

## MASTER OF ARTS IN INTERNATIONAL PSYCHOLOGY CURRICULUM DEVELOPMENT

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### Abstract

The field of International Psychology has demonstrated its role within the broader field of psychology since its inception as a scientific discipline in the latter part of the 19<sup>th</sup> century. The goal of the International Psychology field is to facilitate communication and more importantly, collaboration between professionals working in the psychology and psychology-related fields worldwide, by means of research, scholarship, advocacy, focused pedagogy, and networking. Based on these goals the Master of Arts in International Psychology program was developed. This program brings a unique perspective to global challenges and encourages the promotion of new solutions to the consequences of globalization. The curriculum of this new Masters program includes theoretical psychological concepts from Western and non-Western worldviews to further understand global practices and explore behaviors across cultures and diverse groups. While much of psychological science is still grounded in Western ideas, this program will also promote and integrate in learning outcomes a deep respect for cultural considerations and will teach students the ability to critically evaluate Western and non-Western psychological concepts. Together, the foundation of psychological theories, cultural considerateness, and training in critical thinking, positions this program to integrate international practices with psychological principles to further address global concerns. Throughout the program, students will be encouraged to develop a personal paradigm shaped by universal ethical principles and social justice concepts, to build a fundamental sense of belonging and interconnectedness within the global community. Graduates will be prepared to respond to the needs of present and future demands in the field of International Psychology. This paper will present the background behind the development of this Masters program that is designed to prepare professionals to address global concerns, excel as international leaders, manage trauma and group conflict issues, or advocate for environmental practices that encourage sustainability and survivability.

**Keywords:** Curriculum Development, International Psychology, Masters Programs.

### 1. INTRODUCTION

The advent of globalization has accelerated the recognition and establishment of psychology in diverse parts of the world. The process of globalization has played a major role in disseminating information about the field of

psychology, and this is matched by a considerable increase in the number of psychologists and psychology students around the globe (Stevens & Gielen, 2007)

As interest in psychology has matured among students and professionals in Western and non-Western contexts, the grounding of the field in Western paradigms is increasingly being questioned. Western paradigms about human behavior are not always satisfactory in addressing phenomena in non-Western societies, or global phenomena. Hogan & Vaccaro (2007) suggest that transferring Western knowledge and practices may be considered a disrespect of local practices, potentially causing further harm.

### 1.1. The International Psychology Field

The rise of the field of International Psychology was a natural consequence of the global recognition and expansion of the psychology field in both Western and non-Western contexts. This new branch of psychology emerged with the aim of supporting the development of inclusive and cultural practices, based on both regional and global demands. "When one understands psychological science to be a byproduct of the Western tradition, fashioned by particular cultural and historical considerations, the door is opened to a fresh consideration for the practice of psychology in the global context" (Gergen, Gulerce, Lock & Mirsa, 1996, p. 496).

The American Psychological Association (APA) Division 52 - International Psychology, defines this new field as a psychological science concerned with culturally and contextually oriented practices. According to APA Division 52, this new science encourages global critical thinking and addresses the public interest and welfare of societies (APA, 2012). The International Union of Psychological Sciences (IUPsyS) has a similar mission to Division 52 and facilitates collaboration among local, national, and international organizations sharing mutual interests, and promotes exchanges between students, professionals, and scientists (Nair, Ardila & Stevens, 2007). *The Universal Declaration of Ethics Principles for Psychologists* was presented at the 2008 International Congress of Psychology in Berlin. The development of the *Universal Declaration* involved a comprehensive research analysis of international documents and consultation with psychologists and professionals in related areas around the world. After six years of work, this task was successfully accomplished and the document was introduced with the objective of fostering justice and respect in the provision of psychological services (Gauthier, 2008). The *Universal Declaration* was considered an important milestone in the advancement of the field of International Psychology. The ethical principles in the declaration are based on shared human values and reaffirming the commitment of psychologists to providing ethical and competent services to global communities (Sinclair, 2012).

