

Editorial (98)

In 2004 a book titled *Professional Doctorates: Integrating Professional and Academic Knowledge* were published by the Society for Research into Higher Education & Open University Press, written by Scott, Brown, Lunt, and Thorne. This book reflected the results of the authors' research in 12 universities in the United Kingdom among business, education, and engineering doctorates. Though there were no psychology representatives, their findings could certainly broaden our knowledge in developing the demands of the stakeholders of psychology education at the doctoral programs and even at the master's programs. Their ultimate goal was actually to bridge between academic and professional knowledge, between the academic world and the workplace. Though it was launched six years ago, at the moment officially this is still a new topic in our academic setting.

In our hierarchic academic and professional education, after a student is graduated from his/her undergraduate course he/she can follow either the formal academic ladder (i.e. master's degree and doctorate degree) or formal specialized ladder Specialist I and later on Specialist II (so far not yet implemented and in lieu of that "replaced" by advanced competence named Specialist (Consultant) such as Sp.KJ(K) = Spesialis Kedokteran Jiwa (Konsultan). This means specialist in psychiatry and has the advanced competence as psychiatric consultant in a certain sub discipline such as child psychiatry or already very senior in general psychiatry. This is what happened in the medical education institution.

An already implemented "strategy" which resemble the present key topic has been implemented in our postgraduate psychology education, i.e. the "double degree" award in the psychology graduate education, namely the M.Psi. degree. The graduate who deserves

the title is both a master in psychology (academic degree) and also a psychologist (professional expert in psychology). So far this "double degree" is more drilled with professional competence but relatively poor in academic content. Certainly this doesn't match with the aims of what is christened professional doctorate by Scott et al. in 2004. What the "new wave" are after were that the graduates not only have the academic qualification (outcome of a postgraduate education), but also the professional and if needed vocational qualification, as well. What they have introduced during the 1990s was providing higher qualification for already experienced experts such as EdD for experts in education or EngD for qualified engineers. Lesson learned was to implement those ideas since the beginning of the doctoral course. To be in line with these prospective ideas, we should plan an up to date doctoral program and not repeat the weaknesses of the former "double degree" magister program.

The postgraduate education in psychology of Universitas Indonesia offer an applied master's program in psychometric, health psychology, sport psychology, and human resource management, for non-psychologists graduates. They will be awarded the degree/title of Master in Applied Psychology (Magister Psikologi Terapan), which is not yet accepted in other universities. The other centre of excellence still arguing whether such a program really contain a clear outcome for the community, though we can find such degrees abroad. While the debates and discussions are under way, its high noon to calm down and preparing for a formal magister terapan and doktor terapan from the government in line with the key topic of this editorial.

The editor