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Recommended Citation

Ningdyah, A. E., Greenwood, K. M., & Kidd, G. (2018). A Training-Model Scale's Validity and Reliability Coefficients: Expert Evaluation in Indonesian Professional Psychology Programs. *Makara Human Behavior Studies in Asia, 22*(1), 56-55. https://doi.org/10.7454/hubs.asia.2190318

A Training-Model Scale's Validity and Reliability Coefficients: Expert Evaluation in Indonesian Professional Psychology Programs

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Abstract

Very little information has been available on training models in professional psychology programs in Indonesia, despite the Indonesian National Accreditation Body recommending that scientist-practitioner models be applied in the education of psychologists. By contrast, research abounds on such training models in Western countries. This discrepancy raises the importance of developing a measurement tool appropriate for assessing training models in Indonesian professional psychology programs. This article describes the process of testing the validity and reliability of such a training model measuring tool in the Indonesian context. The authors used the expert evaluation method and the Aiken formula to calculate a coefficient of content validity and item's internal consistency reliability. This process formed a training model scale comprising 77 items with satisfactory validity and reliability indexes for measuring Indonesian professional psychology program training models.

Pengujian Validitas Isi dan Reliabilitas Alat Ukur Model Pendidikan pada Program Profesi Psikologi di Indonesia: Penggunaan Metode Evaluasi oleh Panel Ahli

Abstrak

Informasi mengenai model pelatihan dalam program profesi psikologi di Indonesia masih terbatas meskipun Badan Akreditasi Nasional Indonesia menetapkan penggunaan model "ilmuwan-praktisi" (*scientist-practitioner model*) untuk diterapkan di pendidikan profesi psikolog. Padahal, penelitian mengenai model tersebut telah banyak dilakukan di negara-negara Barat. Ketimpangan tersebut meningkatkan urgensi pengembangan alat ukur yang tepat untuk menilai model-model pendidikan yang digunakan dalam program profesi psikologi di Indonesia. Artikel ini menggambarkan proses pengujian validitas dan reliabilitas alat ukur karakteristik model-model pendidikan tersebut dengan nuansa Indonesia. Para peneliti menggunakan metode evaluasi oleh ahli dan formula Aiken untuk menghitung koefisien validitas konten dan reliabilitas konsistensi internal item-item yang ada. Hasil dari proses tersebut adalah terkonstruksinya skala model pendidikan dengan 77 item yang memiliki indeks validitas dan reliabilitas yang memuaskan sehingga dapat digunakan untuk mengukur model pendidikan pada program profesi psikologi di Indonesia.

Keywords: content validity, homogeneity reliability, professional psychology, training model

1. Introduction

In a professional psychology program the training model is an important educational component for aspiring psy-

chologists playing a significant role in determining educational direction (Horn et al., 2007) by guiding formation of program objectives and determining learning experiences to achieve them. The training model colors

educational activities: research (e.g., Cherry, Messenger, & Jacoby, 2000) shows that different training models produce graduates with different characteristics.

Academic discussion on training models in professional psychology education dates from 1948, at which time American scientists and practitioners in psychology formulated a training model to provide standards for implementation of education for professional psychologists (Baker & Benjamin, 2000; Cautin & Baker, 2014). The first such training model—the scientist-practitioner model— was developed in that era, and many professional psychology schools worldwide have adopted it (Baker & Benjamin, 2000; Belar & Perry, 1992; Bell & Hausman, 2014; Horn et al., 2007). The scientist-practitioner model balances emphasis on practice and science/research components in educating future psychologists, endorsement of educative integration activities that connect science and practice (Belar & Perry, 1992).

Dissatisfaction with the scientist-practitioner training model led to formation of others, the most common being the practitioner model, which emerged in 1973 (Korman, 1974). Its derivatives include the practitioner-scholar (Bell & Hausman, 2014; Ellis, 1992; Rodolfa, Kaslow, Stewart, Keilin, & Baker, 2005), the local-clinical scientist models (Stricker, 1997; Stricker & Trierweiler, 1995), and the Clinical-Science model created in the 1990s (McFall, 1991, 2006). The practitioner model emphasizes the practice component (Korman, 1974). Deriving from the practitioner model, the practitioner-scholar model gives greater attention to the science/research aspect than its prototype, while still emphasizing the practice component and practical application of scientific know-ledge over science/research (Ellis, 1992; Rodolfa, et al., 2005). The local-clinical scientist model, in addition to emphasizing psychological practice, places greater importance on delivering psychological services according to clients' specific needs (Bell & Hausman, 2014). By contrast, the Clinical-Science model emphasizes science and research components over practice (McFall, 2006).

At the end of the 1980s, training programs placed importance on considering graduates' competency in conducting psychological practice, rather than merely emphasizing learning materials and students' practice hours during their professional education. The training models above focused more on which learning content should be emphasized in professional programs (McEvoy et al., 2005), thus relating to the classical debate over whether practice or science/research should be deemed more important in educating future psychologists. Thus, these previous training models are classified as content-based models. Recent discussion has shifted to the set of competencies graduates must attain on completing a professional program. In turn, target competencies are now the main driver determining necessary learning experiences in professional education. The determination

of target competencies and indicators of attainment of those competencies, along with competency measuring tools, are central to competency-based models in professional psychology education. The new competency culture continues to grow and develop to the point that some scholars (e.g., Rodolfa et al., 2014; Rodolfa, et al., 2005) and professional organizations (British Psychological Society, 2015; Canadian Psychological Association, 2001, 2011; National Council of Schools and Programs of Professional Psychology, 2014) have succeeded in formulating a set of target competencies accompanied by behavioral indicators for each competency, and supplemented by formulation of measuring tools and methods to determine each learner's level of competence (Fouad et al., 2009). For a more complete discussion on training models in professional psychology education and their respective characteristics, please refer to Ningdyah, Greenwood, Kidd, Helmes, and Thompson (2016).

In contrast to Western countries, professional psychology program providers and educators in Indonesia are relatively unfamiliar with the notion of training models, information on which is only rarely available. Of the 19 professional psychology programs in Indonesia, only one explicitly mentions it's training model (Universitas Surabaya, 2015). General information about learning content is available in other programs, but the specific training model applied in these programs is not available to the public, either as of brochures or on official websites. Statements on specific training models are useful in providing an overview not only of the learning content a program provides and emphasizes in a program, but also on the nature of internship as an important component in professional psychology education (Sullivan & Conoley, 2001). In its current guidelines on professional psychology programs' accreditation mechanism, the Indonesian National Accreditation Board (BAN-PT, 2013a) as the only institution implementing accreditation for these programs, has stated that the scientist-practitioner model should be used in Indonesian professional psychology programs. Accreditation instruments designed and used by BAN-PT (2013b) were also structured along the lines of the scientist-practitioner model.

Besides lack of information on training models in Indonesian programs, research profiling Indonesian professional psychology programs is scarce, if not absent. Such research is abundant in Western countries, including on professional programs' basic profiles (e.g., Pachana, O'Donovan, & Helmes, 2006), characteristics of graduates (e.g., Cherry et al., 2000), and students' views of their experience during professional education (e.g., Merlo, Collins, & Bernstein, 2008). Expert evaluation of a training models instrument as discussed in this article is part of a comprehensive study that attempts to overview the basic profile and curricula characteristics of Indonesian professional psychology programs.

In researching training models and other related elements of professional psychology programs, previous researchers (e.g., Merlo et al., 2008; Nixon, 1994; Pachana et al., 2006; Rodolfa, et al., 2005) have mostly used cross-sectional surveys with questionnaires designed specifically to answer research questions. In those studies, questions to detect training models applied in target programs were formulated as closed-ended or mixed-question format, thus providing respondents with multiple choice options and an opportunity to add responses other than those already provided (see for example, Rodolfa, et al., 2005). In the Indonesian context, this questioning technique may not be appropriate due to the prevailing lack of familiarity with the training-model concept. Some fear that study results might be hampered by respondents being unable to identify accurately the type of training model actually used in their program. Leong and Zachar (1991) used another item-generation approach in their study, which constructed items based on characteristics of a specific training model. This approach was deemed more appropriate for this research, since it overcomes the weakness of direct questioning techniques.

Results of a literature review on the main training models in professional psychology education (Ningdyah et al., 2016) formed the basis of item development in the current investigation's training-model scale. Items in the training-model questionnaire were classified into six groups corresponding with the six dominant training models identified in the literature: 1) scientist-practitioner; 2) practitioner; 3) practitioner-scholar; 4) local-clinical scientist; 5) clinical-science; and, 6) competency based. An evaluation to assess the validity and reliability of the training-model scale that is this article's content was conducted to test the scale's effectiveness in the Indonesian context.

