

University of Luxembourg

Symposium I: Supporting and Enhancing Cultural and Ethnic Diversity within European Psychology as a Contribution to European Societies (IS8-6-LN) – 07.07.2022 11:00 – 12:30



17th European Congress of Psychology

Psychology as the Hub Science: Opportunities & Responsibility

5-8 July 2022, Ljubljana, Slovenia

**Bachelor Study Programms of Psychology:
Moving towards more culture-inclusive curricula**

Elke Murdock



- My position
- Diversity and 17th ECP Congress Program
- Bachelor of Science – Curriculum
- Culture and the Curriculum

My position - positionality





- Mentions of *Diversity* and *Culture* beyond the Cultural and Ethnic Board Symposia:
- Two symposia with Diversity in the title:
 - Work Context and **Diversity** – Ole Tunold (one specific contribution) :

7 July 8:00 AM - 9:30 AM

The Psychologist Profession in Europe – Legal Regulations, Scope of Practice, Mobility Potential, and Work Context Diversity

Symposium

- Aging and **Diversity** – Isabelle Albert (one specific contribution) :

8 July 8:00 AM - 9:30 AM

The Psychology of Aging Part I: Diversity and Quality of Life in Older Age

Symposium

- *Individual* contributions within Symposia (excl. DivEthnic Board Symposia)
- Ethical Clinical Supervision in Hub Science - Individual Contribution:
“Integrating research evidence, **diversity** and interdisciplinary collaboration into clinical supervision in South Africa”
Anthony Pillay
- Using Technology in Social Psychology Research: From Interpersonal to Organisational Outcomes:
“Using a Virtual Reality to improve **diversity** attitudes among male STEM academics”
Ioana Latu

17th ECP Congress Program: Mentions of “Culture”: Symposium – Youth Culture and Work

8 July 2:30 PM - 4:00 PM

■ The Alphorn in Resonance With the Unconscious. Impulses From Art, Music and Hypnosis for a Culture of Prevention and Therapy.

Workshop

Psychology & Neuroscience: Cognitive Control and Executive Function

Individual Presentation

Collectivism Has Many Faces: Latin American Fosters Independent Selves .Kuba Kryz

The effect of COVID-19-related stress perception on executive functions: difference between collectivistic and individualistic cultures.

Charlotta Katharina Hösl Ipiñazar

Gender Specific System Justification and Perception of Gender Pay-gap Across Scandinavian and Turkish Cultures

Nilay İşbilir

Coping with the Stressful Future? Applying Stress and Coping Theory on Old-age Preparation across Time and Culture

Dwight Tse

COVID-19 Worries Induce Aging Preparation: Culture and Domain-Specific Perspectives

Yaeji Kim-Knauss

Do National Cultures Help Create Abusive Organizational Cultures? Opinions of HR Professionals on Culture in Turkey: A Qualitative Content Analysis

İdil Işık

- No “hits” for intercultural or intracultural
- **(Cross)-cultural:**
 - Work and Organizational Psychology: Leadership II
“Beyond **cultural** values, the underpinning of empathy for paternalistic leadership”
Li-Fang Chou
 - Use of Psychological Science in Schools from a Euro-North American Perspective – Symposium
“Teachers’ attitudes towards psychological knowledge use in teaching: A **cross-cultural** perspective”
Ana-Maria Cazan

- Brief content survey highlights:
 - Range of **topics** within psychology
 - Range of **uses** of the terms “diversity” and “culture”
- No mention of *cultural competence*
- Titles only give some indication about content – some content may be missed (i.e. movement towards global psychology)

- **Quantity?**



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EuroPsy: Standards and Quality in Education for Professional Psychologists (Lunt et al. 2014)

- **Challenges** facing the profession of psychology in 21st century
 - Implications of rapidly changing world with increased globalization and internationalization
 - Expansion of technologies and concomitant developments
 - Changes in demography
 - Changes in economy
 - Changes in the relationship between the professions and the state.
- “**Cross-cultural competence** (3C) is the psychological cornerstone of diversity, globalization, multinational activities, and international relations”

