Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ.
ISSN: 2616-6895. eISSN: 2663-2497

ПСИХОЛОГИЯ СЕРИЯСЫ/ PSYCHOLOGY SERIES / СЕРИЯ ПСИХОЛОГИЯ

IRSTI 15.81.21
Scientific article

https://doi.org/10.32523/2616-6895-2024-149-4-327-340

The ICUP Model for Psychology Education

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Abstract. This paper presents the development and implementation of the International Competency Model for Undergraduate Psychology Students (ICUP). In particular, it emphasizes how the goals and content of the project development activities, organisational, managerial and other operational aspects of this project are developed and structured. It argues the importance of creating task-specific small groups and provides the following recommendations for effective project implementation: evidence-based theory; using competency frameworks; ensuring incentives are in place; creating a plan; creating multiple engagement mechanisms; a commitment to ongoing development of cultural responsiveness; fostering openness to using new technology tools; and establishing formal and informal mechanisms for external and internal process review. The significance of the developing model of competencies for psychology students project enebles in creating or revising the content of educational programmes for the formation of basic psychological competencies at the undergraduate level.

Key words: competence, international model, project, psychological competence, competence category.

Received: 15.10.2024; Revised: 18.11.2024; Accepted: 29.11.2024; Available online: 10.12.2024

Introduction

1. The Project

The ICUPO project, initiated and lead by Jaquelyn Cranney (University of NSW, Australia) and Susan A. Nolan (Seton Hall University, USA), brings together several people from different World areas to try to be as inclusive and representative as possible of different approaches, traditions, and specificities with the aim of developing a model of psychology undergraduate outcomes (ICUP). In addition to a central Committee, comprising 19 members from 15 countries the project can rely on *IRGUPO,* a large ensemble of people acting as a reference/advisory group, comprising 96 members from 38 countries. The ICUPO project is still expanding at the time of this writing as it tries on the one end to include under-represented geographical, disciplinary, and cultural areas and on the other to include proactive people interested in working on this issue.

The ICUPO Committee planned and worked, and still does, on the model while IRGUPO provided, and still does, feedback and suggestions on various aspects of the project, with the main focus on the ICUP model.

The project involves on-line plenary sessions, working groups, ad-hoc interaction among people, and the IRCUPO engagement. The plenary ICUPO meetings take place via Zoom, monthly or bi-monthly, since October 2022. The choice to have Zoom meeting was motivated both by the coda of the COVID19 pandemic, and the consequent difficulty in crossing borders, and by the geographical distribution of the members involved, as traveling to a unique destination for each meeting would have been financially and organizationally quite costly. In retrospect, the online meetings have shown to be an efficient tool, with only two major drawbacks: the nuisance of time zones distribution and the lack of in-person interaction. We have tried to diminish the effects of the drawbacks by finding a “not too bad for everyone” equilibrium about timing, and by trying to attend common conferences that could allow to meet in person.

The plenary sessions rests crucially on the activity of Working groups that meet between ICUPO meetings:

- Process (Lead: Remo Job, Italy)
- Terminology (Lead: Judith Gullifer, Australia)
- Outcomes (Co-leads: Susanne Narciss, Germany; Luciana de Souza, Brazil)
- Integration (Lead: Tony Machin, Australia)
- Impact (Lead: not yet appointed)
- Ad-hoc small working groups

The co-leaders were members of all working groups. Each working groups had specific tasks but required a close interaction with each other in terms of processes and timing. The Process WG set the meetings’ agenda, organized the meetings, receipted or indicated topics to discuss, overview the processes and the organizational climate. The Terminology WG analyzed the relevant literature about the terms and definitions referring to different aspects of outcomes and presented for discussion terms they considered best suited for the concepts defining the UG competences of the project. The Outcome WG first outlined and then refined the set of competences, provide the wording for each competence category, and detailed the competence statements. The Integration WG examined alternative proposals offered by the Outcome WG

and either offered an integrated statement or definition, or asked for a vote in a plenary session about the alternatives. The Impact WG, only recently activated, consists of two sub-groups, one devoted to dissemination and one to implementation, two activities with many overlapping and interactive actions motivation a single group. The main activity of the group consists in the development and proposal of strategies (a) to disseminate the ICUP Model among National and International stakeholders, (b) to favour the engagement of National and International organizations and associations in the recognition, discussion, and support of the model, and (c) to facilitate the actual use of the model in creating or restructuring UG programs in psychology at the local, national, and international level.

