus dicapai mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
185	EV	Apakah program Anda sudah menetapkan <u>gambaran perilaku</u> 'mahasiswa kompeten' dan 'belum kompeten' untuk tiap aspek kompetensi yang dianggap penting untuk dicapai dalam proses pendidikan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
186	BM	Apakah mahasiswa di program Anda dapat lulus dengan masa studi yang berbeda-beda tergantung kecepatannya mencapai tingkatan kompetensi yang telah ditetapkan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
187	BM	Apakah mahasiswa di program Anda menguasai pengetahuan atau keterampilan praktek dengan kecepatan yang berbeda-beda?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
188	BM	Apakah program Anda menyediakan aktivitas remedial untuk mahasiswa yang lebih lambat dalam penguasaan kompetensi tujuan?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
189	BM	Apakah materi belajar yang disediakan program Anda dapat diakses sewaktu-waktu oleh mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
190	EV	Apakah mekanisme pengukuran kemampuan mahasiswa di program Anda dilakukan dengan menggunakan beberapa metode pengukuran?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
191	EV	Apakah penilaian terhadap pencapaian kompetensi mahasiswa setelah proses pembelajaran pada program Anda dilakukan lebih dari satu penilai?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)				
			Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
192	EV	Apakah program Anda sudah menentukan level/tingkatan kemampuan dalam tiap kompetensi yang hendak dicapai?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
193	EV	Apakah program Anda menerapkan beragam cara untuk mendokumentasikan bukti pencapaian kemampuan mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
194	EV	Pada program Anda, apakah nilai hasil ujian menjadi tolok ukur utama pencapaian kompetensi mahasiswa?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan
195	EV	Pada program Anda, apakah kesimpulan mengenai tingkat penguasaan kompetensi mahasiswa juga ditentukan oleh indikator lain selain nilai hasil ujian?	Sangat Tidak Relevan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Relevan

## KOMENTAR DAN SARAN

**INSTRUKSI UNTUK EVALUASI KUESIONER BAGIAN 3**

Bapak/Ibu dipersilakan untuk membaca item-item atau pertanyaan yang ada pada kuesioner Bagian 3 ini, dan menentukan apakah item/pertanyaan cukup jelas dan dapat dipahami. Hasil penilaian Bapak/Ibu terhadap kuesioner Bagian 1 dapat dituliskan pada kotak yang tersedia di bagian akhir halaman ini. Atau, sebagai alternatif, Bapak/Ibu juga dipersilakan untuk memberi tanda secara langsung pada item/pertanyaan/kata/kalimat yang dirasakan kurang jelas/ambigu sehingga perlu diperhatikan lebih lanjut oleh peneliti. Hasil penilaian dapat berupa komentar ataupun saran terkait item/pertanyaan secara spesifik ataupun terhadap penyajian kuesioner bagian ini secara umum.

**Bapak/Ibu dimohon untuk tidak mengisi item-item kuesioner.**

Kuesioner Ketua Program Studi Bagian 3 dimulai pada baris di bawah ini.

**BAGIAN 3**

Di bawah ini terdapat beberapa pertanyaan mengenai karakteristik sebuah program pendidikan. Silakan mengisi setiap item sesuai dengan kenyataan yang saat ini berlaku di program Magister Psikologi Profesi yang Bapak/Ibu Pimpin.

1. 1.1 Nama universitas di mana program berdiri: .....
- 1.2 Posisi program Magister Psikologi Profesi dalam struktur organisasi di institusi Anda adalah (silakan beri tanda  $\checkmark$  pada pernyataan yang sesuai):
  - ☐ Di bawah Fakultas Psikologi
  - ☐ Di bawah Pasca Sarjana tingkat fakultas
  - ☐ Di bawah Pasca Sarjana tingkat universitas
  - ☐ Lainnya (mohon disebutkan):  
\_\_\_\_\_
2. Spesialisasi yang ditawarkan oleh program Anda (silakan beri tanda  $\checkmark$  pada setiap pernyataan yang sesuai):
  - ☐ Klinis (Umum)
  - ☐ Klinis Dewasa
  - ☐ Klinis Anak
  - ☐ Klinis Anak dan Remaja
  - ☐ PIO
  - ☐ Pendidikan
  - ☐ Pendidikan Anak dan Remaja

Spesialisasi lain yang diharapkan dapat dibuka pada program Magister Psikologi Profesi menurut Bapak/Ibu adalah (bila perlu):

\_\_\_\_\_
3. Karakteristik mahasiswa
  - 3.1 Jumlah mahasiswa yang mendaftar dan yang diterima dalam 3 tahun akademik terakhir

Tahun akademik	Jumlah mahasiswa mendaftar	Jumlah mahasiswa diterima	Jumlah mahasiswa hingga saat ini
2015/2016 Gasal			
2014/2015 Genap			
2014/2015 Gasal			
2013/2014 Genap			
2013/2014 Gasal			
2012/2013 Genap			
2012/2013 Gasal			

3.2 Persyaratan untuk dapat **mendaftar** ke program Magister psikologi Profesi pada institusi Anda (silakan beri tanda √ sesuai yang berlaku):

3.2.1 Persyaratan Akademik

- ☐ Lulus S-1 Psikologi
- ☐ Berasal dari universitas yang terakreditasi.
- ☐ Berasal dari universitas yang terakreditasi dengan standar akreditasi yang ditentukan. Jika Ya: akreditasi minimal adalah \_\_\_\_\_
- ☐ Nilai IPK minimal. Jika Ya: batas minimal IPK pelamar adalah \_\_\_\_\_
- ☐ Nilai Tes Potensi Akademik. Jika Ya, nilai TPA minimal untuk dapat mendaftar adalah \_\_\_\_\_
- ☐ Nilai tes kemampuan berbahasa inggris. Jika Ya, tes yang digunakan adalah (IELTS/TOEFL, dll) \_\_\_\_\_, dengan nilai minimal untuk dapat mendaftar adalah \_\_\_\_\_
- ☐ ..... Lainnya (mohon disebutkan):  
\_\_\_\_\_

3.2.2 Persyaratan Non-akademik

- ☐ Sehat jasmani. Jika ya, bukti yang harus dilampirkan adalah \_\_\_\_\_
- ☐ Sehat rohani/mental/jiwa. Jika ya, bukti yang harus dilampirkan adalah \_\_\_\_\_
- ☐ Surat ijin dari institusi/atasan untuk pelamar yang sudah bekerja.
- ☐ Surat rekomendasi akademik
- ☐ Pengalaman yang relevan dengan aktivitas praktek
- ☐ Lainnya (mohon disebutkan):  
\_\_\_\_\_

## 3.3 Mekanisme seleksi calon mahasiswa

Aspek yang menjadi **kriteria seleksi** masuk dan bobotnya adalah (silakan beri tanda ✓ pada setiap pernyataan yang sesuai):

Aspek akademik, berupa:

- ☐ Nilai Tes Potensi Akademik, dengan bobot: ..... %
- ☐ Nilai tes kemampuan berbahasa Inggris, dengan bobot: ..... %
- ☐ Nilai pengetahuan dasar psikologi, dengan bobot: ..... %
- ☐ Nilai pengetahuan dasar keprofesian, dengan bobot: ..... %
- ☐ Nilai tes kekhususan bidang/peminatan, dengan bobot: ..... %
- ☐ Nilai tes pemahaman kasus, dengan bobot: ..... %
- ☐ Lainnya, mohon disebutkan: \_\_\_\_\_, dengan bobot: ..... %

Aspek non-akademik, berupa:

- ☐ Nilai psikotes (termasuk tes kepribadian), dengan bobot: ..... %
- ☐ Hasil wawancara, dengan bobot: ..... %

Aspek-aspek yang dinilai dalam wawancara adalah:

- ☐ Aspek lainnya, mohon disebutkan: \_\_\_\_\_, dengan bobot: .....%

TOTAL bobot seluruh aspek akademik, non-akademik dan aspek lainnya (bila ada) adalah 100%

## 4. Karakteristik staf akademik/dosen

4.1 Total dosen di Program Magister Psikologi Profesi Anda saat ini adalah..... orang yang terdiri atas:

- a. Dosen tetap : ..... orang
- b. Dosen tidak tetap : ..... orang

4.2 Daftar dosen dan kualifikasinya

Silakan mengisi tabel pada lampiran yang menyertai kuesioner ini, yaitu Tabel 1: TABEL DAFTAR DOSEN, KUALIFIKASI PENDIDIKAN DAN AKTIVITAS KERJA DOSEN (Sebagai alternatif, dapat juga diisi dengan melampirkan tabel daftar dosen yang berlaku saat ini)

SECARA RATA-RATA, menurut pengamatan Bapak/Ibu, berapa jam per minggu para staf pengajar melakukan aktivitas-aktivitas berikut ini?

- \_\_\_\_\_ Penelitian (dasar/terapan)
- \_\_\_\_\_ Aktifitas mendidik/mengajar
- \_\_\_\_\_ Melakukan bimbingan (supervisi)/pelatihan
- \_\_\_\_\_ Manajemen/Administrasi
- \_\_\_\_\_ Kegiatan lainnya, yaitu: \_\_\_\_\_
- \_\_\_\_\_ Pemberian pelayanan psikologis secara langsung (Asesmen/Intervensi)
- \_\_\_\_\_ Kegiatan psikologi terapan (PIO, seleksi personil, konsultasi organisasi)
- \_\_\_\_\_ TOTAL (dalam satuan jam)

5. Fasilitas yang disediakan oleh program  
Silakan beri tanda  $\checkmark$  pada setiap item yang tersedia di Program Studi Magister Profesi yang Anda pimpin:

5.1 Fasilitas Akademik

- ☐ Perpustakaan
- ☐ Ruang kuliah
- ☐ Laboratorium psikologi
- ☐ Area/ruang membaca
- ☐ Ruang belajar dengan perangkat audio-visual
- ☐ Klinik psikologi/unit pelayanan psikologi/lembaga psikologi terapan/unit konsultasi psikologi
- ☐ Seperangkat alat tes diagnostik
- ☐ Koneksi internet di area tertentu (*internet lounge*)
- ☐ Koneksi internet di seluruh area kampus magister profesi psikologi
- ☐ Koneksi internet dilengkapi komputer
- ☐ Ruang praktek mahasiswa
- ☐ Laboratorium komputer
- ☐ Ruang diskusi
- ☐ Ruang praktikum
- ☐ Ruang kerja mahasiswa
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

5.2 Fasilitas Penunjang

- ☐ Kamar kecil
- ☐ Kantin
- ☐ Parkir
- ☐ Gudang
- ☐ Tempat ibadah
- ☐ Area olahraga
- ☐ Tempat penitipan anak
- ☐ Sekolah/taman bermain terstruktur
- ☐ Klinik kesehatan
- ☐ Mini market
- ☐ Lembaga konsultasi non-psikologis. Jika Ya, mohon disebutkan:  
\_\_\_\_\_
- ☐ Unit Karir (*career center/job placement center*)
- ☐ Asrama mahasiswa
- ☐ Dapur
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_



## 6. Karakteristik lulusan

6.1 Jumlah total lulusan sejak awal pendirian hingga saat ini: ..... orang

6.2 Profil lulusan dalam 3 tahun terakhir

Tahun kelulusan	Jumlah mahasiswa lulus	Rata-rata waktu penyelesaian studi	Bidang pekerjaan yang diperoleh lulusan dan prosentasenya
2015			
2014			
2013			

7. Periode jabatan Anda sebagai Ketua Program Magister Psikologi Profesi adalah dimulai dari ..... (tanggal-bulan-tahun) dan akan berakhir pada ..... (tanggal-bulan-tahun).

**Kuesioner Ketua Program Studi Bagian 3 berakhir di sini. Silakan Bapak/Ibu memberikan komentar atau saran mengenai item/pertanyaan secara spesifik maupun mengenai kuesioner ini secara umum, pada kotak yang tersedia di bawah ini.**

**KOMENTAR DAN SARAN:**

## Appendix D

### The Programme Director's Questionnaire on Indonesian Professional Psychology

#### Programme (PDQIP3)

Thank you for your willingness to participate in this study. This questionnaire consists of three parts, which aim to explore the characteristics of curriculum and structural aspects of your Master of Professional Psychology program. Kindly fill in the questionnaire in accordance with the accompanying instructions.

#### Part 1

Below are some questions and statements about curricula in educational institutions. For the purposes of this study, curriculum is broadly defined in terms of several aspects as specified by Taba (1962)<sup>1</sup>: aims and objectives of educational program, content or subject matter, teaching and learning methods, and evaluation. Kindly fill in each item in reference to your Master of Professional Psychology program.

#### 1. Aims or objectives

##### 1.1 Please describe main aims and objectives of your professional program.

(Alternatively, you may attach any relevant document)

##### 1.2 What are the guidelines for developing those aims and objectives? (These can be specific governmental regulations, laws, decrees, results of specific studies, etc.). Please mark relevant check box(es).

☐ Institution's decree

Please specify: \_\_\_\_\_

☐ Governmental law

Please specify: \_\_\_\_\_

☐ Decision or in agreement with relevant professional organization (eg., HIMPSI).

Please specify: \_\_\_\_\_

☐ Decision or in agreement with relevant association (for example, the AP2TPI)

Please specify: \_\_\_\_\_

☐ Demands from stakeholder(s)

Please specify: \_\_\_\_\_

☐ Needs of local community

Please specify: \_\_\_\_\_

☐ Needs of other service user(s)

Please specify: \_\_\_\_\_

☐ Other, please specify \_\_\_\_\_

## 2. Content

2.1 What is the model of training applied in your professional program? Please mark relevant check box(es).

- ☐ Clinical scientist model  
☐ Scientist-practitioner model  
☐ Practitioner model  
☐ Competency-based model  
☐ Other (please specify): \_\_\_\_\_

2.2 What are the guidelines for developing subject matter? Please mark relevant check box(es).

- ☐ Governmental law  
Please specify: \_\_\_\_\_  
☐ Decision or in agreement with relevant professional organization (e.g., HIMPSI). Please specify: \_\_\_\_\_  
☐ Decision or in agreement with relevant association  
Please specify: \_\_\_\_\_  
☐ Demands from stakeholder(s)  
Please specify: \_\_\_\_\_  
☐ Needs of local community  
☐ Needs of service user  
Please specify: \_\_\_\_\_

2.3 Please provide information regarding all content included in your program:

(Alternatively, you may attach any relevant document that lists all content/subject matters provided in your professional program)

2.4 In your opinion, what proportion of the content comprises research/science elements compared to practice as applied in your program? Please mark relevant check box(es).