Chen & Gabrenya, 2021, IJIR, p. 35

- My position
- Diversity and 17th ECP Congress
- Bachelor of Science – Curriculum
- Culture and the Curriculum

Example: Bachelor of Science in Psychology (BAP)

- **180 ECTS** = 6 semester
 - 6 – 8 courses per semester
 - 1 internship
 - 1 mobility semester – mandatory



- Externally accredited
- Complies with study regulations developed by **DGPs**
 - Content & min. No of ECTS



- Complies with **Psychotherapy** education reform in Germany
 - Additional course content constraint -> mandatory courses

- Admission criteria:
 - Grades (40%) (Overall average, maths, biology, psychology – last 4 years)
 - Letter of Motivation (60%) (Why psychology? Knowledge about psychology, Research into psychology)
 - Language requirement: **Trilingual** (C1 German, B2 French, B2 English) – Classes taught in three different languages

- At the application stage – majority of students are interested in clinical psychology – aim to work in a therapeutic setting.
- A lot interest also in forensic psychology
- Often – little understanding of psychology as a *science*

Bachelor of Science in Psychology (BAP)

Content:

- **A – Foundations in Psychology** (42 ECTS)
 - General, Developmental, Social, Personality, BioPsychology)
- **B – Competencies: Methodology** (53 ECTS)
 - Scientific methods, statistics, experimental design & practical, BA thesis)
- **C – Competencies: Intervention** (24 ECTS)
 - Diagnostics, Psychotherapy, Ethics
- **D – Applied Fields of Psychology** (23 ECTS)
 - Work/ Organ. Psych., Pedag. Psych., Clinical Psych.,
- **E – Internship** (8 ECTS)
 - Internship plus Supervision
- **F – Electives** (30 ECTS)

- Curriculum:
 - Extremely compact – learning about psychology and methodology
 - Mobility Semester - equivalent courses?
 - Electives– few degrees of freedom if clinical path is chosen.
 - Career planning – Master level

- How to satisfy demand for culture-inclusive curriculum?

- Dedicated Course?
- Inclusion of culture/ diversity related studies as topics are taught?
- Both?
- Primary goal
 - Increase knowledge?
 - Raise awareness?
 - Increase motivation/ interest?
 - Improve behavioural skill set (i.e. cultural competence)?

- Evidence: Analysis of Introductory Psychology Textbooks:
 - Psychology 101 – very popular course
 - Introductory Psychology Textbooks (IPTs)
 - 1988 – Analysis of 35 IPTs – results presented at the IACCP congress
 - 2008 – Analysis of 40 IPTs

Lonner, W. J., & Murdock, E. (2012). Introductory Psychology Texts and the Inclusion of Culture.

