

Teaching Psychology
around the World:
Volume 5

Teaching Psychology around the World: Volume 5

Edited by

Grant J. Rich, Alfredo Padilla López,
Liesel Ebersöhn, Jacqui Taylor
and Shirley Morrissey

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FOREWORD

UWE P. GIELEN

ST. FRANCIS COLLEGE, NEW YORK, USA

During the last 50 years, the discipline of psychology has made considerable progress around the world. Psychology courses are now taught in at least 150 nations, the International Union of Psychological Science (IUPsyS) includes 89 national member organizations together with 24 affiliated regional and global psychology organizations, and more than one million psychologists teach and practice in a broad variety of cultural and national settings. Nevertheless, most American psychology textbooks do not tell us nearly enough about the inner worlds and lives of non-Westerners. In addition, we know too little about how psychology is conceived, taught and practiced around the globe. Reading this, the fifth volume in the innovative series *Teaching Psychology around the World*, will help to diminish some of our ignorance in all of these areas. Led by the distinguished international psychologist Grant J. Rich, the volume has been designed by a team of five leading psychologists from around the world. Its 35 chapters tell us how psychologists are educated and trained across a very broad range of sociocultural settings. Once you read it, you will truly appreciate just how international the discipline of psychology has already become.

The essays contained in this volume cover an astonishing variety of topics. For instance, the attentive reader will learn what kinds of innovative technologies are being employed to promote the education of psychology students in the UK, what new kinds of internships are being developed in Aotearoa New Zealand, how to promote resilience in South Africa, and how psychology students are educated in Botswana. Other chapters discuss how one becomes a forensic psychologist in Latin America, how psychology is taught not only in Cambodia but also in many other countries located in Asia, the Middle East, and elsewhere, and how psychologists seek to identify and meet the mental health needs of those living in Canada's remote northern communities. Even experienced global and international psychologists are bound to learn much that will prove both new and useful to them. This includes new knowledge about

innovative programs for undergraduate and graduate students as well as suggestions about how best to align psychological knowledge with culturally important themes and considerations that often vary between well-to-do and economically challenged societies.

Sherri McCarthy played a crucial role in establishing the conference series *Teaching Psychology around the World*, together with its associated book series. Now that Sherri has left us, we can best honor her memory by following in her footsteps while embracing increasingly global, multilingual, and multidisciplinary versions of our discipline. Together with its predecessors, this volume demonstrates in detail how psychology is growing into a more comprehensive and less culturally encapsulated science, while buttressing people's desires to lead satisfying and helpful lives. We as educators and practitioners need such a science if we wish to support our students in their efforts to function more effectively in the globalized world of tomorrow.

CHAPTER ONE

TEACHING PSYCHOLOGY AROUND THE GLOBE

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With great pleasure, I introduce the fifth volume of the *Teaching Psychology around the World* series of books. This project was begun by the late Sherri McCarthy of Northern Arizona University (Yuma), and Sherri served as lead editor of the first three volumes of the series (McCarthy et al., 2007, 2009, 2012) and began work on the fourth volume as well (Rich, Padilla-López, de Souza, Zinkiewicz, Taylor, & Jaafar, 2018). This series is sponsored by ICOPE, the International Council of Psychology Educators (ICOPE, 2019). ICOPE has sponsored a series of conferences dedicated to the internationalizing of psychology teaching, and Sherri McCarthy, along with Victor Karandashev, were instrumental in launching these landmark events. Most recently, ICOPE held a successful and well-attended conference in March 2019 in Dhaka, Bangladesh, under the able leadership of Mohammad Rahman (University of Dhaka) (Rich, 2019).

In fact, it may be safe to state that international psychology is in the midst of a Renaissance, after perhaps a century of neglect and near single minded-focus on North America and Western Europe (Rich & Gielen, 2019). For instance, the American Psychological Association chartered its International Psychology Division in 1997, and the organization now features a quarterly Bulletin as well as a fully peer-reviewed journal, and sponsors ample sessions at its well-attended annual Conventions. Several of these sessions have recently highlighted internationalizing the teaching of psychology (e.g., Rich, 2018, Rich & Gielen, 2018), and occasionally have included integrative sessions with both APA and ICOPE members (e.g., Rich, 2019b; Rich & Fatemi, 2019). APA's leading journal *American Psychologist* has also recently published an article focusing on internationalizing psychology teaching (Takooshian, Gielen, Plous, Rich, & Velayo, 2016).