Ad-hoc small groups were temporary groups set up to deal with a specific task (e.g. to discuss and prepare the students' questionnaire).

The formal IRGUPO rounds of engagement have regarded (a) a survey on the national undergraduate psychology outcomes, (b) feed-backs on various aspects of the methodology used in the project, and (c) feed-backs and comments on the actual model. Informal interactions between members of the Committee and IRGUPO have also take place. Both formal and informal interactions have been highly important and helpful.

Before delving into the Model created by the ICUPO collaboration let me report some of the recommendations we list in a paper in which we describe and discuss the complex set of processes underlying the project activity (Cranney at al., submitted b). They could be useful for those planning similar projects.

1. Be aware of relevant evidence-based theories (including from the organisational psychology and non-Western literatures) relevant to effective group processes. Make the chosen theories explicit early in the project.

2. Use existing competences frameworks to inform the processes of developing and structuring the competences.

3. Determine one full-time project leader, or two compatible co-leaders with a significant block of time to work together relatively exclusively on the project. Add a dedicated small group of committee members willing to undertake significant work, which will be critical to the project's success.

4. Ensure that there are incentives (e.g., publications, shared projects, shared values) for committee members and any advisory/reference groups such as IRGUPO.

5. Proactively create contingency plans for the project to take at least twice as long as initially planned.

6. Arrange multiple inclusivity mechanisms for the entire project duration. This is especially significant for international collaborations.

7. Stimulate committee members to stay aware of their positionality and be willing to continuously develop their capacity for cultural responsiveness.

8. Be open to using new and existing technological tools while considering inclusivity and accessibility factors, and ensuring that the technology supports rather than supplants the main project aims. Some examples are software for qualitative data analyses, videoconference platforms, cloud storage, sharing platforms, and generative artificial intelligence.

9. Create, from the beginning, formal and informal mechanisms for external and internal review of processes.

With reference to points 6 and 7, several actions have been taken to make sure that people were aware of the challenges posed by cultural responsiveness given the international nature of the project, both in terms of people actively working on the model and potential future stakeholders, and by the need to feel included and each own's contribution be recognized. For the former, a set of papers on the issue was gathered and made available to all; some formal moments with experts were arranged to delve into the issue; formal and informal discussions, as well as questionnaires, were developed to be use as a check-tool for our position, and development thereof, on cultural responsiveness; for the former, one of the actions I consider most effective was the 30 seconds thesis. At the end of each ICUPO meetings we devoted enough time for people to share, in more or less 30 seconds, any thought, hope, worries, proposal we wish to offer. This not only proved to be a productive way to go "behind" the given agenda of the meeting allowing people to direct attention to issues of interest, but it also allowed us to know the members of our team more fully from a personal point of view (let me remember that our meetings were only online and that we may have never met some of the other participants in person), favored our interpersonal relationships, and fostered creativity and divergent thinking.

The main aim of the project has been to collaboratively create an international ***foundational psychology competence model,*** called ICUP, for UG level that may help in the creation/revision of UG curricula in local, national, and regional contexts. The model, now in its Gamma.R2 version, is fully described and discussed in a paper by Nolan et al (in preparation).