A content validity test was applied in evaluating the training-model scale, to assess how well the measuring instrument represents the relevant content areas (Haynes, Richard, & Kubany, 1995; Rosnow & Rosenthal, 2002) and to ensure that material not relevant to measurement purposes was not included (Azwar, 2012). Reliability testing of the training model scale drawing on the concept of internal-consistency reliability, was intended to ascertain that items measuring the same general construct actually produce similar scores. Moreover, the measuring tool's face validity was assessed to ensure that the training-model scale's format was such that respondents would be motivated to participate (Rosnow & Rosenthal, 2002) and that words, sentences, and terms were appropriate for the Indonesian context.

Availability of a valid reliable training-model scale adapted specifically for use in Indonesia is indispensable, considering the absence of such an instrument and the lack of relevant studies in professional psychology education there. The training-model scale developed from this study's results is assumed beneficial for identifying characteristics of training model(s) applied in Indonesian professional psychology programs. Description of a program's training-model(s) profile obtained from the scale's use can serve as input for development of educational processes in a particular professional program. This applies especially to implementation of science and practice integration, an important requirement for application of the scientist-practitioner model- the model of professional psychology education that the Indonesian government requires.

2. Methods

The expert evaluation method was used to determine the training-model items' content validity and internal-consistency reliability. Experts in professional psychology education in Indonesia were invited to assess each item's degree of relevance to the training-model component it was intended to represent.

Two popular methods can be used to calculate content validity based on expert judgment. Lawshe (1975) first proposed the content-validity ratio for quantifying the rating of experts' judgment on items. This content-validity ratio (CVR) yields a value from −1.00 to +1.00. Lawshe provides a table of significance that contains critical CVR values to determine the degree of content validity of the obtained CVR in accordance with the number of experts involved and with a degree of significance at the 0.05 and 0.01 levels.

Another approach to calculating items content-validity value based on expert evaluation was proposed by Aiken (Aiken, 1980, 1985). Similar to Lawshe's, Aiken's content-validity coefficient is calculated based on experts assessment of item's relevance in measuring the intended construct, with rating categories arranged in a Likert-scale format.

The Lawshe (1975) formula tends to be difficult to implement because it requires a large number of experts to be involved in order for an item to be deemed significant at an acceptable CVR value. The fewer the appraisers, the greater the CVR required. As an illustration, in the table of significance provided by Lawshe (1975, p. 568), if there are only seven experts, an item requires a CVR of 0.99 to be significant and have adequate content validity at a significance level of 0.05. Employing a large number of experts to ensure the critical value demanded is not too high is unrealistic in this study, since the availability of experts in professional psychology education is limited. Azwar (2012) proposes interpretation of the CVR value within its relative range, that spanning from −1 to +1. Items with negative values are considered to have very low content validity, so they need to be removed from the measuring instrument, while items with positive CVR value are considered to have content validity at a certain level. However, such interpretation

is susceptible to subjectivity and thus risks generating subjective results and lowering interpretation standards consistency (Yu, 1993, in Yang, 2011). Accordingly, the content validity formula proposed by (Aiken, 1980, 1985) was used in this study.

To assess expert degree's of consistency in evaluating items, Aiken's (1985) statistical formula, the homogeneity coefficient, was also used in this study. The homogeneity coefficient (H) serves as an internal-consistency reliability coefficient for rating data (Aiken, 1985).

Participants and procedure. Approval from the university's human research ethics committee was obtained before data collection commenced. Experts were recommended by the Indonesian Psychological Association (HIMPSI), the sole professional psychology organization in Indonesia involved in of accreditation of professional programs. Selection of experts was based on the following criteria: 1) they were HIMPSI members who have been actively involved in preparation of accreditation instruments for professional psychology programs; or, 2) they were HIMPSI members who have been involved in accreditation of professional programs with the national accreditation body; or, 3) they were academics with current or past involvement in management of professional psychology programs, but not serving as program directors at the time of data collection. HIMPSI recommended eight experts. Via email, the researcher invited each expert to participate in the training-model evaluation study, sending details of research objectives and statements about the importance of their participation in developing a measuring tool to identify training models in Indonesian professional psychology programs. Six experts responded to this invitation, expressed their willingness to participate in the research, and signed informed consent forms. They were then emailed the questionnaire. By the end of the data collection period, five questionnaires had been returned and all were considered valid for further analysis.

Measures. A specific questionnaire was developed for this study, the Expert Evaluation Form for the Training-Models Scale. This measuring tool consists of six item clusters arranged according to the six previously specified types of training models identified in the literature review (Ningdyah et al., 2016), abbreviated as follows: 1) the scientist practitioner model (SP); 2) the practitioner model (P); 3) the practitioner-scholar model (PS); 4) the local-clinical scientist (LCS) model; 5) the Clinical-Science model (CS); and, 6) the competency-based model (CB). To assess items' content validity, respondents were asked to determine the extent to which each item was relevant to the training model it represented, with ratings from 1 (completely irrelevant) to 5 (extremely relevant). In addition, experts were invited to write specific comments regarding items or the measuring tool, to improve item quality in particular and the measuring tool as a whole, in yielding responses.

Data analysis. Aiken's (1980, 1985) content validity index (V coefficient) was calculated for all items on each training model component by applying the following formula:

$$V = S/[n(c-1)] \text{ (Aiken, 1985, p. 133)}$$

where S represents the sum of the absolute values of the difference of each rating by the appraiser, with n the number of raters and c the number of rating categories.

V coefficient ranges from 0 to 1: The greater the V, the higher an item's content validity. Aiken (1985) provides a table of significance for determining the value of V which can be considered significant closest to .05 and .01 for a given number of raters and of rating categories.

To determine the extent to which experts agreed regarding an item's relevance, Aiken's homogeneity coefficient (H) for each item was calculated with the following formula (1985):

$$H = 1 - 4S/[(c-1)(n2-j)] \text{ (Aiken, 1985, p. 140)}$$

where S represents the sum of the absolute values of the difference of each rating by the appraiser, n is the number of raters, $j = 0$ if n is an even number and $j = 1$ when n is an odd number.

The Aiken's H coefficient presented above quantifies the degree of expert's consistency of in assessing an item. The H value ranges from 0 to 1. Similar to the value of V, Aiken also provides a table of statistical significance to determine the critical value of the H coefficient that is considered significant for a given number of rating categories and of raters, at a significance level closest to 0.05 and 0.01.

3. Results

Table 1 in appendix presents a summary of statistical calculations of experts' evaluation results including the mean, standard deviation, the Aiken's Content-Validity Coefficients (V), and the Homogeneity Coefficients (H).

The value of V coefficients in the SP component range from 0.65 to 1.00. In the P component, coefficient Vs range from 0.85 to 1.00. In the PS group, V coefficients range from 0.95 to 1.00. V coefficients in the LCS group range from 0.90 to 1.00. For the CS component, V coefficients were in the range of 0.85 to 1.00. Lastly, V coefficients for the CB models component range from 0.75 to 1.00.

Checking the Aiken's significance table (1985, p. 134) for critical V value shows that for five experts and a five- category evaluation rating, the validity coefficient (V value) must be greater than 0.80 to have a sufficient

content validity ($p = 0.05$). Of the 195 items, five had smaller V values than this critical value; thus, these items were eliminated from the measuring instrument.

For homogeneity reliability, H coefficients within the SP group range from 0.17 and 1.00. H coefficients for the P component range from 0.58 to 1.00. In the PS group, values of Hs range from 0.83 to 1.00. In the LCS group, H coefficients range from 0.75 to 1.00. H coefficients for the CS group range from 0.58 to 1.00, and for the CB group H values range from 0.17 to 1.00.

Checking against Aiken's significance table shows that for five experts and a five category evaluation rating, the homogeneity coefficient (H value) of an item must be greater than 0.75 to be deemed significant ($p = 0.05$).

From the 195 items, 28 had lower H values than the critical H demanded (these 28 items included the five items with low content validity value mentioned above). All items with these low V and H coefficients were eliminated from the training-model scale.

Experts provided useful comments suggesting how the measuring instruments could be improved. Their comments on particular item(s) or the measuring instrument as a whole are presented in Table 2 (appendix).

Experts' specific, item-related comments to suggest using more appropriate words and expressions within the Indonesian context. Items' wording was improved in direct response to experts' comments and advice. Furthermore, as in Table 2 (appendix), experts' general comments primarily related to the scale's length, repetition of some items, and of some overlapping items, so, experts suggested shortening the scale by removing similar and overlapping items. Subsequent comprehensive analysis included re-examining each item's content and the training-model domain of a number of repetitive items. Accordingly, several items were combined, repetitive items were deleted, and the use of words and sentences was again reviewed to produce easier-to-understand items. The final result was development of 77 items, with the following psychometric properties: Content-validity coefficients range 0.85 to 1.00; internal reliability coefficients range from 0.75 to 1.00.