Furthermore, several books focusing on internationalizing psychology teaching have been published over the past several years, including *Internationalizing the teaching of psychology* (Rich, Gielen, & Takooshian, 2017), *Internationalizing the psychology curriculum in the United States* (Leong, Pickren, Leach, & Marsella, 2012), and *Internationalizing the undergraduate psychology curriculum* (Gross, Abrams, & Enns, 2016).

The present volume fits well into this context, and also points the direction to the future, including nations and regions that have not been featured in past books or volumes. For instance, the current volume features chapters on psychology in Uganda, Cameroon, Botswana, as well as strong representation from South Africa. Chapters also feature English speaking nations and regions which are not always well represented in the international psychology teaching literature, including indigenous Canada and Aotearoa New Zealand. Less commonly examined nations in Europe are also emphasized in this book, including the Czech and Slovak republics as well as Cyprus. Notably the present book features a section on the Middle East, with chapters focusing on Lebanon, Egypt, Iran, and Turkey. The Latin America section includes scholars from El Salvador, Guatemala, and beyond. Finally, a small but strong Asia section includes work highlighting psychology in Vietnam, Indonesia, and Cambodia. Though the present volume is large, there remains significant room for future developments; for instance, more nations of the Middle East, Africa, and Asia should be featured, and sections on the Caribbean and Pacific Islands would be welcome indeed.

There are now about one million psychologists around the globe (Zoma & Gielen, 2015), and psychology is growing more rapidly outside of the United States and Western Europe than within it. All must be prepared for our new world, and we look forward to growing and learning together.

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CHAPTER TWO

INTERDISCIPLINARY TRAINING OF PSYCHOLOGISTS IN RURAL CONTEXTS

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Introduction

History has shown that higher education and its expected consequences, both by governments and for citizens, is not sufficient as a strategy to adequately promote social mobility or social development (Brown, 2018, Silva-Laya, 2014; Santamaría & Ballester, 2014; Schmelkes, 2009). The implementation of higher education no longer guarantees, in itself, a means to improve socioeconomic status, nor does it

guarantee safe or immediate employment. Indeed, in many cases it is part of the cause of social inequality.

However, paradoxically, education is also the most effective tool to combat social inequalities; Schemelkes (2009) affirms it categorically: "We need an education that prepares for employment and decent work. We need an education that teaches to think, to criticize, to propose; that encourages scientific thinking and the capacity for technological development. But we also need an education that provides for democratic participation. We need an education that trains human beings to be respectful of others and the environment, and who value our diversity. We need a society that forges human beings who are socially responsible and supportive, intolerant of injustice, creative and transformative" (p.48).

It is evident that, for higher education to promote these conditions of socioeconomic strengthening, the formula must include a focus on educational equity.

Educational equity and successful education

Several authors have viewed higher education as an essential tool that, if fostered and exercised with educational equity and social responsibility, promises to be an important driver for progress, mobility and social equity (Aponte-Hernández, et al., 2008; Silva-Laya, 2012; Vélez, Campos, & Huerta, 2013; Marmolejo, 2016; GUNI, 2017).

In addition, it has been found that countries that promote and strengthen higher education have better quality of life indexes (Jahan, 2017; OECD, 2017). Education has a broad impact on political, social, economic and cultural conditions by providing graduates with greater social credibility, greater participation in political acts, greater prestige in the labor force, and a higher per capita income with respect to people who do not enter tertiary education. However, higher education has also fostered and strengthened social inequality, through inequality of access, permanence and graduation to university careers (Aponte-Hernández et al., 2008; Brown, 2018; Ferreyra et al., 2017; OECD, 2017; Posslets & Grodsky, 2017).