The rationale motivating the project relied on several considerations:

A first consideration refers to the growing number of psychology programs worldwide, attesting to the popularity of the discipline among students but also pointing out issues of e.g. mobility and communication. One crucial aspect that was taken into consideration was that the increase in undergraduate psychology students does not automatically results in an increased number of professional psychologists, as many graduate programs in psychology, often being the only way into the profession, have a *numerus clausus* smaller than the psychology graduates. Thus, while in some Countries the flow from a Bachelor in psychology to a Master in psychology is quite direct, as shown by, e.g. Italy, where about 87% of psychology students access a Master from the corresponding Bachelor (my calculation on the bases of public data), in other Countries the situation is quite different. To illustrate, in USA only about 13% of people holding a Bachelor degree in psychology obtains a Master in Psychology (Conroy, Christidis, Fleischmann, and Lin, 2019). Therefore, the motivation and working possibilities for psychology students not becoming professional psychologists should be taken into careful considerations. We actually think that this segment of professionals is a resource for society at large.

A second consideration refers to the fact that at present an agreed-upon, shared model of psychology undergraduate outcomes is lacking. There is a model of international ***professional*** psychology competences that list the main competencies needed by psychologists in their profession (IPCP, 2016), but, somewhat surprisingly, there is no a full-fledged model for the education of future psychologists that explicitly state the foundational competences that should acquire. At this level, there are some regional positive exceptions such as EuroPsy (Lunt, Job, Lecuyer, Peiro, & Gorbena, 2011; for the last version of EuroPsy see *https://www.europsy.eu/_webdata/europsy_regulations_july_2023_ga_brighton_v2_0.pdf)* and the APA Guidelines

3.0 (2023). The ICUPO model has been mapped into both regional models to highlight both similarities and differences. While the mapping has been done at a very fine-graded level, for the sake of space I will summarize a few main aspects of each comparative analyses. The mapping between the ICUPO Model and EuroPsy (Cranney, 2024) shows that along with similarities, there are obvious differences. The first difference stems from the fact that EuroPsy is geared toward the regulation of the training of professional psychologists, whereas the latter is concerned with giving emphasis to the potential value of UG psychology education to multiple stakeholders, regardless of the career destination of graduates. This reflects the fact that in many (but not all) European nations the majority of 1st Phase graduates 'progress' to 2nd Phase training in professional psychology. In contrast, ICUP attempts to take into account vast national differences in the number of psychology UG graduates undertaking professional psychology competence training. Another difference regards the term 'foundational competence', utilised differently in the two documents. For ICUP, a foundational level of competence indicates that "graduates will have broad and coherent knowledge and skills that can be further developed as professional psychology competences in advanced UG or graduate programs" (Nolan et al., in prep) but that it can also be the bases for graduate programs in other career areas. For EuroPsy (2023), and in particular the EFPA Competence Framework (Appendix III), a distinction is made between functional and foundational competences, the former describing main types of scientifically based activities of psychologists (what psychologists do), and required psychological knowledge, skills, and attitudes; and functional competences that "provide a description of the actions psychologists perform based on a problem solving cycle…", which includes (a) need identification, (b) planning/designing, (c) implementing, and (d) evaluation. "Foundational competences describing main aspects of psychological knowledge, skills and attitudes needed to implement these psychological activities (how psychologists work)" (p.48). Thus, for EuroPsy, the focus for 'foundational competences' is primarily in terms of ensuring that they support the 'functional competences' of professional psychologists. In contrast, ICUP sees value in undergraduate-level foundational psychology competences for all graduates, regardless of their career destination. The mapping between the ICUPO Model and the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (Guidelines 3.0; 2023) (Nolan, Cranney, and Woods, 2024) is available at *https://osf.io/7ywxv.* In this case also there is a pattern of analogies and differences between the two documents. As for differences, the APA Guidelines refers to "major subfields" such as biological, cognitive, social, and cultural, whereas the ICUP Model has a stronger emphasis on cultural responsiveness and related concepts. It is also interesting to note a kind of asymmetry resulting from the mapping: more than one ICUP competencies map into one guideline. Nolan et al (2024) argue that this mapping is quite valuable "because there is much insight to be gained by thinking about this pattern of broad vs specific language applied to a goal/competence, and interrogating both when thinking about curriculum or promoting mobility for those interested in Psychology may produce a more holistic approach."