- ☐ The content emphasizes science/research components  
☐ The content emphasizes practice components  
☐ The content places more or less equal emphasis on both aspects

In your opinion, the proportion of research/science elements compared to practice is:

Research/science element	:	_____ %
Practice	:	_____ %

2.5 From the listed teaching content below, please mark relevant check box(es) if available in the psychology program at your institution, then indicate level at which such material is included:

Checklist	No.	Content Descriptor	Where given within psychology education curriculum (Please tick where appropriate; it is possible to tick more than one option)		
			Undergraduate Psychology Program	Master of Professional Psychology Program	Elsewhere (please specify)
<input checked="" type="checkbox"/>	Example	<b>History of psychology</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	-
<input type="checkbox"/>	1	Issues of normal and abnormal behaviour	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	2	Human life span development	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	3	Knowledge of a wide range of individual differences including, but not limited to ethnicity, gender, age, culture, religion, race, and life-style	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	4	Instruction in scientific and professional ethics and standards	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	5	Research design and methodology	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	6	Statistics	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	7	Psychological measurement	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	8	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	9	Interviewing techniques	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	10	Consultation skills	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist	No.	Content Descriptor	Where given within psychology education curriculum (Please tick where appropriate; it is possible to tick more than one option)		
			Undergraduate Psychology Program	Master of Professional Psychology Program	Elsewhere (please specify)
<input type="checkbox"/>	11	Case/problem conceptualization grounded in valid assessment procedures and the scientific literature	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	12	Valid assessment procedures	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	13	Scientifically validated interventions	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	14	The impact of the personal characteristics of the scientist-practitioner in professional interactions	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	15	Informed consent	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	16	Iatrogenic issues	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	17	Ethical, legal and professional mandates to consider scientific evidence when choosing among alternative assessments and interventions	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	18	Socialization into the professional practice of psychology including the encouragement of appropriate scientific-professional affiliations	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	19	The implications of cultural and ethnic factors, and importance of individual differences	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	20	Education in supervision	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	21	Education in other forms of instruction	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	22	Evaluation of service programs	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist	No.	Content Descriptor	Where given within psychology education curriculum (Please tick where appropriate; it is possible to tick more than one option)		
			Undergraduate Psychology Program	Master of Professional Psychology Program	Elsewhere (please specify)
<input type="checkbox"/>	23	Evaluation of new procedures	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	24	Integration of practice and theory	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	25	Training	<input type="checkbox"/>	<input type="checkbox"/>	

2.6 From the experiential components\*listed below, please mark relevant check box(es) for course content available in the psychology program at your institution, then indicate level at which such material is included:

\*Experiential component is defined as “the degree to which a student is involved in learning by doing, participating, and contributing to knowledge” (Belar and Perry, 1992, p. 73)<sup>2</sup>.

Checklist	No.	Content Descriptor	Where given within psychology education curriculum (Please tick where appropriate; it is possible to tick more than one option)		
			Undergraduate Psychology Program	Master of Professional Psychology Program	Elsewhere (please specify)
<input type="checkbox"/>	26	Dissertation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	27	Integration of the two components of research and practice	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	28	The systematic application of knowledge from scientific domains in practice with individuals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	29	The systematic application of knowledge from scientific domains in practice with groups.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	30	The systematic application of knowledge from scientific domains in practice with organizations	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	31	The systematic collection of information in case conceptualization.	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist	No.	Content Descriptor	Where given within psychology education curriculum (Please tick where appropriate; it is possible to tick more than one option)		
			Undergraduate Psychology Program	Master of Professional Psychology Program	Elsewhere (please specify)
<input type="checkbox"/>	32	The process of critical thinking, hypothesis testing, and other elements of the scientific method	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	33	Experiential content in problem formulation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	34	Experiential content in assessment	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	35	Experiential content in intervention	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	36	Experiential content in consultation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	37	Issues of ethical responsibility	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	38	Issues of social responsibility	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	39	Issues of legal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	40	Direct specific action to issues related to individual differences including cross-cultural and multi-ethnic factors	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	41	Intensive supervised practice experience	<input type="checkbox"/>	<input type="checkbox"/>	

2.7 From the listed teaching content below, please mark relevant check box(es) if available in our program:

- ☐ Academic-scientific materials (both research and theory)
- ☐ Reflective process to develop student as a professional psychologist
- ☐ Discussion of relevant social issues
- ☐ Topics related to marginalization/power/authority
- ☐ Local unique elements relevant to particular client or professional situation.
- ☐ Appropriate professional attitudes of becoming a psychologist

## 3. Teaching and learning methods

3.1 Please mark relevant check box(es) of the following methods of teaching that are used in your program:

- ☐ Lecture
- ☐ On-line lecture
- ☐ Class discussion
- ☐ Group discussion
- ☐ Demonstration lesson
- ☐ Simulation
- ☐ Internship
- ☐ Fieldtrip
- ☐ Practicum
- ☐ Case studies
- ☐ Observation
- ☐ Programmed learning
- ☐ Role model
- ☐ Role-plays
- ☐ Brainstorming
- ☐ Supervision
- ☐ Tutorial
- ☐ Seminar
- ☐ Panel of experts
- ☐ Multimedia teaching
- ☐ Guest speaker
- ☐ Conducting independent research
- ☐ Feedback
- ☐ Self-reflection
- ☐ Other, please specify: \_\_\_\_\_

3.2 Types of research undertaken by student of your program include [please mark relevant check box(es)]:

## 3.2.1 Based on research methods

- ☐ Quantitative research
- ☐ Qualitative research
- ☐ Mixed methods

## 3.2.2 Based on research topics

- ☐ Theoretical analysis of psychological case
- ☐ Outcome research (including program development and evaluation)
- ☐ Case studies
- ☐ Other, please specify \_\_\_\_\_

3.3 Does your program have a research committee?

- ☐ Yes ☐ No



3.4 Does your program have a research coordinator?

☐ Yes

☐ No

3.5 Does each student in your professional program have a research supervisor?

☐ Yes

☐ No

3.6 Does your program require students to submit Masters' thesis as one of the requirements for successful completion of the program?

☐ Yes

☐ No

3.7 Internship sites in your program include [please mark relevant check box(es)]:

☐ Hospital

☐ Mental hospital

☐ Primary health care

☐ Internal psychological clinic

☐ External psychological clinic

☐ Social homes

☐ Social homes for children

☐ Social Services Office

☐ Private company

☐ Governmental institution

☐ School

☐ Higher education institutions

☐ Special-need school

☐ Drug rehabilitation centre

☐ Elderly home

☐ Correctional institution

☐ Other rehabilitation centre

☐ Other, please specify: \_\_\_\_\_

3.8 Institutions where student perform internship are (please mark relevant check box):

☐ Entirely provided by program

☐ Entirely sought by students

☐ Partly provided by the program and also sought independently by students

3.9 Internship sites for students are (please mark relevant check box):

☐ Determined by program

☐ Chosen by students

☐ Combination of both

3.10 The total duration of intensive supervised practice conducted by students is equivalent to \_\_\_\_\_ **hours** or \_\_\_\_\_ **month(s)**.

## 4. Evaluation

## 4.1 Student assessment

4.1.1 Please provide information regarding types of student assessment according to assessors involved. Please mark relevant check box(es).

- ☐ Self-assessment by students
- ☐ Peer assessment
- ☐ Teacher-based assessment
- ☐ Other assessor(s), please specify: \_\_\_\_\_

4.1.2 Please provide information regarding types of student assessment. Please mark relevant check box(es).

- ☐ Written test
- ☐ Oral examination
- ☐ Practice exam
- ☐ Presentation
- ☐ Direct observation of skills
- ☐ Case conference
- ☐ Essay writing
- ☐ Thesis
- ☐ Portfolio
- ☐ Other, please specify: \_\_\_\_\_

4.1.3 Aspects covered in student assessment include [please mark relevant check box(es)]:

- ☐ Theoretical knowledge
- ☐ Practice knowledge
- ☐ Practical skill
- ☐ Research skill
- ☐ Academic writing skill
- ☐ Professional attitudes (including application of ethical code of conduct)
- ☐ Personality characteristics
- ☐ Other, please specify: \_\_\_\_\_

4.1.4 Please provide information regarding weighting of each aspect of student assessment **you have chosen above**, as applied in your program. Total sum of all aspects should be 100%

\_\_\_\_\_ % Theoretical knowledge  
\_\_\_\_\_ % Practice knowledge  
\_\_\_\_\_ % Practical skill  
\_\_\_\_\_ % Research skill

\_\_\_\_\_ % Academic writing skill  
 \_\_\_\_\_ % Professional attitudes (including application of ethical code of conduct)  
 \_\_\_\_\_ % Personality characteristics  
 \_\_\_\_\_ % Other, please specify: \_\_\_\_\_

**100 %** TOTAL

#### 4.2 Program evaluation

4.2.1 Is there any evaluation mechanism currently applied to assess your professional program in terms of quality of educational services provided? Please mark relevant check box.

- ☐ Yes (please proceed to question 4.2.2-4.3)  
☐ No (please proceed to Part 2)  
☐ In the process of formulation (please proceed to Part 2)

4.2.2 Please provide information related to aims of program evaluation in your institution, methods used, and frequency of implementation of each program evaluation. Please complete the table below:

No.	Title of Program Evaluation	Aim(s)	Method(s)	Frequency of implementation
Example	Exit Survey	To gather information regarding learning process in professional program as experienced by fresh graduates.	Online Survey	Twice a year
	Etc			

4.2.3 Aspects of program evaluation include [please mark relevant check box(es)]:

- ☐ Program's aims and objectives  
☐ Relevance between program's activities and its stated aims  
☐ Curriculum/content  
☐ Teaching and learning method  
☐ Academic staff  
☐ Non-academic staff  
☐ Academic activities

- ☐ Supporting facilities
- ☐ Academic facilities
- ☐ Administration system
- ☐ Outcomes
- ☐ Science-practice integration
- ☐ Program's effectiveness in meeting stated educational model/philosophies
- ☐ Other

Please specify: \_\_\_\_\_

- 4.3 Besides student and program evaluation as mentioned above, please describe any other evaluation mechanism currently prevailing in your professional program (if applicable):

\_\_\_\_\_

**Part 2****Section 2.A**

Below are some questions and statements about aspects of curricula in educational institutions. Kindly assess each item listed below in reference to your Master of Professional Psychology program.

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
1	Teaching of scientific content in this program is performed by appropriate faculty staff with expertise in the particular domain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	This program teaches valid assessment procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Subject matter related to case conceptualization available in this program is grounded in scientific literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Content related to psychological intervention consists of scientifically validated methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The teaching staff are involved in professional practice activities at all stages of student's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	This program provides settings for practice in which students are engaged in the active integration of science and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	This program encourages students to select research topics most appropriate to their career aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	This program encourages students in the selection of research methods that are most relevant to their area of interest or career aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Experiential components of this program equally emphasize scientific content and practice subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The experiential component of practice provided by this program includes different levels of experiences across a variety of settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	In this program, the experiential element of practice incorporates several different levels of experiences within diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Initial experiential training in the area of practice is given under the careful guidance of the program faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
13	Early experiential training in practice elements is provided in a setting matching the goal established for the training experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	The settings wherein the training for practice occurs provides students with opportunities to engage in additional formal research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Experiential-practice content available in this program is provided during the first year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Most of the academic staff in this program recognize the importance of both science and practice elements in psychological practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Most of the academic staff in this program do not integrate science and practice elements in conducting psychological practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Integration of the science and practice of psychology is reflected in teaching activities of the faculty of this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	The number of faculty in this program is proportionally sufficient to the number of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	This program requires students to find a scientific explanation of psychological cases being addressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	This program provides extended opportunities for breadth of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Most faculty staff in this program actively engage in scholarly activities (i.e., reading the literature or attending scientific conference presentations) related to psychological disorders/ treatments that they encounter in their clinical work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Most of the academic staff in this program conduct systematic evaluations regarding their own clinical work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Most of the faculty staff in this program participate in clinical research to evaluate proposed or existing interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	This program uses evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	This program has often sought to apply research to practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	The use of psychological theories in case conceptualization is a necessity in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Clinical research is referred to here in terms of its broad definition, not only in relation to ‘clinical psychology’ as a field. That is, in this study, ‘clinical research’ is defined as:

Research conducted with human subjects (or on material of human origin such as tissues, specimens and cognitive phenomena) for which an investigator (or colleague) directly interacts with human subjects (The National Institute of Health, as cited in University of Southern California, 2015, retrieved online from [http://keck.usc.edu/en/Research/Clinical\\_Research/Definition.aspx](http://keck.usc.edu/en/Research/Clinical_Research/Definition.aspx))<sup>3</sup>.

The University of Southern California (2015) specifies several types of research which are included in the clinical research definition, as follow:

- a. Patient-oriented research, which involves a particular person or group of people, or uses human materials. This type of study can include: 1) mechanism of human disease; 2) therapeutic interventions; 3) clinical trial; and 4) development of new technologies.
- b. Epidemiological and behavioural studies, which examine the distribution of disease, the factors that affect health, and how people make health-related decisions.  
The application of epidemiological studies could also include the type of research that explores the dynamics of the relationship between the psychological conditions of a group of people and their physical health (University of Groningen, Graduate School of Medical Sciences, 2015)<sup>4</sup>
- c. Outcomes and health services research, which tries to identify the most effective and most efficient interventions, treatments, and services.