Current conditions offered by tertiary education are defined by a combination of contributions, where both the State and the private sector share investment and collaboration strategies to promote the country's development (Ferreyra et al., 2017; Mungaray, Ocegueda, & Moctezuma, 2006). In addition, countries generate public policies that promote educational equity to ensure an increase in income, permanence in employment and graduation of students and encourage the participation of

private initiatives in this educational field (Browne & Shen, 2017; Dwyer, 2018; Silva-Laya, 2012).

Among the public policies most used to promote equity in access to higher education are those related to economic factors. On the one hand, there are scholarships or grants related to the cost of tuition; on the other hand there are educational loans (Dwyer, 2018; Ferreyra et al., 2017). Additionally, there are also bank loans and various types of scholarships (mobility, enrollment, by average, etc.), as well as financial support for the private initiative, and requests for international funds for educational projects are used as compensatory mechanisms that support the permanence of students in higher education (Aponte-Hernández et al., 2008; Browne & Shen, 2017; Ferreyra et al., 2017; GUNI, 2017; Marmolejo, 2016; OECD, 2017).

The case of Latin America and the Caribbean represents conditions requiring income support. Ferreyra et al. (2017) state that, at a global level, the region generated strategies that promoted a significant increase in enrollment, and in only thirteen years (2000-2013) it grew by 28%, and the best result is "... 50 percent more Poor population (P50) represented only 16 percent of the higher education students in 2000, this group came to represent approximately 24 percent of the students in 2012..." (p. 9). The increase in enrollment is due to the increase in the supply from private initiatives. As of the year 2000, 2,300 new institutions offering 30,000 new educational programs have been set up, and 43% of the new students "come from low income families and, as explained below, are less academically prepared than their peers from more favored environments..." (Ferreyra et al., 2017, p.10), which results in half of the students leaving school or university.

This truncated educational success suggests that the circumstances under which higher education students arrive and live are equal to or greater than the circumstances which the government or institutions can address. It is very important that education systems strengthen the quality of basic and secondary education to promote the success of higher education. In addition, the role played by local, state and federal governments in providing conditions for social equity (the rule of law, social security and quality of public services) is crucial to increase chances of successful, quality higher education.

The conditions for educational equity created by public policy makers always have secondary, apparently unexpected, consequences that can result from a lack of comprehensive vision of the processes prior to and after the execution of higher education. This confirms that higher education is a very complex social phenomenon. Several powers interact

and affect each other and should we modify, we need to foresee consequences.

However, if the conditions of execution, monitoring and adaptation of the educational processes work within a framework of educational equity, then we could consider that it is very likely that the offered higher education can promote social mobility, social progress and the expected social relevance. To give an example of this possibility, we present the interdisciplinary training strategy we developed at the School of Engineering and Business, Guadalupe Victoria (EINGV) for the training of psychologists in a rural context.

Context of creation of the EINGV model

In November 2006, the Autonomous University of Baja California (UABC), created the EINGV as part of its initiative to meet demands regarding quality and equity. The demands centered around the institutional policy of educational opportunity which recognized that, for the institution to fulfill its commitments of coverage, relevance and equity in its educational programs, it should "create and offer a diversity of programs based on academic alternatives to organize learning from innovative, dynamic, open and flexible perspectives" (UABC, 2003, p. 11).

This academic unit was initiated in the rural area of Mexicali, approximately 72 kilometers from the urban area of this municipality. The creation of this project resulted from the synergy of the requests that the community itself was making, from the institutional intention to promote equity to the access and permanence of the youth and the altruistic generosity of a family that donated the land where it is built (Mungaray, 2015).

Thus, the University Council, approved in the Ordinary Assembly of November 16, 2006 (Gaceta Universitaria, 2006) that the EINGV would offer educational programs (EP), including a Bachelor's in computer engineering, a Bachelor's of Business Administration and a Bachelor's of Psychology; as well as the common paths (the first year of training) in areas of Economic-Administrative Sciences, Engineering Sciences and Social Sciences.