A third consideration concerns the involvement of multiple stakeholders, given diverse careers & potential societal impact of graduates. Without being exhaustive, we may list (a) UG students and graduates themselves, who may be able to apply their knowledge not only as professional psychology but also in several others areas, such as communication, education,

economy, technology. Just to illustrate, consider the role of psychology knowledge in the area of human-computer interaction where evidence-based psychological models may inform technologies choice for many devices (see, e.g. Schiavo, Mana, Mich, Zancanaro, Job, 2020 for an example of psychology-informed technology to help struggling readers). (b) Potential employers, some of whom are already not the traditional seekers of professional psychologists but are looking for graduate with an adequate background in psychology to contribute to the development of products and/or actions in other areas such as human resources, marketing, criminal justice, advertisement, and public relations. (c) society, that increasingly recognize the value of understanding human behavior, and could benefit from having more people in different working careers possessing foundational knowledge of psychology, as well as having citizens who can use knowledge from psychology to improve the lives of themselves and others.

A fourth concern is the consideration of current/future societal needs. As Campion, Fink, Ruggeberg, Carr, Phillips, and Odman (2011) suggest, competence models "do not document the status quo but attempt to look into the future and sometimes try to even define that future". In the case of the ICUP model, we referred, among others, to proposals and recommendations such as the 2030 Agenda for Sustainable Development with the identified 17 Sustainable Development Goals (SDGs) as well as the OECD (2024) discussion of the five key priorities for achieving a sustainable and equitable future, including effective institutions, effective policies, innovative solutions, harnessing the power of science and technology, and navigating the complexities of financing sustainable development, with the aim of exploring strategies for empowering youth and future generations as key stakeholders in building a resilient world. To illustrate, among the SDGs several refer explicitly to challenges regarding the environment, and some do so implicitly. We think psychologists should be more informed and involved, and also being more proactive, with respect to the environment, seen as an essential aspect of people's wellbeing. To quote Cvetkovich & Wener (1994) "The science of psychology applied to issues of human–environment relationships can contribute in important ways to evaluating and shaping environmental policy as well as generally increasing awareness of the connection of humans to their social-cultural and physical environment".

Two issues that were of particular interests in our project were *psychological literacy* and *cultural responsiveness.*

The first has been an over-arching goal of the ICUP model under the following operative definition: "the intentional application of psychological knowledge, skills and values to achieve personal, work and community (local to global) goals" (Nolan, in preparation). It is interesting to note that such definition resonates well with Miller's (1969) claim "give psychology away" that neatly and concisely summarizes the aim of creating *"a new and different public conception of what is humanly possible and humanly desirable".* On the relationship between Miller's (1969) view and psychological literacy see the lively discussion by Banyard and Hulme (2015). In the original paper by McGover at al (2010), psychological literacy was defined as a construct comprising several facets, i.e. psychological knowledge, scientific thinking, critical thinking, application of psychological principles, ethical behavior, information literacy, effective communication competence, respect for diversity and insight. In time, the notion has seen changes (see, the encompassing notion of "global citizenship" proposed by Cranney et al.

(2012) and defined as "understanding of global interrelatedness, and the capacity to live, work, and contribute positively as a member of global communities"), has been critically scrutinized (see, e.g. Murdoch, 2016 who lists four issues that need clarification, in particular, what are uniquely psychological skills and knowledge; the harmfulness of misapplied psychology; issues of competency, boundaries, accountability, and confidentiality, and the lack of strong supporting evidence), and has undergone tuning (see, e.g. Cranny and Morris, 2021 who argue that the relevance of psychological literacy for undergraduate psychology education is still valid. Actually, on the bases of psychological literacy Cranney et al., (2022) explicitly asked psychology education leaders to collaborate internationally to produce an innovative and comprehensive model for undergraduate psychology competences.