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
28	The majority of faculty members of this program actively engage in psychological practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Most faculty staff in this program have developed a scientific attitude toward their approach to clinical practice, i.e., the adoption of the attitudes of scepticism, curiosity, and inquiry about practices that typify a good scientist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section 2.B

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
30	This program highlights the practitioner side in the education of future psychologists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
31	Learning by doing is encouraged by this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	This program emphasises the development of supervisory relationships in fostering student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	Comprehensive clinical experiences are provided to students at the beginning of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	The needs of the society where this program is located are factored into the curriculum development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	Relevant local society demands in relation to the role of psychologists are fully accommodated by this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	This program endorses periodic monitoring of the program objectives in relation to fulfilling society needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	When required, this program makes appropriate curricular changes in relation to its effort to meet society needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	The admission criteria in this program give greater consideration to the applicants' relevant experiences in social areas, as compared with their test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	The applicants' relevant interpersonal skills are deemed more important than their test scores in the selection mechanism of admitting students into the professional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	A set of attitudinal factors are weighted more significantly than test scores in the selection of students of this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	The admission process for this program puts greater consideration on the set of motivational factors possessed by applicants than test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	Significant importance is given to considering society needs when setting the program objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	Field experiences provided for the students are consistent with this program's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Field experiences provided for the students within this program are in accordance with the distinctive needs of the society where the program is located.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
45	The settings of this professional program as a whole are compatible with the needs of a range of clients in the local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	This program provides psychological services for clients from culturally diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	Evaluation of the services psychologists provide in this program is conducted regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	Most of the faculty members in this program devote their time mostly to ongoing clinical works and supervision, as compared to conducting research/publishing research papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	The majority of faculty members in this program demonstrate expertise in the work of applied psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	This professional program places equal weight on outstanding performance in professional activities and distinguished theoretical/empirical achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 2.C**

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
51	The main objective of this program is to prepare students for psychological practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	This program values scholarly activities undertaken by students besides the provision of practice experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	Most faculty members in this program are involved in both scholarly works and professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 2.D**

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
54	This program places a simultaneous focus on training practitioners and rigorous scientific training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	This program gives great consideration to client needs in delivering psychological services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	Strong awareness of social issues is apparent within this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	This program requires students to consider <u>local contextual factors</u> in case conceptualization (i.e., local influences in the client's environment, and the client's individual concerns and symptoms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 2.E**

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
58	This program heavily emphasizes science/research training in the education of psychologists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	Involvement of students in conference presentations is endorsed by this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	This program provides opportunities for students to be involved in manuscript preparation, either with or supervised by academic staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	This program emphasis critical analysis process in case conceptualization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	Students in this program are required to conduct review of literature in analysing cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	This program aims to foster the broad application of clinical science** to human problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	This program highlights the timely dissemination of clinical science** to consumers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	This program focuses on preparing students for careers as clinical scientists.***	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*\*Clinical science in this study is defined as a field of science that applies scientific methods (usually involving laboratory work) in evaluating and investigating types of treatments, methods or principles that apply in the health area, which generally involves the use of research techniques under controlled conditions (Learn.org, 2003)<sup>5</sup>.

\*\*\* In this study, clinical scientists are defined as professionals who:

- use their knowledge of science to help prevent, diagnose and treat illness;
- research and develop techniques and equipment used by medical staff;
- develop products, treatments and medications based on this knowledge;
- work to advance knowledge in biomedical research, medicine and the processes that drive and support living organisms (National Careers Service, 2015<sup>6</sup>; Study.com, 2003<sup>7</sup>).

## Section 2.F

		Not at All	Small degree	Moderate degree	High degree	Very high degree
<i>Please indicate the degree to which each of following condition applies in your program.</i>						
66	This program focuses more on ensuring that students acquire particular competencies deemed essential to the practice of psychology, than merely on the completion of a set of subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	This program has set up a clear definition of competencies to be developed in students during their training period.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68	A standard by which students are judged to be competent has been set up by this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	The program has clear behaviour indicators of students' degrees of capability in relation to each stated competency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	Students in this program are able to learn at a variable pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	This program provides remedial activities for students in need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72	In this program, learning resources are available any time and are reusable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73	This program applies multiple methods of competency assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74	Evaluation of students' competencies are performed by multiple assessors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75	A sufficient level of specificity is applied in defining competencies in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76	In this program, exam results are the main benchmark of students' mastery of competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77	This program applies various indicators other than traditional test scores in evaluating students' mastery of competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part 3**

Below are some questions about the characteristics of an educational program. Please complete in reference to your Master of Professional Psychology program.

1. Identity and structural aspect of program

1.1 Please identify the position of your professional program within the organizational structure of the university by marking relevant check box:

- ☐ Under faculty of psychology  
☐ Under postgraduate department at faculty level  
☐ Under postgraduate department at university level  
☐ Other (please specify): \_\_\_\_\_

1.2 Please identify the status of university where your program resides (please mark relevant check box):

- ☐ Public university  
☐ Private university

2. Specializations

2.1 Specializations offered in your program include [please mark relevant check box(es)]:

- ☐ Clinical  
☐ Adult Clinical  
☐ Child Clinical  
☐ Child and Adolescent Clinical  
☐ Industrial and Organizational  
☐ Educational  
☐ Child and Adolescent Educational

2.2 In your opinion, other specialization(s) that are deemed important to be provided in the professional psychology program include(s):

\_\_\_\_\_

3. Students' characteristics

3.1 Number of applicants and number of students admitted in the last three academic years

Academic Year	Number of Applicants	Number of students admitted	Total number of existing students
2013/2014 1 <sup>st</sup> intake			
2013/2014 2 <sup>nd</sup> intake			
2014/2015 1 <sup>st</sup> intake			
2014/2015 2 <sup>nd</sup> intake			

Academic Year	Number of Applicants	Number of students admitted	Total number of existing students
2015/2016 1 <sup>st</sup> intake			
2015/2016 2 <sup>nd</sup> intake			

## 3.2 Entry requirements

## 3.2.1 Academic criteria [please mark relevant check box(es)]:

- ☐ Bachelor of psychology certificate
- ☐ Reputable, accredited university qualification with minimum standard of accreditation result (please specify this minimum standard of accreditation): \_\_\_\_\_
- ☐ Reputable, accredited faculty of psychology/psychology study program, with minimum standard of accreditation result (please specify this minimum standard of accreditation): \_\_\_\_\_
- ☐ GPA score  
Please specify minimum eligible GPA score: \_\_\_\_\_
- ☐ Scores on academic ability test  
Please specify minimum eligible score: \_\_\_\_\_
- ☐ English language skill test  
Please specify preferred test scores: \_\_\_\_\_ (i.e., IELTS, TOEFL, etc.), with minimum eligible score: \_\_\_\_\_
- ☐ Other (please specify): \_\_\_\_\_

## 3.2.2 Non-academic criteria [please mark relevant check box(es)]:

- ☐ Physically healthy  
If marked, acceptable proof of evidence includes: \_\_\_\_\_
- ☐ Mentally healthy  
If marked, acceptable proof of evidence includes: \_\_\_\_\_
- ☐ Approval letter to do the study, for applicants currently working at the time of application
- ☐ Letter of academic recommendation
- ☐ Relevant experience(s)
- ☐ Other (please specify): \_\_\_\_\_

## 3.3 Student selection mechanism [please mark relevant check box(es)]:

- ☐ Academic aspects, in the form of:
- ☐ Academic ability test score, weight: \_\_\_\_\_ %
- ☐ English language skill test score, weight: \_\_\_\_\_ %
- ☐ Score on fundamental knowledge of psychology, weight: \_\_\_\_\_ %

- ☐ Knowledge of professional psychology test score, weight: \_\_\_\_\_ %
- ☐ Score on specific test on knowledge of specialization field in psychology, weight: \_\_\_\_\_ %
- ☐ Score on psychological cases comprehension, weight: \_\_\_\_\_ %
- ☐ Other, please specify: \_\_\_\_\_, weight: \_\_\_\_\_ %

☐ Non-academic aspects, which consist of:

- ☐ Psychological test scores (including personality test), weight: \_\_\_\_\_ %
- ☐ Interview results, weight: \_\_\_\_\_ %
- ☐ Aspects to be covered in interview process include:

☐ Other (please specify): \_\_\_\_\_, weight: \_\_\_\_\_ %

(Percentage of all academic and non-academic weightings should total 100%)

#### 4. Characteristics of academic staff

4.1 Total number of academic staff currently working in your program is: \_\_\_\_\_, which consists of:

- a. Full-time faculty members: \_\_\_\_\_
- b. Part-time faculty members: \_\_\_\_\_

#### 4.2 List of academic staff and their qualifications

Please provide information in Table 1(attached with this questionnaire) – entitled ‘List of Academic Staff and Educational Qualifications’. Or, alternatively, you are welcome to attach a current list of lecturers.

4.3 **ON THE AVERAGE**, how many hours **per week** do faculty spend in each of the activities listed below?

- \_\_\_\_\_ Research (basic/applied)
- \_\_\_\_\_ Direct Human Service (Assessment/Intervention)
- \_\_\_\_\_ Education/Teaching
- \_\_\_\_\_ Supervision and Training
- \_\_\_\_\_ Management/Administration
- \_\_\_\_\_ Applied psychology (industrial/organizational, personnel selection or assessment, systems, organizational consultation)
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ **TOTAL (hours per week)**

4.4 Based on your observation of your professional program, does the majority of academic staff involved in science-practice integration activities below? Please mark relevant check box(es).

- ☐ Engaging in scholarly activities, such as reading the literature related to psychological disorders or treatments
- ☐ Attending scientific conference presentations related to psychological disorders or treatments
- ☐ Using scientifically validated assessments
- ☐ Using empirically supported treatments
- ☐ Conducting systematic evaluation of one's own clinical work (eg: case study or case series report)

4.5 Does your program apply dissemination methods listed below? Please mark relevant check box(es).

- ☐ Traditional scientific publication
- ☐ Developing evidence-based and practically applicable treatment manuals
- ☐ Disseminating digestible scientific information to the lay public
- ☐ Consulting with other health care professionals on the application of psychological science knowledge to patient care.

## 5. Facilities

Please mark relevant check box(es) whichever of the following listed facilities are provided in your program.

### 5.1 Academic Facilities

- ☐ Library
- ☐ Class rooms
- ☐ Psychology laboratory
- ☐ Reading rooms/reading area
- ☐ Study rooms equipped with audio-visual facilities
- ☐ Psychological clinic
- ☐ Psycho-diagnostic/assessment tools
- ☐ Internet lounge
- ☐ Internet lounge with public computers
- ☐ Internet connection in all professional program campus areas
- ☐ Practice rooms for students
- ☐ Computer laboratory
- ☐ Discussion rooms
- ☐ Rooms for practicum
- ☐ Students' working room
- ☐ Learning facilities for people with disabilities
- ☐ Other (please specify): \_\_\_\_\_

### 5.2 Supporting Facilities

- ☐ Toilets
- ☐ Canteen
- ☐ Dining room for staff

- ☐ Parking lots  
☐ Storeroom  
☐ Praying room  
☐ Sports area  
☐ Child-care facilities  
☐ Play-group/school  
☐ Health clinic  
☐ Mini market  
☐ Consultation unit (non-psychological problems). If ticked, please specify: \_\_\_\_\_

- ☐ Career centre/job placement centre  
☐ Student dormitory  
☐ Pantry  
☐ Support facilities for people with disabilities  
☐ Other (please specify): \_\_\_\_\_

6. Characteristics of graduates

6.1 Total number of graduates to present day since program's establishment:

\_\_\_\_\_

6.2 Graduate profiles in the last three academic years:

Year of Graduation	Number of students graduated	Average completion time (months)	Types of jobs earned by graduates	Types of jobs most widely obtained by graduates
2013				
2014				
2015				

7. Demographic information of respondent

7.1 Please specify the period of time you have spent in the position of Head of Master of Professional Psychology Program: from \_\_\_\_\_(dd/mm/yy) to \_\_\_\_\_(dd/mm/yy)

7.2 Your gender:

- ☐ Female                      ☐ Male

7.3 Your highest level of education:

- ☐ Masters                      ☐ Doctorate/PhD

7.4 Your age:

- ☐ ≤ 26 years old  
☐ 27-34 years old



- ☐ 35-42 years old
- ☐ 43-50 years old
- ☐ 51-58 years old
- ☐ ≥ 59 years old

The Program Director's Questionnaire ends here. Thank you very much for your participation. Please send the completed questionnaire via email to **anrilia.ansyorideas@my.jcu.edu.au**

## References

<sup>1</sup>Taba, H. (1962). *Curriculum development; theory and practice*. New York: Harcourt, Brace & World.

<sup>2</sup>Belar, C. D., & Perry, N. W. (1992). National conference on scientist-practitioner education and training for the professional practice of psychology. *American Psychologist*, 47(1), 71-75. doi:10.1037/0003-066X.47.1.71

<sup>3</sup>The University of Southern California. (2016). *What is Clinical Research?* Diunduh dari <http://keck.usc.edu/research/about-keck-school-of-medicine-research/clinical-research/>

<sup>4</sup>University of Groningen, Graduate School of Medical Sciences. (2016). *Clinical and psychosocial epidemiology*. Diunduh dari <http://www.rug.nl/masters/clinical-and-psychosocial-epidemiology-research/?lang=en>

<sup>5</sup>Learn.org. (2016). *What is clinical science?* Diunduh dari [http://learn.org/articles/What\\_is\\_Clinical\\_Science.html](http://learn.org/articles/What_is_Clinical_Science.html)

<sup>6</sup>National Careers Service. (2016). *Job profiles: clinical scientist*. Diunduh dari <https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/clinicalscientist.aspx>

<sup>7</sup>Study.com. (2015). *Clinical scientist: employment & career information*. Diunduh dari [http://study.com/articles/Clinical\\_Scientist\\_Employment\\_Information\\_for\\_a\\_Career\\_in\\_Clinical\\_Science.html](http://study.com/articles/Clinical_Scientist_Employment_Information_for_a_Career_in_Clinical_Science.html)

**Kuesioner Ketua Program Studi Magister Psikologi Profesi**  
***The Program Director's Questionnaire on Indonesian Professional Psychology***  
***Programme (PDQIP3)***

Terima kasih atas kesediaan Anda untuk berpartisipasi dalam penelitian ini. Kuesioner ini terdiri dari 3 bagian dan bertujuan untuk menggali karakteristik kurikulum dan karakteristik struktural dari program studi Magister Psikologi Profesi yang Bapak/Ibu kelola. Silakan mengisi setiap aitem sesuai petunjuk yang tersedia.