This set of authorized and offered programs was mainly based on the number of applications for admission to these programs by people based in the rural areas of Mexicali and San Luis Río Colorado, and the number of students who dropped out of these programs due to lack of resources. These issues had their origin in the rural area of Mexicali. In this way, the creation of the EINGV indicated a real opportunity for access and

permanence in higher education and therefore, a greater possibility of achieving a successful higher education.

Before this opportunity, for psychology students from this rural area to attend classes would require them to start the day at three in the morning to walk a few kilometers, then take a bus for transport to the city and then attend classes. Alternatively, failing that, the family had to make the effort to rent a room in the city. In both cases the situation would last four or four and a half years. Also, in both cases, the psychology graduate did not return to practice his profession in his place of origin, but stayed in the city, leaving his family and thus inhibiting the social development of the rural area.

When the EINGV started operations in the rural area of Mexicali, there was only one building without public services, with newly hired teachers, with few students, in an extensive rural region that has few transportation services and a population with limited economic resources, and a society with high expectations for higher education in their community. However, all this was addressed by a high level of involvement of civil society, a great motivation of the teaching staff to participate in the new project and extensive proactive participation of enrolled students, which, according to some authors (De la Orden, 1991; Durisic & Bunijevac, 2017; Park, Buchmann, Choi, & Merry, 2016), favors better educational achievements.

It is important to mention all these initial conditions as they allow us to describe the background context in which we developed the EINGV to promote successful education in the professional training of psychologists and others professionals.

Challenges that gave rise to the model

The EINGV had to make use of the UABC educational model proposal (UABC, 2006) which has among its essential components student-centered learning, a competency-based approach, different learning modalities, university linkage and extension and student mobility. The main attributes of the educational model are integral training, curricular flexibility and a credit system; all this is philosophically and pedagogically based on humanism, constructivism and the principles of education throughout life.

Thus, the training process for the bachelor's degree implies that the student progresses in three stages of professional training: basic, disciplinary and terminal. Learning modalities, as described in Article 155 of the UABC School Statute (UABC, 2016), range from compulsory learning units and optional learning units, to linking projects with credit value, passing for another 17 typified modalities.

In addition to the substantive function of teaching, the EINGV had to attend from its beginnings to the other two substantive functions of the university: Research and Extension; and as a consequence of this also to the implicit activities of strengthening the academic profile, strengthening academic-scientific production capacities, the creation and consolidation of collegiate actions and the creation of strategies for linking with the immediate, regional, national and international environment, among others. All of these are actions that also have an impact on the social relevance of higher education as a form of social responsibility and on the equity of access, permanence and graduation that higher education systems should favor as these are essential in the work of universities.

With respect to these issues, the EINGV also had some important challenges. Remember that the newly appointed full-time professors who formed the academic psychology area were people who, just four months before, were part-time professors with little or no experience in academic work (publications, organization of academic-scientific events, dissemination of science, coordination of research projects, etc.), almost no experience in interdisciplinary work, and uninformed about institutional functioning. The majority had never been in the rural area of Mexicali and, it should be noted, had only recently met.

It was necessary to do something quick and effective to respond to the challenges raised by the institutional indicators, the indicators of the external accrediting bodies, the indicators of the internal and federal sources of financing; and, above all, the challenges that the regional community raised in their contributions and hopes that the university could really be a public good that promoted social development and social mobility.

Specifically, the challenge assumed that we should:

1. Create a situation where the four main actors (students, faculty, society, institution) interacted for mutual benefit;
2. Propose a viable solution to a real challenge posed by a company or institution in the locality;
3. Promote interaction among teachers, not only in theory but also in practice, demonstrating to students how a psychology professional would solve a challenge;
4. Create a practical situation that requires students to propose the solution and teachers to guide and advise on its technical relevance in relation to the general objective;
5. Create a formal relationship between society and the university which also allows psychology graduates to be promoted as employees or potential employers of other professionals;

6. Propose a way to create and strengthen specialized research groups relevant to the needs of their environment and to the needs of academic process; and
7. Create a condition that promotes inter and transdisciplinarity between different educational programs offered by the university institution.

