

## Training Models in Professional Psychology Education (A Literature Review)

Anrilia E. M. Ningdyah, Edward Helmes, and Claire Thompson  
College of Healthcare Sciences, Department of Psychology  
Townsville Campus, James Cook University

Garry Kidd  
College of Healthcare Sciences, Department of Psychology  
Cairns Campus, James Cook University

Kenneth Mark Greenwood  
College of Healthcare Sciences, Department of Psychology  
Singapore Campus, James Cook University

Intense debate on training models used in professional psychology education, including discussion on the specific training models most appropriate for educating future psychologists is far from finished. The authors reviewed articles discussing training models including results of empirical studies in professional psychology programs, which were published in several psychology journals databases (1949 to 2014). The authors have identified (a) the scientist-practitioner; (b) the practitioner model and its derivatives; (c) the clinical-scientist; and (d) the competency-based models. This article also outlines the historical development of each model and a consideration of the main principles espoused by each training model. It seems that discussion on the concept of training models and empirical studies on how these models are used in professional psychology programs outside the context of Western countries, is rare. Thus, this review could serve as a theoretical foundation for the implementation of a study aimed at filling the gap in the discussion of professional psychology program curricula, including the training models used, especially in other contexts than the Western.

*Keywords:* professional psychology, training model, psychology curriculum, psychologist

Diskusi intensif tentang model pelatihan spesifik yang paling cocok untuk mendidik psikolog di masa depan masih belum tuntas. Para penulis menelaah artikel-artikel yang mendiskusikan model pelatihan, termasuk yang meliputi hasil studi empiris dalam pendidikan psikologi profesional, serta telah diterbitkan dalam berbagai pangkalan data psikologi (1949 hingga 2014). Para penulis mengidentifikasi model-model (a) ilmuwan-praktisi; (b) praktisi dan turunannya; (c) ilmuwan klinis; dan (d) model berdasar kompetensi. Artikel ini juga memaparkan secara garis besar perkembangan sejarah dan pertimbangan prinsip-prinsip utama yang menyertai tiap model pelatihan. Ternyata diskusi tentang konsep model pelatihan dan studi empiris tentang bagaimana model-model tersebut dipakai dalam program psikologi profesional di luar konteks negara Barat, masih langka. Telaah pustaka ini dapat menjadi dasar teoretis pengimplementasian suatu studi yang bertujuan mengisi kesenjangan diskusi kurikulum program psikologi profesional, termasuk model-model pelatihan yang dipakai, terutama di luar konteks negara Barat.

*Kata kunci:* psikologi profesional, model pelatihan, kurikulum psikologi, psikolog

The determination of appropriate preparation for educating future professionals is an important topic given the strategic role of professionals in serving the

---

The first author wishes to acknowledge the Indonesia Endowment Fund for Education (the Indonesian acronym is, LPDP) for providing a scholarship to pursue a PhD degree.

Correspondence concerning this article should be addressed to Anrilia E. M. Ningdyah, College of Healthcare Sciences, Department of Psychology, 1 James Cook Drive, Townsville, QLD, Australia 4811. E-mail: anrilia.ansyorideas@my.jcu.edu.au and anrilia\_ema@yahoo.com

community (Shulman, 2005). Professional education in psychology began in 1896 with the establishment of the first psychological clinic by Lightner Witmer at the University of Pennsylvania (Cautin & Baker, 2014; Routh, 2000). Following this, several professional programs were established throughout the United States (Routh, 2000). Professional education in psychology is distinguished by some special characteristics not found in traditional scientific/research pro-