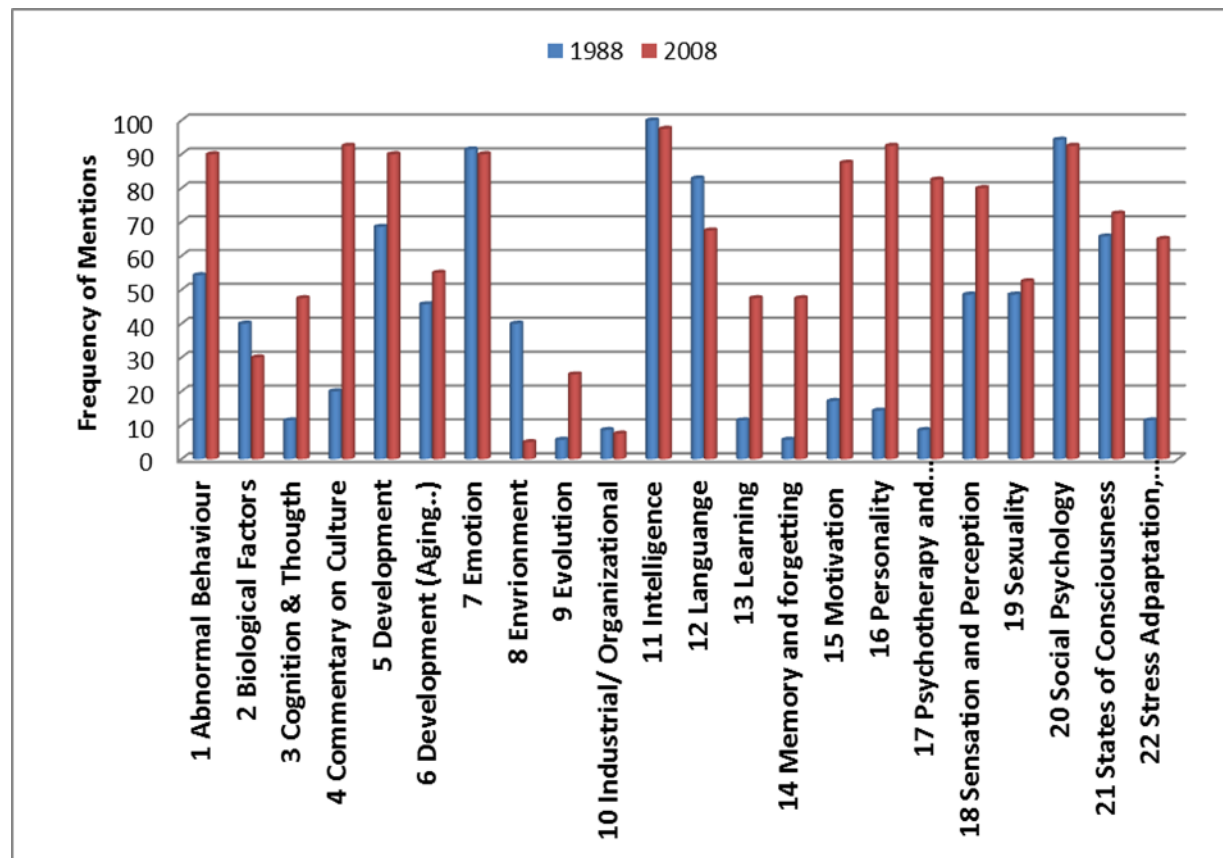
Online Readings in Psychology and Culture, 11(1). <https://doi.org/10.9707/2307-0919.1115>

- Other resources (See also UdP):
 - Keith, K. D. (Ed.). (2018). *Culture across the curriculum: A psychology teacher's handbook*. Cambridge University Press.
 - Thomas, A. (2018). *Cultural and ethnic diversity. How European psychologists can meet the challenges*. Hogrefe.

How to ensure a culture-inclusive curriculum?

Textbook study – **WHAT**

- Topical categories – 1988 (35 texts) – 2008 (40 texts)