Cultural Responsiveness was another foundational pillar in the project. The definition of cultural responsiveness adopted in the project is the following: "Cultural responsiveness involves adopting an ongoing reflexive approach to understanding and addressing the psychological needs and well-being of diverse populations, including by actively seeking knowledge about cultural groups – their histories, traditions, customs, systemic influences, and unique challenges (Cranney et al., submitted a). In the current globalized world, and in the context of issues that transcend national and regional borders, psychology graduates must be aware of their own cultural positionality and be sensitive to and willing to learn about different cultural perspectives. This implies that undergraduate psychology curricula should provide the educative tools to support the development of these competences and that cultural responsiveness should be central to psychology students' learning and outcomes.

Also, a further motivation has been the consideration of the necessity of a two interacting needs, akin at a "double arrow": bringing society into the psychology curricula and bringing psychology into societal challenges (see Figure 1).

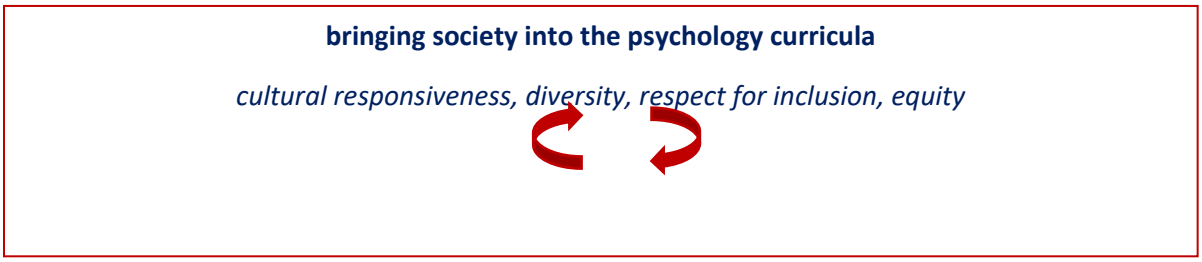

Figure 1: The reciprocal interplay between UG curricula and societal needs

The first arrow is well illustrated by the UN SDGs (UN, 2023) as well as OECD (2024), and the correlated personal and societal dispositions such as cultural appreciation and responsiveness, diversity, respect for inclusion, equity while the second arrow regards foundational knowledge of psychology, skills, and values. Foundational psychology competence can be defined as "A specific behaviour or set of behaviours performed to a standard, within personal, work or community contexts; these behaviours are underpinned by practical and theoretical knowledge, cognitive skills, attitudes and values. A foundational level of competence indicates that graduates will have broad and coherent knowledge and skills that can be further developed as professional

psychology competences in advanced UG or graduate programs." Together, these aspects are best described by the notion of *psychological literacy* I mentioned above.

The integration and application of foundational psychology competences within an undergraduate program should lead to psychologically literate graduates" (Nolan et al., in prep), pointing to the high value of undergraduate psychology education, regardless of career destination.