### **BAGIAN 1**

Di bawah ini terdapat beberapa pertanyaan dan pernyataan mengenai kurikulum sebuah program pendidikan. Kurikulum dalam penelitian ini diartikan secara luas dan mencakup 4 aspek utama sesuai yang dikemukakan oleh Taba (1962)<sup>1</sup>, yaitu: tujuan dan sasaran program, mata kuliah atau materi pembelajaran, metode belajar dan mengajar, serta proses penilaian dan evaluasi terhadap hasil belajar.

Silakan mengisi setiap aitem sesuai dengan kenyataan yang saat ini berlaku di program studi Magister Psikologi Profesi yang Bapak/Ibu Pimpin.

#### **1. Tujuan Program**

- 1.1 Mohon jelaskan tujuan utama dari pendidikan program studi Magister Psikologi Profesi di institusi Anda. Sebagai alternatif, Anda dapat **melampirkan** dokumen mengenai visi-misi dan tujuan program studi dan menuliskan “Terlampir” pada kotak di bawah ini.

- 1.2 Pedoman/landasan yang digunakan untuk **merumuskan tujuan** seperti disebutkan di atas adalah (contohnya, keputusan pimpinan institusi, pengarahan yayasan, peraturan pemerintah di tingkatan tertentu, surat keputusan, ketetapan, hasil studi, dll). Klik pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu.

☐ Keputusan internal institusi, yaitu (mohon dirinci):

\_\_\_\_\_

☐ Keputusan pemerintah terkait, yaitu (mohon dirinci):

\_\_\_\_\_

☐ Keputusan/kesepakatan organisasi profesi (contoh: HIMPSI), yaitu (mohon dirinci): \_\_\_\_\_

☐ Keputusan perkumpulan/asosiasi terkait (contoh: AP2TPI), yaitu (mohon dirinci):

☐ Permintaan pemangku kepentingan, yaitu (mohon dirinci):

☐ Kebutuhan masyarakat lokal, yaitu (mohon dirinci):

☐ Keinginan pengguna jasa, yaitu (mohon dirinci):

☐ Lainnya, yaitu: \_\_\_\_\_

## 2. Mata Kuliah

2.1 Istilah yang menurut Anda paling tepat menggambarkan model pendidikan yang digunakan di program studi Magister Psikologi Profesi di institusi Anda adalah (klik pada setiap pernyataan yang sesuai):

☐ Berorientasi Keilmuan (scientist-oriented)

☐ Berorientasi Keilmuan-Praktek (scientist-practitioner)

☐ Berorientasi Praktek (practitioner-oriented)

☐ Model Kompetensi (competency-based model)

☐ Lainnya (mohon disebutkan): .....

2.2 Pedoman/landasan yang digunakan untuk **menyusun daftar mata kuliah** adalah (klik pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

☐ Keputusan internal institusi, yaitu (mohon dirinci):

☐ Keputusan pemerintah terkait, yaitu (mohon dirinci):

☐ Keputusan/kesepakatan organisasi profesi (contoh: HIMPSI), yaitu (mohon dirinci):

☐ Keputusan/kesepakatan dari perkumpulan/asosiasi terkait (contoh: AP2TPI), yaitu (mohon dirinci):

☐ Permintaan pemangku kepentingan/*stakeholder*, yaitu (mohon dirinci):

☐ Kebutuhan masyarakat lokal, yaitu (mohon dirinci):

☐ Keinginan pengguna jasa, yaitu (mohon dirinci):

☐ Lainnya, yaitu: \_\_\_\_\_

2.3 Daftar mata kuliah yang ditawarkan selama perkuliahan dari awal sampai dengan akhir adalah:

(Sebagai alternatif, Anda dapat **melampirkan** Daftar Mata Kuliah untuk tiap bidang peminatan dan menuliskan “Terlampir” pada kotak di bawah ini)

2.3.1 Bidang peminatan: .....

Semester 1

Semester 2

Semester 3

Semester 4

2.3.2 Bidang peminatan: .....

Dan seterusnya (silakan menyalin kotak jawaban serupa di atas)

2.4 Menurut Anda, bagaimana proporsi perbandingan antara mata kuliah komponen penelitian dan mata kuliah komponen praktek dalam kurikulum program studi Magister Psikologi Profesi di institusi Anda? Klik pada pernyataan yang sesuai:

- ☐ Menonjol komponen penelitian
- ☐ Menonjol komponen praktek
- ☐ Berimbang

Menurut Anda, bagaimana prosentase perbandingan mata kuliah tersebut dalam angka?

Mata kuliah komponen penelitian : \_\_\_\_\_ %

Mata kuliah komponen praktek : \_\_\_\_\_ %

2.5 Dari daftar materi kuliah di bawah ini, silakan klik untuk materi kuliah yang diberikan dalam **pendidikan psikologi di institusi Anda**, lalu silakan memilih pada level pendidikan apa materi tersebut diberikan (jawaban dapat lebih dari 1).

Checklist Keterse- diaan	No.	Materi Kuliah	Pada level apa diberikan? (Dapat memilih lebih dari satu alternatif jawaban)		
			Program S-1 Psikologi	Program S-2 Magister Psikologi Profesi	Lainnya (Silakan memberi keterangan detail mengenai kapan pemberian materi tsb)
Contoh:					
<input checked="" type="checkbox"/>		Metodologi Penelitian Kualitatif	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	1	Perilaku normal dan abnormal	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	2	Perkembangan kehidupan manusia	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	3	Perbedaan-perbedaan individu (latar belakang etnis, gender, budaya, agama, ras, dan gaya hidup, dll).	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	4	Kode etik profesi, mencakup standar sikap ilmiah ( <i>scientific ethics</i> )	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	5	Desain penelitian dan metodologi penelitian	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	6	Statistik	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	7	Pengukuran psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	8	Kemampuan komunikasi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	9	Teknik-teknik wawancara	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	10	Keterampilan konsultasi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	11	Membangun gambaran konseptual dari kasus psikologis secara ilmiah	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Ketersediaan	No.	Materi Kuliah	Pada level apa diberikan? (Dapat memilih lebih dari satu alternatif jawaban)		
			Program S-1 Psikologi	Program S-2 Magister Psikologi Profesi	Lainnya (Silakan memberi keterangan detail mengenai kapan pemberian materi tsb)
<input type="checkbox"/>	12	Prosedur asesmen psikologis yang berbasis ilmiah	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	13	Prosedur intervensi yang berbasis ilmiah	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	14	Pengaruh karakteristik pribadi terhadap interaksi profesional	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	15	<i>Informed consent</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	16	Masalah terkait penyakit	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	17	Kewajiban secara etik, hukum dan profesi untuk mengedepankan bukti ilmiah dalam pemilihan alternatif teknik asesmen dan intervensi psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	18	Sosialisasi dalam kehidupan praktek, termasuk dorongan untuk bergabung dengan organisasi profesi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	19	Konsekuensi/pengaruh faktor budaya, etnis, serta perbedaan individu lainnya terhadap gejala psikologis.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	20	Pengelolaan ( <i>supervision</i> )	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	21	Teknik-teknik pengajaran	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	22	Evaluasi prosedur pelayanan psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	23	Evaluasi program pelayanan psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	24	Integrasi teori dan praktek	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	25	Pelatihan	<input type="checkbox"/>	<input type="checkbox"/>	

2.6 Dari daftar materi praktikum/experiential component\* di bawah ini, silakan klik pada kolom ketersediaan untuk materi yang diberikan dalam pendidikan psikologi di institusi Anda, lalu silakan memilih pada level pendidikan apa materi tersebut diberikan (jawaban dapat lebih dari 1).

\*Keterangan: *experiential component* didefinisikan sebagai komponen pembelajaran di mana mahasiswa terlibat dalam aktivitas belajar dengan cara melakukan sendiri secara langsung atau berpartisipasi langsung (Belar and Perry, 1992, p. 73)<sup>2</sup>.

Checklist Keterse-diaan	No.	Materi Kuliah	Kapan diberikan? (Dapat memilih lebih dari satu alternatif jawaban)		
			Program S-1 Psikologi	Program S-2 Magister Psikologi Profesi	Lainnya (Silakan memberi keterangan detail mengenai kapan pemberian materi tsb)
Contoh:					
<input checked="" type="checkbox"/>	-	Teknik Evaluasi Intervensi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	26	Penelitian thesis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	27	Integrasi komponen keilmuan/penelitian dan komponen praktek	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	28	Penerapan pengetahuan dalam praktek di level individu	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	29	Penerapan pengetahuan dalam praktek di level kelompok	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	30	Penerapan pengetahuan dalam praktek di level organisasi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	31	Metode pengumpulan informasi secara sistematis dalam penanganan kasus psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	32	Proses berpikir ilmiah dalam praktek psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	33	Praktikum formulasi kasus/masalah-masalah psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	34	Praktikum metode-metode asesmen psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	35	Praktikum teknik-teknik intervensi psikologis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	36	Praktikum teknik-teknik konsultasi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	37	Topik-topik tanggung jawab etika dalam praktek psikologi	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Keterse-diaan	No.	Materi Kuliah	Kapan diberikan? (Dapat memilih lebih dari satu alternatif jawaban)		
			Program S-1 Psikologi	Program S-2 Magister Psikologi Profesi	Lainnya (Silakan memberi keterangan detail mengenai kapan pemberian materi tsb)
<input type="checkbox"/>	38	Topik-topik tanggung jawab sosial dalam praktek psikologi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	39	Topik-topik tanggung jawab hukum dalam praktek psikologi	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	40	Tindakan dalam menghadapi perbedaan-perbedaan individu, termasuk faktor-faktor budaya dan multi etnis	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	41	Kerja praktek intensif di bawah supervisi (praktek magang/ <i>internship</i> ).	<input type="checkbox"/>	<input type="checkbox"/>	

2.7 Dari daftar mata kuliah di bawah ini, silakan klik untuk setiap materi/topik perkuliahan yang disediakan oleh program studi Magister Psikologi Profesi di institusi Anda (jawaban dapat lebih dari satu):

- ☐ Materi keilmuan: teori-teori psikologi dan penelitian
- ☐ Proses refleksi untuk pengembangan diri mahasiswa sebagai psikolog
- ☐ Permasalahan-permasalahan sosial
- ☐ Topik kekuasaan/otoritas/kaum marginal
- ☐ Konteks lokal yang berperan terhadap keadaan klien  
(Contoh konteks lokal: sejarah pribadi dan latar belakang keluarga, pengaruh 'lingkungan' di sekitar klien, hal yang menjadi perhatian utama klien/motif/*values*, dll)
- ☐ Sikap efektif seorang psikolog

### 3 Metode Belajar Mengajar

3.1 Metode mengajar yang digunakan pada program Magister Profesi Psikologi di institusi Anda adalah (silakan klik pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

- ☐ Perkuliahan tatap muka
- ☐ Perkuliahan melalui fasilitas internet (*on-line lecture*)
- ☐ Diskusi kelas
- ☐ Diskusi kelompok



- ☐ Demonstrasi/mengajar dengan melakukan demo langsung
- ☐ Simulasi
- ☐ Praktek kerja/magang/*internship/field-work*
- ☐ Kunjungan lapangan
- ☐ Praktikum
- ☐ Studi kasus/*case studies* (proses belajar menggunakan contoh kasus atau skenario kasus tertentu)
- ☐ Observasi
- ☐ Pembelajaran individual terprogram/*programmed learning*
- ☐ Penggunaan *role model*
- ☐ Bermain peran/*Role-plays*
- ☐ Sumbang saran/*Brainstorming*
- ☐ Supervisi
- ☐ Tutorial
- ☐ Seminar
- ☐ Pengajaran oleh ahli (*panel of experts*)
- ☐ Pengajaran dengan fasilitas audio-video (multimedia)
- ☐ Pembicara tamu/*guest speaker*
- ☐ Investigasi/pencarian jawaban secara sistematis, termasuk melakukan penelitian individual
- ☐ *Feedback*
- ☐ *Self-reflection*
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

3.2 Jenis-jenis penelitian yang dilakukan oleh mahasiswa di program studi Anda adalah (Klik pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

3.2.1 Berdasarkan metode penelitian

- ☐ Kuantitatif
- ☐ Kualitatif
- ☐ Mixed methods

3.2.2 Berdasarkan topik penelitian

- ☐ Analisis teori-teori psikologi/kajian teori
- ☐ *Outcome research*, termasuk pengembangan program dan evaluasi terhadap program psikologis
- ☐ Studi kasus

3.3 Apakah program studi Magister Psikologi Profesi di institusi Anda memiliki Komite Penelitian?

☐ Ya

☐ Tidak

3.4 Apakah program studi Magister Psikologi Profesi di institusi Anda memiliki Koordinator Penelitian untuk mengelola aktivitas penelitian mahasiswa?

☐ Ya

☐ Tidak

3.5 Apakah masing-masing mahasiswa pada program studi Magister Psikologi Profesi di institusi Anda memiliki pembimbing penelitian?