Since its inception, International Psychology has promoted the development of communication and network among psychologists and professionals in related fields. Cooperative relations have been established among individuals, groups, and nations with the goal of addressing past and contemporary complex concerns impacting global societies. As such, the field of International Psychology has been advocating for the construction of diverse forms of knowledge, ways of thinking, and inviting joint efforts from multidisciplinary theories and unconventional approaches (Wedding & Stevens, 2004). Most important, it has been contributing to advance cross-cultural dialogues, to the increase of scholarships with international focus, and to the development of specific pedagogy designed to form professionals capable to respond to global demands (Stevens & Gielen, 2007).

### 1.2. Education and training in International Psychology

The current and next generations of psychologists and professionals working in the International Psychology field should receive adequate education and training to respond effectively to global demands. Professionals should be trained to be culturally and contextually oriented, and sensitive to individual and group racial and ethnic backgrounds. Diversity in its broad understanding should be valued, preserved, and honored by international psychologists. We should be aware of the intergroup bias and ethnocentric perspectives that are naturally present in Western psychology. Moreover, educational training should encourage self-critical thinking to address potential self-prejudice behaviors and patterns of thinking that could impact the way global communities are perceived and treated (Marsella, 2007).

Universities around the world should act as the primary educational resource to train individuals to productively work in global contexts. With Marsella's (2007) recommendations in mind, universities should be the driving forces to endorse the internationalization of psychology curricula. This process should be observed as a consequent and expected outcome to prepare professionals to respond to past and contemporary global challenges. Needless to say, the development of such a curriculum is not an easy task since Western psychology is based on the knowledge rooted in the "power elite of the discipline" (p. 351). Such curriculum needs to be grounded in new and syncretic paradigms, indigenous psychologies, and non-Western practices, to confront the privileged position of Western psychology. It should help professionals to honor human differences, value cultural diversity and wealth, promote social justice, and advocate for ethical practices

citizens and societies (Gacel-Ávila, 2005).

Of vital importance in the formation of international psychologists is the development of cultural and social justice competencies. Distance, time, and geographical boundaries are no longer obstacles inhibiting the encounter of individuals from diverse backgrounds. When that happens, cultural identities and beliefs might converge or become fragmented. The first scenario may promote a constructive understanding of different forms of thinking were mutual respect is transmitted; however if the encounter results in fragmentation of cultural identities and beliefs, fractured relationships emerge, nurturing confusion, uncertainty and violence (Pettifor & Ferrero, 2012). Educational trainings should assist in the development of cultural and social justice competencies preparing professionals to facilitate positive and successful encounters among individuals, groups, and nations avoiding potential misunderstandings. Collins and Arthur (2010) advocates for the inclusion of social justice competency in culturally-oriented practices. Professionals working in the International Psychology field often experience situations involving injustice, unfair, and discriminatory practices. The competency of social justice needs to be comprehensively constructed through the curriculum inviting students to analyze past and current situations involving human rights violations, crimes committed against humanity, and human dignity. Advocating for and upholding social justice, human rights, and ethical principles must be intrinsic abilities of professionals working in global contexts (Pettifor & Ferrero, 2012).

Coursework should be carefully planned and developed to address the fields of cultural anthropology, trauma and group conflict resolution, global management and leadership strategies, public policy, sociology, ecology, and survivability and sustainability. In addition, reading material should include conceptual frameworks such as cultural psychology, multicultural psychology, cross-cultural psychology and indigenous psychologies (Burgues et. al, 2004; Marsella, 2007; Takooshian & Stambaugh, 2007; Stevens & Gielen, 2007). As the content and competencies of the program are constructed, attention should also be given to the program delivery strategies. Such pioneer and innovative programming should be accessible to individuals around the world and tailored to the needs of 21st century students. Moreover, it should no longer be limited by time and geographic boundaries. Courses can be delivered in an online format, incorporating up to date instructional technologies, and pedagogical approaches (Ally, 2008; Marsella, 2007).