2. The ICUP Model

The latest version of the ICUP Model can be accessed at https://osf.io/6y38x/

In order to be systematic and consistent we adhered to a set of principles in drafting and writing competence statements. In particular, we specify "end-point" of UG foundational psychology competences, i.e. outcomes students graduating from the bachelor level should possess and master. We focus on both current trends and future needs, as specified above. That is to say we try to foresee knowledge, skills, and competences that could be productively applied to emerging areas. We aim to inclusively represent the diversity and specificity of psychology UG programs linked to cultural, historical, and academic reasons. We refer to existing national, regional and international models, with the explicit aim of the model having a guiding role only. The way the model will be implemented will explicitly be linked to the actual legislative, cultural, and academic context. Thus, the model can be seen as a reference point for possible changes to, or new activation of, undergraduate psychology programs. We emphasize the application of psychology in diverse, relevant contexts: personal, work, and community, from local to global. We emphasize motivational framing, that is, include reference to goals and aspirations. In this perspective, I (Job, 2024) mapped the set of ICUP competences into the three basic needs of the Self-Determination Theory (SDT) developed by Ryan and Deci (see, e.g. Ryan and Deci, 2017). The theory postulates there encompassing, comprehensive categories of needs: Need for Competence - feeling of mastery and efficacy in meeting environmental demands; Need of Relatedness - the need to feel connected to other people in a meaningful way; Need of Autonomy - acting with a full sense of volition, endorsement, motivation, & choice. The ICUP-SDT mapping showed that the ICUP competencies covered all the basic needs and that for each need there were competences that were specific and privileged. We develop an overarching goal for Foundational Psychology Competences that includes the notion of psychologically literacy as previously mentioned. We specify competences that can be taught, learned, and assessed in manifold ways. The importance of assessment derives both from the fundamental role it has in education and from the consideration that there is an intimate coupling between teaching, learning, and assessment, such that the choice of one or more assessment method among the many available depends, ceteris paribus, on the relationship between learning and assessment methods, which brings into play the plurality of teaching methods and activities. From a semantic point of view, we use appropriate action verbs (operators) to underlying the fact that the competencies should be referred to, and mastered, at an adequate level. From a formal point of view, we aim for (a) consistency in wording and (b) in a simplification and economy of wording both as a result of the analyses operated by the Terminology Working Group and to enhance readability of the drafted document.

The ICUP Competence Categories

The model comprises 7 categories of competences, each category comprising from 3 to 5 specific statements.

Psychological Knowledge
Psychological Research Methodologies & Methods
Psychology-relevant Values & Ethics
Psychology-relevant Cultural Responsiveness & Diversity
Psychology relevant Critical Thinking & Problem-solving
Psychology relevant Communication & Interpersonal Skills
Psychology-relevant Personal & Professional Development)

The first two categories are considered core to the discipline and are co-dependent. For the remaining 5 categories, the psychologically-relevant perspective is of paramount importance because it underlies the specific angle at which these competences should be approached to allow them to productively interact with each other and with the core competence categories.

The following short description of each competence category is taken, with small or no changes, from the online version of the model. For possible recent changes and additions please check Nolan et al (in preparation).

Psychological Knowledge. This competence category refers to foundational understanding of the field of psychology, which includes a critical knowledge of its fundamental concepts, theories, and principles, as well as its core research methodologies and methods and their potentials and limitations. It also involves recognizing the influences of philosophical, historical, social-cultural and geopolitical factors on the discipline. This knowledge extends to comprehending the connections and distinctions between psychology and other disciplines. Applying psychological knowledge entails addressing inquiries in a scholarly manner, and considering disciplinary, epistemic, and interdisciplinary insights and issues.

Psychological Research Methodologies & Methods. This competence category refers to foundational procedural knowledge about research, a critical understanding of methodologies and methods, and the application of scientific skills for effective and transparent evidence-based problem-solving to achieve research, personal, work and community goals. It entails mastering typical research tasks in a scientifically and critically reflective manner, including considering the broader societal impact of psychological research.

Psychology-relevant Values & Ethics. This competence category refers to a foundational understanding of ethical issues (including human rights issues), legal considerations, and concepts related to psychological activities and research involving individuals, groups, and organizations. It involves the application of psychology-informed knowledge and skills, which are vital for guiding evolving personal and professional behaviour. This competence includes: an ongoing critical examination of one's values and ethics and of psychological science values; ethical decision-making in the face of moral and ethical dilemmas; and compliance with professional codes of conduct and legal requirements. By integrating these competence facets, individuals can more effectively work towards achieving meaningful personal, work, and community goals on both local and global scales.

Psychology-relevant Critical Thinking & Problem Solving. This competence category refers to the awareness, sensitivity, knowledge, and skills required to effectively communicate and interact with individuals, groups, and communities from diverse cultural and personal backgrounds in a manner that is reflexive, respectful, culturally responsive, and inclusive. Applying foundational (inter-) cultural knowledge and skills and a diversity-sensitive attitude involves ongoing reflexivity regarding one's own and others' historical, social-cultural, and geopolitical contexts and roots, aiming to achieve valued personal, work, and community (local to global) goals.