4.   Discussion

A measuring tool for training models in professional psychology programs is needed in Indonesia where little, if any, research on these programs has been undertaken. The expert evaluation study discussed in this article was part of a project to develop a valid, reliable training-model scale for the Indonesian context.

The scale's original design included 195 items. Analysis of expert opinion calculations using Aiken's V and H coefficients showed that 28 items had lower V and H coefficients than required, and these were deleted. Typically, deleted items were too general or vague and deemed unsuitable by experts in distinguishing different types of training models. Some were also affirmative items that referred to common characteristics or facts initially thought applicable to Indonesian professional psychology programs. For example, basic psychological practice content is taught in the program's early years (SP component, number 59).

Our study's results demonstrate that use of expert judgment methods, including careful selection of experienced experts, is a very beneficial part of item selection. Due to their experience in professional psychology program accreditation and management, experts could provide valuable input when evaluating items in the training-model scale. The overall judgment process identified items that could have lowered the scale's efficacy in discriminating among training models, so these items were eliminated.

Expert respondents' comments on specific items included suggestions on word selection, so their more precise wording was adopted. Rigorous effort was also directed towards modifying or eliminating items they regarded as repetitive and overlapping. The re-examination procedure also included reviewing each training model's characteristics, particularly classification in content-based models.

Content-based models emphasize programs' educational content and classify models accordingly, in terms of the practice component, the science/research component, or both. A different emphasis on learning content leads to a different training model. As previously mentioned, for example, emphasis on the science/research component is one of the CS model's main characteristics. However, thorough examination of training models' characteristics shows that content-based training models are not mutually exclusive; emphasizing one content component does not necessarily completely eliminate other content components. In the practitioner model, for example, the dominant emphasis on the psychological practice component does not automatically preclude delivery of the science component. Korman (1974), a supporter of this model, states that, despite the fact that the practitioner model emphasizes the practice component and the delivery of psychological service, educational experiences were delivered to students "…*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 programs for certain specific objectives" (p. 442, original emphasis). The same phenomenon applies in other content-based training models, leading to the new understanding that relative emphasis is key in

the classifying content-based training models. Figure 1 illustrates the hypothetical relative position of content-based models along a continuum, with the practice component at one end and the science/research component at the other.

The number of repeating and overlapping items in the initial training-model scale is, to some degree, attributable to similar characteristics that different training models. For example, the of "Giving a wide range of practical experiences" is a feature of the SP model, but also typifies the practitioner (Korman, 1974) and the practitioner-scholar models (Bell & Hausman, 2014). Furthermore, "Teaching staff performing psychological practices" is required for the scientist-practitioner (Belar & Perry, 1992) and practitioner-scholar models (Bell & Hausman, 2014). "The use of scientifically based interventions" is one feature explicitly attributed to the scientist-practitioner (Belar & Perry, 1992) and CS models (McFall, 1991), but it implies use of a scientific approach in psychological practice. All training models in professional psychology advocate this, even if not explicitly stated. Learly, then, multiple training models share some characteristics, possibly leading to repetition of items representing these characteristics. This phenomenon provides evidence that classification of training models in professional psy-
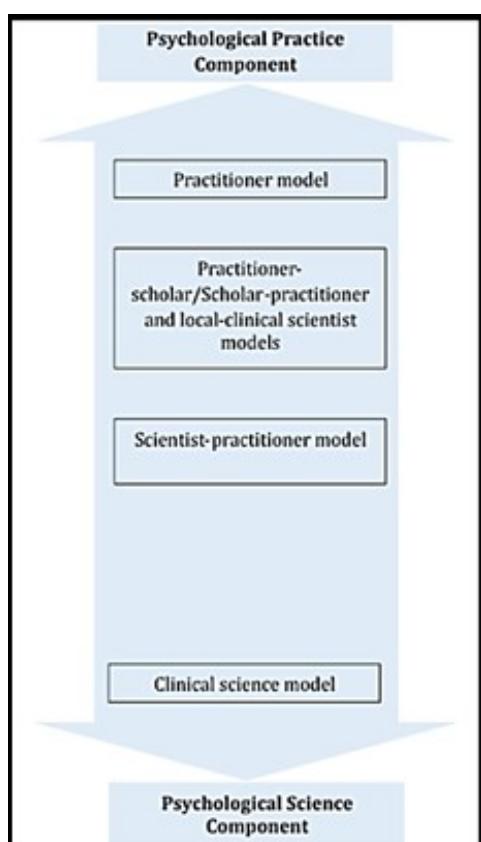
Figure 1. Content-based Models' Relative Position in the Range of Practice and Science Components in Professional Psychology Education

chology education is not mutually exclusive—a thought that previous researchers have expressed (Helmes, 2015, personal communication).

Results from this study, related to the validity and reliability coefficients, as well as qualitative comments provided by expert respondents have provided significant input applicable to improving the training-model scale. The training-model scale's final version consists of 77 items grouped into five clusters based on *the main components* of training-model classifications. This arrangement is different from the item grouping applied before the instrument testing, which was done on the before the instrument testing, which was done on the basis of the *titles* of the training models (the Scientist-Practitioner/SP cluster, the Clinical-Science/CS cluster, and so on). The main training model's classification, the basis for item grouping in the new scale, include the following components: 1) practice; 2) science/research; 3) integration of science and practice; 4) local-clinical scientist; and, 5) competency. Items on the revised training-model scale were ratedon a Likert scale with five alternative answers, starting from "Not at all" (1) to "Very high degree" (5), based on respondents' judgment of whether the stated condition applies in his/her professional program. The higher the score on a certain group of items, the higher the program's incidence of characteristics represented by the item cluster.

5. Conclusion

To conclude, further testing on the instrument should be undertaken to examine the revised training-model scale's psychometric properties for use in Indonesia. Further study should also provide an overview of the scale's applicability in contexts other than Indonesia. This is especially important when specific training-models' conception and/or application is not yet fully realized in professional psychology education.

Acknowledgements

Declaration of Interest

The authors report no conflicts of interest in this work.

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Appendix

Table 1. Summary of Descriptive Statistics for Expert Evaluation on the Training Models Scale, Content Validity Coefficients (*V*), And Homogeneity Coefficients (H) (* p < 0.05, ** p < 0.01)