Ultimately, the curriculum should have a strong commitment to the mission and values of the field of International Psychology fostering intercultural, interdisciplinary, and intersectoral reflective critical thinking (Marsella, 2007). Moreover, it should strive to form ethical and culturally competent professionals who will act as true agents of change. This new program has the opportunity to constitute a pioneering strategy in the educational field and an essential movement to align psychology with the demands and challenges of the 21<sup>st</sup> century.

## **2. THE CHICAGO SCHOOL OF PROFESSIONAL PSYGOLOGY (TCSP)**

The Chicago School of Professional Psychology (TCSP) is a not-for-profit academic institution established by practitioner psychologists in order to provide high-quality education in the fields of psychology and related behavioral and health sciences. TCSP is recognized for its exceptional services offered to communities and minority groups, as well as, for its notable contributions to the cultural and multicultural fields ("About the Chicago School," 2015).

The academic institution is currently accredited by the Western Association of Schools & Colleges Senior College and University Commission (WSCUC) and is an active member of the National Council of Schools and Programs of Professional Psychology. TCSP serves approximately 4,300 students enrolled in programs offered at Chicago, Los Angeles, Irvine, Washington, D.C. and online campuses ("Fast Facts", 2015). TCSP is committed to form professionals with sophisticated abilities to understand human beings and make a positive and transformational impact in their lives. This commitment is aligned with school's mission, integrating and translating theory into professional practice to propose innovative strategies to address the diverse communities present in global societies ("About the Chicago School," 2015).

Based on the educational demand identified in the International Psychology field, The Chicago School of Professional Psychology developed an online Master of Arts in International Psychology (MA IP) program. This program closely observes TCSP's mission integrating international practices with psychological principles ("Program Description," 2015; "Why The Chicago School," 2015).

## **3. MASTERS OF ARTS IN INTERNATIONAL PSYCOLOGY (TCSP)**

The Master of Arts in International Psychology (MA IP) is a non-licensure, non-clinical online program that provides students with a foundation in Western and non-Western psychological theories about human behavior. It brings a unique perspective to global challenges and encourages the promotion of new solutions. Students learn theoretical psychological concepts including Western and non-Western worldviews, to further understand global practices and explore behaviors across diverse cultures and groups.

Throughout the program students learn to develop a personal paradigm to understand globalization and its impact on individuals, societies, and nations around the globe. Students are also encouraged to develop a fundamental sense of belonging and interconnectedness with the global community. Most important, students advocate for social justice, social responsibility, and learn respect and dignity for all living organisms and peoples, adopting actions shaped by universal ethical principles. While much of the science is grounded in Western ideas, students in this program also develop a respect for cultural considerations and the ability to critically think and evaluate Western and non-Western psychological frameworks ("M.A. International Psychology Handbook" 2015).

The MA IP program is suited for individuals who would like to make a difference in the fields of trauma and group conflict, management and leadership, and environmental advocacy. Students are prepared to deliver professional services domestically and internationally, responding to world needs in immigration, trauma and group conflict, advocating for survivability and sustainability, and supporting the development of multinational organizations in global settings ("M.A. International Psychology Handbook," 2015).

In this age of technology and economic globalization, modern organizations with an international presence expect their professionals to effectively communicate and have abilities that are finely attuned to the expansion and interconnectedness of people and nations in domestic and international contexts. The MA IP was developed to respond to this global demand and form competent professionals to be part of the international workforce ("M.A. International Psychology Handbook," 2015).

### 3.1. Program Philosophy

The MA IP introduces the philosophy of psychology as a transformational field. International Psychology is conceptualized as a new paradigm that facilitates the integration of psychological theory, research, and practice that is context and culture specific (Moghaddam, Erneling, Montero & Lee, 2007).