Psychology-relevant Cultural responsiveness & Diversity. This competence category refers to foundational knowledge, skills, and values/attitudes to analyse and resolve challenging issues and concerns. Psychology-informed critical thinking and problem-solving entail critically evaluating information, employing logical reasoning, considering multiple perspectives, assessing the credibility and validity of sources, and identifying cognitive biases. Problem solving additionally encompasses generating innovative ideas, embracing ambiguity, and exploring various possibilities. Individuals with these competences can make informed judgments, draw conclusions, and implement interventions using strategies such as metacognitive techniques and reflective practices. Applying these competences will allow individuals to more effectively achieve valued goals in their personal lives, engage in effective decision-making in professional settings, and contribute to the well-being and progress of their communities.

Psychology-relevant Communication & Interpersonal Skills. This competence category refers to foundational competences to communicate and collaborate effectively and meaningfully in various contexts, ranging from general communication and interpersonal interactions to psychology-specific situations such as communicating psychological principles and research findings. Digital Literacy (including aspects of AI literacy) is crucial in facilitating communication and collaboration. By using the competences in this category, individuals can more effectively achieve valued personal, work, and community goals, fostering a sense of "learning to live together" by promoting understanding, inclusivity, and cooperation from local to global scales.

Psychology-relevant Personal & Professional Development. This competence category refers to the foundational knowledge, skills, and values/attitudes specifically tailored to facilitate personal and professional development, through integration and application of multiple foundational competences (i.e., aspects of psychological literacy). The category encompasses: reflexivity to enhance self-awareness and knowledge of one's competence level and impact of interactions with others; proposing interventions to enhance self-care practices and self-regulation; identifying career aspirations and requirements; and formulating and executing career development plans. The category also includes proposing interventions to address workplace and current societal challenges, including sustainable development goals (SDG) such as eliminating racism21 and reducing human habitat destruction. These competences are leveraged to attain individual, work-related, and broader community goals, spanning from local to global impact.

3. Concluding Remarks

The ICUP Model has undergone a further check after its presentation at several Symposia at the ICP – International Congress of Psychology, (Prague, July 2024) and is the focus of the

paper "International Competences for Undergraduate Psychology (ICUP): A Timely Paradigm Shift for Psychology?" (Nolan et al., in preparation). The feedbacks we have obtained so far from organizations, both international and national, groups, and individuals have been numerous, insightful, and helpful. We are grateful because such feedbacks have allowed us to more finely tune and improve the ICUP model. We plan further actions to gather feedbacks, including questionnaires and focus groups with psychology educators and students to understand if the model is appreciated and considered innovative by these stakeholders as well.

One of the spinoffs of the Project is the set of teaching tips assembled to show the multiplicity of ways in which the ICUP competences may be taught, learned and assessed. The contributions so far collected have been listed in Appendix to the Supplementary Material in the online version of the model. The title of the Appendix is "Example Teaching & Assessment Strategies for the International Competences for Undergraduate Psychology (ICUP) Model", and it consists of a repertoire of Competence-Teaching & Assessment Examples pairs. It is a living document because it can grow with further submission of teaching and assessing tips, some of which could be yours: If you have your own examples, or you want to draw our attention to examples from the literature, that you think suitable for the development of the competences comprising ICUP, you are very welcome to submit them for consideration for inclusion, *to j.cranney@unsw.edu.au.*

The effort to disseminated it as widely as possible is ongoing, and support for the model from international, regional and national psychology organisations and leaders is actively seek. We would like the model to be analyzed and discussed, to be taken as a possible way to improve undergraduate psychology education by taking into account issues that have been generally generated less attention. We have stressed in several places that the model has a guidance role only. It is intended to be useful when creating or revising their undergraduate-level foundational psychology competence programs, being aware that, depending on local conditions and regulations, such ex novo and revised programmes may either exceed or not meet the standards inherent in the competences of the ICUP model.