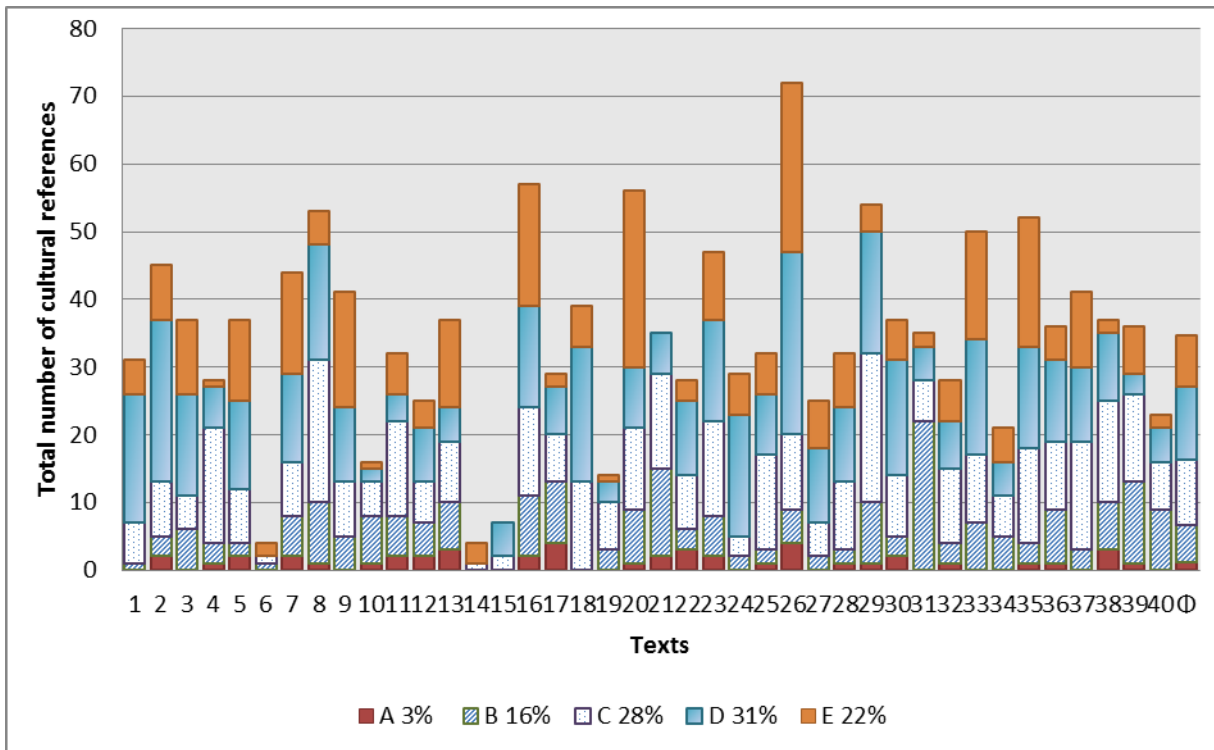
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How to ensure a culture-inclusive curriculum?

Textbook study – **HOW**

- Inclusion of cultural material and depth of coverage across all 40 texts in 2008:



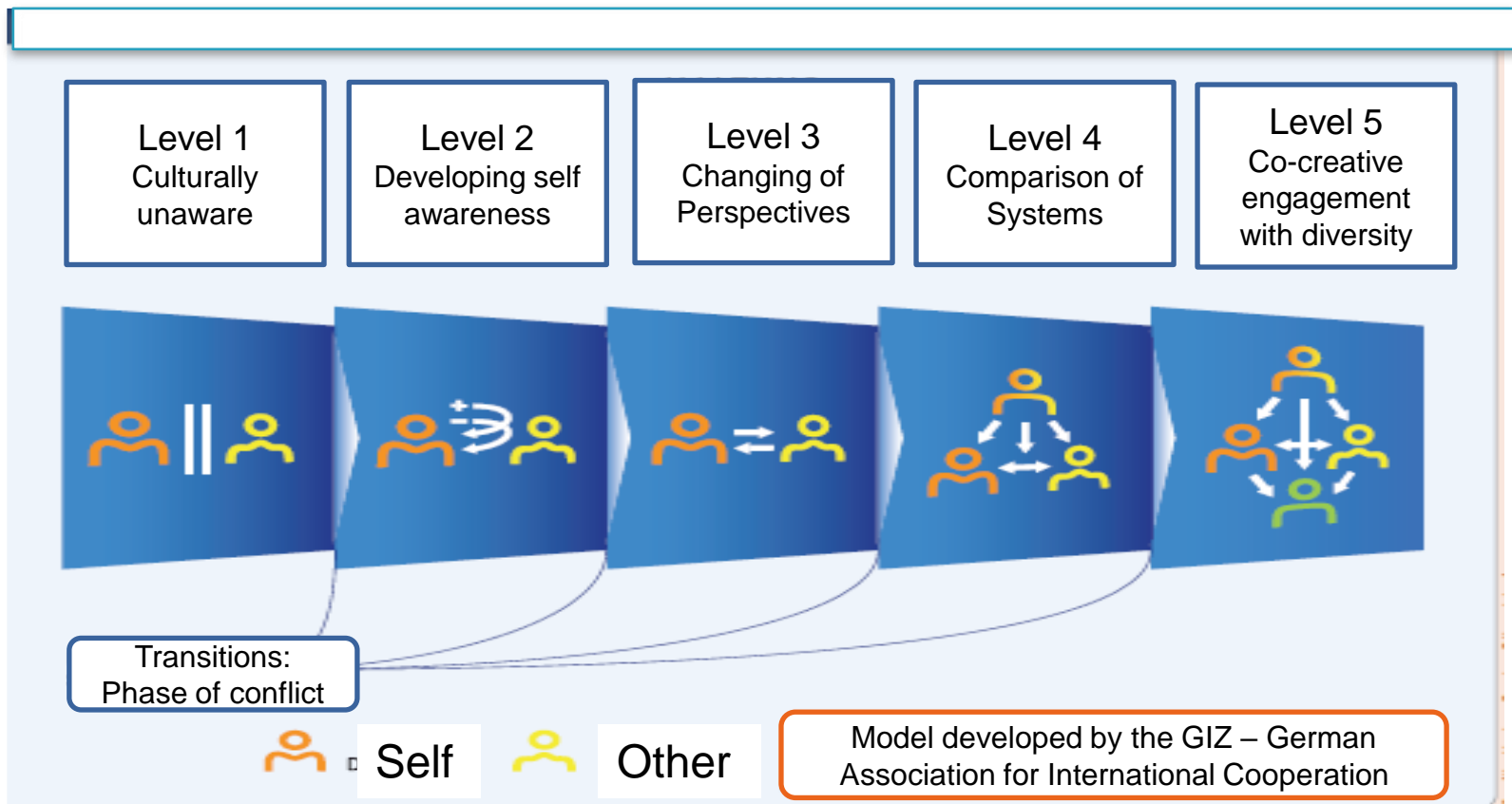
A (3 or more pages covering each targeted item), B (1 – 2 pages), C (most of a page)
D (paragraph, 6 – 12 lines) to E (5 lines or less).

- Not IF -> but How and What.
 - Dedicated Chapter/ Course?
 - Inclusion of studies as topics are taught?
 - Both?

- Textbook study & other resources:
 - Increase knowledge ✓
 - Raise awareness ✓
 - Increase motivation/ interest ✓
 - Improve behavioural skill set (i.e. cultural competence) ?

Cultural competence – help students along the path from cultural unawareness -> co-creative engagement

■ GIZ Stage model for Diversity Competence



■ Courses developed by Regensburg University => UdP

EuroPsy: Standards and Quality in Education for Professional Psychologists (Lunt et al. 2014)

- Psychology is a **science-based** profession.
 - Committed to a scientific perspective towards professional activity and the scientist practitioner approach to education and practice.
 - **Evidence-based** or evidence-informed is held up as the gold standard.
 - This quality standard demands professional aspirations for rigor,
 - For robust and **reflexive interaction** between science and practice
 - For striving for continuous evaluation and improvement of interventions and professional practice.
 - A **wise** combination of evidence-based sources may help to **contextualize** these theoretical models inspiring professional interventions in specific environments and for specific individuals and groups.

- Curricula – very compact
 - Enough time for reflection?
 - Enough time for critical method reflection and the process of science production?
 - Enough contextualization?

- Radical de-cluttering/ rethink about the essence of Psychology and how to teach Psychology?
 - Start by:
 - Creating more room for **self-reflection**
 - Include **diversity awareness** as a core competence to be achieved
 - Address **positionality** – embed in core competencies
 - *Board – Cultural and Ethnic Diversity Initiative:*
 - > Development of a stand-alone course
 - > Accompany students in their trajectory of *becoming a psychologist*
- Sufficient attention to diversity, ethnicity and culture at 17th ECP congress?



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