No.	Mean	SD	V	H	No.	Mean	SD	V	H	No.	Mean	SD	V	H
		SP Items					SP Items					SP Items		
1	5.00	0	1.00**	1.00**	36	4.80	0.40	0.95**	0.83*	71	4.80	0.40	0.95**	0.83*
2	4.80	0.40	0.95**	0.83*	37	4.00	0.89	0.75	0.50	72	4.80	0.40	0.95**	0.83*
3	4.80	0.40	0.95**	0.83*	38	5.00	0	1.00**	1.00**	73	4.80	0.40	0.95**	0.83*
4	5.00	0	1.00**	1.00**	39	5.00	0	1.00**	1.00**	74	4.80	0.40	0.95**	0.83*
5	4.80	0.40	0.95**	0.83*	40	5.00	0	1.00**	1.00**	75	4.80	0.40	0.95**	0.83*
6	4.80	0.40	0.95**	0.83*	41	4.80	0.40	0.95**	0.83*	76	4.80	0.40	0.95**	0.83*
7	5.00	0	1.00**	1.00**	42	4.80	0.40	0.95**	0.83*	77	4.40	1.20	0.85*	0.50
8	4.00	1.55	0.75	0.25	43	5.00	0	1.00**	1.00**	78	4.20	1.17	0.80*	0.42
9	4.40	1.20	0.85*	0.50	44	4.80	0.40	0.95**	0.83*	79	4.60	0.49	0.90*	0.75*
10	4.40	1.20	0.85*	0.50	45	5.00	0	1.00**	1.00**	80	3.60	1.50	0.65	0.17
11	4.40	1.20	0.85*	0.50	46	5.00	0	1.00**	1.00**	81	4.80	0.40	0.95**	0.83*
12	4.40	1.20	0.85*	0.50	47	5.00	0	1.00**	1.00**	82	4.40	0.80	0.85*	0.58
13	4.60	0.80	0.90*	0.67	48	5.00	0	1.00**	1.00**	83	5.00	0	1.00**	1.00**
14	4.80	0.40	0.95**	0.83*	49	4.40	0.80	0.85*	0.58	84	5.00	0	1.00**	1.00**
15	5.00	0	1.00**	1.00**	50	4.80	0.40	0.95**	0.83*	85	5.00	0	1.00**	1.00**
16	5.00	0	1.00**	1.00**	51	4.80	0.40	0.95**	0.83*	86	5.00	0	1.00**	1.00**
17	4.80	0.40	0.95**	0.83*	52	4.80	0.40	0.95**	0.83*	87	5.00	0	1.00**	1.00**
18	5.00	0	1.00**	1.00**	53	4.80	0.40	0.95**	0.83*	88	4.60	0.49	0.90*	0.75*
19	4.80	0.40	0.95**	0.83*	54	5.00	0	1.00**	1.00**	89	4.60	0.49	0.90*	0.75*
20	4.80	0.40	0.95**	0.83*	55	5.00	0	1.00**	1.00**	90	5.00	0	1.00**	1.00**
21	4.60	0.80	0.90*	0.67	56	4.80	0.40	0.95**	0.83*	91	5.00	0	1.00**	1.00**
22	4.60	0.80	0.90*	0.67	57	5.00	0	1.00**	1.00**	92	5.00	0	1.00**	1.00**
23	5.00	0	1.00**	1.00**	58	4.80	0.40	0.95**	0.83*	93	4.80	0.40	0.95**	0.83*
24	4.80	0.40	0.95**	0.83*	59	3.60	1.50	0.65	0.17	94	4.80	0.40	0.95**	0.83*
25	4.80	0.40	0.95**	0.83*	60	4.60	0.49	0.90*	0.75*	95	4.80	0.40	0.95**	0.83*
26	4.60	0.49	0.90*	0.75*	61	4.80	0.40	0.95**	0.83*	96	5.00	0	1.00**	1.00**
27	4.80	0.40	0.95**	0.83*	62	4.80	0.40	0.95**	0.83*	97	5.00	0	1.00**	1.00**
28	5.00	0	1.00**	1.00**	63	4.80	0.40	0.95**	0.83*	98	5.00	0	1.00**	1.00**
29	4.80	0.40	0.95**	0.83*	64	4.80	0.40	0.95**	0.83*	99	5.00	0	1.00**	1.00**
30	4.80	0.40	0.95**	0.83*	65	4.80	0.40	0.95**	0.83*	100	5.00	0	1.00**	1.00**
31	4.80	0.40	0.95**	0.83*	66	4.80	0.40	0.95**	0.83*	101	5.00	0	1.00**	1.00**
32	4.20	0.75	0.80*	0.58	67	4.60	0.49	0.90*	0.75*	102	5.00	0	1.00**	1.00**
33	4.60	0.80	0.90*	0.67	68	4.80	0.40	0.95**	0.83*	103	4.80	0.40	0.95**	0.83*
34	5.00	0	1.00**	1.00**	69	4.60	0.49	0.90*	0.75*	104	5.00	0	1.00**	1.00**
35	4.40	0.80	0.85*	0.58	70	4.80	0.40	0.95**	0.83*	105	4.80	0.40	0.95**	0.83*

Table 1. *Continued*

SP Items					SP Items					SP Items			
No.	Mean	SD	V	H	No.	Mean	SD	V	H	No.	Mean	SD	V	H
106	4.40	0.49	0.85*	0.75*	120	4.80	0.40	0.95**	0.83*	134	5.00	0	1.00**	1.00**
107	4.60	0.49	0.90*	0.75*	121	4.80	0.40	0.95**	0.83*	135	4.80	0.40	0.95**	0.83*
108	4.40	0.49	0.85*	0.75*	122	4.80	0.40	0.95**	0.83*	136	4.40	0.80	0.85*	0.58
109	4.80	0.40	0.95**	0.83*	123	4.80	0.40	0.95**	0.83*	137	4.80	0.40	0.95**	0.83*
110	5.00	0	1.00**	1.00**	124	4.80	0.40	0.95**	0.83*	138	5.00	0	1.00**	1.00**
111	5.00	0	1.00**	1.00**	125	4.60	0.49	0.90*	0.75*	139	5.00	0	1.00**	1.00**
112	4.80	0.40	0.95**	0.83*	126	4.60	0.49	0.90*	0.75*	140	4.40	0.80	0.85*	0.58
113	5.00	0	1.00**	1.00**	127	4.40	0.80	0.85*	0.58	141	4.80	0.40	0.95**	0.83*
114	5.00	0	1.00**	1.00**	128	4.80	0.40	0.95**	0.83*	142	5.00	0	1.00**	1.00**
115	4.80	0.40	0.95**	0.83*	129	5.00	0	1.00**	1.00**	143	4.80	0.40	0.95**	0.83*
116	5.00	0	1.00**	1.00**	130	5.00	0	1.00**	1.00**	144	4.80	0.40	0.95**	0.83*
117	4.80	0.40	0.95**	0.83*	131	4.60	0.49	0.90*	0.75*	145	4.80	0.40	0.95**	0.83*
118	4.80	0.40	0.95**	0.83*	132	5.00	0	1.00**	1.00**					
119	5.00	0	1.00**	1.00**	133	4.80	0.40	0.95**	0.83*					

SP Items					LCS Items					LCS Items			
No.	Mean	SD	V	H	No.	Mean	SD	V	H	No.	Mean	SD	V	H
146	5.00	0	1.00**	1.00**	151	4.80	0.40	0.95**	0.83*	157	5.00	0	1.00**	1.00**
147	5.00	0	1.00**	1.00**	152	5.00	0	1.00**	1.00**	158	4.80	0.40	0.95**	0.83*
148	4.80	0.40	0.95**	0.83*	153	5.00	0	1.00**	1.00**	159	4.80	0.40	0.95**	0.83*
149	4.80	0.40	0.95**	0.83*	154	5.00	0	1.00**	1.00**	160	4.60	0.49	0.90*	0.75*
150	4.80	0.40	0.95**	0.83*	155	4.80	0.40	0.95**	0.83*	161	4.80	0.40	0.95**	0.83*
					156	4.80	0.40	0.95**	0.83*	162	4.80	0.40	0.95**	0.83*

CS Items					CS Items					CS Items			
No.	Mean	SD	V	H	No.	Mean	SD	V	H	No.	Mean	SD	V	H
163	4.80	0.40	0.95**	0.83*	176	5.00	0	1.00**	1.00**	181	5.00	0	1.00**	1.00**
164	4.40	0.80	0.85*	0.58	177	4.60	0.80	0.90*	0.67	182	5.00	0	1.00**	1.00**
165	4.40	0.80	0.85*	0.58	178	5.00	0	1.00**	1.00**	183	4.00	2.00	0.75	0.17
166	4.60	0.80	0.90*	0.67	179	4.80	0.40	0.95**	0.83*	184	5.00	0	1.00**	1.00**
167	4.80	0.40	0.95**	0.83*	180	4.80	0.40	0.95**	0.83*	185	5.00	0	1.00**	1.00**
168	4.40	0.80	0.85*	0.58						186	4.60	0.49	0.90*	0.75*
169	4.80	0.40	0.95**	0.83*						187	4.80	0.40	0.95**	0.83*
170	4.60	0.49	0.90*	0.75*						188	4.80	0.40	0.95**	0.83*
171	4.60	0.80	0.90*	0.67						189	4.60	0.49	0.90*	0.75*
172	5.00	0	1.00**	1.00**						190	4.80	0.40	0.95**	0.83*
173	5.00	0	1.00**	1.00**						191	5.00	0	1.00**	1.00**
174	4.60	0.49	0.90*	0.75*						192	5.00	0	1.00**	1.00**
175	4.60	0.49	0.90*	0.75*						193	4.80	0.40	0.95**	0.83*
										194	4.80	0.40	0.95**	0.83*
										195	5.00	0	1.00**	1.00**

Table 2. Comments of Expert Respondents to Items in Particular and the Scale in General

Types of comments	Comments
Specific (Item-related)	- It is not necessary to include some subjects provided in undergraduate level courses in the professional program (Part 2A, item no. 1-53; R1).
	- Check the words highlighted and change some of the words currently in use into suggested alternative words in Indonesian, as follows (Part 2A; R2):
	- No. 19: "tervalidasi" to be changed to "berbasis ilmiah"
	- No. 24: "penyakit" to "gangguan"
	- No. 26: "kehidupan praktek" to "praktek psikologi"
	- No. 32: "pelayanan" to "pelayanan psikologis"
	- No. 37: "praktikum penelitian" to "praktek penelitian"
	- No. 59" "praktek dasar" to "dasar-dasar praktek"
	- No. 60: "aktivitas praktek" to "pendampingan praktek/magang"
	- No. 82: "beragam" to "berbagai metode"
	- No. 120: "lokal" to "sesuai kultur budaya lokal"
	- No. 131: "tujuan" to "visi dan misi"
	- No. 136: "kurang beruntung" to "marginal"
	- No. 160: "kekuasaan, otoritas" to "kaum berkuasa"
General	- Too many items; items are overlapping. Some items that have appeared before are subsequently repeated using different wording (R1).
	- Too many items, and sentences used are too long (R3).