The enterprise of translating the model in languages other than English is also ongoing. The first language the model has been translated into is Spanish. Translation is a very delicate enterprise, both linguistically and culturally, but we think it is a valuable enterprise in which many members of the ICUPO team wants to be involved as it opens the possibility that a larger number of educators will be able to approach the model directly. We will use back-translation and members of the ICUPO Committee will work closely with the people performing the translation in order to preserve the original meaning of the document.

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(1) This paper was written while I was a visiting professor at the Department of Psychology of the L. N. Gumilyov Eurasian National University, Astana, Kakaksthan, in October/November 2024. I would like to thank the Director of the Department, prof. Aliya Mambetalina, the teaching staff, and the students for a very lively and valuable experience.

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Психологиялық білім берудің ICUP моделі

Аңдатпа. Мақалада психолог студенттерге арналған халықаралық құзыреттілік моделінің (ICUP) жобасының даму және жүзеге асырылу тарихы кеңінен қарастырылады, жобаны әзірлеу бағытындағы қызметтің мақсаттары, міндеттері мен мазмұны ашылып көрсетіледі; осы жобаның ұйымдастырушылық, басқарушылық және басқа аспектілері жан-жақты айқындалады. Бұл мақалада қызметі белгілі бір мәселені шешуге бағытталған арнайы шағын топтар құрудың маңыздылығы негізделіп, атап өтіледі, сондай-ақ жобаларды жүзеге асыруды жеңілдететін ұсыныстар (тиісті дәлелді теорияларды білудің қажеттілігі; қолданыс шеңберіндегі құзырет жүйелерін білу және оларды пайдалану; ынталандырудың қолжетімділігін қамтамасыз ету; төтенше жағдайлар жоспарын құру; жобаны іске асырудың барлық мерзіміне қатысудың көптеген тетіктерін ұйымдастыру, процестердің формальды және формальды емес тетіктерін құрудың жаңа және бар технологиялық құралдарды пайдалану мүмкіндігін үнемі дамыту) беріледі. Мақалада «мәдени ықыластылық», «психологиялық құзыреттілік», «модель», «психологиялық білім» ұғымдарының мәні ашылады, сонымен қатар психолог студенттерге арналған құзыреттіліктің категориялары айқындалады. Психолог-студенттер үшін ұсынылып отырған құзіреттілік моделі бакалавриат деңгейінде негізгі психологиялық құзыреттіліктерді қалыптастыру үшін білім беру бағдарламаларының мазмұнын құру немесе қайта қарау кезінде маңызды және өзекті болып табылады.

Түйін сөздер: құзыреттілік, халықаралық модель, жоба, психологиялық құзыреттілік, құзыреттер категориясы

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Модель ICUP для психологического образования

Аннотация. В статье рассматривается история разработки и внедрения проекта международной модели компетенций для студентов-психологов (ICUP), раскрываются цели, задачи и содержание деятельности по разработке проекта, определяются организационные, управленческие и другие аспекты данного проекта. В данной статье отмечается важность создания специальных малых групп, деятельность которых направлена на решение конкретной задачи, также сформулированы рекомендации (знание соответствующих научно-обоснованных теории; использование существующих систем компетенций; обеспечение наличия стимулов; создание плана на случай непредвиденных обстоятельств; организация многочисленных механизмов вовлечения в проект на весь срок его реализации; готовность постоянно развивать потенциал культурной отзывчивости; открытость к использованию новых и существующих технологических инструментов; создание формальных и неформальных механизмов для внешнего и внутреннего анализа процессов), которые способствуют реализации проектов. В статье раскрывается сущность понятий «культурная отзывчивость», «психологическая компетентность», «модель», «психологическое знание», также определяются категорий компетенций для студентов-психологов. Предложенная модель компетенций для студентов-психологов имеет важное и первостепенное значение в создании или пересмотре содержания образовательных программ по формированию базовых психологических компетенций на уровне бакалавриата.

Ключевые слова: компетенция, международная модель, проект, психологическая компетенция, категория компетенций

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