This degree program supports the development of agents of change who promote social justice and understand their impact on others. They are able to critically reflect on their identity as cultural beings. The program addresses past and current global challenges such as trauma generated by poverty, migration, human rights abuse, inter-group conflicts, and issues related to the processes of globalization and environmental change. In addition, the program supports the development of ethical organizational practices promoting efficient and respectful networks between peoples and industries across the world ("M.A. International Psychology Handbook," 2015).

### 3.2. The Curriculum

The MA IP is a 36 credit-hour online program, consisting of 9 core courses (27 credits) and 3 concentration courses (9 credits). The core courses include a Capstone Project and Field Experience course. This program was developed to ensure that students will be prepared to respond to the needs of current and future demands in the field of International Psychology ("MA International Psychology Program Overview," 2015).

#### Core courses:

- IN500 - Introduction to International Psychology, Universal Ethics, and Professional Development
- IN507 - Global Perspectives of Psychopathology
- IN514 - An International Analysis of Life Span Development
- IN521 - Global Mental Health and Human Rights
- IN528 - International Psychology and Diversity
- IN535 - Culture Centered Interventions - Program Design and Evaluations
- IN542 - Statistics
- IN549 - International, Cross-Cultural, and Multicultural Research Methods
- IN595 - Capstone/Field Experience

#### Concentration courses:

- a. Trauma and Group Conflict (TGC):
  - IN550 - Process of Acculturation, Immigration, and Refugee Status
  - IN551 - Crisis Response - Trauma and Crisis Intervention
  - IN552 - Building Community Resilience and Healing
- b. Management and Leadership (ML):
  - IN560 - Global Management - Decision Making, Negotiation, and Problem Solving
  - IN561 - International Entrepreneurship
  - IN562 - Communication in Global Organizations
- c. Environmental Advocacy (EA):
  - IN570 - Environment and Globalization Process

- IN571 - Environmental Global Strategies - Social Responsibility, Social Change, and Public Action
- IN572 - Growing Global - Relationship of Society and Environment

### 3.2.1 Description of Concentrations

According to Stevens and Gielen (2007), "Of the many pressing issues, which the world now faces, three have profound implications: inter-group conflict, threats to the natural environment, and risks to physical and mental health, particularly among women, children, and adolescents, and migrants, and refugees" (p. 5).

Based on the observations of Steven and Gielen, the program was designed to offer students the opportunity to specialize in one of the following concentrations: Trauma and Group Conflict, Management and Leadership, or Environmental Advocacy ("Program Description," 2015).

- a. Trauma and Group Conflict (TGC):** In this concentration, students will advance their knowledge about acculturation and immigration processes, including refugee status. Particular attention will be given to the multiple forms of trauma originating from man-made and environmental causes, and crises commonly identified in vulnerable, underserved, and at-risk populations. Furthermore, students will be able to understand the complex concepts of resilience and healing in multicultural, cross-cultural, and indigenous communities.
- b. Management and Leadership (ML):** Throughout this concentration, students will acquire a variety of management and leadership abilities that are needed in international contexts to successfully develop culturally sensitive communication strategies to conduct negotiations and assist with solving cross-cultural, organizational challenges. Students who would like to engage in international entrepreneurial endeavors will learn how to overcome multicultural and intercultural barriers inherent in international contexts and to further appreciate and analyze the influence of historical, economic, political, social, and cultural systems to better conduct business overseas.
- c. Environmental Advocacy (EA):** In this concentration, students will further explore the impact of the process of globalization on the field of environmental psychology. In addition, students will evaluate broader interactions and ways individuals from diverse cultures relate to their environments and complications generated by these encounters. Emphasis will be given to culturally competent abilities and the importance of government and community social responsibility. Students will develop ethical resolution of cultural conflicts related to the environment, and ultimately to promote sustainability and survivability based on universal rights.