☐ Ya

☐ Tidak

3.6 Apakah mahasiswa pada program studi Anda diwajibkan untuk membuat thesis sebagai salah satu syarat kelulusan?

☐ Ya

☐ Tidak

3.7 Institusi tempat mahasiswa melakukan praktek kerja/magang adalah di (Klik pada setiap pernyataan yang sesuai; jawaban dapat lebih dari satu):

☐ Rumah sakit

☐ Rumah sakit jiwa

☐ Puskesmas

☐ Pusat/klinik kesehatan lainnya

☐ Klinik/biro psikologi internal kampus

☐ Klinik/biro psikologi di luar kampus kampus

☐ Pusat konseling

☐ Panti sosial

☐ Panti sosial anak

☐ Dinas Sosial

☐ Perusahaan swasta

☐ Perusahaan milik pemerintah

☐ Sekolah

☐ Institusi pendidikan tinggi (universitas/Sekolah Tinggi/akademi)

☐ SLB (Sekolah Luar Biasa)

☐ Lembaga rehabilitasi ketergantungan narkoba

☐ Pusat rehabilitasi lainnya

☐ Panti werdha

☐ Lembaga Pemasyarakatan (LP)

☐ Lainnya, yaitu: \_\_\_\_\_

3.8 Institusi tempat mahasiswa melakukan praktek kerja/magang (klik pada pernyataan yang sesuai dengan kenyataan di program studi Anda):

- ☐ Seluruhnya disediakan oleh program studi Magister Psikologi Profesi
- ☐ Seluruhnya dicari secara mandiri oleh mahasiswa
- ☐ Disediakan oleh program studi dan juga dapat dicari sendiri oleh mahasiswa

3.9 Penentuan tempat praktek kerja untuk mahasiswa (klik pada pernyataan yang sesuai dengan kenyataan di program studi Anda):

- ☐ Ditentukan sepenuhnya oleh program studi
- ☐ Dapat dipilih/ditentukan oleh mahasiswa
- ☐ Kombinasi keduanya

3.10 Durasi total waktu praktek kerja/magang mahasiswa adalah setara dengan .....  
**jam** atau ..... **bulan**.

#### 4 Penilaian dan Evaluasi

##### 4.1 Penilaian terhadap mahasiswa

4.1.1 Berdasarkan siapa yang menjadi penilai, klik pada setiap pilihan yang diberlakukan pada program studi Anda (jawaban dapat lebih dari satu):

- ☐ *Self-assessment* (mahasiswa menilai dirinya sendiri)
- ☐ *Peer assessment* (mahasiswa dinilai oleh sekelompok orang di sekitarnya yang relevan dengan aktivitas belajar)
- ☐ *Teacher-based assessment* (mahasiswa dinilai oleh pengajar)
- ☐ Penilai lainnya (contoh: penguji eksternal), yaitu: \_\_\_\_\_

4.1.2 Berdasarkan teknis penilaian, klik pada setiap pilihan jenis penilaian terhadap mahasiswa yang diberlakukan pada program studi Anda (jawaban dapat lebih dari satu):

- ☐ Ujian tertulis
- ☐ Ujian lisan
- ☐ Ujian dengan praktek langsung
- ☐ Presentasi
- ☐ Observasi terhadap perilaku mahasiswa menggunakan daftar perilaku/daftarkompetensi
- ☐ *Case conference*
- ☐ *Essay*/makalah/laporan

- ☐ Tugas Akhir
- ☐ Thesis
- ☐ Portfolio
- ☐ Lainnya, yaitu: \_\_\_\_\_

4.1.3 Aspek-aspek yang menjadi target penilaian terhadap mahasiswa adalah (klik pada setiap alternatif jawaban sesuai yang berlaku di program studi Anda, jawaban dapat lebih dari satu):

- ☐ Pengetahuan teori-teori psikologi
- ☐ Pengetahuan praktek psikologi
- ☐ Keterampilan praktek psikologi
- ☐ Keterampilan meneliti
- ☐ Keterampilan menulis ilmiah
- ☐ Sikap profesional (termasuk penerapan kode etik)
- ☐ Karakteristik kepribadian
- ☐ Lainnya, yaitu: \_\_\_\_\_

4.1.4 Mohon memberikan bobot penilaian berupa prosentase untuk masing-masing aspek yang telah Anda pilih pada aitem 4.1.3 di atas (total penjumlahan seluruh aspek tsb adalah 100%):

- \_\_\_\_\_ Pengetahuan teori-teori psikologi
  - \_\_\_\_\_ Pengetahuan praktek psikologi
  - \_\_\_\_\_ Keterampilan praktek psikologi
  - \_\_\_\_\_ Keterampilan meneliti
  - \_\_\_\_\_ Keterampilan menulis ilmiah
  - \_\_\_\_\_ Sikap profesional (termasuk penerapan kode etik)
  - \_\_\_\_\_ Karakteristik kepribadian
  - \_\_\_\_\_ Lainnya, yaitu: \_\_\_\_\_
- 100%TOTAL**

#### 4.2 Evaluasi terhadap program studi

4.2.1 Di institusi Anda saat ini, adakah mekanisme evaluasi terhadap program studi Magister Psikologi Profesi sebagai penyedia pendidikan profesi (selain proses akreditasi yang dilakukan oleh BAN-PT)? Klik pada pernyataan yang sesuai:

- ☐ Ada (bila memilih point ini, silakan mengisi pertanyaan 4.2.2 dst)
- ☐ Belum ada (bila memilih point ini, silakan langsung ke Bagian 2)
- ☐ Dalam proses perumusan (bila memilih point ini, silakan langsung ke Bagian 2)

4.2.2 Deskripsi mengenai tujuan proses evaluasi, metode dan periode pelaksanaan evaluasi terhadap prodi Mapro pada institusi Anda adalah:

(Silakan melengkapi tabel di bawah ini, atau, sebagai alternatif Anda dapat **melampirkan** dokumen mengenai evaluasi program studi)

No.	Nama Kegiatan Evaluasi	Tujuan	Metode	Periode & Waktu Pelaksanaan
Contoh	Penilaian Alumni Baru terhadap Prodi Mapro	Mendapatkan penilaian dari lulusan terkait proses belajar yang dialami selama berada di prodi Mapro dan untuk mengevaluasi efektifitas kegiatan akademik di prodi Mapro.	Survey online dengan kuesioner	2x dalam 1 tahun akademik (diisi oleh alumni baru)
1				
2				
Dst				

4.2.3 Aspek-aspek yang termasuk dalam target evaluasi pada program studi Magister Psikologi Profesi di institusi Anda adalah (klik pada setiap pernyataan yang sesuai):

- ☐ Tujuan program studi
- ☐ Relevansi kegiatan/aktivitas pengajaran dengan tujuan program studi
- ☐ Kurikulum/materi perkuliahan
- ☐ Metode belajar dan mengajar
- ☐ Staf akademik
- ☐ Staf non akademik
- ☐ Pelaksanaan kegiatan akademik
- ☐ Fasilitas/sarana pendidikan
- ☐ Fasilitas/sarana pendukung
- ☐ Sistem administrasi
- ☐ Keluaran/*Outcomes*
- ☐ Integrasi komponen keilmuan dan komponen praktikal
- ☐ Efektifitas program dalam penerapan model/filosofi pendidikan yang sudah ditetapkan
- ☐ Kontribusi program studi dalam pengembangan pengetahuan/keterampilan mahasiswa
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

4.3 Selain kedua jenis evaluasi di atas, yaitu evaluasi mahasiswa dan program studi, mohon disebutkan jenis evaluasi lain yang diterapkan di program studi Anda **(bila ada)**: \_\_\_\_\_

**BAGIAN 2**

Di bawah ini terdapat beberapa pernyataan mengenai model pendidikan pada sebuah program profesi psikologi. Silakan mengisi setiap aitem sesuai dengan kenyataan yang saat ini berlaku di program studi Magister Psikologi Profesi yang Bapak/Ibu Pimpin.

**Sub 2.A**

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
1	Pengajaran mata kuliah keilmuan ( <i>scientific content</i> ) pada program studi ini diampu oleh pengajar-pengajar yang merupakan ahli di bidangnya.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Program studi ini mengajarkan materi <u>asesmen</u> psikologis yang seluruhnya memiliki bukti ilmiah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Program studi ini mengajarkan mahasiswa untuk menggunakan literatur ilmiah dalam proses penanganan kasus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Program studi ini mengajarkan materi <u>intervensi</u> psikologis yang seluruhnya berbasis ilmiah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Staf pengajar dalam program studi ini membimbing aktivitas praktek mahasiswa di sepanjang program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Program studi ini menyediakan tempat-tempat praktek di mana mahasiswa dapat memadukan aspek ilmiah/teori dengan praktek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Pada program studi ini mahasiswa diperbolehkan memilih topik penelitian sesuai minat/aspirasi pribadinya.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	Program studi ini menentukan metode penelitian yang boleh dipilih oleh mahasiswa dalam menjalankan penelitiannya.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Komponen praktikum pada program studi ini menekankan materi kemagisteran ( <i>scientific content</i> ) dan materi praktek ( <i>practice content</i> ) secara berimbang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
10	Program studi ini memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek langsung di <u>tempat praktek</u> yang beragam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Program studi ini memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek menangani <u>populasi klien</u> yang beragam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Kesempatan mahasiswa untuk melakukan praktek kerja diberikan dengan pengawasan staf pengajar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	Praktek kerja mahasiswa pada program studi ini dilakukan dalam <i>setting</i> praktek yang sesuai dengan tujuan pendirian program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Program studi ini menyediakan lokasi tempat praktek di mana mahasiswa dapat terlibat dalam aktivitas penelitian formal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	Praktikum mata kuliah praktek pada program studi ini diberikan pada tahun awal perkuliahan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Sebagian besar staf pengajar di program studi ini mengakui pentingnya memadukan aspek ilmiah dan aspek praktikal dalam menjalankan praktek psikologi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Dalam menjalankan praktek psikologi, sebagian besar staf pengajar belum memadukan aspek praktikal dan aspek ilmiah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Aktivitas integrasi aspek ilmiah dan praktikal sudah dilakukan oleh sebagian besar staf pengajar dalam aktivitas pengajaran sehari-hari.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Jumlah tenaga pengajar di program studi ini sudah mencukupi secara proporsional dengan jumlah mahasiswa yang harus diampu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Program studi ini mengharuskan mahasiswa untuk mencari penjelasan ilmiah atas kasus psikologis yang ditangani.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.						
21	Program studi ini menyediakan kesempatan tambahan (selain penyelenggaraan perkuliahan) untuk memperluas pengetahuan mahasiswa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Sebagian besar staf pengajar di program studi ini aktif melakukan kegiatan ilmiah yang berkaitan dengan kasus psikologis yang ditemui dalam praktek. (Misalnya: membaca literatur atau menghadiri seminar ilmiah terkait penanganan kasus-kasus psikologis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Sebagian besar staf pengajar pada program studi ini melakukan evaluasi sistematis terhadap aktivitas praktek yang mereka lakukan. (Misalnya: melakukan studi kasus atau membuat laporan kasus, mencoba melakukan intervensi ilmiah tertentu, atau mengevaluasi perubahan dalam variabel proses terapi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	Sebagian besar staf pengajar pada program studi ini terlibat dalam penelitian klinis* yang bertujuan untuk mengevaluasi metode-metode intervensi yang sudah digunakan dalam berpraktek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\***Penelitian Klinis (clinical research)** pada kuesioner ini diartikan secara luas; tidak hanya mengacu pada penelitian di bidang psikologi klinis. Menggunakan istilah *clinical research* yang sering diterapkan di bidang kesehatan, maka ‘penelitian klinis’ dalam penelitian ini didefinisikan sebagai: “Penelitian yang melibatkan manusia sebagai subjek penelitian ataupun bagian yang berasal dari manusia seperti jaringan, *specimen*, ataupun fenomena kognitif, di mana peneliti berinteraksi secara langsung dengan manusia sebagai subjek penelitiannya” (National Institute of Health, dikutip dari the University of Southern California, 2016)<sup>3</sup>.

*Clinical research* dapat mencakup beberapa penelitian di bawah ini:

- Penelitian berorientasi klien/pasien, yaitu jenis penelitian yang melibatkan keikutsertaan orang atau sekelompok orang, atau menggunakan bagian-bagian dari manusia. Penelitian pada kategori ini dapat mencakup topik: 1) mekanisme penyakit pada manusia; 2) metode intervensi atau *therapeutic interventions*; 3) percobaan klinis, dan 4) pengembangan teknologi-teknologi baru.
- Penelitian epidemiologis dan penelitian perilaku lainnya, yaitu jenis penelitian yang meneliti faktor-faktor yang memiliki kontribusi terhadap terjadinya penyakit pada populasi tertentu. Penerapan penelitian epidemiologis juga dapat mencakup jenis penelitian yang menggali dinamika hubungan antara kondisi psikologis dari sekelompok orang dengan kesehatan fisiknya (University of Groningen, Graduate School of Medical Sciences, 2015)<sup>4</sup>.
- Penelitian mengenai keluaran/*outcomes* dan pelayanan kesehatan, yaitu penelitian yang bertujuan untuk mengidentifikasi jenis-jenis intervensi, *treatment* dan pelayanan yang paling efektif dan efisien.



		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i>						
25	Program studi ini mengajarkan metode praktek psikologis (mencakup teknik asesmen, diagnosa dan metode <i>treatment</i> /intervensi) yang seluruhnya berdasar fakta ilmiah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	Program studi ini melakukan upaya-upaya untuk menerapkan hasil-hasil penelitian psikologi ke dalam praktek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	Program studi ini mengharuskan mahasiswa untuk menggunakan teori-teori psikologi dalam proses konseptualisasi kasus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	Sebagian besar staf pengajar pada program studi ini adalah psikolog berpraktek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	Sebagian besar staf pengajar pada program studi ini menunjukkan sikap ilmiah dalam melakukan praktek (misalnya, menerapkan teori dalam menganalisis kasus psikologis atau bersikap skeptis dalam usaha pencarian jawaban atas kasus yang sedang ditangani).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Sub 2.B**