Note: R= respondent; example: R1= respondent 1

Online Appendix

Questionnaire Used in Data Collection

The items examined for validity and reliability in the manuscript is shown in Section 2 of the manuscript.

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.

    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?

    1.4   In your opinion, what are the roles of psychologists as perceived by your local community?

[ ]

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): _____

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)

[ ]

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):
_____
_____
_____
_____
_____
_____

5   Main current concerns, obstacles and expectations related to the <u>curriculum</u> 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?

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 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					
			Completely Irrelevant	○	○	○	○	○ Extremely Relevant
	Content	The list of teaching content: course content available in each professional program.						
1		Issues of normal and abnormal behaviour	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
2		Human life span development	Completely Irrelevant	○	○	○	○	○ 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	○	○	○	○	○ Extremely Relevant
4		Instruction in scientific and professional ethics and standards	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
5		Research design and methodology	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
6		Statistics	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
7		Psychological measurement	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
8		History and systems of psychology	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
9		Biological bases of behaviour, cognitive-affective bases of behavior, social bases of behaviour	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
10		Individual behaviour	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
11		Theories of psychological assessment	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
12		Theories of psychological intervention	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
13		Establishing working relationships	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
14		Communication skills	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
15		Interviewing techniques	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
16		Consultation skills	Completely Irrelevant	○	○	○	○	○ Extremely Relevant
17		Case/problem conceptualization grounded in valid assessment procedures and the scientific literature	Completely Irrelevant	○	○	○	○	○ Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	**Extremely Relevant**
18		Valid assessment procedures	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
19		Scientifically validated interventions	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
20		The impact of the personal characteristics of the scientist-practitioner in professional interactions	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
21		Analysis of risks and benefits of assessment	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
22		Analysis of risks and benefits of intervention	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
23		Informed consent	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
24		Iatrogenic issues	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
25		Ethical, legal and professional mandates to consider scientific evidence when choosing among alternative assessments and interventions	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
26		Socialization into the professional practice of psychology including the encouragement of appropriate scientific-professional affiliations	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
27		The implications of cultural and ethnic factors, and importance of individual differences, as delineated in the Didactic Scientific Core	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
28		Education in supervision	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
29	**Content**	Education in other forms of instruction	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
30		Evaluation of service programs	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
31		Evaluation of new procedures	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
32		Design of new service delivery systems	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
33		Development of new conceptual models	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
34		Integration of practice and theory	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
35		Program development and administration	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
36		Training	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
	Content	Experiential components: course content available in the professional psychology program.							
37		A pre-dissertation research project	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
38		Dissertation	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
39		Integration of the two components of research and practice	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
40		The systematic application of knowledge from scientific domains in practice with individuals	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
41		The systematic application of knowledge from scientific domains in practice with groups	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
42		The systematic application of knowledge from scientific domains in practice with organizations	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
43		The systematic collection of information in case conceptualization	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
44		The process of critical thinking, hypothesis testing, and other elements of the scientific method	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
45		Experiential content in problem formulation	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
46		Experiential content in assessment	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
47		Experiential content in intervention	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
48		Experiential content in consultation	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
49		Experiential content in evaluation	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
50		Issues of ethical responsibility	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
51		Issues of social responsibility	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
52		Issues of legal responsibility	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
53		Direct specific action to issues related to individual differences including cross- cultural and multi-ethnic factors	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
54		Intensive supervised practice experience, for a duration of_____ months	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
55	**Teaching & Learning Methods**	Does your program assign faculty experts to teaching the scientific/research component of the course?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
56	**Content**	Does your program teach valid assessment procedures?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
57	**Teaching & Learning Methods**	Does your program teach students to use scientific literature in problem conceptualization?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
58	**Content**	Does your program teach empirically validated interventions?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
59	**Content**	Does your program teach some basic practice components at the beginning of the program?	Completely Irrelevant	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	Extremely Relevant
63		Attending scientific conference presentations related to psychological disorders or treatments	Completely Irrelevant	○	○	○	○	○	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
64		· Using empirically supported treatments	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
65		· Conducting systematic evaluation of one's own clinical work (eg: case study or case series report)	Completely Irrelevant	○	○	○	○	○	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	○	○	○	○	○	Extremely Relevant
67		Does your program determine which research themes can be chosen by students?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
68		Does your program allow students to select research methods most relevant to their interest?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
69		Does your program determine which research methods can be chosen by students?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
70		Does your program place equal emphasis on scientific content and practice subject matter?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
71	Content	Does the experiential component of your program highlight practice content more than scientific content?	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
72	Content	Does the experiential content provided by your program prioritise scientific content over the practice element?	Completely Irrelevant	○	○	○	○	○	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	○	○	○	○	○	Extremely Relevant
74		· Qualitative research	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
75		· Mixed methods	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
		b. Based on research topics							
76		· Theoretical analysis	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
77		· Surveys	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
78		· Analysis of archival data	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
79		· Outcome research (including program development and evaluation)	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
80		· Public policy and/or legislative analysis	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
81		· Case studies	Completely Irrelevant	○	○	○	○	○	Extremely Relevant
82	Teaching & Learning Methods	Does your program provide diverse formal research experiences for students?	Completely Irrelevant	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	Extremely Relevant

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
86	**Teaching & Learning Methods**	Does your program match the setting of early practice training with the goal established for the training experience?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
87	**Teaching & Learning Methods**	Does your program provide a comprehensive practice experience under the guidance of the faculty?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
88	**Teaching & Learning Methods**	Do the training practice settings provide students with opportunities to engage in additional formal research?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
89	**Content**	Does your program include the experiential-practice content during the first year of the program?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
90	**Teaching & Learning Methods**	Does the majority of the faculty in this program comprise practising psychologists?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
96	**Teaching & Learning Methods**	Is the number of faculty in your program proportionally sufficient to the number of students?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
97	**Teaching & Learning Methods**	Does your program provide scientific inquiry opportunities for students either with or monitored by academic staff?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
98	**Teaching & Learning Methods**	Does your program provide students with scientific practice opportunities either with or monitored by faculty members?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
99	**Teaching & Learning Methods**	Does your program provide extended opportunities for breadth of learning?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
100	**Content**	Does your program teach empirically supported treatments?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
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**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
103	**Teaching & Learning Methods**	Do faculty members in your program participate in clinical research* to evaluate proposed or existing interventions?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
104	**Teaching & Learning Methods**	Does your program use evidence-based practice?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
	Teaching & Learning Methods	Dissemination methods Does your program apply dissemination methods listed below? (Questions 105-108)							
105		· Traditional scientific publication	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
106		· Developing evidence-based and practically applicable treatment manuals	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
107		· Disseminating digestible scientific information to the lay public	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
108		· Consulting with other health care professionals on the application of psychological science knowledge to patient care.	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
109	**Teaching & Learning Methods**	Does your program do several efforts to applying research to practice?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
111	**Teaching & Learning Methods**	Does your program adopt standards of clinical competence* for students?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
112	**Teaching & Learning Methods**	Do the majority of faculty members of this program actively engage in psychological practice?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
113	**Content**	Do students in your program receive extensive training in practice skills?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
114	**Teaching & Learning Methods**	Are students in your program held accountable for clinical competence?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**

SUBSECTION 2B

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
116	**Content**	Does your program highlight clinical practice in the education of psychologists?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
117	**Teaching & Learning Methods**	Does your program encourage the principle of learning by doing?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
118	**Teaching & Learning Methods**	Does your program emphasise the development of the supervisory relationship in fostering students' learning?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
119	**Content**	Does your program provide students with comprehensive clinical experiences at the beginning of the program?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
120	**Aim/Objective**	Does your program place considerable attention on the needs of your society?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
121	**Aim/Objective**	Does your program factor in the needs of your local society in curriculum development?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
122	**Aim/Objective**	Does your program accommodate relevant local society demands in relation to the role of psychologists?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
123	**Evaluation**	Does your program endorse periodic monitoring of program objectives in relation to fulfilling society needs?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
124	**Evaluation**	When required, does your program make appropriate curricular changes in order to meet society needs?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
128	**Aim/Objective**	Does your program weight attitudinal factors as more significant than test scores in the student selection process?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
129	**Aim/Objective**	Does your program weight motivational factors as more significant than test scores in the student selection process?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
130	**Aim/Objective**	Does your program provide field training in various contexts?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
131	**Aim/Objective**	Are local society needs considered when setting program objectives?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
132	**Aim/Objective**	Are field experiences provided for students consistent with your program's objectives?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
135	**Aim/Objective**	Does your program provide psychological services for clients from culturally diverse backgrounds?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
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**	○	○	○	○	○	**Extremely Relevant**
137	**Evaluation**	Does your program regularly conduct evaluation of the services psychologists do and do not provide?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
140	**Teaching & Learning Methods**	Does your program incorporate regular exchanges between faculty and field supervisors?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
141	**Evaluation**	Does your program place equal weight on outstanding performance in professional activities and distinguished theoretical/empirical achievements?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
142	**Content**	Does your program place exclusive emphasis on the practitioner side in the education of future psychologists?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
143	**Content**	Does your program assign significant importance to scholarly works?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
145	**Teaching & Learning Methods**	Does the majority of academic staff in your program publish research papers?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**