### 3.2.2 International Field Experience

The MA IP program culminates in a Capstone Project and Field Experience course. This course includes travel to another country where students will engage in a collaborative service learning component and a participatory action project with an organization that advocates for global social justice and serves marginalized and vulnerable populations. The capstone project will focus on the demands proposed by the organization, and the organization's demands will be identified during the on-ground visits and discussions between organization leaders, faculty, and students ("M.A. International Psychology Handbook," 2015).

The Capstone Project and Field Experience course will facilitate the development of cultural sensitivity and awareness. Students will learn to establish respectful and ethical relations with global populations considering the impact of their own culture on international communities. Students will gain first-hand insights into the complex socio-cultural, historical, political, economic, and psychological issues affecting people, organizations, and the environment. In addition, students will have hands on experience with the unique challenges confronting professionals working in international contexts ("M.A. International Psychology Handbook," 2015).

Students will participate in a nine-day field experience at an international destination (e.g., South Africa, Rwanda, Germany, Peru, or Brazil). The capstone project will require the integration and synthesis of knowledge and abilities gained in previous coursework. Students are expected to demonstrate competence in the field of International Psychology while focusing specifically on the experiences gained through their field activities. In addition, students will provide approximately 20 hours of community service to the international organization. Community service is a required component of field experience and the activities will be planned considering the needs expressed by the organization. Students will be able to apply the foundational knowledge and abilities they have learned in the previous courses to real life situations ("M.A. International Psychology Catalog," 2015).

Preparation for the capstone project and field experience on-ground work will begin in the following courses: Introduction to International Psychology, Universal Ethics and Professional Development (IN500), International Psychology and Diversity (IN528), and Culture Centered Interventions - Program Design and Evaluations (IN535) ("M.A. International Psychology Catalog," 2015).

## 3.2. Program Assessment

The MA IP program is a competency-based program (Kate, 2014) and the designed competencies and program learning outcomes will be used to measure students learning experiences. Students are expected to master the knowledge and develop specific abilities outlined in the program competencies and learning outcomes (PLOs) (Kuh, Jankowski, Ikenberry & Kinzie, 2014).

The MA IP program competencies and program learning outcomes were developed based on TCSP's institutional learning goals. In addition, two relevant organizations in the field of International Psychology were consulted, The American Psychological Association (APA): Division 52 (International Psychology) (International Psychology (APA)," 2015; Takooshian & Stambaugh, 2007; "Resources," 2015) and The International Union of Psychological Science (IUPsyS) ("International Union of Psychological Science," 2015; Rosenzweig and Holtman, 1993). As a result the MA IP curriculum map was constructed identifying pertinent academic competencies and program learning outcomes (PLOs) in the field of International Psychology.

### 3.2.1 Competencies and Program Learning Outcomes (PLOs)

The Master of Arts in International Psychology includes six general competencies. Each competency is aligned with a specific institutional learning goal and has a direct relation with the program learning outcomes (PLOs). MA IP program competencies are described below ("MA IP Program Guidebook," 2015):

- (1) Knowledge and Application of Global Psychological Paradigms:** Evaluate major Western and Non-Western theories influencing the development of the field of International Psychology, life-span development and psychopathologies, supported by empirical findings, including historical and current trends;
- (2) International, Cross-Cultural and Multicultural Research:** Analyze variations in International, Cross-Cultural and Multicultural research, and master research methodology and techniques of data collection and analysis;
- (3) Global Citizenship:** Effectively evaluate the process of economic and political globalization and its impact on diverse populations, sociocultural identity construction, systems of power, human rights, provisions for assisting humankind, and environmental threats;
- (4) Program Design and Evaluation:** Design and evaluate ethical domestic/international programs and interventions based upon national and global theories, research, and the scientific professional literature to guide the development and evaluation of interventions in global mental health, international organizational, and environmental fields;
- (5) Interpersonal and Communication Abilities:** Develop professional bridges within and across borders to facilitate culturally competent verbal and written communication, scholarship, and shared knowledge;
- (6) Universal Ethical Principles:** Evaluate ethical principles endorsed by the Universal Declaration of Ethical Principles for Psychologists and the American Psychological Association to choose actions that are shaped by universal ethics, respect, and care for the rights of all life.