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i>						
30	Program studi ini lebih menekankan komponen praktek dibandingkan komponen penelitian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	Program studi ini menerapkan prinsip pembelajaran dengan praktek langsung/"learning by doing".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	Program studi ini sangat menekankan "supervisory relationship" di mana mahasiswa belajar melalui pembimbing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
33	Pengalaman praktek secara komprehensif diberikan kepada mahasiswa sejak awal program (misalnya, sejak semester pertama).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	Program studi ini menyertakan kebutuhan masyarakat lokal terkait pelayanan psikologis, dalam pembuatan kurikulum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	Program studi ini mengakomodir kebutuhan spesifik masyarakat lokal akan peran psikolog, ke dalam aktivitas pendidikan profesi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	Program studi ini melakukan evaluasi berkala terhadap pemenuhan kebutuhan masyarakat lokal di mana program studi berada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Pada saat yang dibutuhkan, program studi ini melakukan perubahan kurikulum untuk memenuhi tuntutan masyarakat sebagai pengguna lulusan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	Dalam proses seleksi masuk pada program studi ini, aspek pengalaman mahasiswa dalam <u>kegiatan sosial</u> juga merupakan aspek yang diperhatikan selain skor hasil-hasil tes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	Dalam proses seleksi masuk pada program studi ini, <u>keterampilan interpersonal</u> mahasiswa merupakan hal yang lebih penting dibandingkan skor hasil-hasil tes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	Faktor <u>sikap/perilaku</u> mahasiswa memiliki bobot prosentase yang lebih besar secara signifikan dibandingkan skor-skor hasil tes, dalam seleksi menjadi mahasiswa di program studi ini.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	Program studi ini memberi bobot prosentase yang lebih besar secara signifikan terhadap aspek <u>motivasi</u> mahasiswa, dibandingkan skor-skor hasil tes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	Kebutuhan masyarakat lokal merupakan aspek yang dimasukkan ke dalam perumusan tujuan/visi-misi di program studi ini.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
43	Pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan tujuan/visi-misi pendirian program studi ini.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan kebutuhan masyarakat lokal di mana program studi ini berada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	Pengelolaan program studi ini secara keseluruhan sejalan dengan kebutuhan beragam klien dalam lingkungan masyarakat di mana program berada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	Program studi ini menyediakan pelayanan psikologis untuk klien dengan latar belakang budaya yang berbeda-beda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	Program studi ini melakukan evaluasi berkala terhadap pelayanan psikologis yang sudah diberikan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	Sebagian besar staf pengajar pada program studi ini lebih banyak melakukan praktek/supervisi praktek psikologi dibandingkan melakukan aktivitas akademik (termasuk penelitian).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	Sebagian besar staf pengajar pada program studi ini memiliki keahlian pada satu atau beberapa bidang terapan/praktek psikologi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	Dalam melakukan evaluasi terhadap mahasiswa, program studi ini memberlakukan bobot yang sama antara prestasi dalam aktivitas praktek dengan prestasi dalam tes pengetahuan/teori psikologi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Sub 2.C**

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i>						
51	Titik berat program studi ini adalah menyiapkan mahasiswa untuk berpraktek psikologi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	Program studi ini memberikan fasilitas kepada mahasiswa untuk melakukan aktivitas ilmiah selain pemberian pengalaman praktek. (Contoh aktivitas ilmiah: mengikuti konferensi, melakukan penelitian, bergabung dalam klub jurnal/penulisan ilmiah, melakukan diskusi ilmiah secara formal-terarah mengenai penanganan kasus, dll)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	Sebagian besar staf pengajar pada program studi ini terlibat aktif baik dalam kegiatan akademik maupun praktek psikologi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Sub 2.D**

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i>						
54	Program studi ini memberikan penekanan yang sama antara pelatihan keterampilan praktek dan pelatihan metode ilmiah.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	Program studi ini menekankan kepada mahasiswa untuk memperhatikan kebutuhan spesifik klien (bukan sekedar kebutuhannya secara umum) terkait pemberian pelayanan psikologis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	Program studi ini mengajarkan mahasiswa untuk memiliki kesadaran yang tinggi akan permasalahan sosial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	Program studi ini menuntut para mahasiswa untuk memperhatikan faktor <u>konteks lokal</u> dari kasus yang ditangani. (Contoh konteks lokal antara lain: sejarah pribadi dan latar belakang keluarga, pengaruh 'lingkungan' di sekitar klien, hal yang menjadi perhatian utama klien/motif/values, dll).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Sub 2.E

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.						
58	Program studi ini lebih menekankan pelaksanaan penelitian psikologis dibandingkan keterampilan praktek.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	Program studi ini secara aktif memberikan kesempatan bagi mahasiswa untuk mempresentasikan penelitian pada forum ilmiah (antara lain seminar atau konferensi).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	Program studi ini menyediakan kesempatan kepada mahasiswa untuk menulis artikel penelitian bersama staf pengajar, atau di bawah bimbingan staf pengajar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61	Program studi ini menekankan aktivitas analisis ilmiah dalam penanganan kasus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62	Program studi ini mengharuskan mahasiswa membuat tinjauan pustaka/ <i>literature review</i> dalam penanganan kasus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63	Tujuan utama program studi ini adalah mendorong penerapan pengetahuan klinis ( <i>clinical science</i> )** ke dalam pemecahan permasalahan manusia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64	Program studi ini menekankan aktivitas penyebaran pengetahuan klinis ( <i>clinical science</i> )** secara rutin kepada pengguna jasa (misalnya untuk pembuat kebijakan, psikolog dan ilmuwan lain, praktisi).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65	Titik berat program studi ini adalah menyiapkan mahasiswa untuk berkarir sebagai ilmuwan klinis ( <i>clinical scientist</i> ***).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*\*Pengetahuan klinis (*clinical science*) pada kuesioner ini didefinisikan sebagai cabang ilmu pengetahuan yang berkaitan dengan penerapan metode-metode ilmiah, aktivitas penyelidikan atau evaluasi terhadap jenis *treatment*, metode ataupun prinsip-prinsip pada ilmu kesehatan, yang umumnya melibatkan penggunaan teknik penelitian dalam kondisi terkontrol (Learn.org, 2016)<sup>5</sup>.

\*\*\*Ilmuwan klinis (*clinical scientist*) pada kuesioner ini didefinisikan sebagai (National Careers Service, 2015<sup>6</sup>; Study.com, 2016<sup>7</sup>):

- Profesi yang menggunakan pengetahuan ilmiah yang dimiliki untuk membantu aktivitas pencegahan, diagnosa dan penanganan penyakit.
- Melakukan penelitian dan mengembangkan teknik-teknik dan peralatan yang digunakan oleh profesional di bidang kesehatan.
- Mengembangkan produk-produk, jenis *treatment* dan pengobatan yang didasari oleh pengetahuan ilmiah di bidang tersebut.
- Bidang pekerjaan yang berusaha mengembangkan pengetahuan di bidang medis dan kesehatan untuk menunjang kehidupan yang lebih baik bagi makhluk hidup.

## Sub 2.F

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
66	Fokus utama program studi ini terletak pada upaya pencapaian kompetensi mahasiswa dalam menjalankan praktek sebagai psikolog; bukan sekedar rangkaian mata kuliah yang harus diberikan selama program berlangsung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67	Program studi ini sudah menetapkan kompetensi-kompetensi yang harus dicapai lulusan setelah menyelesaikan studinya di program ini.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68	Program studi ini sudah membuat <u>standar acuan</u> untuk menilai tiap aspek kompetensi yang harus dicapai mahasiswa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69	Program studi ini sudah menetapkan <u>indikator perilaku</u> yang jelas untuk tiap tingkatan kemampuan mahasiswa pada aspek-aspek kompetensi yang hendak dicapai selama proses pendidikan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	Mahasiswa di program studi ini dapat belajar dengan kecepatan yang berbeda-beda tergantung kecepatan mereka dalam menguasai pengetahuan/keterampilan yang diberikan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71	Program studi ini menyediakan aktivitas remedial untuk mahasiswa yang lebih lambat dalam penguasaan kompetensi tujuan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		Sangat Tidak Sesuai	Tidak Sesuai	Agak Sesuai	Sesuai	Sangat Sesuai
<p><i>Silakan menilai derajat kesesuaian tiap aitem dengan kenyataan yang ada di program studi Magister Psikologi Profesi yang Anda kelola. Klik pada bulatan sesuai alternatif pilihan yang Anda pilih.</i></p>						
72	Materi belajar yang disediakan program studi ini dapat diakses sewaktu-waktu oleh mahasiswa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73	Mekanisme pengukuran kompetensi mahasiswa di program studi ini dilakukan dengan menggunakan beberapa metode pengukuran.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74	Penilaian terhadap pencapaian kompetensi mahasiswa setelah proses pembelajaran pada program studi ini dilakukan oleh lebih dari satu penilai.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75	Program studi ini sudah menentukan <u>level/tingkatan kemampuan</u> dalam tiap kompetensi yang hendak dicapai.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76	Pada program studi ini, nilai hasil ujian merupakan tolok ukur utama pencapaian kompetensi mahasiswa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77	Pada program studi ini, kesimpulan mengenai tingkat penguasaan kompetensi mahasiswa juga ditentukan oleh indikator lain selain nilai hasil ujian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**BAGIAN 3**

Di bawah ini terdapat beberapa pertanyaan mengenai karakteristik sebuah program pendidikan. Silakan mengisi setiap aitem sesuai dengan kenyataan yang saat ini berlaku di program studi Magister Psikologi Profesi yang Bapak/Ibu Pimpin.

**1. Identitas dan aspek struktural program studi**

1.1 Posisi program studi Magister Psikologi Profesi dalam struktur organisasi di institusi Anda adalah (klik pada pernyataan yang sesuai):

- ☐ Di bawah Fakultas Psikologi
- ☐ Di bawah Pasca Sarjana tingkat fakultas
- ☐ Di bawah Pasca Sarjana tingkat universitas
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

1.2 Status universitas di mana program studi Magister Psikologi Profesi Anda berada adalah (klik pada pernyataan yang sesuai):

- ☐ Perguruan Tinggi Negeri
- ☐ Perguruan Tinggi Swasta

**2. Spesialisasi/Bidang kekhususan**

2.1 Spesialisasi/bidang kekhususan yang ditawarkan oleh program studi Anda adalah (klik pada setiap pernyataan yang sesuai):

- ☐ Klinis (Umum)
- ☐ Klinis Dewasa
- ☐ Klinis Anak
- ☐ Klinis Anak dan Remaja
- ☐ PIO
- ☐ Pendidikan
- ☐ Pendidikan Anak dan Remaja

2.2 Spesialisasi/bidang kekhususan lain yang diharapkan dapat dibuka pada program studi Anda adalah (bila perlu):

---

**3. Karakteristik mahasiswa**

3.1 Jumlah mahasiswa yang mendaftar dan yang diterima dalam **3 tahun akademik** terakhir. Silakan melengkapi tabel di bawah ini, atau, sebagai alternatif aitem ini dapat juga diisi dengan **melampirkan** dokumen berisi informasi terkait dan menuliskan “Terlampir” pada kolom teratas dari tabel.



Tahun akademik	Jumlah mahasiswa mendaftar	Jumlah mahasiswa diterima	Jumlah mahasiswa hingga saat ini
2013/2014 Gasal			
2013/2014 Genap			
2014/2015 Gasal			
2014/2015 Genap			
2015/2016 Gasal			
2015/2016 Genap			

3.2 Persyaratan untuk dapat **mendaftar** ke program studi Magister Psikologi Profesi pada institusi Anda (klik pada setiap alternatif pernyataan yang sesuai; jawaban dapat lebih dari satu):

### 3.2.1 Persyaratan Akademik

- ☐ Lulus S-1 Psikologi
- ☐ Berasal dari universitas yang terakreditasi dengan standar akreditasi yang ditentukan. Jika Ya: akreditasi minimal adalah: \_\_\_\_\_
- ☐ Berasal dari fakultas/prodi psikologi yang terakreditasi dengan standar akreditasi yang ditentukan. Jika Ya: akreditasi minimal adalah: \_\_\_\_\_
- ☐ Nilai IPK minimal. Jika Ya: batas minimal IPK pelamar adalah: \_\_\_\_\_
- ☐ Nilai Tes Potensi Akademik. Jika Ya, nilai TPA minimal untuk dapat mendaftar adalah: \_\_\_\_\_
- ☐ Nilai tes kemampuan berbahasa inggris. Jika Ya, tes yang digunakan adalah (IELTS/TOEFL,dll) \_\_\_\_\_, dengan nilai minimal untuk dapat mendaftar adalah \_\_\_\_\_
- ☐ Lainnya, yaitu: \_\_\_\_\_

### 3.2.2 Persyaratan Non-akademik

- ☐ Sehat jasmani. Jika ya, bukti yang harus dilampirkan adalah: \_\_\_\_\_
- ☐ Sehat rohani/mental/jiwa. Jika ya, bukti yang harus dilampirkan adalah: \_\_\_\_\_
- ☐ Surat ijin dari institusi/atasan untuk pelamar yang sudah bekerja
- ☐ Surat rekomendasi akademik
- ☐ Pengalaman yang relevan dengan aktivitas praktek
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

### 3.3 Mekanisme seleksi calon mahasiswa

Aspek yang menjadi **kriteria seleksi** masuk dan bobotnya adalah (klik pada setiap alternatif pernyataan yang sesuai; jawaban dapat lebih dari satu):

- ☐ Aspek akademik, berupa:
- ☐ Nilai Tes Potensi Akademik, dengan bobot: ..... %
  - ☐ Nilai tes kemampuan berbahasa Inggris, dengan bobot: ..... %
  - ☐ Nilai pengetahuan dasar psikologi, dengan bobot: ..... %
  - ☐ Nilai pengetahuan dasar keprofesian, dengan bobot: ..... %
  - ☐ Nilai tes kekhususan bidang/peminatan, dengan bobot: ..... %
  - ☐ Nilai tes pemahaman kasus, dengan bobot: ..... %
  - ☐ Lainnya, mohon disebutkan: \_\_\_\_\_, dengan bobot: ..... %
- ☐ Aspek non-akademik, berupa:
- ☐ Hasil psikotes (termasuk tes kepribadian), dengan bobot: ..... %
  - ☐ Hasil wawancara, dengan bobot: ..... %
  - ☐ Aspek-aspek yang dinilai dalam wawancara adalah:

- ☐ Aspek lainnya, mohon disebutkan: \_\_\_\_\_, dengan bobot: .....%

TOTAL bobot seluruh aspek akademik, non-akademik dan aspek lainnya (bila ada) adalah 100%

## 4 Karakteristik staf akademik/dosen

4.1 Total dosen di program studi Magister Psikologi Profesi Anda saat ini adalah..... orang yang terdiri atas:

- a. Dosen tetap : ..... orang
- b. Dosen tidak tetap : ..... orang

### 4.2 Daftar dosen dan kualifikasinya

Aitem ini dapat diisi dengan melampirkan **daftar dosen tetap dan tidak tetap** yang berlaku saat pengisian kuesioner, dengan informasi seperti tertera pada tabel di bawah ini.

No.	Nama (Beserta gelar akademik lengkap)	Kualifikasi Pendidikan dan Area Spesialisasi Dosen							
		S-1	Tahun Lulus	Profesi	Tahun Lulus	S-2	Tahun Lulus	S-3	Tahun Lulus
Contoh	Dr. Contoh, S.Psi., M.Si, Psikolog	Psikologi	1997	Psikologi	2000	Psikologi Klinis	2005	Psikologi Klinis	2013
1									
2									
Dst									

4.3 SECARA RATA-RATA, menurut pengamatan Bapak/Ibu, berapa jam **per minggu** para staf pengajar di program studi Andamelakukan aktivitas-aktivitas berikut ini.