The EINGV Model

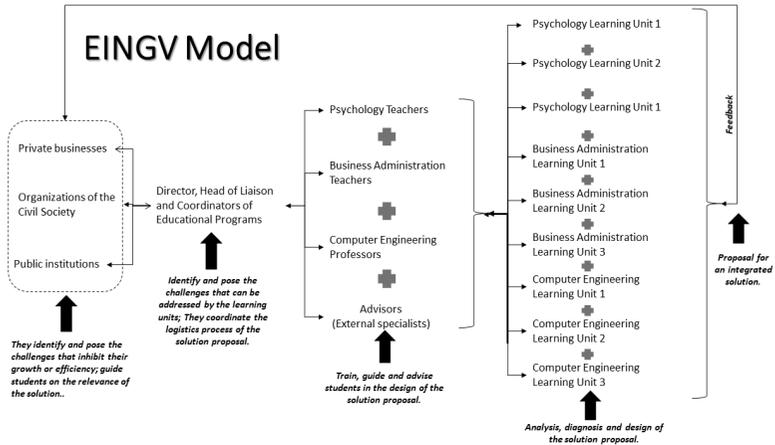
The EINGV Model includes the interaction of the four main actors of the university education system: the student of psychology, the professors of psychology and other disciplinary areas, the greater society and the university institution. In this model, society (private companies, governmental institutions or civil society organizations) identifies and presents challenges that limit their development or efficient functioning to the university.

To determine how the social entity (Institution) would benefit from the project, the following arguments were established as selection policies:

1. The selected Institution must be legally constituted, in order to sign a collaboration agreement;
2. The Institution must not have affiliation with any political party;
3. The needs raised should be from the Institution and not from the individual requesting it;
4. Solving the problem should involve the greatest exponential impact in the community; and
5. It must be a project that EINGV is able to respond to given its educational programs or its research or linking projects.

Once the Institution is selected, the EINGV, represented by the director, the head of the department of liaison and those in charge of educational programs meet. This group analyze the possibility of addressing challenges through learning units. The project is then presented to the teaching staff for their consideration. Pedagogical strategies are designed or adapted to provide solutions to the challenges. The staff become the advisors and counselors of the students who carry out the analysis, diagnosis and proposal of a solution to the society, after checking it several times with the company itself and its advisors (see Figure 1-1).

Figure 1-1. Organizational and functional scheme of the EINGV Model for successful Higher Education.



The operation of this model involves nine stages that are developed through a transdisciplinary intervention project with each stage leading to the next:

Stage 1. Identify the beneficiary. The initial interview with the Institution is carried out, ensuring selection policies are covered.

Stage 2. Define the problem. The context of the problem is analyzed to determine if the EINGV can attend to it. Also, more important for this stage, the scope of the problem must be defined (How complex is the problem?).

Stage 3. Agree on the general objective. The Head of Liaison (HL) and the Educational Program Coordinators (EPC) must analyze the four basic conditions: a) Students prepared with minimum knowledge and skills to meet the challenge; b) Teachers with experience in dealing with this type of challenge and willing to collaborate as a team; c) Available required equipment, infrastructure and minimal academic-administrative resources to meet the challenge; and d) Actual circumstances of the context where the challenge will be addressed. Based on the analysis of these circumstances, the wording of the general objective is presented to the beneficiary institution for approval and signature of a collaboration agreement is determined.

Stage 4. Define specific objectives. Once the general objective has been agreed upon by both parties (the Institution and the EINGV), the

HL presents the problem and the general objective to the teachers involved; EPCs define, if necessary, which learning units will form a theme. Additionally, each teacher defines the specific objective of his / her learning unit, as well as the deliverable product that defines the achievement of the specific objective. Finally, the group of teachers define five goals for each specific objective.

Stage 5. Schedule the calendar of activities. In this stage, the HL and the EPC define the dates for compliance with the goals within the semester's school calendar. At each compliance date a seminar is held to review progress and evaluate the project itself.

Stage 6. Publicize the project. The HL and the teachers present the project to each group of students and clarify any questions and remove any doubts. They also present the work plan to the beneficiary institution to answer any questions and to manage the resources that are necessary. Once doubts have been removed and relevant adaptations have been made, letters of confidentiality and regulations related to the project are extended to the participating students and teachers.