### 3.2.2 Program Learning Outcomes (PLOs)

The program learning outcomes (PLOs) have the main goal to accurately describe what students will be able to achieve by the end of the program. PLOs should be clear, specific, observable and measurable demonstrating direct evidence of student learning ("Program Learning Outcomes – WASC," 2015). The development of PLOs was consistent with guidelines proposed by Benjamin Bloom's taxonomy. Bloom proposes the existence of three domains that are closely related to the process of learning: cognitive, affective, and psychomotor. Within these domains, advanced learning is only achieved if students are able to master basic sets of skills and knowledge (Krathwohl, 2002).

The following eighteen program learning outcomes (PLOs) represent important aspects of MA IP student learning success. Once the program is concluded students will be able to ("M.A. International Psychology Program Learning Outcomes," 2015):

- Evaluate major theories that have influenced the development of International Psychology and related fields, supported by empirical findings, including historical and current trends;
- Identify and accurately apply relevant Western, non-Western, and indigenous theories of psychopathology relative to a variety of current diagnostic systems (DSM and ICD) in diverse case studies;

- Identify and accurately apply relevant Western, non-Western, and indigenous theories of sociocultural development across the life span using diverse case studies;
- Evaluate appropriate databases to analyze qualitative, quantitative, and mixed-method methodologies as well as differences and similarities in international, cross-cultural, and multicultural research in the scientific literature;
- Evaluate peer-reviewed articles, including methodologies, data analyses, conclusions, and recommendations for future studies, thereby synthesizing the strengths and limitations of research methods in relation to validity and reliability;
- Develop knowledge of descriptive statistics, data management, basic statistical procedures, and data analysis software;
- Analyze the social construction of culture, gender, sexual orientation, ethnicity, religion and spirituality, social class, disability, language, race, and immigrant status;
- Evaluate systems of privilege and power, oppression and domination, international variance in perspectives, cultural competency, and sociocultural identity construction;
- Demonstrate cultural intelligence skills, proactive identification of cultural issues when advocating and developing interventions and making recommendations for potential solutions for diverse cultures and conflicts;
- Evaluate the process of political and economic globalization and its effects on access to mental health and psychological services, particularly for underserved populations;
- Analyze universal human rights conventions and their application in humanitarian aid and advocacy work; domestic and international humanitarian programs that provide assistance to humankind, based on an acquired understanding that all life has value as well as a societal and environmental impact;
- Design and evaluate effective domestic and international ethical programs and interventions in the global mental health field that are drawn from current empirical literature, research, and relevant psychological theories;
- Design and evaluate effective domestic and international ethical programs and interventions in the organizational field that are drawn from current empirical literature, research, and relevant psychological theories;
- Design and evaluate effective domestic and international ethical programs and interventions in the environmental field that are drawn from current empirical literature, research, and relevant psychological theories;
- Demonstrate strong culturally sensitive communication abilities, including self-awareness, self-regulation, and empathic and effective speaking and listening skills, to manage behavior and perspectives that facilitate or impede the effectiveness in communicating with individuals, groups, or systems;
- Compose professional-quality written papers and reports that are clear, concise, and precise, communicating their ideas in a grammatically correct, structured, and organized manner and congruent with the American Psychological Association (APA) format and style;
- Demonstrate an understanding of and commitment to abide by the ethical principles endorsed in the Universal Declaration of Ethical Principles for Psychologists and by the American Psychological Association (APA);
- Apply actions that are informed by universal ethical principles, respect, and care for the rights of all life and employ sound ethical decision-making approaches when faced with domestic or international ethical dilemmas.