- \_\_\_\_\_ Penelitian (dasar/terapan)
- \_\_\_\_\_ Pemberian pelayanan psikologis secara langsung (asesmen/intervensi)
- \_\_\_\_\_ Aktifitas mendidik/mengajar
- \_\_\_\_\_ Melakukan bimbingan (supervisi)/pelatihan
- \_\_\_\_\_ Manajemen/administrasi
- \_\_\_\_\_ Kegiatan psikologi terapan (PIO, seleksi personil, konsultasi organisasi)
- \_\_\_\_\_ Kegiatan lainnya, yaitu: \_\_\_\_\_
- \_\_\_\_\_ TOTAL (dalam satuan jam **per minggu**)

4.4 Di antara beberapa upaya mengintegrasikan teori dan praktek psikologi di bawah ini, mana sajakah yang sudah dilakukan oleh sebagian besar staf pengajar di program studi Anda? Klik pada setiap alternatif pernyataan yang sesuai; jawaban dapat lebih dari satu.

- ☐ Mencari tahu metode penanganan gangguan psikologis melalui literatur ilmiah
- ☐ Menghadiri seminar/konferensi ilmiah tentang kasus psikologis tertentu dan penanganannya
- ☐ Menggunakan teknik asesmen psikologis yang berbasis ilmiah
- ☐ Menggunakan teknik intervensi psikologis yang didukung bukti-bukti ilmiah
- ☐ Melakukan penelitian untuk mengevaluasi teknik intervensi tertentu yang digunakan

4.5 Dari daftar aktifitas diseminasi (penyebaran ide/ hasil) penelitian dan aktivitas praktek staf pengajar di bawah ini, klik pada setiap aktifitas yang dilakukan pada program studi Anda (jawaban dapat lebih dari satu):

- ☐ Publikasi ilmiah pada jurnal
- ☐ Penerbitan manual penerapan *treatment* psikologis yang didukung bukti ilmiah
- ☐ Penerbitan artikel berisi informasi ilmiah kepada publik/masyarakat umum
- ☐ Aktifitas konsultasi dan diskusi dengan ahli kesehatan lain tentang penerapan ilmu psikologi dalam penanganan pasien

5 Fasilitas yang disediakan oleh program studi  
Klik pada setiap pilihan fasilitas sesuai yang tersedia di program studi Magister Profesi yang Anda pimpin.

## 5.1 Fasilitas Akademik

- ☐ Perpustakaan
- ☐ Ruang kuliah
- ☐ Laboratorium psikologi
- ☐ Area/ruang membaca
- ☐ Ruang belajar dengan perangkat audio-visual
- ☐ Klinik psikologi/unit pelayanan psikologi/lembaga psikologi terapan/unit konsultasi psikologi
- ☐ Seperangkat alat tes psikodiagnostik
- ☐ Koneksi internet di area tertentu (*internet lounge*)
- ☐ Koneksi internet di seluruh area kampus magister profesi psikologi
- ☐ Koneksi internet dilengkapi komputer
- ☐ Ruang praktek mahasiswa
- ☐ Laboratorium komputer
- ☐ Ruang diskusi
- ☐ Ruang praktikum
- ☐ Ruang kerja mahasiswa
- ☐ Sarana belajar khusus untuk penyandang disabilitas
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

## 5.2 Fasilitas Penunjang

- ☐ Kamar kecil
- ☐ Kantin
- ☐ Ruang makan khusus dosen dan staf
- ☐ Parkir
- ☐ Gudang
- ☐ Tempat ibadah
- ☐ Area olahraga
- ☐ Tempat penitipan anak
- ☐ Sekolah/taman bermain terstruktur
- ☐ Klinik kesehatan
- ☐ Mini market
- ☐ Lembaga konsultasi non-psikologis. Jika Ya, mohon disebutkan: \_\_\_\_\_
- ☐ Unit Karir (*career center/job placement center*)
- ☐ Asrama mahasiswa
- ☐ Dapur
- ☐ Fasilitas penunjang untuk penyandang disabilitas
- ☐ Lainnya (mohon disebutkan): \_\_\_\_\_

## 6 Karakteristik lulusan

6.1 Jumlah total lulusan sejak awal pendirian program studi Magister Psikologi Profesi hingga saat ini: \_\_\_\_\_ Orang

## 6.2 Profil lulusan dalam 3 tahun terakhir

Silakan mengisi tabel di bawah ini, atau, sebagai alternatif, aitem ini juga dapat diisi dengan **melampirkan** dokumen mengenai profil lulusan dalam 3 tahun terakhir.

Tahun kelulusan	Jumlah mahasiswa lulus	Rata-rata waktu penyelesaian studi (dalam satuan bulan)	Jenis-jenis bidang pekerjaan yang diperoleh lulusan	Bidang pekerjaan yang paling banyak menyerap lulusan
2013				
2014				
2015				

## 7 Data demografi responden

7.1 Periode jabatan Anda sebagai Ketua Program Studi Magister Psikologi Profesi adalah dimulai dari ..... (tanggal-bulan-tahun) dan akan berakhir pada ..... (tanggal-bulan-tahun).

7.2 Jenis kelamin Anda:

☐ Perempuan ☐ Laki-Laki

7.3 Pendidikan terakhir Anda:

☐ S2 ☐ S3

7.4 Usia Anda:

- ☐ ≤ 26 tahun  
☐ 27-34 tahun  
☐ 35-42 tahun  
☐ 43-50 tahun  
☐ 51-58 tahun  
☐ ≥ 59 tahun

Kuesioner Ketua Program Studi Magister Psikologi Profesi/ *The Program Director's Questionnaire* (PDQ) berakhir di sini. Terima kasih atas partisipasi Anda. Silakan mengirimkan kuesioner yang telah terisi melalui email ke [anrilia.ansyorideas@my.jcu.edu.au](mailto:anrilia.ansyorideas@my.jcu.edu.au)

**Daftar Pustaka**

- <sup>1</sup>Taba, H. (1962). *Curriculum development; theory and practice*. New York: Harcourt, Brace & World.
- <sup>2</sup>Belar, C. D., & Perry, N. W. (1992). National conference on scientist-practitioner education and training for the professional practice of psychology. *American Psychologist*, 47(1), 71-75. doi:10.1037/0003-066X.47.1.71
- <sup>3</sup>The University of Southern California. (2016). *What is Clinical Research?* Diunduh dari <http://keck.usc.edu/research/about-keck-school-of-medicine-research/clinical-research/>
- <sup>4</sup>University of Groningen, Graduate School of Medical Sciences. (2016). *Clinical and psychosocial epidemiology*. Diunduh dari <http://www.rug.nl/masters/clinical-and-psychosocial-epidemiology-research/?lang=en>
- <sup>5</sup>Learn.org. (2016). *What is clinical science?* Diunduh dari [http://learn.org/articles/What\\_is\\_Clinical\\_Science.html](http://learn.org/articles/What_is_Clinical_Science.html)
- <sup>6</sup>National Careers Service. (2016). *Job profiles: clinical scientist*. Diunduh dari <https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/clinicalscientist.aspx>
- <sup>7</sup>Study.com. (2015). *Clinical scientist: employment & career information*. Diunduh dari [http://study.com/articles/Clinical\\_Scientist\\_Employment\\_Information\\_for\\_a\\_Career\\_in\\_Clinical\\_Science.html](http://study.com/articles/Clinical_Scientist_Employment_Information_for_a_Career_in_Clinical_Science.html)

# Appendix E

## A summary of expert comments and corrective actions taken by the researcher

PARTS IN PDQ	RESPONDENTS (R)					ACTIONS
	R-1	R-2	R-3	R-4	R-5	
<b>PART 1</b>	—	<ul style="list-style-type: none"> <li>- Introduction part: proper writing of the word 'item' in Indonesian language is "aitem"</li> <li>- No 1.1: the name of Indonesian professional psychology program is "Program Studi Magister Psikologi Profesi"</li> <li>- No 2.2: one alternative box is missing</li> <li>- 4.1.a Example(s) needs to be included</li> <li>- 4.2.1: There are 2 kinds of monitoring and evaluation activities for educational programs: internal and external. HIMPSI does not accredit professional programs.</li> </ul>	<ul style="list-style-type: none"> <li>- No 1.1: exclude this item from the questionnaire. Alternatively, the researcher can ask for educational handbook/guide from each professional program.</li> <li>- No 1.3: change the format of item by providing multiple options for respondents to choose</li> <li>- No 1.4: same as above</li> <li>- No 2.3: exclude this item from the questionnaire. Alternatively, the researcher can ask for educational handbook/guide from each professional program.</li> <li>- No 2.4: unclear item; clarify the sentence</li> <li>- No 2.5: item is difficult to answer; clarify the meaning of unique content</li> </ul>	—	<ul style="list-style-type: none"> <li>Item 2.2: What is the difference between "professional organization" and "relevant association". Some examples may need to be included.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggestions from R-2 which is related to substitution of several words into more familiar or appropriate words within Indonesian language are all accepted; the researcher has made necessary amendments.</li> <li>- Odd layout has been fixed (e.g. missing box)</li> <li>- Relevant example has been added (e.g., item no. 4.2.2) to clarify item's meaning</li> <li>- Item no 4.2.1 has been fixed by omitting the word "HIMPSI"</li> <li>- Item no 4.2.5 (old version) is merged with item no. 4.2.2, 4.2.3 and 4.2.4. The researcher developed a new table to accommodate these items (item no. 4.2.2 in the new questionnaire).</li> <li>- Regarding items no. 1.1 and no. 2.3, the researcher decided to maintain these items due to possibility that respondents are not willing to provide any documentary data needed for the study.</li> <li>- Suggestions related to format change from open-ended to close-ended items with multiple options (R-3, Section 1) have all been accepted; the researcher has made necessary modifications (these new items include: 4.11-4.1.3).</li> </ul>

(Continued)

PARTS IN PDQIP3	RESPONDENTS (R)					ACTIONS
	R-1	R-2	R-3	R-4	R-5	
	–	- No 4.2.5: every one academic year	- No 4.1: change the format of item by providing multiple options for respondents to choose No 4.2.2: same as above - No 4.2.4: same as above - No 5.1 same as above - No 5.3: same as above - No 5.5: same as above General comments: It would be easier for respondents if some items are presented as close-ended items (with multiple options to choose from).	–	–	- Unclear item (no.2.4) has been modified - Item no. 2.5 is excluded from the questionnaire and is put in the interview protocol so that the researcher has enough possibility to elaborate the meaning of 'unique content' through the use of day to day language. - Suggestion regarding item no. 2.2 (R-5, Section 1) has been accepted; examples are provided for this item.
<b>PART 2</b>	- Too many items; items are overlapped. Some items that have been asked before appear again in similar version at the subsequent numbers.	Check the words highlighted and change some of the words currently in use by the researcher into suggested alternative words in Indonesian	Too many items and sentences used are too long.	–	–	- Efforts have been done to shorten the questionnaire (R-1 Section 2 and R-3 Section 2). The researchers used results from the calculation of Aiken's V and H coefficients to do items selection. Items have been selected on the basis of validity and reliability calculations. 28 items were omitted based on this criteria. Further, the researcher reviewed all items in the new PDQ to find any repetitive items and then merged some similar items.

(Continued)



PARTS IN PDQIP3	RESPONDENTS (R)					ACTIONS
	R-1	R-2	R-3	R-4	R-5	
- Subject matters/content which ever provided in undergraduate level is not necessary to be provided in the professional program's choice of content.						<p>These last efforts has resulted in another 22 omitted items, which made a total of 145 items in the new questionnaire. The use of sentences has also been reviewed and some modifications have been made to increase clarity of items.</p> <p>- R-1, Section 2: Subject matters/content are presented according to list of requirement for the scientist-practitioner model. The presentation of these subject matters in the questionnaire does not mean that the professional programs have to give all of them in their programs, as stated in the instruction for this item. In the final version of the questionnaire, the researcher decided to move items 1-41 in Section 2 to Section 1 number 2.5 and 2.6, due to suitability of these items with other themes of curriculum components in Section 1.</p> <p>- Suggestions related to replacement of some words into more appropriate words within Indonesian language have all been accepted; the researcher has made necessary modifications.</p>

(Continued)

PARTS IN PDQIP3	RESPONDENTS (R)					ACTIONS
	R-1	R-2	R-3	R-4	R-5	
<b>PART 3</b>	—	<ul style="list-style-type: none"> <li>- No 1.1: The correct words are "program studi", not "program"</li> <li>- No 2: same as above</li> <li>- No 2: There is no specialization named Child and Adolescence Educational Psychology (within the Indonesian professional psychology programs)</li> <li>- No 3.1: Presentation of academic year in the table should begin with the earliest academic year.</li> <li>- Add one semester in the table, thus this item will include the second semester of the 2015/2016 academic year</li> <li>- No 3.2.1: accredited bachelor psychology program, not accredited institution</li> <li>- No 3.3: the word "nilai psikotes" should be changed into "hasil psikotes"</li> </ul>	—	—	<p>It might be necessary to add data about institutions where students do internship/supervised practice: hospital, clinic or elsewhere. This might provide a picture of internship sites provided by the professional program and of educational services given by these professional institutions.</p>	<ul style="list-style-type: none"> <li>- Suggestions related to the use of more appropriate words have all been accepted; necessary modifications have been made.</li> <li>- Suggestion related to item no.2 about type of specialization has been investigated. The researcher has checked the website information and confirmed that the stated specialization exists, thus this item is maintained.</li> <li>- Suggestions for items no. 3.1 and 3.2 have been accepted; the researcher has made necessary amendments.</li> <li>- Suggestions for items no. 5.2 and no. 6.2 have been accepted; necessary modifications have been made.</li> <li>- Suggestion about additional item(s) related to characteristics of internship sites have been accepted. The researcher has developed 3 new items targeting this theme (Part 1: 3.7, 3.8, 3.9).</li> </ul>

(Continued)

PARTS IN PDQIP3	RESPONDENTS (R)					ACTIONS
	R-1	R-2	R-3	R-4	R-5	
	—	<ul style="list-style-type: none"> <li>- No 4.1: The correct words are "program studi", not "program"</li> <li>- No 4.2: underline the word 'per week'</li> <li>- No 5: use the correct word consistently for the name of professional program: "program studi Magister Psikologi Profesi"</li> <li>- No 5.1: consider the fact that the majority of the classrooms are shared with other programs</li> <li>- No 5.2: consider one additional option, that is facility for handicapped students</li> <li>- No 6.2: re-consider the last column of the table regarding percentage of job types gained by graduates due to potential difficulty of program director to provide this kind of data.</li> </ul>	—	—	<p>Whether the internship sites are provided by the program or sought by the students are also another important aspect to explore. If students have to find their own internship sites, another question would be what criteria must be considered by the students.</p>	

## Appendix F

### Interview Protocol

Code:

Date of interview:

Time:

Location:

Demographic Background

Gender:

University:

Opening

☐ Message of thanks to respondent for willingness to participate and commit time accordingly

☐ Confirmation of consent acknowledged

Research Questions

No.	Questions	Probing Questions	Interviewer's Notes	Comments
1	How is the curriculum developed in your professional program?	Are there any systematic efforts to incorporate societal needs in the curriculum making?		
		Is there any process designed to gather information on societal needs?		
2	What are the policies, guidelines or regulations that most influence curriculum development in your professional program?	How do they influence curriculum development?		
3	How were the aims and objectives of your professional programs developed?	Is there any specific guide that has been used in developing those aims and objectives? If yes, what is/are the guide(s)? What are the guides that most influence the development of aims and objectives of your program? How has that guide contributed to the formulation of the aims and objectives?		
		Was there ever any change to the stated aims and objectives of your program? If yes, when did it happen? What were the reasons for the change?		
		In your opinion, is there any possibility that the current aims and objectives will be modified or changed in the future? Why?		