SUBSECTION 2C

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
146	**Aim/Objective**	Is preparing students for psychological practice your program's overall main objective?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
147	**Content**	Does your program provide a range of clinical experiences for students?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
148	**Teaching & Learning Methods**	Does your program value scholarly activities undertaken by students?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
149	**Teaching & Learning Methods**	Are most faculty members in your program involves in both scholarly works and professional practice?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**

SUBSECTION 2D

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	○	○	○	○	**Extremely Relevant**
151	**Aim/Objective**	Does your program place simultaneous focus on training practitioners and rigorous scientific training?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
152	**Aim/Objective**	Does your program put great consideration on client needs in delivering psychological services?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
153	**Teaching & Learning Methods**	Does your program require students to strive for increased awareness of social issues/social responsibility?	**Completely Irrelevant**	○	○	○	○	**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**	○	○	○	○	**Extremely Relevant**
155	**Teaching & Learning Methods**	Does your program produce different types of scholarly products?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
156	**Teaching & Learning Methods**	Does your program apply a greater variety of approaches to research?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
	Content	Does your program provide educational content listed below?						
157		· Academic-scientific materials, both research and theory	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
158		· Reflective process to develop student as a professional psychologist	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
159		· Discussion of relevant social issues	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
160		· Topics related to marginalization, power, and authority	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
161		· Local unique elements relevant to particular client or professional situation.	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
162		· Appropriate professional attitudes of becoming a psychologist	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**

SUBSECTION 2E

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	○	○	○	○	**Extremely Relevant**
163	**Aim/Objective**	Does your program heavily emphasize science/research training in the education of psychologists?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
164	**Aim/Objective**	Is the main objective of your program to train research scientists?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
165	**Aim/Objective**	Does your program focus on preparing students for careers as scientists?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
166	**Content**	Does your program emphasize the provision of research activities for students?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
167	**Content**	Does your program stress the usage of empirically supported assessment techniques and treatments in clinical works?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
168	**Teaching & Learning Methods**	Does your program require students to participate in research projects being conducted by faculty members?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**
169	**Teaching & Learning Methods**	Does your program create opportunities for students to become involved in conference presentations?	**Completely Irrelevant**	○	○	○	○	**Extremely Relevant**

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	○	○	○	○	○ Extremely Relevant
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**	○	○	○	○	○ **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**	○	○	○	○	○ **Extremely Relevant**
172	**Teaching & Learning Methods**	Does your program emphasize the critical analysis process in case conceptualization?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
173	**Teaching & Learning Methods**	Does your program require students to review literature in analysing cases?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
174	**Teaching & Learning Methods**	Does your program have a research committee?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
175	**Teaching & Learning Methods**	Does your program have a research coordinator?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
176	**Teaching & Learning Methods**	Does each student in your professional program have a research supervisor?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
177	**Aim/Objective**	Does your program underscore the development of clinical science** and theory?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
178	**Aim/Objective**	Does your program aim to foster the broad application of clinical science** to human problems?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
179	**Aim/Objective**	Does your program highlight the timely dissemination of clinical science** to consumers?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
180	**Aim/Objective**	Does your program focus on preparing students for careers as clinical scientists***?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**

SUBSECTION 2F

Item Number	Curriculum Dimension	Item	Rating					
			Completely Irrelevant	○	○	○	○	○ Extremely Relevant
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**	○	○	○	○	○ **Extremely Relevant**
182	**Aim/Objective**	Does your program clearly define competencies to be developed in students during the training period?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
183	**Evaluation**	Has your program established a means of assessing competencies deemed important in psychological practice?	**Completely Irrelevant**	○	○	○	○	○ **Extremely Relevant**
184	**Evaluation**	Has your program established a standard by which students are judged to be competent?	**Completely Irrelevant**	○	○	○	○	○ **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**	○	○	○	○	○ **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**	○	○	○	○	○ **Extremely Relevant**

Item Number	Curriculum Dimension	Item	Rating						
			Completely Irrelevant	○	○	○	○	○	Extremely Relevant
187	**Teaching & Learning Methods**	In your program, is it possible for students to learn at a variable pace?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
188	**Teaching & Learning Methods**	Does your program provide remedial activities for students who fall behind in mastery of competencies?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
189	**Teaching & Learning Methods**	In your program, are learning resources always available?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
190	**Evaluation**	Does your program apply multiple methods of competency assessment?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
191	**Evaluation**	In your program, is student evaluation done by multiple assessors?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
192	**Evaluation**	Does your program clearly define competencies at a sufficient level of specificity?	**Completely Irrelevant**	○	○	○	○	○	**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**	○	○	○	○	○	**Extremely Relevant**
194	**Evaluation**	In your program, are student test scores considered the main indicator of mastery of competencies?	**Completely Irrelevant**	○	○	○	○	○	**Extremely Relevant**
195	**Evaluation**	Does your program apply various indicators other than traditional test scores in determining students' mastery of competencies?	**Completely Irrelevant**	○	○	○	○	○	**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 3 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 3 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 1st intake			
2014/2015 2nd intake			
2014/2015 1st intake			
2013/2014 2nd intake			
2013/2014 1st intake			
2012/2013 2nd intake			
2012/2013 1st 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 √ 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?

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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)

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2.4 Menurut Anda, bagaimana proporsi perbandingan antara komponen penelitian dan komponen praktek dalam kurikulum program profesi di institusi Anda? Silakan beri tanda √ 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)

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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)

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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)

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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 <u>pengembangan</u> kurikulum program Magister Psikologi Profesi di institusi ini?