### 3.3. Online Course Structure

The courses in the MA IP program are held online and courses are divided in 7 modules/14 units where each module or 2 units is covered in one week. Courses are taught in accelerated 7-week terms for a total of 12 terms in an academic year. TCSPP online term includes 7 weeks and typically students take one 3 hour-credit course per term ("M.A. International Psychology Catalog," 2015).

The MA IP courses are taught online using the *Canvas Learning Management System (LMS)*. Canvas was selected among several learning systems to facilitate communication among students and faculty enhancing students' learning experience and consequently students' satisfaction.

The program adopts a variety of instructional strategies designed for the online learning environment to meet the needs of online students. Faculty are located worldwide and use synchronous and asynchronous pedagogical strategies including field experience, online chat rooms, group learning activities, and voice or video conferences. Discussion forums and individual activities include quizzes and reflective writing

assignments. Participation and interaction are encouraged through dialog-based discussions so that students feel a sense of community. Furthermore, these institutional approaches are used to motivate critical self-reflection and appropriate application of theory into practice ("About Online," 2015).

### 3.3.1 Course Development

TCSP's Academic Affairs Department implements a rigorous process to facilitate the development of new online courses. All steps have equal importance and bring consistency and efficiency into the process (Anderson, 2008; Caplan & Graham, 2008).

During the first stage of course development, the program lead/department chair outlines the course requirements in the curriculum map (e.g., competencies, program learning outcomes, and capstone sequence flow). All these documents contribute to the development of a course prospectus which includes:

- The official course description and number of credit hours for the course from the catalog or course list approved by the accreditors if the catalog has not yet been published;
- Assigned competencies and program learning outcomes and the level at which it assesses the learning outcomes (e.g., basic, intermediate, or advanced);
- Specific assignments that must be included to satisfy program requirements such as capstone flow and international field experience;
- Additional prerequisites such as required textbook or readings that are directly related to course' final assignments (also known as signature assignments).

In the second step, the program lead/department chair identifies the faculty who will be responsible to develop the course content. The faculty must be an expert in the area in order to be considered for this position. The Program lead/department chair meets with subject matter expert (SME) and the professional assigned to design the course in the online platform (Instructional Designer). The instructional designer assists the program lead/department chair and SME to select the most up to date technology that should be incorporated into the course. Technology also needs to be aligned with course PLOs. The meeting has the goal of discussing course content, competencies, program learning outcomes, signature assignment, and quality requirements guided by Quality Matters. Quality Matters is defined as a faculty-driven peer review process responsible for assuring the quality of online course ("Quality Matters Higher Education," 2015). Based on discussions held in the meeting, the course prospectus is created by SME and submitted to program lead/department chair for approval (Anderson, 2008).

Moving to step number three, SME uses an official TCSP online syllabus template to outline the course structure in 7 modules/14 units. The content assigned to each module/unit is created including synchronous and asynchronous pedagogical strategies and is aligned with course PLOs. At this point, the SME may break down the PLOs into course learning outcomes (CLOs) and module learning outcomes (MLOs). In addition, the SME may also propose facilitating outcomes to assist students accomplish PLOs, CLOs and MLOs.

Course development moves to stage four once the SME concludes a draft syllabus and submits it to program lead/department chair (Anderson, 2008). The draft syllabus is reviewed to ensure that the course appropriately addresses the MA IP curriculum map and covers all content that must be included to prepare students to master program competencies and PLOs. Upon approval, the SME begins working with the Instructional Designer to develop the course in Canvas.

Stage five is achieved once the work is completed in Canvas and the program lead/department chair releases the course to an external reviewer. External reviewer examines the course based on Quality Matters rubric ("Quality Matters Rubric Standards," 2015) and provides feedback. In the final stage of development, program lead/department chair discuss with SME external reviewer's recommendations and SME works with Instructional Designer making modifications to the course in Canvas as appropriate (Anderson, 2008). Once these changes are made, the course is deemed complete and ready for teaching.