No.	Questions	Probing Questions	Interviewer's Notes	Comments
4	What do you see the roles of psychologists being?	What are the roles your society expects of psychologists?		
	In your opinion, do the stated aims and objectives of your professional program consider society's demands of a psychologist?	Why/why not?		
5	Regarding training models, what is the underlying philosophy that determines the model selection?			
6	Of the guidelines used for developing courses in your professional program, which are the most influential?	Why?		
7	To your opinion, which is more dominant related to course content applied in your program- the science/research or the practice element?	Why do you think so?		
8	Is there any unique content included in your professional program – that is, which is different from any other Indonesian professional programs?	If yes, what exactly is unique to your program's courses?		
		Why did your program develop this unique courses?		
		How did the unique courses develop?		
9	In your opinion, are there any specific courses deemed important but not already covered in your program's curriculum?	If yes, what are they?		
		Why do you think it important that these courses be included in your future professional program?		
10	In your opinion, are there any specific courses deemed important that are not already covered in the curriculum guidelines from the HIMPSI and AP2TPI?	If yes, what are they?		
		Why do you think these courses should be included in the guidelines?		
11	Of the teaching methods that are used in your program, which method is most widely used?	Why?		
12	Are there any other opportunities provided by your program, which aim to maximize students' knowledge and mastery of required skills?	Examples?		
13	What is emphasised in the assessment of students?	Why does your program place more emphasis on that/those aspect(s)?		
		What are the main principles used in evaluating students?		

No.	Questions	Probing Questions	Interviewer's Notes	Comments
14	[Is there any evaluation mechanism currently applied to assess your professional program in terms of quality of education provided (in addition to the accreditation process conducted by HIMPSI and BAN-PT)?]	If yes, what is emphasized in the program evaluation?		
		What happens after the evaluation process has been completed?		
		Is there any mechanism/attempt to follow up the results of the evaluation? Examples?		
15	What are your major concerns regarding the curricula of Indonesian professional psychology programs?	What are the underlying causes of those concerns?		
16	What are the major obstacles to curriculum development in your institution?	What are the causes of those obstacles?		
		In your opinion, what possible solutions might solve those problems?		
17	What are the major obstacles to curriculum implementation in your institution?	What are the causes of those obstacles?		
		To your opinion, what possible solutions might solve those problems?		
18	What are your hopes regarding curricula in Indonesian professional psychology programs?			
19	What are your suggestions(s) for improving curricula in Indonesian professional psychology programs?			
20	Is there anything you wish to add, or highlight, that relates to the curriculum of professional psychology program?			

### Daftar Pertanyaan Kepada Ketua Program Studi Magister Psikologi Profesi

Kode wawancara :  
 Tanggal :  
 Waktu :  
 Lokasi :  
 Jenis kelamin responden :  
 Universitas :  
 Pendahuluan :  
 • Ucapan terima kasih atas kesediaan mengikuti penelitian dan waktu yang diberikan  
 • Konfirmasi persetujuan yang diberikan

#### Pertanyaan Penelitian

No.	Item Pertanyaan	Pertanyaan Lanjutan	Catatan Pewawancara	Komentar
1	Bagaimana proses pembuatan kurikulum di program studi Anda?	Apakah terdapat upaya sistematis untuk menjaring masukan mengenai 1) kebutuhan masyarakat atau 2) tuntutan akan peran psikolog?		
		Apakah terdapat upaya untuk memperoleh informasi mengenai 1) kebutuhan masyarakat atau 2) tuntutan akan peran psikolog?		
2	Kebijakan/pedoman/peraturan/informasi apakah yang paling berpengaruh terhadap pengembangan kurikulum di program studi Anda?	Mengapa?		
3	Bagaimana proses perumusan visi dan misi di program studi Anda?	Adakah pedoman khusus atau informasi yang digunakan untuk merumuskan visi dan misi tersebut?		
		Bila ada, apa sajakah pedoman tersebut? Pedoman apakah yang paling berpengaruh terhadap perumusan visi-misi? Bagaimana pedoman tersebut mempengaruhi penentuan visi-misi?		
		Apakah visi dan misi program ini pernah berubah?		
		Bila Ya, kapan terjadi perubahan tsb?		
		Apa yang menyebabkan adanya perubahan visi dan misi?		
		Apakah kemungkinan akan ada lagi perubahan di masa mendatang? Mengapa Anda berpendapat demikian?		

No.	Item Pertanyaan	Pertanyaan Lanjutan	Catatan Pewawancara	Komentar
4	Menurut Anda, apa sajakah peran seorang psikolog?	Apa sajakah peran psikolog yang diinginkan oleh masyarakat lokal di mana program studi ini berada?		
		Menurut Anda, apakah visi/misi program sudah memperhatikan tuntutan masyarakat lokal akan peran psikolog? Mengapa Anda berpendapat demikian?		
5	Menurut Anda, apa model pendidikan yang digunakan dalam program studi ini?	Mengapa Anda berpendapat demikian?		
		Mengapa program studi Anda memilih model tersebut? Atau: Apa filosofi yang mendasari pemilihan model tersebut?		
6	Dalam penyusunan mata kuliah dalam program studi Anda, pedoman atau peraturan apakah yang paling berperan/berpengaruh?	Atau, informasi apakah yang paling banyak digunakan sebagai input dalam penyusunan mata kuliah?		
7	Menurut Anda, bagaimana pertimbangan materi penelitian/kemagisteran dan materi praktek dalam daftar mata kuliah di program studi Anda?	Manakah yang menurut Anda lebih dominan, komponen praktek ataukah penelitian/kemagisteran?		
		Mengapa Anda berpendapat demikian? Lalu, mengapa prodi Anda memutuskan demikian?		
8	Adakah mata kuliah unik/khusus yang menjadi penciri dari program studi Anda (dan yang hanya ditawarkan oleh prodi ini)?	Bila ada, mata kuliah apa sajakah itu?		
		Mengapa program studi Anda mengembangkan mata kuliah tsb?		
		Bagaimana proses pengembangan mata kuliah tsb?		
9	Adakah mata kuliah yang Anda anggap penting, namun belum diberikan dalam program studi Anda saat ini?	Bila ada, mata kuliah apakah itu?		
		Mengapa Anda berpendapat bahwa mata kuliah tsb penting?		
10	Adakah mata kuliah yang Anda anggap penting, namun belum dimasukkan dalam pedoman mata kuliah yang ditentukan oleh HIMPSI dan AP2TPI?	Bila ada, mata kuliah apakah itu?		
		Mengapa Anda berpendapat bahwa mata kuliah tsb penting?		
11	Dari berbagai metode mengajar yang digunakan di program studi Anda, metode apa yang paling banyak digunakan?	Mengapa?		



No.	Item Pertanyaan	Pertanyaan Lanjutan	Catatan Pewawancara	Komentar
12	Apakah program studi Anda menyediakan kesempatan belajar lainnya untuk menambah pengetahuan mahasiswa atau meningkatkan keterampilan mahasiswa? Adakah kesempatan belajar yang diunggulkan oleh program studi, untuk memaksimalkan pengetahuan atau meningkatkan keterampilan praktek mahasiswa?	Contohnya?		
13	Pertanyaan berikut ini adalah tentang proses evaluasi terhadap mahasiswa. Apa fokus/ penekanan dalam proses evaluasi terhadap mahasiswa?	Mengapa program studi Anda memilih penekanan pada aspek tsb? Apa prinsip utama yang digunakan dalam mengevaluasi mahasiswa?		
14	Adakah proses evaluasi terhadap program studi, terutama yang berkaitan dengan penilaian kualitas program studi (selain proses akreditasi yang dilakukan oleh BAN-PT)?	Bila ada, apa fokus utama proses evaluasi terhadap program studi? Apa yang dilakukan setelah proses evaluasi selesai? Apakah terdapat mekanisme untuk menindaklanjuti hasil-hasil evaluasi? Apa saja tindak lanjut terhadap hasil evaluasi?		
15	Menurut Anda, apa sajakah kendala utama terkait penyusunan/pengembangan kurikulum program Magister Psikologi Profesi di institusi ini?	Apa penyebab kendala tersebut? Menurut Anda, alternatif solusi apakah yang dapat dilakukan untuk mengatasinya?		
16	Menurut Anda, apa sajakah kendala utama dalam implementasi kurikulum di program studi Magister Psikologi Profesi?	Apa penyebab kendala tersebut? Menurut Anda, alternatif solusi apakah yang dapat dilakukan untuk mengatasinya?		
17	Hal apakah yang menjadi perhatian (concern) utama Anda terkait kurikulum program studi Magister Psikologi Profesi?	Apa penyebab perhatian (concern) tersebut?		
18	Apakah saran Anda untuk perbaikan kurikulum program studi Magister Psikologi Profesi di Indonesia (dapat mencakup aspek tujuan program, content/materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi)?			
19	Apakah harapan Anda terkait aspek-aspek kurikulum program studi Magister Psikologi Profesi (dapat mencakup tujuan program, content/materi pembelajaran, metode belajar dan mengajar, serta proses evaluasi/penilaian)?			
20	Adakah hal lain yang hendak Anda tambahkan terkait kurikulum program studi Magister Psikologi Profesi di Indonesia?			

## Appendix G

### Document list

#### ON-SITE CHECKLIST OF DOCUMENTS

Site :

Date :

(Please confirm validity of each document at the time of data collection)

No	Title	Availability		Note
		Yes	No	
1	Academic Guidebook			
2	Regulations or decree on the management of professional psychology programme (including curriculum policy)			
3	Syllabus			
4	Guidelines for the implementation of programme internship (if not available in above documents) for each practice area: regulations/decrees/technical guidelines containing, among others: organisation of internship, standards for determination of internship sites, supervisor requirements, and assessment of results.			
5	Internship Guidebook for students (if not available in above documents), including guidelines for developing internship report			
6	Guidelines for case report writing			
7	Case-conference guidelines			
8	Research Guidebook (if not available in above documents)			
9	Thesis writing guidelines			
10	Samples of students' case reports for each practice area and within the three service levels (individual, group, and community/organization/system)			
11	Samples of students' internship reports for each practice area			
12	List of abstracts of students' research			
13	Samples of students' master's thesis for each practice area			
14	List of case/client distribution per student, for each area of practice			
15	List of partner institutions for students' internship			
16	Scientific journal or other evidence of dissemination activities of research and practice			
17	Students' case handling log book			
18	List of lecturers (permanent and seasonal)			
19	Self-report or internal evaluation report of professional psychology programme			

## DAFTAR DOKUMEN

Lokasi :

Tanggal :

(Pastikan masa berlakunya dokumen saat pengambilan data)

No	Title	Availability		Note
		Yes	No	
1	Buku panduan akademik			
2	Buku pedoman ( <i>Handbook</i> )/peraturan-peraturan/SK internal mengenai pengelolaan program studi Magister Psikologi Profesi			
3	Silabus mata kuliah			
4	Pedoman pelaksanaan Praktek Kerja Psikologi Profesi (PKPP) untuk masing-masing bidang peminatan			
5	Panduan penulisan Laporan PKPP			
6	Pedoman pembuatan laporan penanganan kasus			
7	Panduan pelaksanaan case-conference			
8	Panduan pelaksanaan penelitian			
9	Panduan penulisan thesis			
10	Laporan kasuistik (penanganan kasus) yang dibuat oleh mahasiswa untuk masing-masing bidang peminatan, mencakup 3 level klien (individu, kelompok, dan komunitas/organisasi/sistem)			
11	Laporan Praktek Kerja Psikologi Profesi oleh mahasiswa, untuk masing-masing bidang peminatan			
12	Daftar abstrak/ringkasan penelitian mahasiswa			
13	Thesis mahasiswa untuk masing-masing bidang peminatan			
14	Daftar distribusi kasus/klien tiap mahasiswa, untuk masing-masing bidang peminatan			
15	Daftar institusi <i>partner</i> untuk kerja praktek mahasiswa			
16	Dokumen jurnal penelitian atau wadah diseminasi hasil penelitian dan diseminasi kegiatan praktek			
17	Log book penanganan kasus oleh mahasiswa			
18	Daftar dosen tetap dan dosen tidak tetap			
19	Laporan hasil evaluasi internal program studi/ dokumen <i>self-evaluation</i> atau <i>self-study reports</i>			