5.4 Menurut Anda, apa sajakah kendala utama dalam <u>implementasi</u> 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 pentingya 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	○	○	○	○	○	Sangat Relevan
2A.		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	○	○	○	○	○	Sangat Relevan
2		Perkembangan kehidupan manusia/Life-span development	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
3		Perbedaan-perbedaan individu termasuk, namun tidak terbatas pada latar belakang etnis, gender, budaya, agama, ras, dan gaya hidup.	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
4		Kode etik ilmiah/ Standar sikap ilmiah (*scientific ethics*)	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
5	MK	Desain penelitian dan metodologi penelitian	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
6		Statistik	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
7		Pengukuran psikologis	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
8		Sejarah dan sistem dalam psikologi	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
9		Faktor-faktor yang mendasari perilaku: biologis, kognisi-afeksi, sosial	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
10		Perilaku individu	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
11		Teori-teori asesmen psikologis	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
12		Teori-teori intervensi psikologis	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
13		Membangun hubungan kerja yang positif	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
14		Kemampuan komunikasi	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	**Sangat Relevan**
15		Teknik-teknik wawancara	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
16		Keterampilan konsultasi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
17		Membangun gambaran konseptual dari kasus psikologis secara ilmiah	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
18		Prosedur asesmen psikologis yang terbukti valid (*valid assessment procedures*)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
19		Prosedur intervensi yang tervalidasi secara ilmiah (*scientifically validated interventions)*	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
20		Pengaruh karakteristik pribadi terhadap interaksi profesional	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
21		Analisis kekuatan dan kelemahan beberapa metode asesmen	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
22		Analisis kekuatan dan kelemahan beberapa metode intervensi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
23		Informed consent	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
24		Masalah terkait penyakit	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
25		Kewajiban secara etik, hukum dan profesi untuk mengedepankan bukti ilmiah dalam pemilihan alternatif teknik asesmen dan intervensi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
26		Sosialisasi dalam kehidupan praktek, termasuk dorongan untuk bergabung dengan organisasi profesi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
27		Konsekuensi/pengaruh faktor budaya, etnis, serta perbedaan individu lainnya terhadap gejala psikologis.	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
28	**MK**	Pengelolaan (*supervision*)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
29		Pengajaran (*teaching*)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
30		Evaluasi prosedur pelayanan (psikologis)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
31		Evaluasi program pelayanan (psikologis)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
32		Desain sistem pelayanan baru	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
33		Pengembangan model konseptual baru	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
34		Integrasi teori dan praktek	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
35		Pengembangan program dan administrasi program	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	**Sangat Relevan**
36		Pelatihan *(training)*	**Sangat Tidak Relevan**	○	○	○	○	○	**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**	○	○	○	○	○	**Sangat Relevan**
38		Penelitian thesis	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
39		Integrasi komponen keilmuan/penelitian dan komponen praktek	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
40		Penerapan pengetahuan dalam praktek di level individu	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
41		Penerapan pengetahuan dalam praktek di level kelompok	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
42		Penerapan pengetahuan dalam praktek di level organisasi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
43		Metode pengumpulan informasi secara sistematis dalam penanganan kasus	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
44	MK	Proses berpikir ilmiah dalam praktek psikologis	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
45		Praktikum formulasi kasus/masalah	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
46		Praktikum metode-metode asesmen	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
47		Praktikum teknik-teknik intervensi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
48		Praktikum teknik-teknik konsultasi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
49		Praktikum metode-metode evaluasi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
50		Topik-topik tanggung jawab etika dalam praktek psikologi	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
51		Topik-topik tanggung jawab sosial dalam praktek psikologi	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
52		Topik-topik tanggung jawab hukum dalam praktek psikologi	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
53		Tindakan dalam menghadapi perbedaan-perbedaan individu, termasuk faktor-faktor budaya dan multi etnis.	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
54		Kerja praktek intensif (magang/*internship*). Jika Ya, mohon disebutkan periode kerja praktek berlangsung selama …….. Bulan	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
55	BM	Apakah pengajaran mata kuliah keilmuan (*scientific content*) pada program Anda diampu oleh pengajar-pengajar yang merupakan ahli di bidang tersebut?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
56	MK	Apakah program Anda mengajarkan materi asesmen psikologis yang terbukti valid secara ilmiah?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
57	BM	Apakah program Anda mengajarkan mahasiswa untuk menggunakan literatur ilmiah dalam proses penanganan kasus?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
58	MK	Apakah program Anda mengajarkan mata kuliah intervensi yang valid/sudah memiliki bukti empiris?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
59	MK	Apakah pengajaran beberapa materi praktek dasar pada program Anda diberikan pada semester awal?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
60	BM	Apakah sebagian besar staf pengajar dalam program ini terlibat dalam aktivitas praktek mahasiswa di sepanjang program?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
2A.3		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	BM	- Mencari tahu metode penanganan gangguan psikologis melalui literatur ilmiah	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
63		- Menghadiri seminar/konferensi ilmiah tentang kasus psikologis tertentu dan penanganannya	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
64		- Menggunakan teknik asesmen dan intervensi yang terbukti valid secara ilmiah	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
65		- Melakukan penelitian untuk mengevaluasi teknik intervensi tertentu yang digunakan	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	**Sangat Relevan**
66	BM	Apakah dalam program Anda mahasiswa diperbolehkan memilih jenis penelitian yang beragam sesuai minat pribadi atau aspirasi pribadinya?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
67	BM	Apakah program Anda mengharuskan mahasiswa memilih jenis penelitian tesis sesuai yang telah ditentukan program?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
68	BM	Apakah program Anda memperbolehkan mahasiswa menentukan sendiri metode penelitian yang akan digunakan untuk penelitiannya?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
69	BM	Apakah program Anda menentukan metode penelitian yang boleh dipilih oleh mahasiswa dalam menjalankan penelitiannya?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
70	MK	Apakah komponen praktikum pada program Anda menekankan materi keilmuan (*scientific content*) dan materi praktek (*practice content*) secara berimbang?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
71	MK	Apakah komponen praktikum pada program Anda lebih menekankan pemberian materi praktek (*practice content*) dibandingkan materi keilmuan (*scientific content*)?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
72	MK	Apakah komponen praktikum pada program Anda lebih menekankan pemberian materi keilmuan (*scientific content*) dibandingkan materi praktek (*practice content*)?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
		Jenis-jenis penelitian yang dilakukan oleh mahasiswa pada program ini mencakup:							
		a. Berdasarkan metode penelitian							
73		- Penelitian kuantitatif	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
74		- Penelitian kualitatif	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
75		- Mixed method	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
	BM	b. Berdasarkan jenis topik penelitian							
76		- Analisis terhadap teori psikologi	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
77		- Survey	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
78		- Analisis terhadap data dokumen/arsip	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
79		- Outcome research, termasuk pengembangan dan evaluasi program	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
80		- Analisis kebijakan umum dan/atau legislatif	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
81		- Studi kasus	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
82	BM	Apakah program Anda memberikan pengalaman melakukan penelitian yang beragam untuk mahasiswa?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
83	BM	Apakah program Anda memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek langsung di beberapa variasi *setting*/jenis tempat praktek?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
84	BM	Apakah program Anda memberikan kesempatan bagi tiap mahasiswa untuk melakukan praktek menangani populasi klien yang beragam?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
85	BM	Apakah praktikum awal untuk materi praktek (*practice content*) pada program Anda diberikan dengan bimbingan staf pengajar?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
86	BM	Apakah praktikum awal untuk materi praktek (*practice content*) pada program Anda dilakukan dalam *setting* praktek yang sesuai dengan tujuan pendirian program?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
87	BM	Apakah program Anda memberikan pengalaman praktek secara intensif di bawah bimbingan pembimbing?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
88	BM	Apakah program Anda menyediakan lokasi tempat praktek di mana mahasiswa dapat terlibat dalam aktivitas penelitian formal?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
89	MK	Apakah aktivitas praktikum untuk komponen praktek (*practice content*) pada program Anda diberikan pada semester pertama?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
90	BM	Apakah sebagian besar staf pengajar di program Anda merupakan psikolog berpraktek?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
91	BM	Apakah sebagian besar staf pengajar di program Anda memahami pentingnya aspek ilmiah dan aspek praktikal dalam praktek psikologi?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
92	BM	Apakah sebagian besar staf pengajar di program Anda mengakui pentingnya **integrasi** aspek ilmiah dan aspek praktikal dalam praktek psikologi?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
93	BM	Apakah sebagian besar staf pengajar di program Anda sudah melakukan integrasi aspek ilmiah dan aspek praktikal dalam aktivitas profesional/praktek 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	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
95	BM	Apakah aktivitas integrasi aspek ilmiah dan praktikal sudah dilakukan oleh sebagian besar staf pengajar dalam aktivitas pengajaran sehari-hari?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
97	BM	Apakah program Anda mengharuskan mahasiswa untuk melakukan pencarian jawaban secara ilmiah (*scientific inquiry*) terhadap kasus yang ditangani, dengan atau di bawah pengawasan staf pengajar?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
98	BM	Apakah program Anda menyediakan kesempatan bagi mahasiswa untuk melakukan praktek dengan atau di bawah pengawasan staf pengajar?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
100	MK	Apakah program Anda mengajarkan materi intervensi/*treatment* psikologis yang didukung bukti ilmiah?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
104	BM	Apakah program Anda menerapkan metode praktek psikologis (mencakup teknik asesmen, diagnosa dan metode *treatment*/intervensi) yang berdasar fakta ilmiah /*evicence-based practice*?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					
			Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
	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	○	○	○	○	○ Sangat Relevan
106		• Penerbitan manual penanganan masalah psikologis yang didukung bukti ilmiah dan dapat diterapkan	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
107		• Penerbitan artikel berisi informasi ilmiah kepada publik/masyarakat umum	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
108		• Aktifitas konsultasi dan diskusi dengan ahli kesehatan lain tentang penerapan ilmu psikologi dalam penanganan pasien	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
109	BM	Apakah program Anda melakukan upaya-upaya untuk menerapkan hasil-hasil penelitian psikologi ke dalam praktek?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
110	BM	Apakah program Anda mengharuskan mahasiswa untuk menggunakan teori-teori psikologi dalam proses konseptualisasi kasus?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
111	BM	Apakah program Anda sudah menetapkan standar-standar kompetensi klinis* yang harus dicapai oleh mahasiswa?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
112	BM	Apakah sebagian besar staf pengajar pada program Anda terlibat aktif dalam kegiatan praktek psikologi?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
113	MK	Apakah program Anda memberikan pelatihan komprehensif bagi mahasiswa mengenai keterampilan melakukan praktek psikologis?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
114	BM	Apakah program Anda menyiapkan mahasiswa untuk menguasai kompetensi klinis* sebagai psikolog?	Sangat Tidak Relevan	○	○	○	○	○ 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	○	○	○	○	○ Sangat Relevan