Stage 7. Introduction of participants. The HL organizes a plenary meeting to describe each one of the participants (students, professors and executives of the Institution) and their function in the project. Here, the Institution introduces the representative who will participate as a liaison and will attend the five seminars.

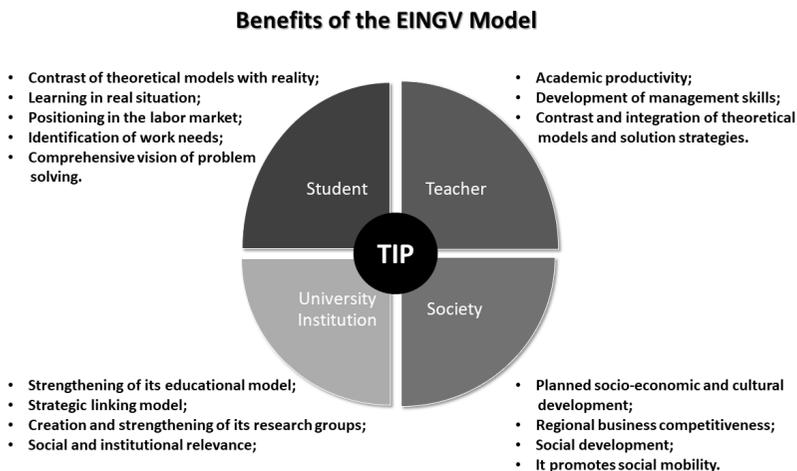
Stage 8. Project development. The programmed actions are carried out to achieve the goals; EPC perform the follow-up meetings with teachers and the HL performs follow-up meetings with EPC and the institution. Seminars are held to review progress and analyze results in plenary session with all participants (students, teachers and staff of the Institution).

Stage 9. Presentation of the solution proposal. The HL organizes a plenary meeting to deliver the solution proposal to the Institution.

Results of the application of the EINGV Model

This is the design and implementation structure of transdisciplinary intervention projects (TIP) to carry out a single action aimed to meet challenges. Figure 1-2 shows the benefits that these projects should achieve.

Figure 1-2. The expected benefits for each of the elements (Student, Teacher, Society and UABC) that intervene in the Transdisciplinary Intervention Projects (TIP), developed with the EINGV Model.



Between 2008 and 2015, 53 TIPs were carried out in which 667 psychology students and 22 professors (8 full-time and 14 part-time) participated. In addition to the creation of the EINGV Liaison Council, this dynamic resulted in the support of 97 companies and institutions in the rural area of Mexicali; the creation of two research groups: ‘Mental Health, Profession and Society’ and ‘Business Development’, both registered in a national registry; the production of 41 articles in indexed magazines, 11 books, 24 book chapters, 140 conference proceedings, 95 workshops and courses and six lectures (Padilla-López, 2016).

It appears that the EINGV Model was able to solve challenges that EINGV was experiencing at that time and generated opportunities for its institutional development, both in strengthening the capacity and competitiveness of the teaching staff, and in the institutional positioning in society and society, in the development of skills and specialized technical knowledge of psychology students who learned in real situations, but above all generated new expectations about the social relevance of the psychological profession in that region of the state (Guillén, Valenzuela, & Trujillo, 2014; cols., 2014; Páez, Guillén, & Valenzuela, 2010).

Final considerations

To a certain degree, we assume that the EINGV Model could be an instrument that demonstrates that it is possible to train psychology professionals with an interdisciplinary approach, at the same time that it promotes the socioeconomic development of the region through synergic actions among university students, professors, leaders of the private initiative, organized society, and the university institution (UABC). In the end, this model also promotes successful higher education for all.

However, it should be mentioned that the constitutive and operative characteristics that shaped the EINGV Model are due to a series of academic-administrative reactions that allowed us to solve the challenges proposed by each project. In addition, the experience in executing the model indicates that it depends on multiple factors that converge on two major themes: 1) equity in the processes carried out and 2) the achievement of a successful education. We still need to evaluate, from other perspectives, the efficiency of this model in other educational contexts.

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