### 3.3.2 Faculty

The MA IP program practitioner-scholar teaching model (Wasserman & Kram, 2009) hinges on faculty with international experience living in diverse parts of the world. Professors teaching in this program are highly experienced professionals and leaders in particular areas of the International Psychology field. Through their work on the front lines of their professions, students gain insight and wisdom that extend beyond the bounds of theory. MA IP professors are knowledgeable and qualified to assist students in developing deep culturally competent communication abilities through cross-cultural experiences.

In addition, TCSP provides specific instructional online certification to ensure faculty are well prepared to teach online: Teaching Online Pedagogy & Standards (TOPS). The course focuses on learning theories and models, effective discussion strategies, integrating synchronous learning opportunities, providing meaningful



feedback, online collaboration, and ethical considerations in online instruction and resources for future learning ("Teaching Online Pedagogy & Standards," 2015).

#### 4. CONCLUSION

With the advent of globalization, connections among psychologists and professionals in related areas have been established and solidified. Such connections fostered the exchange of knowledge contributing to expand the field of psychology. As a result a new branch of psychology, *International Psychology* emerged, advocating for the development of ethical psychological practices that are culturally and contextually oriented and sensitive to the demands of global society.

The generation of professionals working in today's global society need competencies that are directly aligned with global demands. The internationalization of psychology curricula is an essential task in the process of preparing psychology professionals today. This new curriculum should assist professionals develop competencies that are sensitive to the differences of individuals from various cultural, ethnic, and racial backgrounds. Furthermore, it should prepare professionals to identify the impact of social, economic, and political systems in peoples' lives. In sum, it should form responsible and ethical global citizens, fully capable to work in Western and non-Western contexts, addressing the needs of diverse cultural groups and advocating for social justice and responsibility.

Based on identified demand, TCSPP has developed an innovative and pioneer curriculum with the goal of forming professionals to effectively respond to complex global challenges. The MA IP emphasizes the application of specific knowledge that is relevant to professionals inserted in the global workforce. The educational delivery strategies and the development of core and specialization courses were carefully planned. Moreover, rigorous online pedagogy approaches and up to date instructional technologies were incorporated in order to not limit by time and geographic boundaries the reach of the program. The unique features of the MA IP program were designed to prepare highly qualified international psychologists to respond to global demands.

In this age of accelerated advancements, international psychologists should be finely attuned to the global demands and challenges generated with the expansion and interconnectedness of people across the globe.

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#### ABOUT THE AUTHORS

**Viviane de Castro Pecanha, Ph.D.** is a clinical and research psychologist who began her education and career in Sao Paulo, Brazil. With a focus on cognitive and behavior analysis, she received a doctoral degree in the field of addictive and chemical behaviors at the University of Sao Paulo, Brazil. Since 1998, Dr. Pecanha has worked to advance research and education for addictive disorders. She helped found the first South American treatment and research center dedicated to understanding impulse control disorders and gambling. Dr. Pecanha also co-founded a Brazilian non-profit organization that educates and trains mental health professionals to diagnose and treat impulse control disorders. She has provided both inpatient and outpatient psychological services for behavioral and chemical addictions at psychiatric hospitals, residential treatment facilities, and community counseling centers. In 2005, Dr. Pecanha moved to California and began teaching students at the graduate level, while researching addiction issues, at University of California in Los Angeles and counseling clients in private practice. During the period she was living in Los Angeles she was invited to be part of The Chicago School, Los Angeles campus developing the Clinical Doctorate Program. In 2009, she returned to Brazil, teaching online for the International Psychology Ph.D. Program at The Chicago School and furthering its global mission by directing TCS Education System international initiatives in Sao Paulo, Brazil. She is currently the Associate Chair of the International Psychology Ph.D. program, and accepted the invitation to develop and be the Program Lead for the Master of Arts in International Psychology to continue her mission in the educational field inspiring students to maximize their potential to address global demands.

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