SUB 2B

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)					
			Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan
116	MK	Apakah program Anda menekankan komponen praktek dalam aktivitas pendidikan?	Sangat Tidak Relevan	○	○	○	○	○ Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
117	BM	Apakah program Anda menerapkan prinsip pembelajaran langsung /"learning by doing"?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
118	BM	Apakah program Anda sangat menekankan "supervisory relation ship" di mana mahasiswa belajar melalui pembimbing?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
119	MK	Apakah program Anda memberikan pengalaman praktek secara komprehensif kepada mahasiswa sejak awal program?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
120	T	Apakah program Anda sangat memperhatikan kebutuhan masyarakat lokal yang akan dilayani oleh lulusan?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
121	T	Apakah program Anda menyertakan kebutuhan masyarakat lokal dalam pembuatan kurikulum?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
122	T	Apakah program Anda mengakomodir kebutuhan spesifik masyarakat lokal akan peran psikolog, ke dalam aktivitas pendidikan profesi?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
130	BM	Apakah program Anda sangat menekankan pemberian pengalaman praktek di beragam *setting?*	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
131	T	Apakah kebutuhan masyarakat lokal merupakan aspek yang dimasukkan ke dalam perumusan tujuan di program Anda?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
132	T	Apakah pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan tujuan pendirian program Anda?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
133	T	Apakah pengalaman praktek yang diberikan kepada mahasiswa sejalan dengan kebutuhan masyarakat lokal di mana program Anda berada?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
134	T	Apakah pengelolaan program ini secara keseluruhan sejalan dengan kebutuhan beragam klien dalam komunitas di mana program berada?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
135	T	Apakah program Anda menyediakan pelayanan psikologis untuk klien dengan latar belakang budaya yang berbeda-beda?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
137	EV	Apakah program Anda melakukan evaluasi terhadap pelayanan psikologis yang sudah diberikan maupun yang belum diberikan?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
138	BM	Apakah sebagian besar staf pengajar pada program ini juga merupakan psikolog yang berpraktek?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
140	BM	Apakah program Anda melakukan aktivitas pertukaran (*exchange program*) antara staf pengajar dan pembimbing lapangan untuk keperluan pengembangan profesi?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
142	MK	Apakah program Anda memberikan penekanan lebih besar pada komponen praktek dibandingkan komponen keilmuan?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
143	MK	Apakah program Anda lebih menekankan kegiatan ilmiah dibandingkan aktivitas praktek?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
145	BM	Apakah sebagian besar staf pengajar pada program ini banyak terlibat dalam penelitian dan publikasi ilmiah?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

SUB 2.C

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
146	T	Apakah titik berat program Anda adalah menyiapkan mahasiswa untuk berpraktek psikologi?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
147	MK	Apakah program Anda menekankan pemberian pengalaman praktek secara intensif?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
149	BM	Apakah sebagian besar staf pengajar pada program Anda melakukan aktivitas akademik dan praktek secara bersamaan?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
150	BM	Apakah sebagian besar staf pengajar pada program ini berperan sebagai dosen sekaligus psikolog praktek?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

SUB 2.D

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
151	T	Apakah program Anda memberikan penekanan yang sama terhadap pelatihan keterampilan praktek dan pelatihan metode ilmiah?	Sangat Tidak Relevan	○	○	○	○	○	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	○	○	○	○	○	Sangat Relevan
153	BM	Apakah program Anda mengajarkan mahasiswa untuk memiliki kesadaran yang tinggi akan permasalahan dan tanggung jawab sosial?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
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	○	○	○	○	○	Sangat Relevan
155	BM	Apakah jenis penelitian yang dilakukan para mahasiswa di program Anda dapat bervariasi jenisnya?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
156	BM	Apakah program Anda memperbolehkan dipilihnya berbagai cara/ metode untuk menjawab pertanyaan penelitian?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
		Apakah program Anda menyediakan materi kuliah berikut ini?							
157	MK	· Materi keilmuan: teori dan penelitian	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
158		· Proses refleksi untuk pengembangan diri mahasiswa sebagai psikolog	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
159		· Permasalahan-permasalahan sosial	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
160		· Topik kekuasaan, otoritas dan kaum marginal	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
161		· Faktor lokal yang berperan terhadap keadaan klien	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
162		· Sikap efektif seorang psikolog	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

SUB 2.E

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
163	T	Apakah program Anda lebih menekankan pemahaman teori dan pelaksanaan penelitian psikologis dibandingkan keterampilan praktek?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
164	T	Dalam program Anda, apakah melatih keterampilan mahasiswa dalam melakukan penelitian merupakan tujuan utama?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
165	T	Apakah tujuan terpenting program Anda adalah menyiapkan mahasiswa berkarir sebagai ilmuwan?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
166	MK	Apakah program Anda menekankan pelatihan bagi mahasiswa untuk melakukan penelitian?	Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	**Sangat Relevan**
167	MK	Apakah teknik asesmen dan *treatment* psikologis yang diajarkan pada program Anda merupakan teknik-teknik ilmiah yang memiliki bukti-bukti empiris?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
168	BM	Apakah program Anda mengharuskan mahasiswa untuk terlibat dalam aktivitas penelitian dosen?	**Sangat Tidak Relevan**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Sangat Relevan**
171	BM	Apakah mahasiswa pada program Anda dilibatkan dalam penulisan proposal penelitian untuk tujuan kompetisi dana penelitian?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
172	BM	Apakah program Anda menekankan aktivitas analisis ilmiah dalam penanganan kasus?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
173	BM	Apakah program Anda mengharuskan mahasiswa membuat tinjauan pustaka/*literature review* dalam penanganan kasus?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
174	BM	Apakah program profesi Anda memiliki Komite Penelitian?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
175	BM	Apakah Anda menunjuk Koordinator Penelitian untuk mengelola penelitian mahasiswa profesi?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
176	BM	Apakah masing-masing mahasiswa pada program profesi Anda memiliki pembimbing penelitian?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
177	T	Apakah tujuan utama program Anda adalah untuk mengembangkan penelitian akan pengetahuan dan teori klinis (*clinical science*)?**	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
178	T	Apakah tujuan utama program Anda adalah mendorong penerapan pengetahuan klinis (*clinical science*)** ke dalam pemecahan permasalahan manusia?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
179	T	Apakah program Anda menekankan aktivitas penyebaran pengetahuan klinis (*clinical science*)** kepada pengguna jasa? (Misalnya antara lain pembuat kebijakan, psikolog dan ilmuwan lain, praktisi)	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
180	T	Apakah titik berat program Anda adalah menyiapkan mahasiswa untuk berkarir sebagai ilmuwan klinis (*clinical scientist*)***?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**

SUB 2.F

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	**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**	○	○	○	○	○	**Sangat Relevan**
182	T	Apakah program Anda sudah menetapkan kompetensi-kompetensi yang harus dicapai lulusan setelah menyelesaikan studinya di program ini?	**Sangat Tidak Relevan**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**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**	○	○	○	○	○	**Sangat Relevan**
187	BM	Apakah mahasiswa di program Anda menguasai pengetahuan atau keterampilan praktek dengan kecepatan yang berbeda-beda?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
188	BM	Apakah program Anda menyediakan aktivitas remedial untuk mahasiswa yang lebih lambat dalam penguasaan kompetensi tujuan?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
189	BM	Apakah materi belajar yang disediakan program Anda dapat diakses sewaktu-waktu oleh mahasiswa?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
190	EV	Apakah mekanisme pengukuran kemampuan mahasiswa di program Anda dilakukan dengan menggunakan beberapa metode pengukuran?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
191	EV	Apakah penilaian terhadap pencapaian kompetensi mahasiswa setelah proses pembelajaran pada program Anda dilakukan lebih dari satu penilai?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**

No. Item	Dimensi Kurikulum	Item	Penilaian Relevansi (Rating)						
			Sangat Tidak Relevan	○	○	○	○	○	Sangat Relevan
192	**EV**	Apakah program Anda sudah menentukan <u>level/tingkatan kemampuan</u> dalam tiap kompetensi yang hendak dicapai?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
193	**EV**	Apakah program Anda menerapkan beragam cara untuk mendokumentasikan bukti pencapaian kemampuan mahasiswa?	**Sangat Tidak Relevan**	○	○	○	○	○	**Sangat Relevan**
194	**EV**	Pada program Anda, apakah nilai hasil ujian menjadi tolok ukur utama pencapaian kompetensi mahasiswa?	**Sangat Tidak Relevan**	○	○	○	○	○	**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**	○	○	○	○	○	**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 √ 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 √ 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: akreditas 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 √ 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: